

NOTE: If there is no link for a piece of evidence, it's in the evidence folder.

G. Institutional Analysis

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

A. Mission

1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Evidence of Meeting the Standard

[I.A.1-1](#) College Mission, Vision and Values Statements

[I.A.1-2](#) Planning and Budgeting Council (PBC) minutes approving the updated College Mission, Vision and Values Statements

[I.A.1-3](#) SMCCCD Board of Trustees meeting approving Cañada's Mission, Vision, and Values Statements, as part of the EMP.

Analysis and Evaluation

Cañada College's mission statement¹ reads as follows:

Cañada College provides our community with a learning-centered environment, ensuring that all students have equitable opportunities to achieve their transfer, career education, and lifelong learning educational goals. The college cultivates in its students the ability to think critically and creatively, communicate effectively, reason quantitatively, and understand and appreciate different points of view within a diverse community.

Table 1 below describes how Cañada College's mission statement describes the College's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.

Standard I.A.1	Cañada College Mission Statement	Analysis and Evaluation
Institution's broad educational purposes	Cañada College provides our community with a learning-centered environment, ensuring that all students have equitable opportunities to achieve their transfer, career education, and lifelong learning educational goals. The college cultivates in its students the ability to think critically and creatively, communicate effectively, reason quantitatively, and understand and appreciate different points of view within a diverse community.	The mission statement in its entirety reflects our broad educational purpose.
Intended student population	Cañada College provides our community with a learning-centered environment.	The College's mission refers to "our community" which includes everyone in San Mateo County, as indicated in the link to our Education Master Plan highlighted on our website.
Types of degrees and other credentials	"...equitable opportunities to achieve their transfer, career education, and lifelong learning educational goals".	This refers to the types of degrees and credentials the College offers.
Commitment to student learning and student achievement	"...ensuring that all students have equitable opportunities to achieve their transfer, career education, and lifelong learning educational goals. The college cultivates in its students the ability to think critically and creatively, communicate effectively, reason quantitatively, and understand and appreciate different points of view within a diverse community.	This part of the mission statement demonstrates our commitment to key student learning and achievement goals: the ability to think, communicate, reason, understand and appreciate different points of view.

Table 1: Cañada College's Mission Statement Mapped to Elements in Standard I.A.1

The Mission is further explicated through the College's Vision and Values statements. The College Vision re-iterates the College's broad educational purpose by stating: "[the] College is committed to being a preeminent institution of learning, renowned for its quality of academic life, its diverse culture and practice of personal support and development." The Vision also highlights the types of degrees and other credentials the College offers: "[Dynamic], innovative programs

that prepare students for the university, the modern workplace, and the global community.” The statement that the College is “renowned for its quality of academic life, its diverse culture....and extraordinary student success” reveals its commitment to student learning and student achievement. The College Values aligned with the Standard are listed below in Table 2.

Standard 1A.1	Cañada College Values
broad educational purposes...	Transforming Lives High Academic Standards Diverse and Inclusive Environment
its intended student population...	Community, Education, and Industry Partnerships Communication and Collaboration
its commitment to student learning and student achievement	Student Success in Achieving Educational Goals Engaging Student Life Accountability Sustainability Transparency

Table 2: Cañada College Values Aligned to Elements in Standard 1A.1

Cañada College’s mission statement describes the College’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. These elements are further described in the College Vision and Values statements.

2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard

- [1.A.2-2](#) EMP planning process
- [1.A.2-1](#) ILO Assessments
- [1.A.2-3](#) Institution-Set Standards
- [1.A.2-4](#) PBC discussion of the Institution-Set Standards
- [1.A.2-5](#) PBC meeting to discuss measurement of ILO assessments
- [1.A.2-6](#) PBC meeting to discuss ILO assessments
- [1.A.2-7](#) PBC Prioritization Rubric
- [1.A.2-8](#) Program review data packets
- [1.A.2-9](#) Program review process

Analysis and Evaluation

The use of data to drive a culture of inquiry and informed decision-making in support of the College’s mission has a long history at Cañada College. PRIE supports a variety of planning and evaluation activities annually, allowing campus constituency groups to monitor how well the College is achieving its mission and meeting the needs of students.

Institutional Learning Outcomes

Each year, PRIE administers a survey of students receiving a degree, certificate or transferring that year. The survey captures completing students’ self-assessment across an array of abilities directly aligned with the college mission. These student outcomes are the college’s ILOsⁱⁱ. Data

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from the survey are published on the website, disseminated via email, and presented toⁱⁱⁱ and discussed by the PBC annually^{iv}.

Institution-set Standards

The College also has established Institutional-Set Standards^v (also known as College Benchmarks) that are regularly reviewed and monitored. The Institutional-set Standards include student achievement data disaggregated by different types of courses (e.g., career education, online, and basic skills), regarding student persistence and continuous enrollment from term-to-term, the number of students transferring to four-year institutions, and completion of associate degrees and certificates. The College is currently transitioning to the new Student Success Metrics and is regularly considering student achievement data disaggregated by student type as well^{vi}.

Educational Master Planning

Both the college mission and data related to ILOs and the Institution-Set Standards direct the identification of college priorities every year. This begins with their driving the EMP process^{vii} every five years during which the College reviews data regarding past performance, re-affirms its mission, and sets the broad goals for the next five years in order to achieve its mission. The EMP, which also is aligned with the District and Chancellor's Office goals, then informs all other college planning and priority setting.

Program Review

All college programs undergo a regular self-evaluation using student outcome data provided by PRIE^{viii} and their own assessments of student learning outcomes via the college's annual Program Review Process^{ix}. The first question on all Program Review Forms asks the programs to demonstrate how their programs align with the college mission. Through feedback and review from administrators, staff, and faculty, programs and services receive comments and suggestions to improve the alignment of program missions and goals with those of the College and the needs of students.

The PBC considers all of the above when setting priorities and allocating resources each year. It applies a rubric^x to each resource request emerging out of the Program Review Process, which allows them to rank each request on whether it supports the college mission, strategic goals, aligned plans and student learning outcomes. Through this regular cycle of mission-driven goal setting, institutional self-evaluation, and data-informed program review and evaluation, the College is able to ensure that its priorities are directed by its mission.

3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard

[I.A.3-1](#) Annual Strategic Plan

[I.A.3-2](#) Curriculum Committee Handbook (p. 9-10, section 1.3 Orientation, Training and Roles of the Curriculum Committee)

[I.A.3-3](#) College plans and integrated planning calendar

[I.A.3-4](#) Educational Master Plan (EMP)

[I.A.3-5](#) EMP planning process

[I.A.3-6](#) PBC Allocation of Resources

[I.A.3-7](#) PBC meeting discussing the ranking and review of resources via program review

[I.A.3-8](#) PBC Resource Prioritization Rubric

[I.A.3-9](#) Program Review, Overview

[I.A.3-10](#) Program review forms

[I.A.3-11](#) Program review process

[I.A.3-12](#) SLO/PLO reporting

Analysis and Evaluation

Programs and Services Align with the Mission

Each year, through the program review process, programs must discuss how their PLOs, Student Learning Outcomes (SLOs) and Service Area Outcomes (SAOs) support the college mission^{xii}. This regular assessment and report-out enables program leads, deans, and other administrators to ensure that all program learning outcomes and service area outcomes are aligned with the college's ILOs and mission. This regular assessment and report-out enables program leads, deans, and other administrators to ensure that all program learning outcomes and service area outcomes are aligned with the college's ILOs and mission. As programs create new courses or update existing course outlines of record, the Curriculum Committee's Technical Review Process ensures that all CORs are demonstrating an alignment with the college mission^{xiii}, thus ensuring that all instruction stays true to those elements that the campus community values the most. Programs use these learning outcomes data when writing their program review reports biennially^{xiii}, thereby completing the connection between program review, learning outcomes, and the mission.

Mission-driven strategic goals, programs, and budgeting

The Planning and Budgeting Council oversees and facilitates the institution's planning, decision-making and resource allocation processes^{xiv} in a manner that ensures that the college mission guides everything. It guides the campus community in identifying strategic goals that support the mission and focus on the College's ability to support student learning and achievement. The latest strategic goals are:

- ***Student completion and success:*** To provide educational and student services programs that help students meet their unique academic goals; minimize logistical and financial barriers to success; and highlight inclusivity, diversity and equity.
- ***Community connections:*** To build and strengthen collaborative relationships and partnerships that support the needs of, reflect and enrich our diverse and vibrant local community.
- ***Organizational development:*** To invest institutional resources on the structures, processes and practices that focus on a diverse student and staff population, promote excellence, equity, inclusion and transformative learning.

Figure 1 below describes this process.

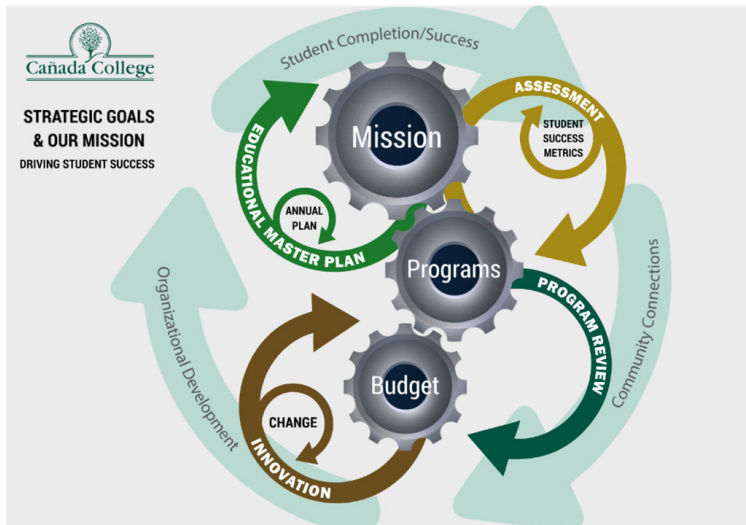


Figure 1: Cañada College Strategic Goals and Our Mission: Driving Student Success

The program review process^{xv} is then guided by both the college mission and strategic goals. Resources requested by programs as part of that annual process^{xvi} must demonstrate how they support the college's achievement of its overarching goals and mission during the PBC's resource prioritization process. The resource prioritization decisions made by PBC then inform the annual budget development cycle.

To ensure the College stays nimble and responds to new mandates and ideas for improvement, the College's annual strategic planning process knits together the imperatives of the EMP framework^{xvii} with new initiatives and opportunities as proposed during the program review process or by other initiatives such as the State Chancellor's Guided Pathways framework. These new initiatives subsequently inform program changes and future educational master planning^{xviii} and possible updates to the college mission.

When considering its priorities and making decisions about how to allocate resources each year, the PBC uses a rubric^{xix} that allows PBC members to rank a program's requests based on a number of measures^{xx}, including how well the request aligns with the college mission and strategic goals. As depicted in the blue section of Figure 4 below, the VPAS develops the college budget each year based on the resource prioritization process conducted by PBC and the College President's subsequent decisions based on the PBC recommendations. The VPAS returns to the PBC, iteratively, with drafts of the college budget to explain how the budget reflects the mission-driven priorities set by the PBC. In this way, the PBC ensures that the College's mission and goals for student learning and achievement drive resource allocation decisions^{xxi}.

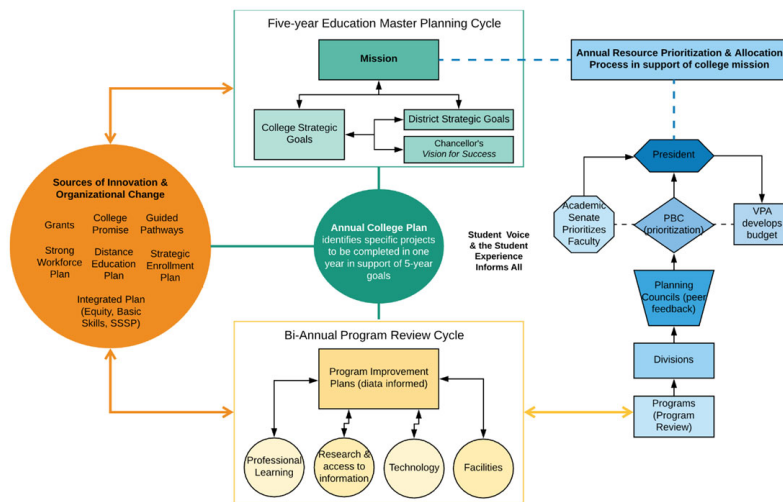


Figure 2: Cañada College Five-Year Educational Master Planning Cycle

Annual Planning

Beginning in 2018, the College revised its annual strategic planning process^{xxii} in response to its newly updated Educational Master Plan. Rather than provide periodic progress reports on elements of the EMP, the College, under direction from the PBC, creates an annual strategic plan which:

- Sets forth the activities to be implemented in one year to support the achievement of the five-year goals articulated in the Education Master Plan, which are in support of achieving the College Mission; and,
- Is a synthesis of objectives, strategic initiatives, and activities of other college plans, grant deliverables, and recent mandates from the State Chancellor's Office.

This synthesis provides the operational steps that college constituents, through the auspices of the Planning Councils, will take to implement the priorities set by the College each year—all of which support achieving the college mission and strategic goals. The process is described in Figure 2.

4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

Evidence of Meeting the Standard

[I.A.4-1](#) College Catalog Mission, Vision and Values

[I.A.4-2](#) College Mission, Vision and Values website

[I.A.4-3](#) EMP planning process

[I.A.4-4](#) EMP Survey of Campus Feedback on the Current Mission Statement, Flex Day, 11 October 2017

I.A.4-5 PBC meeting to discuss the college mission, as part of the EMP process (September 20, 2017)

I.A.4-6 PBC meeting to update the college mission, as part of the EMP process (October 4, 2017)

I.A.4-7 PBC meeting to approve the updated College Mission, Vision and Values (May 2, 2018)

I.A.4-8 SMCCCD Board of Trustees meeting to approve Cañada's EMP, which includes the updated mission, vision and values

Analysis and Evaluation

The 2017-18 PBC task force, along with the Education Master Planning team, used a SWOT (Strengths Weaknesses Opportunities Threats) analysis to review and update the mission statement. As part of the EMP team's process^{xxiii}, they conducted a campus-wide survey to gather feedback on proposed changes to the Mission^{xxiv}. Because of the input, the EMP team updated the Mission statement^{xxv} and presented it to PBC^{xxvi}, which ultimately approved the new Mission statement^{xxvii}. The new mission statement was approved by the Board of Trustees^{xxviii}.

Cañada College publishes its mission statement in all course schedules, course catalogs^{xxix}, Education Master Plans, Annual Plans, and on the College website^{xxx}.

Conclusions on Standard I.A. Mission

[insert response]

Improvement Plan(s)

I.A.3: Improving the connection between equity and the college mission:

Cañada College programs and services are regularly aligned with its mission during its annual program review process. The college mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement through a five-year education master planning process that governs other college planning, as well as annual strategic planning, decision-making, and resource allocation. The College recognizes that there needs to be a continual effort made to ensure that equity is at the forefront of our mission, vision and values. By continuing to work with the college's ACES committee, the ties between equity and the college mission will be strengthened in the future.

Commented [SH2]: We'll work on these; if you see something, please send in your comments.

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

A. Instructional Programs

1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting the Standard

[II.A.1-1](#) Business Division, Career Education Advisory Boards

[II.A.1-2](#) College Catalog

[II.A.1-3](#) DE Addendum Rubric

[II.A.1-4](#) Degrees and Certificates

[II.A.1-5](#) GE Pathways Initiative

[II.A.1-6](#) QOLT Work Group

[II.A.1-7](#) Transfer Center, Articulation Agreements

[II.A.1-8](#) Transfer Center, Transfer Admission Guarantee

Analysis and Evaluation

To fulfill the college mission and to serve students and the community, Cañada College provides a wide variety of instructional programs representative of fields of study across higher education. Instructional programs value transforming lives while maintaining high academic standards in a diverse and inclusive environment committed to student success and achievement of educational goals. The College values its community education and industry partners, and it welcomes regular communication and collaboration with all involved parties. Institutional policies and procedures ensure student attainment of learning across modes of delivery and location.

The College utilizes participatory governance processes to review, revise and improve instructional programs in the service of our mission. Instructional programs participate in a three-year assessment cycle, in which all learning outcomes in all courses are assessed across a three-year cycle. This regular assessment of course student learning outcomes informs and supports the program learning outcomes, which reflect the college mission and values. Through this scaffolding and reflective process, the College provides quality learning for all students.

Instructional programs offered at the College are appropriate to higher education. Programs¹ are designed to fulfill Associate Arts/Science Degrees, Certificates of Achievement, and CSU and UC transfer requirement. Cañada College articulates individual courses in programs with institutions of higher learning in the University of California and California State University systems and with select in-state private and holds articulation agreements¹ with out-of-state (OOS) public and private universities and colleges. In addition, Cañada College has established Transfer Admission Guarantee agreements¹ with Associate Arts/Science Degrees, forty certificates, and twenty-seven Associate Degrees of Transfer. In doing so, it serves the wider San Mateo County population with the programs and certifications that the community desires and requires. Programs utilize various modes of delivery—online, hybrid, and face-to-face classes—to provide quality instruction in a variety of locations in the community, including physical sites in Redwood City, Menlo Park, East Palo Alto, Half Moon Bay, and Pescadero.

All courses that are designated for distance education must be approved by the Curriculum Committee and the Distance Education Coordinator. All faculty who wish to teach a course either online or hybrid must submit the Distance Education Addendum to the course outline of record; this addendum must be approved by the Distance Education Coordinator and the Curriculum Committee. The Addendum and the rubric¹ used to evaluate it are aligned to the College's Mission to ensure that all course offerings, regardless of modality, maintain that connection. All faculty who wish to teach a distance education offering must either successfully complete the QOLT Work Group¹ or similar program; this is discussed in further detail in II.A.2 on page 2 and III.A.XXX

The campus community pays specific attention to career technical education, as this area demands currency and consistent revision. The Strong Workforce Program promotes CTE pathways leading to career opportunities aligned to Bay Area job market trends and labor demands, and a livable wage by providing accurate and current LMI data to students in our CTE programs. The Strong Workforce Program has also provided professional development opportunities to the college's CTE-focused college counselor to further assist students in identifying career paths. The Curriculum Committee reviews the course outlines of record for all

career and technical education courses on a two-year assessment cycle for textbook currency, while advisory committees¹ and the BACCC review the curriculum of the CTE course and programs to ensure currency in training and certification of industry standards. Like all instructional programs, the career and technical education programs perform program review biennially, thus ensuring ongoing program improvement. Additionally, these programs meet with their advisory boards on a regular basis so as to ensure that currency and relevance is maintained; this is discussed in further detail in Standard II.A.14 on page 2.

The College is in the inquiry phase of Guided Pathways, working to facilitate timely student completion. The current GE Pathways Initiative¹ has laid much groundwork in this area by providing pathways for completion of general education courses in one of two themes: social justice and sustainability.

Cañada College offers programs that meet all elements of the college mission, and regularly reviews the curriculum so as to ensure that this goal is met. All career and technical education programs continuously review their curriculum and work with their advisory councils to ensure that currency and relevance is maintained.

2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Evidence of Meeting the Standard

[II.A.2-1](#) Curriculum Committee Handbook (p.19-20, Section 2.11 Course Review Cycles; Appendix C: Distance Education Supplement Guide, pp. 98-101)

[II.A.2-2](#) DE Addendum Rubric

[II.A.2-3](#) Faculty Evaluation Procedures (from AFT/SMCCCD Contract 2016-2019)

[II.A.2-4](#) Professional Learning, Flex Day

[II.A.2-5](#) Program Review

[II.A.2-6](#) QOLT Work Group

[II.A.2-7](#) SMCCCD CurricUNET, Course Outlines of Record (searchable)

Division, IPC, SSPC, APC, and PBC minutes (PR discussions)

Program Review reports on TracDat (include sample)

Analysis and Evaluation

The full-time and part-time faculty of Cañada College work to continuously improve instructional courses, programs and related services through a series of systematic, ongoing processes. By engaging in these processes, all faculty ensure the content and methods of instruction meet generally accepted standards and expectations. These processes include curriculum review, faculty evaluation, SLO assessment, and program review.

The Curriculum Committee works under the purview of the Academic Senate, and is tasked with the guidance of faculty in maintaining all curriculum for the college. As the Curriculum Committee Handbook states¹, faculty are required to review all non-CTE courses every five years, while all CTE courses are reviewed every two years. This review and revision include the pre-requisites and co-requisites, updating of required materials, and any changes suggested by

the appropriate advisory board, where applicable. It further includes a revision, if necessary, of any degrees and certificates that may be impacted.

The faculty perform peer evaluations in regular intervals, as described in the faculty contractⁱ. Faculty evaluations include a classroom observation by a peer, an evaluation of non-teaching responsibilities by their division dean and a mandatory self-assessment. It includes an evaluation of learning outcomes and references the official course outline of record across all teaching modalities. Also, all faculty teaching distance education courses must be certified to teach online^l or demonstrate extensive training in the district or elsewhere. All faculty who wish to teach a course either online or hybrid must submit the Distance Education Addendum to the course outline of record; this addendum must be approved by the Distance Education Coordinator and the Curriculum Committee. The Addendum and the rubric^j used to evaluate it are aligned to the College's Mission to ensure that all course offerings, regardless of modality, maintain that connection. More about faculty evaluations can be found in Standard III.A.5 on page 2, while more on the certification of instructors with respect to distance education can be found in Standard II.A.7 on page 2 and in Standard III.A.2 on page 2.

As discussed in Standards I.B.5 on page 2 and I.B.9 on page 2, program review^k ensures that each program and the courses within it meet or exceed goals set forth by the college and by the individual programs themselves. Program review is completed on a biennial basis. Faculty complete program review to ensure participation and leadership in developing, sustaining, and modifying programs to promote student success and more broadly the college goals. Program review data and reports, including resource requests, goals, SLO assessment, and enrollment data, are discussed at the appropriate division meetings, the planning councils (Instructional, Student Services, and Administrative), and the Planning and Budgeting Committee. Program review is under the purview of the Academic Senate and carried out by the IPC; it plays an essential role in shaping college dialogue about student learning as it informs college planning. The revised fall timeline for program review ensures that program review guides planning and budgeting. Program review is a professional responsibility that full-time faculty perform; adjunct faculty are invited to participate and may apply time for Flex credit.

As discussed in Standards I.B.2 on page 2 and II.A.3 on page 2, all instructional programs perform learning outcomes cycles for their courses and programs. The college has instituted a three-year cycle for the assessment and analysis of learning outcomes data for course- and program-level learning outcomes. The data collected form an integral part of the program review process, as well as allow faculty to make changes based on student needs and performance.

3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Evidence of Meeting the Standard

[II.A.3-1](#) Academic Senate Resolution, Revision to the Assessment Cycle of Course and Program Student Learning Outcomes

[II.A.3-2](#) ASGC Meeting for May 11, 2017, page 1, Item 4.5

[II.A.3-3](#) Assessment, Three-Year Assessment Plans

[II.A.3-4](#) Assessment: Three-year Assessment Plan Templates

[II.A.3-5](#) Curriculum Handbook (p. 39, Section 4, Course Outlines of Record; p. 59, Section 4.15, Resolution for ongoing review and update of prerequisites, corequisites, advisories and course outlines of record)

[II.A.3-6](#) Faculty Evaluations, Learning Outcomes (AFT/SMCCCD Contract 2016-2019, p. 9, Section 3)

[II.A.3-7](#) Office of Instruction, Syllabus Repository

[II.A.3-8](#) Professional Learning, New Faculty Orientation Resources

[II.A.3-9](#) Program Review, Instructional Program Review Schedule

[II.A.3-10](#) SMCCCD CurricUNET, Course Outlines of Record (searchable)

Analysis and Evaluation

The faculty creates, assesses, and analyzes data from learning outcomes in regular intervals, in accordance with ACCJC requirements. Faculty assess all active courses with respect to course-level learning outcomes in a three-year cycle, as well as program learning outcomes. The Academic Senate, in conjunction with the Teaching, Learning, and Assessment Core team, resolved^d to instantiate this system in 2017ⁱ, with its initial cycle starting in fall 2017.

In order to assist faculty in learning outcome endeavors, the College assembled the Teaching, Learning, and Assessment coaching team, which include a Core Team and Coaches. The Core consists of the Faculty Instructional Assessment Coordinator, Instructional Technologist and Dean of Planning, Research and Institutional Effectiveness; the Coaches are faculty from each instructional division. The coaching team was established with the explicit goal of increasing general awareness about assessment and to improve assessment culture and effectiveness on campus. At this time the program has completed its run, but could be reinstituted should the need arise.

In the three-year assessment cycle, all departments decide when in the cycle their course-level learning outcomes will be assessed. Using a templateⁱ aligned to their program review cycle^j, all active courses are assessed within 3 years. In creating their assessment cycle, faculty pay specific attention to the following aspects:

- All active courses must be assessed within each department. This excludes courses that are not offered due course cancellations, banked courses, and ones that have been deleted or newly added. However, if a course is cancelled and offered at another time, the course is considered active and must be included in your assessment plan.
- The department determines the learning outcomes that will be assessed for each active course. The only requirement is at least one learning outcome is assessed when the course is up for review.
- Each program or department takes into account the frequency that each course is given with respect to the scheduling of the assessment of its learning outcomes.
- When a department updates the frequency that a given course is offered, the three-year assessment plan must also be updated.
- Each program decides when and which program-level learning outcome will be assessed, and they must indicate this on the assessment plan. At least one program-level outcome should be assessed within the three-year cycle. Ideally, a department's program-level outcome assessment plan aligns with their program review, to allow each department a time when it will discuss and report on outcome results as a part of program review.

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- All department three-year assessment plans are posted on the college's assessment webpage^l.
 - Each department or program must input all learning outcome data and results into TracDat, including reflections and follow-up/action plans.

As documented in the Curriculum Handbook^l, course content, including student learning outcomes, are approved through the Curriculum Committee as a part of evaluation of the course outlines of record. All departments must update their course outlines of record every six years, with career and technical education programs updating their course outlines of record every two years. The Curriculum Committee ensures that all course-level learning outcomes are in compliance with ACCJC Requirements with respect to structure, with particular attention paid to distinctions between learning outcomes and course expectations.

Per ACCJC Standards, faculty include the course-level learning outcomes in their course syllabi. Division deans ensure that faculty comply in this, as the syllabi are submitted to the division offices each semester. Course syllabi requirements are shared in new faculty orientation^l, and syllabi^l are reviewed as part of the portfolio review for part-time and full-time faculty evaluations^l.

Learning outcomes are regularly assessed at the course and program. Learning outcomes are clearly labeled in the syllabus of each course. The Curriculum Committee ensures that learning outcomes are accurately described in the course outlines of record. Course-and program-level learning outcomes are integrated into the program review process, with data and analysis being reported.

4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard

[II.A.4-1](#) College Catalog, Course Descriptions

[II.A.4-2](#) Learning Center, JAMS

[II.A.4-3](#) Learning Center, Open Enrollment Learning Center Courses

[II.A.4-4](#) Learning Center, Tutoring

[II.A.4-5](#) SMCCCD CurricUNET, Course Outlines of Record (searchable)

[II.A.4-6](#) Textbook, Laptop, and Calculator (TLC) Program

Analysis and Evaluation

The College distinguishes pre-collegiate level curriculum from college level curriculum, including pre-collegiate level courses in which students may earn units that are not degree applicable or transferrable. Such courses include Math, English, English as a Second Language and Developmental Learning Skills. Pre-collegiate level curriculum is a part of learning outcomes assessment and undergoes the standard cycles and processes at the College, thus pre-collegiate level curriculum receives the same processes and standards as transfer-level and career-technical courses. The Curriculum Committee regularly reviews course outlines, content and learning outcomes, including textbook selections and pre-requisites established through curriculum committee processes, which ensure faculty oversight and participation in defining appropriate content and skill levels for transfer level courses and some pre-transfer level courses.

The pre-collegiate aspect of a course is communicated in various. The College uses a different course numbering system to indicate pre-collegiate level courses, typically in the 800 or 900 series. The college catalog¹, the college class schedule, and course outlines of record² also clearly identify the transferability or applicability of credits to earning a degree or certificate.

In addition to these programs, a range of student support services operated through the Learning Resource Center and Library specifically focus on helping students succeed in pre-collegiate level courses. This includes embedded tutoring³, supplemental instruction⁴, and a long-term textbook, laptop and calculator (TLC) lending program⁵ for students enrolled in any pre-collegiate level courses. The college acknowledges that students in pre-collegiate level curriculum require additional support in developing skills and knowledge to succeed and transition to college level curriculum, and this is achieved through the college JAMs⁶: Word JAM, Math JAM, Physics JAM, and Chemistry JAM. These intensive tutorial sessions are facilitated three times each academic year prior to the beginning of a new term, and the objective is to prepare students for academic success in fundamental areas that will continue to bolster students' development and progression from pre-collegiate to college level coursework. Word JAM, for example, encompasses pre-collegiate English and English as a Second Language as well as transfer English; Math JAM includes instructional support in both pre-collegiate and transfer Math coursework. The other JAMs were modeled after the effectiveness of the Math JAM to target transfer-level coursework in Physics and Chemistry; while their focus is not pre-transfer, it does help those who may be weaker in said areas.

As a further resource to support pre-transfer students, the college employs two retention specialists whose designated functions are to support students in Basic Skills (English and Math) and English as a Second Language. Partnerships with career and technical education and Strong Workforce collaborate to transition students from pre-transfer level coursework to transfer programs of study or workforce placement.

In addition to clear distinctions in the communication and applicability of pre-collegiate level coursework in contrast to college level coursework, the college provides extensive services and support designated for students enrolled in pre-collegiate level courses.

5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Evidence of Meeting the Standard

[II.A.5-1](#) A2B Program

[II.A.5-2](#) College Catalog

[II.A.5-3](#) Degrees, Certificates, and Transfer

[II.A.5-4](#) Degrees, Certificates, and Transfer, AA/AS Degree Requirements

[II.A.5-5](#) University Center

Analysis and Evaluation

All degree programs require completion of a minimum 60 semester units in order to graduate with an associate level degree¹. These units are comprised of general education courses, major courses, and elective courses.

The principal parties who ensure compliance with all new degrees and certificates include the Curriculum Committee, the instructional deans, and the articulation officer. New program proposals are reviewed at multiple levels by different entities to confirm that any new program is similar in depth, breadth, rigor, course sequencing, and synthesis of learning with other institutions of higher education. Before a course proposal can even be submitted to the Curriculum Committee, it must be signed off by the appropriate dean, who performs the initial review. The Curriculum Committee works to ensure that all degrees and programs for the college are in compliance with the California Education Code. When the Committee reviews degree and program requirements to uphold this charge, it holds all prospective programs and degrees to the standards set forth by these various entities. Within the curriculum committee review, the proposal must pass inspection from the Technical Review Subcommittee. This round of scrutiny examines the new program proposal for alignment with state/local laws, the College's mission, Career and Technical Education, UC/CSU standards, and C-ID designation, where appropriate. Only after the Technical Review Committee approves the program proposal, can the Curriculum Committee review it.

Furthermore, all program proposals must be approved by the Curriculum and Instructional Systems Specialist from the California Community Colleges Chancellor's Office Curriculum Inventory. These review processes at multiple levels—deans, Curriculum Committee, and Chancellor's office—examine the potential program ensure that any new program at the College follow practices common in higher education that are explicitly articulated the Education Code as well as within potential transfer and career institutions.

While the College does not presently offer baccalaureate level degrees, partnerships with select four-year institutions², such as Notre Dame de Namur (Belmont, CA), have been established such that graduates of Cañada College can seamlessly transition to baccalaureate level degree programs in disciplines such as Business Administration. The College had received a five-year grant (2013-2018) to establish A2B (Associate's to Bachelor's Degree)³, which was designed to support students' transition from the associate level to baccalaureate level program. The program has since been folded into the University Center, and is being worked on at this time.

All associate degrees incorporate 60 semester units of coursework, and must comply with all requirements listed in the standard.

6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard

[II.A.6-1](#) Enrollment Reports

[II.A.6-2](#) Program Review, Student Characteristics 2012/13-2016-17

[II.A.6-3](#) Registration

[II.A.6-4](#) Student Success and Support Program Plan (SSSP)

II.A.6-5 SMCCCD Course Substitution Petition

Analysis and Evaluation

The College offers classes during the day and night, via face-to-face and distance education modalities, so students may choose classes that fit with their schedules to advance their degrees in a timely fashion. Since 2013, the percentage of students taking daytime and evening courses has hovered around 46% and 53% respectively^d, indicating that students are taking advantage of a wide-range of scheduling times to best fit their needs. While the number of students taking classes offered in a traditional, face-to-face format has stayed relatively consistent, the number of students taking distance education classes (fully online and hybrid) has increased by almost one-hundred percent since 2012; this illustrates that students are taking advantage of classes offered in an alternative format in order to efficiently complete their required classes. Having classes available to students with varying schedules makes it more likely they can progress towards their degree in a reasonable fashion.

In addition to offering classes at a variety of times and in multiple modalities, Cañada College's course cancellation policy strives to make sure that a student's progression towards a degree is not obstructed. The Office of Instruction reviews enrollment dataⁱ on a weekly basis to review if a class needs to be cancelled; keeping such a vigilant watch on enrollment ensures that if a class must be cancelled, the lowest possible number of students are affected. When a class is cancelled, deans and faculty notify students as soon as possible to ensure that they can quickly enroll in another section or find a suitable substitution. By closely monitoring enrollments and communicating with students quickly, the college ensures that cancelling courses is a minimal barrier to attaining a degree or certificate.

The College encourages students to meet with counseling staff and complete their SEP using a variety of strategies. Creating and following a SEP can increase the likelihood of a student completing their degree in a reasonable timeframe, for students are clear about what courses they need to take in a specific sequence to attain the degrees, which eliminates unnecessary or redundant courses. Students can access priority registration^j by having completed an SEP, which encourages them to get one. The College has also included an SEP/Counselor Visit step to their 'registration ticket' process^k, so students are more likely to complete an initial SEP during the registration and orientation process. In addition to prompting students to access the SEP process during registration, the counseling department also holds a yearly 'SEP Drive', which encourages students to update their plan with a counselor, increasing its effectiveness.

Students continuously enrolled at any of three colleges in the San Mateo Community College District possess catalog rights which state that the degree requirements enumerated in the catalog for the year the student began taking classes are the requirements that the student must complete for the degree. Students can adopt the catalog rights for any subsequent year of enrollment if they wish. Having catalog rights allows students to have a clear understanding of the requirements, which can allow them to make reasonable progress towards it, without having to take different or additional courses if the degree or certificate program changes.

While Cañada College offers a wide spectrum of classes, thereby allowing students to quickly fulfill their degree requirements, students can use the Course Substitution Process^l to accelerate their progression if the college has been unable to offer a required course. In the rare case that the college is not able to regularly offer a course required for a degree or certificate,

the student can efficiently get a substitute approved, which allows them to move towards graduation.

There are numerous mechanisms in place to ensure that students can complete their chosen certificate and degree programs within a reasonable and established timeframe.

7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

- [II.A.7-1](#) ¡ESO! Adelante Program
 - [II.A.7-2](#) Bridging the Opportunities (BTO)/Peer Mentoring
 - [II.A.7-3](#) College for Working Adults
 - [II.A.7-4](#) Curriculum Committee Meeting Minutes
 - [II.A.7-5](#) DE Addendum Rubric
 - [II.A.7-6](#) Distance Education Advisory Committee (DEAC), Meetings
 - [II.A.7-7](#) Learning Center
 - [II.A.7-8](#) Learning Center, JAMS
 - [II.A.7-9](#) Learning Center, Tutoring Center
 - [II.A.7-10](#) Office of Instruction, Syllabus Repository
 - [II.A.7-11](#) Puente Program
 - [II.A.7-12](#) QOLT Work Group
 - [II.A.7-13](#) STEM Center
 - [II.A.7-14](#) Student Characteristics 2012/13-2016-17
- CORs for Classes taught DE and In-Person

Analysis and Evaluation

The college offers a variety of delivery modes. Courses are offered both day and evening, on weekdays and weekend. There are standard, semester-length courses with numerous short-term courses offered to augment the student schedule. While most courses are offered face-to-face, the college offers a wide selection of courses in both distance education modalities, fully-online and hybrid. Some courses are linked together, being taught in Spanish and paired with an English as a Second Language course so as to improve the linguistic skills of the Spanish-speaking students.

All faculty who wish to teach a course either online or hybrid must submit the DE Addendum to the course outline of record; this addendum must be approved by the DE Coordinator and the Curriculum Committee. The Addendum and the rubric¹ used to evaluate it are aligned to the College's Mission to ensure that all course offerings, regardless of modality, maintain that connection. All faculty who wish to teach a distance education offering must either successfully complete the QOLT Work Group¹ or similar program; this is discussed in further detail in II.A.2 on page 2 and III.A.2 on page 2. The DEAC meets monthly¹ to discuss DE issues; at most meetings there are opportunities for faculty to update pedagogical and methodological practices on delivery modes, teaching methodologies and learning support services, and equity.

In addition to the central campus, Cañada College offers classes in a number of off-site locations. The primary programs involved in these off-site locations include English as a Second Language, Human Services, Computer Business and Office Technologies, and Education and

Human Development, although there are other programs that hold some classes in conjunction with them. Cañada counselors and retention specialists visit all of our off-campus sites to provide appropriate student support.

Dual enrollment agreements include East Palo Alto Phoenix Academy, Oxford Day School, and East Palo Alto Academy; there is a forthcoming partnership with Tide Academy that is set to begin in fall 2019. The courses taught there involve Cañada faculty and follow all appropriate rules and regulations for any other course offered at Cañada College.

Cañada College has a variety of learning support services¹ with extended hours for evening and working students, including BTO peer mentors¹, JAMS¹, STEM Center¹, proactive registration, and embedded tutoring¹. The college offers a number of cohorts and learning communities, including CWA¹, Puente¹, ¡ESO! Adelante¹, and other learning communities. The Library also has extended hours, and students can make appointments with librarians. More about the library and its services can be found in II.B.1 on page 2.

8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

[II.A.8-1](#) Admissions and Records Forms

[II.A.8-2](#) College Catalog, Advanced Placement Testing Policy Worksheets

[II.A.8-3](#) College Catalog, Information on Degrees, Certificates, Basic Skills, and Credits

[II.A.8-4](#) College Catalog, Transcripts

[II.A.8-5](#) SMCCCD Prerequisite Challenge Form

[II.A.8-6](#) SMCCCD Transcript Evaluation Services

[II.A.8-7](#) SMCCCD Transcript Evaluation, Accepted Accreditation

Analysis and Evaluation

Cañada College does not utilize department-wide course or program examinations. However, specific CTE Programs work to prepare students in medical assisting and interior design for external industry examinations. After they receive their degree, Radiologic Technology students are eligible to take the American Registry of Radiologic Technologists (ARRT) exam. The validity and reliability of this exam is controlled by the ARRT.

In compliance with Title 5 section 55050, Cañada College offers credit by examination, where students may request to be tested on a subject matter to establish the knowledge or skills required for the degree and/or certificates. The policies and procedures are published in the college catalog and on the petition. Students can obtain the petition for credit by exam from the Admissions and Records Office. In addition, students may challenge the prerequisite or corequisite course requirements based on the prior knowledge and skills. Students may request an evaluation by filing a request and providing documentation as evidence. This district-wide petition can be obtained from the Admissions Office, Counseling Department and college website¹.

The College has a policy allowing students to substitute courses¹ that were previously completed at another accredited institution¹ to fulfill prerequisite course requirements and/or courses that are required for an Associate Degree and/or certificate. These courses can be

utilized after officially evaluated by the District Transcript Evaluation Services (TES)¹. The process and procedures are available at the college catalog (page 30 and 31), and the website. Students also have direct access to the TES information via Degree Works under their own records.

Cañada College has policies¹ on external examinations, Advanced Placement exams, (pursuant to title 5 section 55063 and Assembly Bill (AB) 1985), International Baccalaureate Exams, and College Level Examination Program that awards credits toward General Education and elective courses for an Associate Degree, CSU General Education Breadth and Intersegmental General Education Transfer Curriculum Certifications. Cañada College and other two colleges in the district adopted the California State University External Examination policies. In addition, the College established a policy to accept completion of a Bachelor Degree in lieu of General Education requirements for an Associate Degree. The degree will be examined by the TES to ensure all degree requirements have been met. The policies and the process are listed in the college catalog. Cañada College uses assessment of prior learning and awards through credit by examination, prior coursework from other accredited colleges, and external examination, and awards these credits to Associate Degree and General Education requirements for the California State Universities and the Universities of California. The policies and procedures are listed in the printed college catalog and online in PDF format.

9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Evidence of Meeting the Standard

[II.A.9-1](#) College Catalog, Grades and Scholastic Honors (p. 23-24 in print version)

Fall 2019 Schedule Calendar, Office of Instruction (Ask Carranza of Jose Peña for a copy)

TracDAT (page or appropriate report)

Analysis and Evaluation

The college awards course credit, degrees and certificates based on student attainment of learning outcomes¹. Through regular assessment of course-level learning outcomes in support of program-level learning outcomes, and in the service of institutional learning outcomes, the college ensure quality education for all students. Assessment of student learning guides ongoing curriculum development and program improvement in support of course completion and awards of degrees and certificates; this is discussed in detail in Standards I.B.5 on page 2 and I.B.9 on page 2.

Units of credit awarded are consistent with institutional policies that adhere to generally accepted norms or equivalencies in higher education. The meaning of grades, including incompletes, drops, and withdrawals, are explained in detail in the college catalog (pg. 23-24). The Office of the Vice President of Instruction ensures compliance with standard practice using schedule production calendars for each semester and summer sessions. In alignment with the standards for credit hour calculations contained in Title 5 55002.5, 55002(a)(2)(B) and

55002(b)(2)(B), lecture units of credit consist of 16-18 hours per unit per semester, or 48-54 hours (for a 3-unit course). Lab units of credit range between 144-162 hours per semester.

Students must demonstrate attainment of learning outcomes to be awarded course credits, a degree, or a certificate. The policy adopted by the college meets generally accepted standards in higher education.

10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Evidence of Meeting the Standard

[II.A.10-1](#) AA-T and AS-T Requirements

[II.A.10-2](#) ASSIST.org

[II.A.10-3](#) California Community Colleges, Historically Black Colleges and Universities, Transfer Agreements

[II.A.10-4](#) College Catalog, Advanced Placement Testing Policy Worksheets

[II.A.10-5](#) College Catalog, Course Identification Numbering System

[II.A.10-6](#) College Catalog, CSU and UC Transfer Courses

[II.A.10-7](#) College Catalog, Degree and Certificate Programs

[II.A.10-8](#) College Catalog, Transcripts (p.30 in the print version)

[II.A.10-9](#) College Catalog, Transferability of Courses to State Universities

[II.A.10-10](#) Curriculum Handbook

[II.A.10-11](#) GE Pathways

[II.A.10-12](#) GE Policies/Worksheets

[II.A.10-13](#) SMCCCD Transcript Evaluation Services

[II.A.10-14](#) Transfer Center

[II.A.10-15](#) Transfer Center, Articulation

[II.A.10-16](#) Transfer Center, CSU Information

[II.A.10-17](#) Transfer Center, Transfer Agreement Guarantee Agreements

Analysis and Evaluation

Students may request an evaluation of their transcript through the SMCCCD Transcript Evaluation Service if they would like coursework completed at colleges and universities outside the district.

Cañada College has established policies and procedures on transfer credits that are published in the college catalogⁱ and the Transfer Center websiteⁱ. Cañada College also looks to students to share with us their transfer goals so that the college may better serve them.

Cañada College has also established articulation agreements with four-year universities that ease the students' transfer process enabling them to utilize earned credits at the transfer institution. The college catalog details transferability of coursesⁱ; this information is updated on annual basis. A list of transfer courses to state universities are available in the college catalogⁱ. The college also provides links to ASSIST.orgⁱ to all students, giving them access to list of

courses that are articulated with CSU and UC for General Education, major preparation, and courses that may meet the admission criteria.

When implementing a new course or modifying or banking an existing course, faculty are required to include the transferability of the courses and the learning outcome for each course. The Curriculum Handbook¹ provides the CSU and UC standards and timelines to submit courses to be considered as transfer course for CSU and/or UC.

As majority of students tend to transfer to state universities, the publications focus more on CSU and UC transfer requirements. However, the courses offered at Cañada College are also transferable to private and out of state universities. The Transfer Admission Agreements with those private and out of state universities that most students apply to are listed under Articulation page¹ of the Transfer Center webpage.

Based on SB1440, and to make students more competitive with their transfer process, Cañada College offers 27 Associate Degree for Transfer, which allows students to complete a degree with 60 transferable units before transferring to a California State University. According to the guidelines, the courses in these degrees must be approved by the state Academic Senate and receive Course Identification Numbers (C-ID)¹. The CID number of the approved course is listed in the college catalog and the class schedule next to the course titles. A list available ADT programs is available in the college catalog¹ and the ADT website¹. The Transfer Center web page offers students ADT worksheets¹ that list major course requirements for the programs and ADT policies.

Cañada College also provides worksheets¹ that list qualified courses for CSU General Educational Education Breadth and the UC Intersegmental Education Curriculum. These worksheets also include transfer policies in regards to the general Education patterns. Additionally, there is information on external examination, College Level Examination Program, Advanced Placement, and International Baccalaureate, that is equivalent to CSU General Education requirements. This allows students to meet the degree and transfer requirements at the same time. The external examination policies are available in the catalog¹.

As a way to aide students in completing their general education requirements, Cañada College developed a General Education Pathways¹ with emphasis on Social Justice and Sustainability to integrate the General Education with the major requirements. Completing this General Education pathway allows students to have more in-depth knowledge in their field as well as fulfilling the General Education pathway for CSU and UC.

It has established policies on transferring course credits and articulation agreements with public and private universities. The articulation agreement and transfer policies are reviewed regularly, and are posted online and share with students within a group setting, email, and individual counseling meeting.

11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

[II.A.11-1](#) College Catalog, About (including information on ILOs) (p. 8 in the print version)

[II.A.11-2](#) DegreeWORKS (See Example Template)

[II.A.11-3](#) Educational Master Plan

[II.A.11-4](#) Institution-Set Standards

[II.A.11-5](#) Program Review

[II.A.11-6](#) SLO and PLO Assessment, SLOs and PLOs

Analysis and Evaluation

The college includes student learning outcomes appropriate to the program in all of its programs, with the analysis of said student learning outcomes as a part of both program reviewⁱ and the analysis of program learning outcomes; a more detailed explanation of program review can be found in Standards I.B.5 on page 2 and I.B.9 on page 2. Faculty evaluate student learning outcomes and plan curriculum and program modification as part of the bi-annual program review process. Student learning outcomes may encompass communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes. These program learning outcomes, based on data from the course-level outcomes and other data, align with institutional learning outcomes.

DegreeWORKSⁱ is a tool counselors, advisors, and students use to plan coursework so students achieve their educational goals. Courses typically satisfy ILOsⁱ, with SLO and PLO assessments being linked directly to ILOsⁱ.

Annually, the Planning and Budget Committee reviews Institutional-Set Standardsⁱ to analyze student achievement. The EMPⁱ is at the heart of the Institution-Set Standards, and as such is used to direct discussions on student achievement.

12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard

[II.A.12-1](#) College Catalog, GE and Degree Requirement Worksheets (p. 103-114 in the print version)

[II.A.12-2](#) Curriculum Committee meeting discussing AA/AS Degree Requirements (February 10, 2012)

[II.A.12-3](#) Curriculum Committee meeting approving AA/AS Degree Requirements and GE Definition Handbook (March 23, 2012)

[II.A.12-4](#) Curriculum Handbook (page 47, 4.1 Types of Courses: General Education Courses)

[II.A.12-5](#) DegreeWORKS

[II.A.12-6](#) UC/CSU 2017 Guiding Notes for General Education Course Reviewers

Analysis and Evaluation

Cañada College students are awarded an Associate Degree upon completion of 60 degree-applicable units, which includes 19 to 21 units of General Education in addition to their major requirements. In 2012, the Curriculum Committee and the GE subcommittee reviewed^l and approved^d to change the local General Education requirements to parallel the CSU General Education pattern so students' GE coursework would be transferable. This policy is still enforced^d.

The general education pattern for the Associate Degree aligns with CSU GE Breadth requirements following the 2017 Guiding Notes for General Education Course Reviewers^l. It includes GE areas in natural sciences, social and behavioral sciences, humanities, and language and rationality. The Curriculum Committee Handbook^l details information on California State requirements for course approval, including general education courses.

Counselors and advisors use DegreeWORKS^l to assist students in planning coursework for degree completion and in assessing student progress toward completion. DegreeWORKS includes all courses required for approved degrees. The program is also available directly to students.

The Cañada College Catalog^l provides CSU GE requirements and IGETC worksheets, including a comprehensive list of all transferable courses. As faculty modify and develop new programs, they also consider the course eligibility for General education. As they propose the course through CurricUNET, they identify and justify the purpose of the course for a degree, general education and its transferability to university. Regardless of the teaching modality (face-to-face, hybrid, or online) courses deliver the same content, adhering to the Official Course Outline of Record. The guideline is provided in the Curriculum Committee handbook and is reviewed by Curriculum Committee.

The College offers general education courses that are faculty-created and faculty-approved by the Curriculum Committee, which is a subcommittee of the Academic Senate.

13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

[II.A.13-1](#) College Catalog, Degrees and Certificate Programs

[II.A.13-2](#) Program Review

[II.A.13-3](#) SLO and PLO Assessment, SLOs and PLOs

[II.A.13-4](#) TracDat Information for Program Review

Analysis and Evaluation

Each degree program¹ offered at Cañada College focuses on at least one major discipline or interdisciplinary core and is supplemented by general education, as noted in Standard II.A.12 on page 2. Courses in each degree program contain course content specific to the area. Student Learning Outcomes are recorded in the Official Course Outline of Record. As advertised in the Cañada College Catalog, the college offers 26 Associate in Arts Degrees; 24 Associate in Science Degrees; 24 Associate in Arts or Associate in Science Degrees for Transfer; and 40 Certificates of Achievement. Of the degree programs, six have an emphasis in interdisciplinary studies. Detailed information for each degree and certificate, including required courses is updated annually in the college catalog. In each program, students master theory and practice within at least one core area of inquiry.

The Curriculum Committee regularly assesses the alignment of the coursework with the degree program, while the Program Review process ensures program objectives are met in each course via student achievement of Student Learning Outcomes¹, which includes fundamental theories and concepts within each discipline. Faculty develop course content and assignments with the explicit goal of meeting Student Learning Outcomes, which are measured by TracDat¹; the assessment results collected by TracDat are further analyzed and reported in Program Review¹. Program review and assessment of learning outcomes at the course and program levels are further described in Standards I.B.5 on page 2 and I.B.9 on page 2.

Each degree program includes focused study in at least one area of inquiry or in an established interdisciplinary core. To earn a degree, students are required to satisfactorily complete coursework in general education, the major discipline, and electives, for a total of at minimum 60 semester units. The Student Learning Outcomes in each course develop students' mastery of theories, concepts and practice, and these outcomes are evaluated in three-year cycles via program review at the College. Furthermore, the student learning outcomes satisfy the College's competencies as listed in Standard II.A.11 on page 2.

14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

- [II.A.14-1](#) Cañada College Catalog, Information on Degrees and Certificates, Basic Skills and Credits (p. 131-233 in the print version)
- [II.A.14-2](#) Career Education
- [II.A.14-3](#) Catalog, Radiologic Technology Associate in Science Degree Program
- [II.A.14-4](#) CTE Survey Results, December 2014
- [II.A.14-5](#) Curriculum Handbook, 2018-2019 (pg. 16)
- [II.A.14-6](#) Degrees, Certificates, Transfer; Gainful Employment Information
- [II.A.14-7](#) Early Childhood Education Cohort Flyer
- [II.A.14-8](#) Education and Human Development
- [II.A.14-9](#) Interior Design Department, Kitchen and Bath Design
- [II.A.14-10](#) Medical Assisting
- [II.A.14-11](#) Medical Assisting Program Brochure
- [II.A.14-12](#) Paralegal Advisory Board

Analysis and Evaluation

The Cañada College Catalog and Gainful Employment Information web page provides complete information for each degree and certificate the college offers, including coursework, external licensure or certification information, and career opportunities. The Gainful Employment information for each related program also includes information about time to completion estimates, program costs, debt, and employment trends. Course Outlines of Record for career-technical course are updated and revised biannually to ensure curriculum is current and meets employment standards.

The Office of Workforce Development which includes a Director and Program Services Coordinator, was formed in 2016 and allows for further scrutiny of labor market information and regional employment data in evaluating existing and developing additional career-technical programs offered by the college. This is in addition to the institutionalized curriculum review processes and Career Technical Employment Outcomes Surveyⁱ facilitated by the Office of Planning, Research, and Institutional Effectiveness, both of which allow for improvements and modifications to be adopted by existing programs.

Graduates of career-technical degree and certificate programs meet the latest employment criteria, and all degrees and certificates within the domain of career-technical education are developed with input from industry professionals. The course- and program-level learning outcomes of these programs encompass not only the competencies of Standard II.A.11 on page 2, but also technical and professional competencies, workplace skills, and employment expectations. Additionally, curriculum prepares graduates for external licensure and certification.

The Business, Design and Workforce Division of Cañada College has multiple advisory boards unique to specific career-technical programs, such as Paralegalⁱ, Medical Assistingⁱ, and Early Childhood Educationⁱ, that meet regularly to discuss current programming and identify opportunities to further enhance students' experience to meet the changing needs of the labor market. The college strategically invites industry professionals and representatives to serve as active advisory board members in ensuring program coursework is current, reflective of employment demands, and of high quality to meet industry standards and licensure.

In addition to advisory board committee feedback, several career-technical programs maintain industry support via professional organizations. Cañada College's Early Childhood Education, for example, is part of the statewide Child Development Training Consortium and a regional program, CA Early Childhood Education Mentor Teacher Program, to develop current students' practical preparation as childcare professionals upon program completion.

The majority of career-technical programs are designed to prepare graduates to pass exams for industry credentials; for example, students who complete a degree or certificate in the Medical Assisting programⁱ are well-qualified to take the CMA test. Select programs are industry accredited, such as the Kitchen and Bath Design Certificateⁱ and Radiologic Technology Degree^e. On occasion, certificate program cohorts, like Early Childhood Educationⁱ, are scheduled such that graduates have earned external permits necessary to qualify for employment.

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

Evidence of Meeting the Standard

[II.A.15-1](#) Academic Senate, Program Development, Improvement and Discontinuation

[II.A.15-2](#) College Catalog, Student Catalog Rights

[II.A.15-3](#) Office of Instruction, Enrollment Reports

[II.A.15-4](#) Participatory Governance Manual, Program Improvement and Viability

[II.A.15-5](#) SMCCCD Board of Trustees, Board Policy 6.04 Minimum Class Size Guidelines

[II.A.15-6](#) SMCCCD Board of Trustees, Board Policy 6.13 Curriculum Development, Program Review, and Program Viability

[II.A.15-7](#) SMCCCD Board of Trustees, Board Procedure 6.13.1 Curriculum Development, Program Review, and Program Viability

[II.A.15-8](#) SMCCCD Course Substitution Petition

Analysis and Evaluation

On occasion, courses or programs may be removed from the schedule or catalog as enrollment trends change or programs are substantially revised to better meet student educational demands. When programs are eliminated, or program requirements are revised, Cañada College makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption. When a class is cancelled, the instructional dean for that division notifies students as possible to ensure that they can quickly enroll in another section or find a suitable substitution. By closely monitoring enrollments and communicating with students quickly, the college ensures that cancelling courses is a minimal barrier to attaining a degree or certificate.

The Program Viability process may be used to evaluate a program of study. Information on Program Improvement and Viability can be found in the participatory governance manualⁱ. Cañada College's Program Improvement and Viability Plan is in accordance with SMCCCD Board Policy 6.13ⁱ.

The Office of Instruction provides the campus community weekly enrollment reports throughout the semester via email, and are sent daily prior to census. The Vice President of Instruction works with the Instructional Deans to plan the schedule courses and manage enrollment, including planning review dates for course cancellations prior to the start of the semester. The Vice President of Instruction meets with the deans bi-weekly. Enrollment reports are reviewed alongside FTE calculations and include information regarding assigned FTE and load for each division. The Office of Instruction publishes enrollment updatesⁱ that provide an overview of changes to the course schedule—sections kept open for program need, courses added due to student need, low-enrolled sections kept open based on enrollment patterns, all sections kept open at census, and low-enrolled sections that were removed from the schedule. This information is available to the entire campus community and to the general public.

Cañada College students' catalog rightsⁱ ensure students complete their degrees or certificates. Courses will be offered to ensure all eligible students complete their coursework with as little disruption as possible. While courses with fewer than 20 students are subject to cancellation, Board Policy 6.04ⁱ allows for courses under 20 students to be offered if they are "required

sequential courses” or “single sections required for a major” Also, in the event a program is in the process of being discontinued or substantially modified, or a required course is no longer offered at Cañada College, has not been offered in the last two terms, or is offered in alternating terms, Cañada College students may complete the required course at College of San Mateo or Skyline College, apply for a course substitutionⁱ, or complete an independent study.

16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

[II.A.16-1](#) Curriculum Committee Handbook

[II.A.16-2](#) EMP Annual Update

[II.A.16-3](#) Learning Outcomes and Assessment

[II.A.16-4](#) Program Review

[II.A.16-5](#) Program Review, Data Packets

[II.A.16-6](#) SMCCCD Office of Continuing, Community, and Corporate Education

Analysis and Evaluation

Cañada College evaluates all instructional programs bienniallyⁱ to ensure quality and implements updates and improvements via program review. Instructional programs delivered at any location and via any modality that undergo program review include pre-collegiate, collegiate, and career-technical education. To achieve systemic program improvements in courses to improve student learning outcomes and achievements, the Office of Planning, Research and Institutional Effectiveness provides data packetsⁱ. Faculty use these data packets to identify any necessary changes within degree and certificate programs. Program review is covered in more detail in Standard I.B.5 on page 2. The Instructional Planning Committee and Student Services Planning Committee evaluate all instructional and student services program reviews, providing feedback to programs and incorporating program goals and plans into college planningⁱ.

All instructional programs review their course outlines of record regularly; career and technical education programs review their records biennially, and all other programs review their records every six years, per the Curriculum Handbookⁱ. Additionally, all instructional programs perform learning outcomes assessment cycles every three yearsⁱ, the data of which informs best practices and course curriculum and program improvements.

The Silicon Valley Intensive English Program (SVIEP) is an SMCCCD program in the Office of Continuing, Community, and Corporate Educationⁱ. The program serves F-1 international students as well as local community residents who wish to improve basic English skills in preparation for pre-transfer ESL courses at Cañada College, College of San Mateo, or Skyline College. While the program operates as a district program, Cañada College is proud to be a partner in welcoming eligible students to Cañada College programs.

Through the multiple processes Cañada College has in place—program review, curriculum review, and the assessment of learning outcomes—the college undergoes, at various intervals, substantial evaluation of its instructional programs' quality, currency and effectiveness.

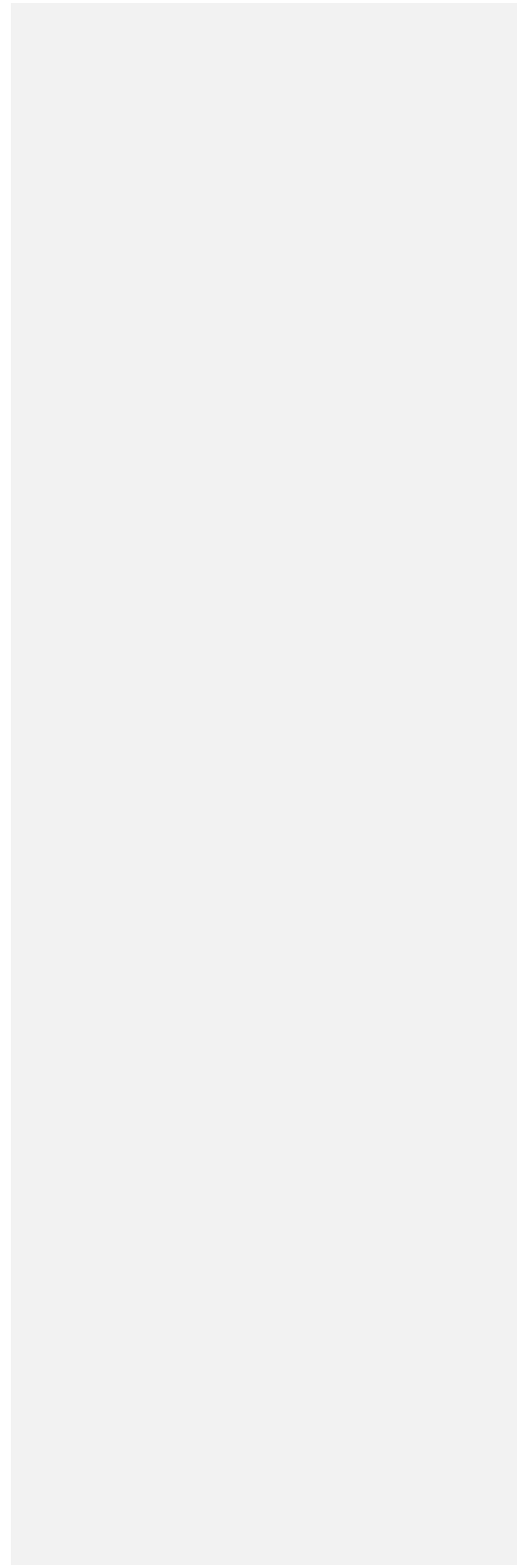
Conclusions on Standard II.A. Instructional Programs

[insert response]

Improvement Plan(s)

From II.A.1: The College is currently looking at online education and equity issues, with a possible goal of adding an online degree or certificate pathway as part of the future plans. As a college, we are looking to organize courses to support an online pathway to earning a degree/certificate in order to better meet the needs of our community. This initiative to further explore the details of online class enrollment is currently facilitated by an ongoing ACES Inquiry Project (online equity).

- iii [I.A.1-1](#)
- ii [I.A.2-2](#)
- iii [I.A.2-5](#)
- iv [I.A.2-6](#)
- v [I.A.2-3](#)
- vi [I.A.2-4](#)
- vii [I.A.2-1](#)
- viii [I.A.2-8](#)
- ix [I.A.2-9](#)
- x [I.A.2-7](#)
- xi [I.A.3-12](#)
- xii [I.A.3-2](#)
- xiii [I.A.3-9](#)
- xiv [I.A.3-3](#)
- xv [I.A.3-11](#)
- xvi [I.A.3-10](#)
- xvii [I.A.3-4](#)
- xviii [I.A.3-5](#)
- xix [I.A.3-8](#)
- xx [I.A.3-7](#)
- xxi [I.A.3-6](#)
- xxii [I.A.3-1](#)
- xxiii [I.A.4-3](#)
- xxiv [I.A.4-4](#)
- xxv [I.A.4-5](#)
- xxvi [I.A.4-6](#)
- xxvii [I.A.4-7](#)
- xxviii [I.A.4-8](#)
- xxix [I.A.4-1](#)



B. Assuring Academic Quality and Institutional Effectiveness: Academic Quality

1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard

- [I.B.1-1](#) Academic Senate (ASGC) website
- [I.B.1-2](#) ASGC Meetings and Minutes
- [I.B.1-3](#) Academic Committee on Equity and Success (ACES)
- [I.B.1-4](#) AFT 1493/SMCCCD Contract, Appendix G: Faculty Evaluations, Evaluation Procedures (includes discussion on tenure review)
- [I.B.1-5](#) Administrative Planning Council (APC) website
- [I.B.1-6](#) APC Meetings and Minutes
- [I.B.1-7](#) ASLT Division Meeting Agendas and Minutes
- [I.B.1-8](#) Business, Design and Workforce Division Meeting Agendas and Minutes
- [I.B.1-9](#) Center for Innovation and Excellence in Teaching and Learning (CIETL) website
- [I.B.1-10](#) Counseling Center Minutes
- [I.B.1-11](#) Curriculum Committee website
- [I.B.1-12](#) Curriculum Committee Minutes
- [I.B.1-13](#) DEAC website
- [I.B.1-14](#) DE Strategic Plan, 2017-2019
- [I.B.1-15](#) Humanities and Social Sciences Division Meeting Agendas and Minutes
- [I.B.1-16](#) Instructional Planning Council (IPC) website
- [I.B.1-17](#) IPC Meetings and Minutes
- [I.B.1-18](#) Kinesiology, Athletics and Dance Department (KAD) website
- [I.B.1-19](#) Participatory Governance Manual (PGM)
- [I.B.1-20](#) Planning and Budgeting Council (PBC) website
- [I.B.1-21](#) PBC meeting discussing program review
- [I.B.1-22](#) Professional Learning Committee
- [I.B.1-23](#) Professional Learning Plan
- [I.B.1-24](#) Professional Learning, Flex Day Resources
- [I.B.1-25](#) Program Review website
- [I.B.1-26](#) Program review forms
- [I.B.1-27](#) Science and Technology Division Meeting Agendas and Minutes
- [I.B.1-28](#) Student Services Planning Council (SSPC) website
- [I.B.1-29](#) SSPC Meetings, Agendas and Minutes

Commented [SH3]: Page is being updated

Commented [SH4]: Page is being updated

Commented [SH5]: Page is being updated

Analysis and Evaluation

Cañada College sustains substantive and collegial dialogue with respect to issues on student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement in a number of collaborative settings:

1. Participatory Governance Committees (PBCⁱ, which is informed by the IPCⁱⁱ, SSPCⁱⁱⁱ, and APC^{iv})
2. The Academic Senate^v
3. The Curriculum Committee^{vi}, a subcommittee of the Senate
4. The Professional Learning Committee^{vii}
5. The Distance Education Advisory Committee^{viii}

6. The Academic Committee on Equity and Success (ACES)^x
7. The Center for Innovation and Excellence in Teaching and Learning (CIETL)^x
8. Division Meetings (both Instructional and Student Services^{xi, xii, xiii, xiv, xv, xvi})

The College's participatory governance bodies^{xvii}, which are composed of the various planning councils along with the ASGC, are the primary forums for discussion regarding institutional effectiveness and continuous improvement of student learning and achievement, with the discussions and tasks being continued and carried out in division and department meetings.

The ACES Committee leads campus-wide discussions related to equity in student outcomes and creating dialogue and improving practice to address inequities.

Both the Academic Senate^{xviii} and the Curriculum Committee^{xix} also discuss issues related to student equity and continuous improvement of student learning and achievement with respect to courses and programs. Tenure review is handled in accordance with the guidelines set out in the AFT/SMCCCD Contract^{xx}.

The Distance Education Advisory Committee focuses on these aspects with respect to our distance education offerings.

The College Program Review^{xxi} process is an annual, data-informed, collegial exercise during which programs reflect on their student outcome data and plan for making improvements in academic quality, equity, and institutional effectiveness. Many questions that are part of program review documents^{xxii} spur discussions among faculty, staff and administrators around equity, institutional effectiveness and academic quality. Both the Planning Councils (IPC^{xxiii}, SSPC^{xxiv} and APC^{xxv}) and the PBC^{xxvi} discuss program review reports, with the latter focusing on the resource requests primarily.

Flex Day sessions, led by the Professional Learning Committee, often result in collegial discussions regarding student equity and academic quality. Resources^{xxvii} and discussions that result from these sessions are posted to the Professional Learning website.

Academic quality and improvement of student learning are also discussed by the Professional Learning Committee^{xxviii}, which includes membership from faculty, staff, administration, and students, and is headed by the CIETL Coordinator and the Dean of Academic Support and Learning Technologies. Committee meetings and agendas are posted on their site for further dissemination. This dialogue is also reflected in the Professional Learning Plan^{xxix} and the DE Strategic Plan^{xxx}.

2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard

- I.B.2-1 Cañada Catalog, 2018-2019
- I.B.2-2 Curriculum Review Cycles
- I.B.2-3 CurricUNET (course outlines of records; searchable)
- I.B.2-4 Employee Voice Survey 2016
- I.B.2-4 Instructional Program Review
- I.B.2-5 PBC meeting discussing ILO results.

I.B.2-6 PBC meeting minutes discussing the Annual Strategic Plan 2018-2019 and program review, and the adoption of the Strategic Enrollment Management Plan (November 7, 2018)

I.B.2-7 SLO Coordinator position

I.B.2-8 Student Services Program Review

I.B.2-9 Three-Year SLO and PLO Assessment Plans

I.B.2-10 SMCCCD TracDat

Analysis and Evaluation

Cañada defines student learning outcomes for all instructional programs and learning support services in the Curriculum Review Cycle^{xxxii}. Program learning outcomes are posted publicly in the college catalog^{xxxiii}. Instructional programs must also review their course outlines of record for all courses in the program every five years, with every career and technical education program reviewing their course outlines of record^{xxxiii} every two years. In these curriculum reviews, the programs review the SLOs for their courses. Student learning outcomes for student support services are defined in Student Services Program Review^{xxxiv}.

All instructional and learning support programs plan their SLO assessments with their three-year assessment plans^{xxxv}. All SLO assessment results are stored in a TracDat database^{xxxvi}. Instructional and Student Services Program Review requires participants to review SLO assessment results and identify areas of success and needed improvement in their programs. These responses are used to plan program objectives and to provide supporting evidence for resource requests^{xxxvii}.

As an institution, conducting and improving assessment has been examined closely over the past several years. In fact, the results from a college-wide Governance Survey conducted in Spring 2016^{xxxviii} found reporting on SLOs were: (1) a waste of time, especially at the Institutional level, and (2) confusing with regard to TracDat and data reports—identified a need for additional training.

In response to the survey results, starting in the Fall of 2016, a group of five faculty, one representative from each division, were selected from a pool of applicants to participate as Teaching, Learning and Assessment (TLA) coaches. Funded for a 1-year term through ACES, the purpose of the TLA coaches is to assist faculty in improving their course- and program-level assessment plans specific to SLOs and PLOs. Furthermore, the TLAs were to increase the awareness of assessment and the perception surrounding assessment on campus with the goal of improving pedagogical approaches to assessment. The TLA coaches work with the TLA core team consisting of the college's Faculty Assessment Coordinator, Instructional Technologist, Dean of Planning, Research, and Institutional Effectiveness and the Vice President of Instruction. This program has fulfilled its initial task, and has been suspended; currently the Instructional Assessment Coordinator^{xxxix} and the Instructional Technologist fill these roles. Should the need for this committee to be reactivated arise, the Academic Senate, Curriculum Committee, and the IPC will discuss this and move forward.

3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Evidence of Meeting the Standard

Flex Day agendas containing Institution-Set Standard data presentations

I.B.3-1 Institution-Set Standards

I.B.3-2 PBC meeting discussing the Strategic Enrollment Plan 2018-2020 minutes (November 7, 2018)

I.B.3-3 PBC meeting discussing the Institution-Set Standards (November 2018)

I.B.3-4 PBC meeting discussing the adoption of the Chancellor's *Vision for Success* goals (Jan. 2019)

I.B.3-5 The process to develop the Educational Master Plan includes a review of Institution Set Standard data

Commented [SH6]: Being updated; will be incorporated.

Analysis and Evaluation

Every year, the PBC reviews its institution-set standards for student achievement, aligned to the College's mission, and assesses how well the College is achieving those Standards and sets new ones as aspirational goals for the future. The PRIE Office publishes the data and related reports on its website as well as the PBC website. The College President sends the information to the entire campus in her Weekly Update. The college set standard data are discussed and acted upon by participatory governance committees, principally the Planning and Budgeting Council. They are also discussed at various Flex Day activities to which they pertain, particularly those related to developing college-wide plans such as the Educational Master Plan and Student Equity and Achievement Plan. The College is in the process of updating its set standards to align with the Chancellor's Office *Vision for Success* and the related new Student Success Metrics. In January, 2019, the PBC adopted college-specific goals aligned with the Chancellor's goals.

4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard

I.B.4-1 PBC Resource Prioritization Rubric

I.B.4-2 Program Development, Improvement, and Termination Process

I.B.4-3 Program review data packets

I.B.4-4 SMCCCD Board Policy 6.13

I.B.4-5 SMCCCD TracDat

I.B.4-6 Streamlining the Program Review Process presentation to PBC

Analysis and Evaluation

The College uses assessment data and organizes its institutional processes to support student learning and achievement by requiring programs to analyze their student learning outcome assessment data and their program's retention and persistence data to inform program goals, objectives and resource requests in the college's program review process. As outlined in Board Policy 6.13^{xi}, curriculum development, program review and program viability^{xii} are the purview of the college, in a joint effort between the ASGC and the Office of Instruction. Any changes to instructional programs must be supported by data and the program review process.

First, the Program Review process requires faculty, student services personnel, and administration to engage in dialogue as a response to course success data, persistence data, SLO-, SAO- and PLO-related questions. All program review data are entered into TracDat^{xlii} and are posted on the Program Review website. All assessment data is also stored in TracDat to which faculty, administrators, and staff have unlimited access. The Program Review data packets^{xliii} allow faculty and staff to analyze and reference for the Program Review responses. Data packets are developed for all programs and they include data on course success, persistence, and other student achievement outcomes by program and learning modality.

In order to strengthen the college's program review process, the PRIE Office and the College's Instructional Technologist put forward a streamlined program review process^{xliiv} that outlines where and how each program's analysis informs budgeting and other college-wide decisions. In particular, the PBC now uses a newly updated prioritization rubric^{xliv} to rank the resource requests made in program review. One of the four criteria requires reviewers to rate how well a resource request supports student learning outcomes, which impacts each resource requests prioritization ranking. that outlines where and how each program's analysis informs budgeting and other college-wide decisions. In particular, the PBC now uses a newly updated prioritization rubric^{xlvi} to rank the resource requests made in program review.

5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard

I.B.5-1 Annual EMP Progress Reports

I.B.5-2 Annual Graduate Surveys (2014-2018)

I.B.5-3 Educational Master Plan (EMP)

I.B.5-4 EMP College Goals

I.B.5-5 EMP Strategic Initiatives

I.B.5-6 ILO Survey results

I.B.5-7 PBC meeting to adopt the most recent EMP and create a task force to conduct annual updates (September 5, 2018)

I.B.5-8 PBC meeting to discuss 2018 Annual Graduate Survey results

I.B.5-9 Program review data packets

I.B.5-10 Program review forms

I.B.5-11 SLO and PLO mapping to ILOs

I.B.5-12 SMCCCD Strategic Plan

Commented [SH7]: Working on this

Commented [SH8]: Working on this

Analysis and Evaluation

The institution assesses accomplishment of its mission through the college's program review process by requiring programs to review their program's alignment with the college's mission^{xlvii}. Programs use disaggregated data^{xlviii} to analyze the current state of their program and to inform new objectives, action plans and resource requests set forth in the program review.

The institution assesses accomplishment of its mission through the evaluation of goals and objectives by posting yearly progress reports^{xlix} on achievement of the goals^l and initiatives^{li} of

the EMPⁱⁱⁱ. With the adoption of the most recent EMP, a task force was convened by PBCⁱⁱⁱ to outline how this yearly update process will continue.

The institution also assesses accomplishment of its mission through the evaluation of student learning outcomes by surveying recent graduates^{iv} on their level of achievement of institutional learning outcomes, which are derived from the college's mission, and by requiring faculty to map their course and program student learning outcomes to institutional learning outcomes^v in TracDat. Regardless, all faculty, staff and administrators can access ILO mapping data in order to assess how well their students are meeting ILOs in TracDat when needed.

6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard

[I.B.6-1](#) Administrative Program Review Form

[I.B.6-2](#) Instructional Program Review Form

[I.B.6-3](#) Program review data packets

[I.B.6-4](#) Student Services Program Review Form

Analysis and Evaluation

The College disaggregates and analyzes learning outcomes and achievement for subpopulations of students by providing programs and departments with equity supplements to their program review data packets^{vi} and requiring them to enter their analysis of this data in their program review responses. Administrative^{vii}, Instructional^{viii} and Student Services^{ix} programs analyze these data in order to address various subpopulations of the student body with respect to student success, persistence, and retention, among other important metrics. These data become the focal points of many discussions throughout participatory governance bodies, as well as division meetings, at the behest of the PBC.

When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps. The efficacy of those strategies is evaluated in follow-up reflection questions in the next program review cycle. More specifically, each program review report requires reflection and discussion of prior action plans, the impact of resource allocations, and the impact of staffing changes. Programs further discuss future needs based on these reflections and discussions and address gaps. This analysis, reflection, and discussion is described in further detail in Standard I.B.4 on page 34.

7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard

[I.B.7-1](#) Academic Senate Governing Council (ASGC) Meetings

[I.B.7-2](#) Annual participatory governance survey (2018)

[I.B.7-3](#) District Participatory Governance Council (DPGC)

[I.B.7-4](#) PBC meeting to discuss the annual participatory governance survey (May 2018)

Commented [SH9]: Working on this.

[I.B.7-5](#) Planning and Budgeting Council (PBC)

[I.B.7-6](#) SMCCCD Board Policies and Procedures

[I.B.7-7](#) SMCCCD Board Policy 2.06

Analysis and Evaluation

The College regularly evaluates its policies and practices across all areas of the institution^{lx}, including instructional programs, student and learning support services, resource management, and governance processes. Through established participatory governance processes and committees^{lxi}, each constituency groups reviews and reflects on relevant practices and practices related to instructional programs and service areas. Annually, through an anonymous survey^{lxii}, employees-at-large have the opportunity to provide feedback about the participatory governance process with the results disseminated and discussed at the last Planning and Budgeting Council meeting of the academic year^{lxiii}. Furthermore, the District Participatory Governance Council^{lxiv}, with representation from staff, faculty, administration and student, reviews and makes recommendations to the Board on relevant board policies and administrative procedures^{lxv}.

8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard

[I.B.8-1](#) ILO survey results for 2017-2018

[I.B.8-2](#) PBC meeting discussing ILO results for 2017-2018 (November 2018)

[I.B.8-3](#) PBC meeting with presentation of Institution-Set Standards (November 2018)

[I.B.8-4](#) President's Weekly Update discussing the ILO results

[I.B.8-5](#) EMP newsletter discussing results of SWOT analysis

Analysis and Evaluation

Through the participatory governance structure^{lxvi}, president's weekly message^{lxvii}, and public website^{lxviii}, Cañada College communicates the results of all of its assessment and evaluation activities and encourages dialogue regarding institutional strength and weaknesses in order^{lxix} to have a shared understanding of the priorities and mission of the college. Institutional assessment and evaluation results are distributed widely and shared through participatory governance processes^{lxx} and various online methods.

9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Evidence of Meeting the Standard

[I.B.9-1](#) Annual Strategic Plan 2018-19

[I.B.9-2](#) Education Master Plan (Strategic Plan) Progress Reports 2014-17

[I.B.9-3](#) IPC Program Review Feedback Template

- [I.B.9-4](#) PBC meeting minutes discussing Program Review Resource Prioritization (December 5, 2018)
- [I.B.9-5](#) PBC meeting minutes discussing the Annual Strategic Plan 2018-2019 and program review, and the adoption of the Strategic Enrollment Management Plan (November 7, 2018)
- [I.B.9-6](#) PBC Position Request Forum presentations and campus feedback, Fall 2018
- [I.B.9-7](#) PBC Resource Prioritization Rubric
- [I.B.9-8](#) President's Weekly Update announcing the results of the position request forums (December 2018)
- [I.B.9-9](#) Program Review example from Biological and Health Sciences
- [I.B.9-10](#) Program review data packet for Biological and Health Sciences (productivity, student characteristics, efficiency, and student equity)
- [I.B.9-11](#) Program Review, including the processes and procedures

Analysis and Evaluation

Cañada College engages in continuous, broad based, systematic evaluation and planning through program review, planning and resource allocation. Instructional, student services, and administrative program review processes occur biennially, with the entire process being guided by the college mission. Annual planning is initially driven by a the EMP, with annual strategic plans^{[lxxi](#), [lxxii](#)} guiding all planning decisions. These annual plans inform program review and resource allocation.

The program review process^{[lxxiii](#)} involves a self-reflection and evaluation of past and current state of program, as well as planning for the future. Programs^{[lxxiv](#)} are asked to respond to student achievement data^{[lxxv](#)}, student and program learning outcomes, community needs, and resource needs. The program reviews are peer-reviewed^{[lxxvi](#)} at respective governing councils, with subsequent documentation being shared publicly on the website for each respective type of program review. Through the program review process, the programs plan for how they will achieve their goals in serving students and fulfill the college mission. Additionally, through program review each program can indicate any requested resources that would aid them in achieving said goals. At the end of this program review process, the planning councils engage in a prioritization of resource requests^{[lxxvii](#)}, and the Planning and Budgeting Council makes recommendations to the President^{[lxxviii](#)}. Resource requests can be submitted annually so as to meet the needs of the program and the college both in the short-term and in the long-term.

The Planning and Budgeting Council acts upon any requests for the hiring of personnel^{[lxxix](#)} that are submitted via program review, with additional support from the Academic Senate with respect to hiring of faculty. The entire campus community also participates in the informative process, with the ultimate decision made by the President. Adjunct faculty and part-time staff are hired on an as-needed basis.

Conclusions on Standard I.B. Academic Quality and Institutional Effectiveness

[insert response]

Improvement Plan(s)

From I.B.1, with respect to Participatory Governance structure: (From Karen) How do these all relate to each other??? It seems like our dialogue is disjointed, as is our ability to be effective and do anything that will improve student learning

From I.B.5: Likewise, a process may be needed to ensure that ILO mapping data from TracDat is analyzed and incorporated into the processes outlined above.

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- ⁱ [I.B.1-20](#)
 - ⁱⁱ [I.B.1-16](#)
 - ⁱⁱⁱ [I.B.1-28](#)
 - ^{iv} [I.B.1-5](#)
 - ^v [I.B.1-1](#)
 - ^{vi} [I.B.1-11](#)
 - ^{vii} [I.B.1-22](#)
 - ^{viii} [I.B.1-13](#)
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 - ^{xx} [I.B.1-4](#)
 - ^{xxi} [I.B.1-23](#)
 - ^{xxii} [I.B.1-26](#)
 - ^{xxiii} [I.B.1-17](#)
 - ^{xxiv} [I.B.1-29](#)
 - ^{xxv} [I.B.1-6](#)
 - ^{xxvi} [I.B.1-21](#)
 - ^{xxvii} [I.B.1-24](#)
 - ^{xxviii} [I.B.1-22](#)
 - ^{xxix} [I.B.1-23](#)
 - ^{xxx} [I.B.1-14](#)
 - ^{xxxi} [I.B.2-2](#)
 - ^{xxxii} [I.B.2-1](#)
 - ^{xxxiii} [I.B.2-3](#)
 - ^{xxxiv} [I.B.2-9](#)
 - ^{xxxv} [I.B.2-10](#)

xxxvi [I.B.2-11](#)
xxxvii [I.B.2-7](#)
xxxviii [I.B.2-4](#)
xxxix [I.B.2-7](#)
xl [I.B.4-4](#)
xli [I.B.4-2](#)
xlii [I.B.4-5](#)
xliii [I.B.4-3](#)
xliv [I.B.4-6](#)

xlvi [I.B.4-1](#)
xlvii [I.B.5-10](#)
xlviii [I.B.5-9](#)
xlix [I.B.5-1](#)
l [I.B.5-4](#)
li [I.B.5-5](#)
lii [I.B.5-3](#)
liii [I.B.5-7](#)
liv [I.B.5-2](#)
lv [I.B.5-11](#)
lvi [I.B.6-3](#)
lvii [I.B.6-1](#)
lviii [I.B.6-2](#)
lix [I.B.6-4](#)
lx [I.B.7-7](#)
lxi [I.B.7-5](#)
lxii [I.B.7-2](#)
lxiii [I.B.7-4](#)
lxiv [I.B.7-3](#)
lxv [I.B.7-6](#)
lxvi [I.B.8-2](#)
lxvii [I.B.8-4](#)
lxviii [I.B.8-1](#)
lxix [I.B.8-5](#)
lxx [I.B.8-3](#)
lxxi [I.B.9-1](#)
lxxii [I.B.9-2](#)
lxxiii [I.B.9-11](#)
lxxiv [I.B.9-9](#)
lxxv [I.B.9-10](#)
lxxvi [I.B.9-3](#)
lxxvii [I.B.9-7](#)
lxxviii [I.B.9-4](#)
lxxix [I.B.9-6](#)

C. Institutional Integrity

1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Evidence of Meeting the Standard

- [I.C.1-1](#) Accreditation website
- [I.C.1-2](#) College Catalog review process
- [I.C.1-3](#) College Catalog, Accreditation webpage
- [I.C.1-4](#) College Catalog, Mission, Vision and Values
- [I.C.1-5](#) Office of Marketing and Outreach
- [I.C.1-6](#) PBC meeting discussing updates to the college website (October 17, 2018)

Analysis and Evaluation

The Marketing and Outreach Departmentⁱ takes the lead on ensuring that the College communicates clearly, accurately, and with integrity in print and online. To achieve this, the Department works closely with other offices—most notably the Offices of Instruction, Student Services, Administrative Services, and PRIE—who are ultimately responsible for the accuracy and reliability of the information about instructional programs and policies, student services and programs, operational information, and the college mission, research and planning information respectively.

In preparation for publishing the College Catalog once a year and the schedule of classes three times a year, the Visual Communications Coordinator in the Department of Marketing and Outreach leads a review processⁱⁱ involving key staff from all of the offices listed above. The Coordinator begins each publication cycle with an email to all relevant staff in which deadlines are set and responsible persons identified for updating and verifying the accuracy of all information in those documents.

- The College's Office of Instruction is responsible for ensuring that up-to-date, clear, accurate, reliable information about its educational programs and learning outcomes are provided in the College Catalog and related websites.
- The Office of Student Services is responsible for ensuring that all information related to all student services including orientation, enrollment, registration, counseling, financial aid, and others are clear, accurate, and reliable and are provided to the Marketing and Outreach Department in a timely manner.
- The Office of Administrative Services is responsible for ensuring that all policies and practices and operational information is given to the Marketing and Outreach Department.
- The Office of PRIE is responsible for ensuring that the most current version of the college mission statementⁱⁱⁱ is provided to the Marketing and Outreach Department for inclusion in the catalog, the website, and in printed posters and other documents that are posted throughout the campus and in printed materials.

When changes occur or are submitted after the close of the editing period for the schedule or print catalog, the Visual Communications Coordinator, Web Programmer, and Office of Instruction are notified and responsible for publishing the amendments and corrections in the college catalog and website. These changes are then applied to the appropriate sections of our website and catalog webpages. All amendments, additions, and archives are also kept online, and are updated regularly.

The Marketing and Outreach Department, and the College Web Programmer Analyst specifically, are responsible for monitoring and facilitating updates to all other parts of the college website. Once each year, they work with the PBC^{vi}, which includes all of the managers at the college, to conduct a regular review cycle of website content for each division, department, and program. Each department or program is responsible for maintaining accurate content on their web page. The College Web Programmer Analyst supports and verifies their efforts to assure accuracy, reliability and integrity in information across the college website. Once PBC approves new mission, vision, and values statements, the Marketing and Outreach Department ensures that it is updated on the website^v and the catalog^{vi}, as well as all other relevant documents.

The Marketing and Outreach Department uses these processes throughout the year to update the College's catalog, schedule, publications, reports, website, and accreditation status. It leads a process that holds the Offices of Instruction, Student Services, Administrative Services, PRIE—as well as all the college managers—accountable to submitting and verifying that the parts of the catalog, schedule, and other publications and online information is clear, accurate, and has integrity.

2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements”. (ER 20)

Evidence of Meeting the Standard

[I.C.2-1](#) Catalog and Schedules webpage

[I.C.2-2](#) College Catalog

Analysis and Evaluation

The Marketing and Outreach Department leads a college-wide effort to review, update, publish, and disseminate the College Catalog in print and online annually.

Individuals involved in overseeing the process of approving the new catalog include, but are not limited to, the Visual Communications Coordinator, Web Programmer Analyst, Director of Marketing, the Curriculum Specialist in the Office of Instruction, and the Student Services Team; there is significant institutional research and input from faculty, staff, administration, and District ITS services. The process outlined in 1.C.1 on page 41 ensures the information is precise, accurate, and current.

The College established an updated catalog website^{vii} during the 2017-18 academic year to ensure that information concerning programs, locations, and policies is current and represented accurately in each new edition of the catalog for all required details listed in Catalog Requirements. The new catalog website is a responsive and searchable database that provides students, employees, and community members ease of access, searchable programs and

courses, and printable catalog sections. The online catalog is easily printable through the accessible PDF the website generates.

Cañada College is a Hispanic Serving Institution (HSI). As such, each year's catalog contains critical information in Spanish, relating to student services information, and non-discriminatory policies translated into Spanish.

The Marketing and Outreach Department maintains an ongoing addendum to the catalog—as needed—throughout the year and posts it on the website. Amendments include, but are not limited to, C-ID approvals by the state, curriculum changes, policy changes, errors, and major student services additions.

Dissemination Process: After the Marketing and Outreach Department receives the printed College Catalogs or Schedules^{viii}, it sends an email to five key points of student contact on campus, as well as all of the administrative and Division assistants. The Mail Room Clerk is also carbon copied so their office is aware of the delivery. The five points of contact are the CBET (Community-based English Tutoring) office, the Outreach office, the Library, the Learning Center, and the Welcome Center.

Each contact is responsible for determining the number of catalogs (or schedules) needed for their office or department. They then reply to the Visual Communications Coordinator and the Mail Room Clerk with the total number of copies needed. The Mail Room Clerk is responsible for distributing hard copies of the Catalog as well as all mail, schedules, printed booklets, materials, delivered packages, and other items as needed to meet the needs of our students and employees.

3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Evidence of Meeting the Standard

[I.C.3-1 Agenda for the President's Advisory Council meeting, July 26, 2018](#)

Commented [SH10]: Working on this

[I.C.3-2 Agenda for the President's Annual Luncheon, October 23, 2018](#)

Commented [SH11]: Working on this

[I.C.3-3 ILO Assessment website](#)

[I.C.3-4 ILO Graduation Survey Results](#)

[I.C.3-5 Institution-Set Standards](#)

[I.C.3-6 Meeting agenda for the Sequoia Union School District Board meeting, February 6, 2019](#)

Commented [SH12]: Working on this

[I.C.3-7 Olive Hill Press newsletter](#)

[I.C.3-8 PBC meeting discussing ILOs \(November 7, 2018\)](#)

[I.C.3-9 PBC minutes regarding Institution Set Standards and goal-setting \(January 16, 2019\)](#)

[I.C.3-10 President's Weekly Update discussing ILOs \(November 9, 2018\)](#)

[I.C.3-11 Program Review Data Packets for 2018-2019 Program Review](#)

[I.C.3-12 Scorecard of Student Success Metrics](#)

Commented [SH13]: Working on this

[I.C.3-13 SLO and PLO Assessments](#)

[I.C.3-14 SMCCCD Board of Trustees Meeting for 28 March 2018 \(p. 9, Item 18-3-4C, Student Success Scorecard Report\)](#)

[I.C.3-15 SMCCCD Board of Trustees Meeting for 12 September 2018 \(p. 2-6, Item 18-9-1C, Update on District Strategic Plan\)](#)

[I.C.3-16 SMCCCD District Strategic Plan](#)

I.C.3-17 Student Success and Retention Dashboard (disaggregated)

Analysis and Evaluation

Cañada College uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. It does so in a number of ways:

District Strategic Plan and Metrics

The San Mateo Community College District has a comprehensive Strategic Plan^{ix} with clear goals related to student achievement. These goals are described in the plan and the related metrics are presented in publicly accessible data dashboards on the District website. Cañada College's progress towards these goals for student achievement are regularly presented and discussed at Board of Trustee meetings^{x, xi}.

Institution-Set Standards and Data Dashboards

Cañada College set minimum standards^{xii} as well as stretch goals for student learning and achievement every year. The PBC^{xiii} reviews the college benchmarks and any progress made. It then sets new targets every year as part of its Institution Standard Setting and reporting to the ACCJC. These standards and corresponding benchmark data are available on the College PRIE website, the PBC agendas and minutes, as well as the President's Weekly Updates.

In addition, the PRIE Office makes interactive data dashboards available to the public on its website^{xiv} that shares detailed information on student success rates by subject and course, disaggregated by race and ethnicity, gender, and a number of other variables.

Student Learning Outcomes and Institutional Learning Outcomes

The Office of Instruction and the PRIE Office work together to document results of SLO assessments, PLO assessments, and ILO evaluations on the College's Student Learning Outcomes website^{xv}. As discussed in Standard I.B.2 on page 32, instructional programs post their SLO and PLO assessments and results in TracDat on the basis of a regular schedule set by the College's Assessment Coordinator and Instructional Technologist. These are made available on the College's SLO website.

The PRIE Office documents and makes public an annual assessment of Institutional Learning Outcomes which it posts to the SLO^{xvi} and PRIE^{xvii} websites. It also presents these results annually to the PBC and the President includes a link to the results in her Weekly Update^{xviii}.

Chancellor's Office Scorecard and new Student Success Metrics

In past years, the College has provided an explanation of and a link to the College's Student Success Scorecard and has presented this information annual to its Board of Trustees.

With the recent adoption by the State Chancellor's Office of the Student Success Metrics, in alignment with the Chancellor's *Vision for Success*, the College is working with its sister colleges and district colleagues to develop a new scorecard and dashboards. In developing the College's Quality Focus Essay for this ISER, the PBC utilized the Student Success Metrics tool in Cal-PASS Plus. This work is ongoing.

Program Review

One of the primary ways the College collects assessment data^{xix} on student achievement and student learning, and makes determinations regarding their meaning is our annual Program

Review process; this is described in further detail in Standard I.B.4 on page 34. All of the data on student learning and achievement and program reflections on past and future program improvement plans can be found on the College's Program Review website. Each program's past and current program reviews and related data are available to the public on this website.

Communication to the Public

The College makes its data and analysis public to internal and external stakeholders in a number of different ways:

- Presentations to the Board of Trustees. Both the District Strategic Plan and related metrics and the College Scorecard are routinely presented publicly at SMCCD Board meetings.
- Presentations to the Sequoia Union School District Board. President Moore regularly address the SUSD Board to provide information on SUSD student outcomes and strategies for improving them.
- Presentations to the President's Advisory Council.
- Presentations at the President's Annual Luncheon.
- On the College website: Fact Sheets; data dashboards; program-specific data packets; Institution-Set Standards and College Benchmark reports, among other reports are available on the College website.
- The President's Weekly Update^{xx} includes updates and links to all of the reports and presentations made by the PRIE Office related to the above.
- *The Olive Hill Press*^{xxi} is published periodically and disseminated to current and potential students and contains information related to the above.

Commented [SH14]: Working on this

4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard

[I.C.4-1](#) Cañada College Catalog

[I.C.4-2](#) Catalog and Schedule webpage

[I.C.4-3](#) Degrees and Certificates websites

[I.C.4-4](#) Degrees and certificates information in the Catalog

Analysis and Evaluation

The College offers the most current information regarding its certificates and degree programs on the Degrees and Programs website^{xxii} and in the course catalog^{xxiii}; both sites are available to potential students and the public. All programs speak to their purpose in addition to the content and course requirements, such as unit requirements, required and elective/selective courses, transferability, general education requirements, program learning outcomes, and institutional learning outcomes. This information is kept up-to-date via our annual catalog review process and timeline, which is outlined in Standard I.C.2 on page 42.

5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard

[I.C.5-1](#) Academic Senate By-laws

[I.C.5-2](#) College Catalog

[I.C.5-3](#) College Policies

[I.C.5-4](#) Fees Policies in the Catalog (p. 16 in the print catalog)

[I.C.5-5](#) Marketing Assistance Request Form

[I.C.5-6](#) *Olive Hill Press* newsletter

[I.C.5-7](#) Participatory Governance Manual

[I.C.5-8](#) Participatory Governance Process Survey (results)

[I.C.5-9](#) PGM Evaluation of Governance

[I.C.5-10](#) Planning and Budgeting Council By-laws

[I.C.5-11](#) SMCCCD Board of Trustees, Board Policy 1.10, Duties and Responsibilities of the Board

[I.C.5-12](#) SMCCCD Board of Trustees, Policies and Procedures

[I.C.5-13](#) Updated Compendium of Committees

Commented [SH15]: Working on this

Analysis and Evaluation

Cañada College regularly reviews institutional policies^{xxiv}, procedures, and publications to ensure the integrity of both online and printed representations of its mission, programs, and services. It does so in a number of ways, as detailed below.

District Policies and Procedures

Most of the institutional policies and procedures that affect Cañada College are reviewed and adopted by the District Board of Trustees. Among the Board's essential duties are "to provide policy guidelines for staff through adoption and periodic review of District Mission and Goals Statement" and to "establish, enforce, and periodically review Board policies consistent with the goals and operation of the District and its Colleges."^{xxv}

To enable the Board to perform these duties effectively, the regular review of District policies^{xxvi}, procedures, and publications starts in the District Participatory Governance Council, and, in turn, funnels into the appropriate participatory governance bodies on each campus, if need be.

Participatory Governance

At Cañada, the PGM^{xxvii} documents the processes and describes the pathways by which district and college-level policies and procedures are discussed and amended^{xxviii}. The roles and responsibilities of each of the College's participatory governance entities in regularly reviewing institutional policies and procedures are described in its Participatory Governance Manual and related websites. These include:

- The PBC's purpose^{xxix} is to provide recommendations directly to the college president on matters pertaining to institutional priorities, policies, procedures, planning and budget development. The PBC meets every two weeks and reviews any changes to college policies.
- The Academic Senate^{xxx} assumes primary responsibility for making recommendations to the college administration and district in the areas of curriculum and academic and professional standards in areas referred to as 10+1.
- Other planning councils^{xxxi} (Instruction, Student Services, and Administration) regularly review any other changes to colleges and procedures within their purview and make recommendations regarding changes to the PBC which then makes recommendations to the college president.

Integrity in participatory governance

To ensure the integrity of the College's participatory governance processes and effectiveness, the PBC and the College President share primary responsibility for assuring the process is evaluated each year by the PRIE Office. This evaluation includes an annual survey^{xxxii} of faculty, staff and students to gauge the strengths and weaknesses of the College's processes. The PBC reviews the results and makes changes as needed.

During the College's recent ISER preparation process, the PBC recognized that a number of committees were operating outside of the participatory governance process. As a result, it revised their roles, responsibilities, and reporting structure and created a Compendium of Committees aligned with its Participatory Governance Manual to ensure that any programs or services resulting from their work were appropriately approved, implemented, and communicated with integrity.

Integrity in publication of information

The Marketing and Outreach Department is the required conduit for all publications involving the campus, including but not limited to the college catalog and course schedules, fliers and brochures, posters, website, and any other material that is associated with Cañada College. Through the material review process, the College ensures the most accurate and up-to-date versions of its materials, policies, and website.

The Department is responsible for working across the College to ensure that all of the College's publications contain the most accurate and reliable representations of its mission, programs, and services, as described in Standard I.C.1 on page 41. This Department ensures that all department heads, administrators, and other key personnel annually review and update institutional policies and procedures in its entirety before publication of the college catalog. This is discussed further in Standard I.C.2 on page 42.

The information is disseminated throughout the campus community via participatory governance representation at the division level, as well as announced via the *Olive Hill Press* newsletter^{xxxiii}, which is distributed to the entire campus community via the Marketing and Outreach Department.

Publications, such as program handouts, brochures, schedule and catalog are subject to review and revision by the Marketing and Outreach Department. It works campus-wide with administrators and department leads to ensure the accuracy of any correction and/or update of information before it is physically printed or published on the College website. The process starts with submitting a Marketing Assistance Request Form^{xxxiv}. Drafts are sent to and from appropriate faculty, classified professionals, participatory governance groups, and administrative stakeholders for review, with corrections and comments incorporated into the final version. This ensures that the information is represented in the appropriate college webpage or material accurately, and in agreement with our college mission.

The College launched a new, mobile-friendly website was launched in 2017, making the update process and presentation of policies and publications more streamlined throughout the college community. Through this change, the College reviewed all policies and procedures with the intent of presenting them in a more accessible and user-friendly format.

The Marketing and Outreach Departments also collaborates with the District's Accessibility Support Specialist and the District Accessible Technology Group, comprised of members from all three colleges and District Office of Technology, to further ensure that all documentation on college- and district-websites is fully accessible.

6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard

[I.C.6-1](#) Bookstore procedures for collecting textbook information from faculty

[I.C.6-2](#) Cañada College Bookstore

[I.C.6-3](#) College Catalog, Fee Policies

[I.C.6-4](#) College Fees and Cashier's Office, Net Price Calculator

[I.C.6-5](#) Fees website

[I.C.6-6](#) SMCCCD WebSchedule (select 'Zero Textbook Costs')

[I.C.6-7](#) SMCCD Board of Trustees, Board Policy 7.07, Non-Resident Student Tuition Fees

Commented [SH16]: Working on this

Analysis and Evaluation

Cañada College accurately informs current and prospective students regarding the total costs of education, including tuition, fees, and other required expenses, such as textbooks. The fees website^{xxxv} lists the student costs regarding tuition, fees, and other expenses including charges regarding materials, books, returned checks, health services, and transcripts among others. This includes non-resident fees, which are set in accordance with Board Policy 7.07^{xxxvi}. Student refund policies and other charges are also posted on our website. Other locations where fees are listed include the college catalog^{xxxvii}, class schedules, and student handbook. The Bookstore^{xxxviii} maintains up-to-date pricing of all course materials, and works with faculty^{xxxix} to provide as many options as possible, including courses with zero textbook cost^{xl}.

Cañada College provides a link to the Net Price Calculator^{xli} on the College website. The Net Price Calculator site presents potential students with a series of questions with respect to residency status, living arrangements, financial aid planning, age, marital status, and household income, in order to provide a snapshot of the 'Estimated Net Price After Grants and Scholarships' value at the end of the survey/calculator.

The College ensures that student fees are clearly stated on the college website, catalog, schedules, and student handbook. Fees and totals costs of attendance are communicated to the students in these stated materials, as well as in-person while being counseled and after they have enrolled in their courses for the respective term. The college's refund policy and extra student charges are also posted on the fees website.

7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Evidence of Meeting the Standard

[I.C.7-1](#) College Catalog, About, Statement on Academic Freedom

[I.C.7-2](#) Policies, Statement on Academic Freedom

[I.C.7-3](#) SMCCCD Board of Trustees, Administrative Procedure 6.35.1, Academic Freedom

[I.C.7-4](#) SMCCCD Board of Trustees, Board Policy 2.19, Nondiscrimination Policy

[I.C.7-5](#) SMCCCD Board of Trustees, Board Policy 6.35, Academic Freedom

Analysis and Evaluation

Cañada College makes sure that the College's statement on Academic Freedom is accurately published on the College website^{xlii}; the District publishes both the board policy^{xliii} and the administrative procedure^{xliiv} on Academic Freedom on their website. Board Policy 6.35 on Academic Freedom clearly states that, "[academic] freedom encompasses the freedom to study, teach, and express ideas, including unpopular or controversial ones, without censorship or political restraint. Academic freedom, rather than being a license to do or say whatever one wishes, requires professional competence, open inquiry and rigorous attention to the pursuit of truth." Responsibility to Academic Freedom is also posted in the college catalog^{xliv}.

All constituencies of our campus community, including students, faculty, staff, and administration, are free to disseminate knowledge in our College without discrimination. Intellectual freedom is paramount at Cañada College, with our responsibility towards integrity clearly emphasized in all facets of our community. Board Policy 2.19 on nondiscrimination^{xlvi} states that, "The District is committed to equal opportunity in educational programs, employment, and all access to institutional programs and activities."

Academic Freedom, along with other board policies, are reviewed by the District Participatory Governance Council, which includes representation of faculty and administrators, as well as by Associated Student Body on each campus. These board policies and procedures are disseminated throughout the campus, are reviewed through participatory governance committees, and then are brought back to the District Participatory Governance Council for final revisions.

The College publishes district board policies on academic freedom on its website and in its catalog. It provides an atmosphere of academic freedom for all students, staff, faculty, and administration.

8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Evidence of Meeting the Standard

[I.C.8-1](#) Classified Employees Code of Ethics

[I.C.8-2](#) College Catalog, Student Disciplinary Process

[I.C.8-3](#) College Policies, Academic Integrity

[I.C.8-4](#) College Policies, State Authorization—Complaint Process

[I.C.8-5](#) College Policies, Student Code of Conduct

[I.C.8-6](#) Faculty Resources Handbook

[I.C.8-7](#) Kinesiology, Athletics and Dance Department, Mission Statement (language on compliance with Codes of Conduct)

[I.C.8-8](#) New Student Handbook

[I.C.8-9](#) SMCCCD Board of Trustees, Administrative Procedure 7.69.1, Student Code of Conduct

[I.C.8-10](#) SMCCCD Board of Trustees, Board Policy 2.21, Professional Ethics

[I.C.8-11](#) SMCCCD Board of Trustees, Board Policy 6.35, Academic Freedom

[I.C.8-12](#) SMCCCD District Academic Senate Statement of Professional Ethics

Analysis and Evaluation

The College establishes and publishes clear policies and procedures that promote honesty, responsibility, and academic integrity among students and employees. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

District board policies and administrative procedures regarding honesty, responsibility and academic integrity are developed with the participation of the Academic Senate and other participatory governance groups.

Board-approved policies on student academic honesty are made public in multiple ways including on the Cañada College website^{xvii}, in the college catalog^{xviii}, in the Student Handbook^{xlix}, and on the list of SMCCCD Board Policies and Procedures^l. Additionally, the College has information on academic integrity and student disciplinary process^{li}.

For faculty and staff, the College provides information in the Faculty Resources Handbook^{lii}, the District Board Policy on Professional Ethics^{liii}, and the Classified Employees Code of Ethics^{liv}. Additionally, the District Academic Senate has a statement on professional ethics^{lv} that is followed by all faculty in the district.

The College provides information on a variety of issues with respect to academic integrity and grievances and complaints^{lvi}.

All policies and procedures from the District and the College are clearly publicized in multiple places and media and are accessible to all. All constituencies are informed of these policies and procedures when they first enter the campus community and are continuously informed of them.

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

Evidence of Meeting the Standard

[I.C.9-1](#) SMCCCD Board of Trustees, Board Policy 6.13, Curriculum Development, Program Review, and Program Viability

[I.C.9-2](#) SMCCCD Board of Trustees, Board Policy 6.35, Academic Freedom

[I.C.9-3](#) SMCCCD District Academic Senate Statement of Professional Ethics

Analysis and Evaluation

Cañada College faculty address the importance of distinguishing between personal conviction within the learning environment and professionally accepted views in a discipline. This is evident from institutional policy to faculty training and evaluation as outlined in the District Academic Senate Statement of Professional Ethics^{lvii}, as well as the district policy on academic freedom^{lviii}. The College Curriculum Committee is responsible for reviewing professionally accepted discipline views which is also carefully vetted by the division, in accordance with Board Policy 6.13^{lix}.

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

Evidence of Meeting the Standard

[I.C.10-1](#) College Catalog, Student Conduct, Student Code of Conduct

[I.C.10-2](#) College Policies

[I.C.10-3](#) College Policies, Student Code of Conduct

[I.C.10-4](#) Faculty Peer Evaluation, Classroom Observation

[I.C.10-5](#) Mission, Vision and Values Statements

Analysis and Evaluation

Cañada College is a public educational institution, and as such it does not attempt to conform, or instill specific beliefs or worldviews in its classified professionals, faculty, administrators, or students. It encourages a wide variety of beliefs and opinions amongst its campus community. To instill specific beliefs or world views does not apply to Cañada College, as open discussion is encouraged to understand different viewpoints and strive towards equity as outlined in our Mission, Vision, and Values^{ix}. Faculty, as a part of the Peer Evaluation^{xii}, are observed in the classroom, including whether they create an open environment for the free expression of world views.

The College does provide codes of conduct for students in general which are provided on the college website^{xiii} and in the college catalog^{xiiii} (pages 36-40 in the print edition), as discussed in Standard I.C.8 on page 49. There are further codes of conduct for student athletes, which are posted online and reviewed with all new student athletes when they join the campus community.

The College always strives for open and non-discriminatory discussions on campus, in the community, and in the classrooms. All employees, as well as students, are reminded of this through various documents, its faculty, its catalog, and its website. Our College Mission further reinforces the cultivation of the ability in students to think critically and to understand and appreciate different points of view.

11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Evidence of Meeting the Standard

Not applicable.

Analysis and Evaluation

Cañada College does not offer curricula to non-U.S. nationals in foreign locations. This statement does not apply to Cañada College.

12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard

[I.C.12-1](#) Accreditation Activities and Timeline

[I.C.12-2](#) Accreditation, 2014 Follow-Up Report

[I.C.12-3](#) Accreditation, 2016 Midterm Report

[I.C.12-4](#) Accreditation, Annual Reports

[I.C.12-5](#) SMCCCD Board of Trustees, Administration Procedure 2.70.1 Accreditation

[I.C.12-6](#) SMCCCD Board of Trustees, Board Policy 2.70, Accreditation

Analysis and Evaluation

Cañada College complies and reports regularly to its accrediting bodies. The College ensures that it meets all reporting deadlines and communicates this to the commission in a timely fashion. The SMCCCD Board of Trustees adopted a policy^{bxiv} and a procedure^{bxv} on Accreditation, upholding the College's and the District's commitments to comply with the accreditation process and standards as "being of the greatest importance."

The College communicates matters of educational quality and institutional effectiveness to the public and complies with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. It posts all previous Accrediting Commission Self-Evaluation and Follow-Up reports^{bxvi}, Mid-Term reports^{bxvii}, Annual Report and Substantive Change documents^{bxviii}, and communications/letters on the College's Accreditation web page.

When the Commission has recommended improvement, the College has responded in a positive way within the time periods set by the Commission^{bxix}. These recommendations and responses are made public. This includes the Midterm Reports and the Annual Reports.

The College publicizes all communications and responses with respect to Accreditation and the Commission. It continues to meet the recommendations set forth by the Commission promptly.

13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting the Standard

[I.C.13-1](#) Accreditation webpage

Agencies Cañada College is in compliance with, or accredited by:

- ACCJC
- California Community College Athletic Association
- California Department of Public Health, Radiation Health Branch (CBPH-RHB)
- California Student Aid Commission

- Joint Review Committee on Education in Radiologic Technology (JRCERT)
- United States Department of Education - IPEDS
- United States Department of Education Federal Financial Aid Programs
- [Do we need Consumer Info like COA? http://alameda.peralta.edu/consumer-information/](http://alameda.peralta.edu/consumer-information/)

Commented [SH17]: Working on this

Analysis and Evaluation

Cañada College maintains honest and effective relationships with all external agencies. College staff responsible for responding to external surveys or requests do so in a timely manner so as to meet all deadlines and comply with state and federal regulations. The College clearly articulates a consistent message about its accreditation status with the ACCJC and other agencies^{box}. It can be quickly found on our home page by clicking on the Accreditation link in the footer.

The College also makes sure its accreditation status is up-to-date in its college catalog. All amendments, including accreditation status, can be reported on the catalog amendments page.

Cañada's Radiologic Technology Program is the only program at the College which receives external accreditation, apart from that from the ACCJC. It is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT) and the California Department of Public Health, Radiation Health Branch (CBPH-RHB). (gap)- needs to be mentioned on the Accreditation Home Page.

Our Interior Design program no longer needs to be accredited separately. The National Kitchen and Bath Association (NKBA) recently decided to change from program accreditation to affiliation. As a result, Cañada's Interior Design program no longer needs to be accredited with the NKBA at a national level. Instead, Cañada's program is now an affiliated program. The College's Interior Design AS Degree and Certificate of Achievement programs meet the minimum required qualifications for the American Society of Interior Designers (ASID)[78] by complying with the numbers of units so students can apply for professional examination once they finish. There is no affiliation or accreditation process through this national and local professional organization.

Cañada's Financial Aid Department abides by federal, state and local compliance standards in its administration of multiple student financial aid programs. The College is approved to participate in Federal Student Aid (FSA) programs as outlined on its Eligibility and Certification Approval Report (ECAR) and Program Participation Agreement (PPA). It also complies with all statutory and regulatory provisions in its administration Cal Grant and Specialized Program under the approval of its Institutional Participation Agreement (IPA) with the California Student Aid Commission (CSAC). Independent audits are conducted annually in accordance with Office of Management and Budget (OMB) Circular A-133 and performed annually to ensure institutional compliance with FSA standards. Additionally, all federal and state programs require annual reporting and reconciliation processes ensuring compliance with cash management and other regulations.

The relationships between Cañada College and external agencies is consistently communicated to the Commission(s), students and public on our Accreditation Status web page. This includes the external agencies that accredit our career and technical education programs; more information on this can be found in Standard II.A.

14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard

I.C.14-1 [Educational Master Plan](#)

I.C.14-2 [SMCCCD 2018-19 Final Budget Report](#) (p. 15, Unrestricted General Funds Revenue Assumptions)

I.C.14-3 [SMCCCD Board of Trustees, Administrative Procedure 2.45.2, Conflict of Interest Code](#)

Analysis and Evaluation

Cañada College is a state-funded, public, nonprofit institution of higher education with the aim of supporting students obtaining their educational goal. The College's mission, vision and values reflect its commitment from all departments and administrative units to provide high-quality education in support of student achievement and student learning. The College functions as a public agency and part of the California community college system, and as such has no investors or external parties of interest or related or parent organization; this is in accordance with Administrative Procedure 2.45.2^{boxi}. The annual budget reports^{boxii} support transparency in financial resource allocation and that the institution does not generate financial returns for investors.

The goals and objectives in our Educational Master Plan^{boxiii} support the Mission, placing student achievement as paramount. The institutional goals outlined in the EMP focus on student completion/success, community connections, and organizational development. Emphasis on equity, inclusion, student success, curriculum development, and relationships with community partners set out mission in motion. The following strategies from our EMP further expand on our commitment to reach our institutional goals, and put student success above any financial gains:

- Minimize financial barriers to success and highlight inclusivity, diversity and equity (Academic/Career Pathway, Student Support Services, Student Success)
- Collaborate with partners that support the needs of our diverse and vibrant local community (Business, Civic, and Non-profit Community Organizations, 4-year Transfer Institutions, K-12 Community Including Adult Schools)
- Promote equity, inclusion and transformative learning (Curriculum Development, Equity, Inclusion, Organizational Structure, Professional Development)

Cañada College ensures that its commitments to high quality education, student achievement and student learning are paramount to all other objectives.

Conclusions on Standard I.C. Institutional Integrity

[insert response]

Improvement Plan(s)

[insert response if applicable]

ii I.C.1-5
ii I.C.1-2
iii I.C.1-4
iv I.C.1-6
v I.C.1-1
vi I.C.1-3
vii I.C.2-2
viii I.C.2-1
ix I.C.3-16
x I.C.3-15
xi I.C.3-16
xii I.C.3-5
xiii I.C.3-9
xiv I.C.3-17
xv I.C.3-13
xvi I.C.3-3
xvii I.C.3-4
xviii I.C.3-10
xix I.C.3-11
xx I.C.3-10
xxi I.C.3-7
xxii I.C.4-3
xxiii I.C.4-4
xxiv I.C.5-3
xxv I.C.5-11
xxvi I.C.5-12
xxvii I.C.5-7
xxviii I.C.5-9
xxix I.C.5-10
xxx I.C.5-1
xxxi I.C.5-13
xxxii I.C.5-8
xxxiii I.C.5-6
xxxiv I.C.5-5
xxxv I.C.6-5
xxxvi I.C.6-7
xxxvii I.C.6-3
xxxviii I.C.6-2
xxxix I.C.6-1
xl I.C.6-6

xli	<u>I.C.6-4</u>
xlii	<u>I.C.7-2</u>
xliii	<u>I.C.7-5</u>
xliv	<u>I.C.7-3</u>
xlv	<u>I.C.7-1</u>
xlvi	<u>I.C.7-4</u>
xlvii	<u>I.C.8-3</u>
xlviii	<u>I.C.8-2</u>
xl ix	<u>I.C.8-8</u>
i	<u>I.C.8-9</u>
ii	<u>I.C.8-2</u>
iii	<u>I.C.8-6</u>
liii	<u>I.C.8-10</u>
liv	<u>I.C.8-1</u>
lv	<u>I.C.8-12</u>
lvi	<u>I.C.8-4</u>
lvii	<u>I.C.9-3</u>
lviii	<u>I.C.9-2</u>
lix	<u>I.C.9-1</u>
lx	<u>I.C.10-5</u>
lxi	<u>I.C.10-4</u>
lxii	<u>I.C.10-3</u>
lxiii	<u>I.C.10-1</u>
lxiv	<u>I.C.12-6</u>
lxv	<u>I.C.12-5</u>
lxvi	<u>I.C.12-2</u>
lxvii	<u>I.C.12-3</u>
lxviii	<u>I.C.12-4</u>
lxix	<u>I.C.12-1</u>
lxx	<u>I.C.13-1</u>
lxxi	<u>I.C.14-3</u>
lxxii	<u>I.C.14-2</u>
lxxiii	<u>I.C.14-1</u>

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

A. Instructional Programs

1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting the Standard

[II.A.1-1](#) Business Division, Career Education Advisory Boards

[II.A.1-2](#) College Catalog

[II.A.1-3](#) DE Addendum Rubric

[II.A.1-4](#) Degrees and Certificates

[II.A.1-5](#) GE Pathways Initiative

[II.A.1-6](#) QOLT Work Group

[II.A.1-7](#) Transfer Center, Articulation Agreements

[II.A.1-8](#) Transfer Center, Transfer Admission Guarantee

Analysis and Evaluation

To fulfill the college mission and to serve students and the community, Cañada College provides a wide variety of instructional programs representative of fields of study across higher education. Instructional programs value transforming lives while maintaining high academic standards in a diverse and inclusive environment committed to student success and achievement of educational goals. The College values its community education and industry partners, and it welcomes regular communication and collaboration with all involved parties. Institutional policies and procedures ensure student attainment of learning across modes of delivery and location.

The College utilizes participatory governance processes to review, revise and improve instructional programs in the service of our mission. Instructional programs participate in a three-year assessment cycle, in which all learning outcomes in all courses are assessed across a three-year cycle. This regular assessment of course student learning outcomes informs and supports the program learning outcomes, which reflect the college mission and values. Through this scaffolding and reflective process, the College provides quality learning for all students.

Instructional programs offered at the College are appropriate to higher education. Programsⁱ are designed to fulfill Associate Arts/Science Degrees, Certificates of Achievement, and CSU and UC transfer requirement. Cañada College articulates individual courses in programs with institutions of higher learning in the University of California and California State University systems and with select in-state private and holds articulation agreementsⁱⁱ with out-of-state (OOS) public and private universities and colleges. In addition, Cañada College has established Transfer Admission Guarantee agreementsⁱⁱⁱ with Associate Arts/Science Degrees, forty certificates, and twenty-seven Associate Degrees of Transfer. In doing so, it serves the wider San Mateo County population with the programs and certifications that the community desires and requires. Programs utilize various modes of delivery—online, hybrid, and face-to-face classes—to provide quality instruction in a variety of locations in the community, including physical sites in Redwood City, Menlo Park, East Palo Alto, Half Moon Bay, and Pescadero.

All courses that are designated for distance education must be approved by the Curriculum Committee and the Distance Education Coordinator. All faculty who wish to teach a course either online or hybrid must submit the Distance Education Addendum to the course outline of record; this addendum must be approved by the Distance Education Coordinator and the Curriculum Committee. The Addendum and the rubric^{iv} used to evaluate it are aligned to the College's Mission to ensure that all course offerings, regardless of modality, maintain that connection. All faculty who wish to teach a distance education offering must either successfully complete the QOLT Work Group^v or similar program; this is discussed in further detail in II.A.2 on page 1 and III.A.2 on page 104

The campus community pays specific attention to career technical education, as this area demands currency and consistent revision. The Strong Workforce Program promotes CTE pathways leading to career opportunities aligned to Bay Area job market trends and labor demands, and a livable wage by providing accurate and current LMI data to students in our CTE programs. The Strong Workforce Program has also provided professional development opportunities to the college's CTE-focused college counselor to further assist students in identifying career paths. The Curriculum Committee reviews the course outlines of record for all career and technical education courses on a two-year assessment cycle for textbook currency, while advisory committees^{vi} and the BACCC review the curriculum of the CTE course and programs to ensure currency in training and certification of industry standards. Like all instructional programs, the career and technical education programs perform program review biennially, thus ensuring ongoing program improvement. Additionally, these programs meet with their advisory boards on a regular basis so as to ensure that currency and relevance is maintained; this is discussed in further detail in Standard II.A.14 on page 1.

The College is in the inquiry phase of Guided Pathways, working to facilitate timely student completion. The current GE Pathways Initiative^{vii} has laid much groundwork in this area by providing pathways for completion of general education courses in one of two themes: social justice and sustainability.

Cañada College offers programs that meet all elements of the college mission, and regularly reviews the curriculum so as to ensure that this goal is met. All career and technical education programs continuously review their curriculum and work with their advisory councils to ensure that currency and relevance is maintained.

2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Evidence of Meeting the Standard

[II.A.2-1](#) Curriculum Committee Handbook (p.19-20, Section 2.11 Course Review Cycles; Appendix C: Distance Education Supplement Guide, pp. 98-101)

[II.A.2-2](#) DE Addendum Rubric

[II.A.2-3](#) Faculty Evaluation Procedures (from AFT/SMCCCD Contract 2016-2019)

[II.A.2-4](#) Professional Learning, Flex Day

[II.A.2-5](#) Program Review

[II.A.2-6](#) QOLT Work Group

[II.A.2-7](#) SMCCCD CurricUNET, Course Outlines of Record (searchable)

Division, IPC, SSPC, APC, and PBC minutes (PR discussions)

Program Review reports on TracDat (include sample)

Commented [SH18]: Working on these elements.

Analysis and Evaluation

The full-time and part-time faculty of Cañada College work to continuously improve instructional courses, programs and related services through a series of systematic, ongoing processes. By engaging in these processes, all faculty ensure the content and methods of instruction meet generally accepted standards and expectations. These processes include curriculum review, faculty evaluation, SLO assessment, and program review.

The Curriculum Committee works under the purview of the Academic Senate, and is tasked with the guidance of faculty in maintaining all curriculum for the college. As the Curriculum Committee Handbook states^{viii}, faculty are required to review all non-CTE courses every five years, while all CTE courses are reviewed every two years. This review and revision include the pre-requisites and co-requisites, updating of required materials, and any changes suggested by the appropriate advisory board, where applicable. It further includes a revision, if necessary, of any degrees and certificates that may be impacted.

The faculty perform peer evaluations in regular intervals, as described in the faculty contract^{ix}. Faculty evaluations include a classroom observation by a peer, an evaluation of non-teaching responsibilities by their division dean and a mandatory self-assessment. It includes an evaluation of learning outcomes and references the official course outline of record across all teaching modalities. Also, all faculty teaching distance education courses must be certified to teach online^x or demonstrate extensive training in the district or elsewhere. All faculty who wish to teach a course either online or hybrid must submit the Distance Education Addendum to the course outline of record; this addendum must be approved by the Distance Education Coordinator and the Curriculum Committee. The Addendum and the rubric^{xi} used to evaluate it are aligned to the College's Mission to ensure that all course offerings, regardless of modality, maintain that connection. More about faculty evaluations can be found in Standard III.A.5 on page 107, while more on the certification of instructors with respect to distance education can be found in Standard II.A.7 on page 1 and in Standard III.A.2 on page 104.

As discussed in Standards I.B.5 on page 35 and I.B.9 on page 37, program review^{xiii} ensures that each program and the courses within it meet or exceed goals set forth by the college and by the individual programs themselves. Program review is completed on a biennial basis. Faculty complete program review to ensure participation and leadership in developing, sustaining, and modifying programs to promote student success and more broadly the college goals. Program review data and reports, including resource requests, goals, SLO assessment, and enrollment data, are discussed at the appropriate division meetings, the planning councils (Instructional, Student Services, and Administrative), and the Planning and Budgeting Committee. Program review is under the purview of the Academic Senate and carried out by the IPC; it plays an essential role in shaping college dialogue about student learning as it informs college planning. The revised fall timeline for program review ensures that program review guides planning and budgeting. Program review is a professional responsibility that full-time faculty perform; adjunct faculty are invited to participate and may apply time for Flex credit.

As discussed in Standards I.B.2 on page 32 and II.A.3 on page 1, all instructional programs perform learning outcomes cycles for their courses and programs. The college has instituted a three-year cycle for the assessment and analysis of learning outcomes data for course- and program-level learning outcomes. The data collected form an integral part of the program review process, as well as allow faculty to make changes based on student needs and performance.

3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Evidence of Meeting the Standard

- [II.A.3-1](#) Academic Senate Resolution, Revision to the Assessment Cycle of Course and Program Student Learning Outcomes
- [II.A.3-2](#) ASGC Meeting for May 11, 2017, page 1, Item 4.5
- [II.A.3-3](#) Assessment, Three-Year Assessment Plans
- [II.A.3-4](#) Assessment: Three-year Assessment Plan Templates
- [II.A.3-5](#) Curriculum Handbook (p. 39, Section 4, Course Outlines of Record; p. 59, Section 4.15, Resolution for ongoing review and update of prerequisites, corequisites, advisories and course outlines of record)
- [II.A.3-6](#) Faculty Evaluations, Learning Outcomes (AFT/SMCCCD Contract 2016-2019, p. 9, Section 3)
- [II.A.3-7](#) Office of Instruction, Syllabus Repository
- [II.A.3-8](#) Professional Learning, New Faculty Orientation Resources
- [II.A.3-9](#) Program Review, Instructional Program Review Schedule
- [II.A.3-10](#) SMCCCD CurricUNET, Course Outlines of Record (searchable)

Analysis and Evaluation

The faculty creates, assesses, and analyzes data from learning outcomes in regular intervals, in accordance with ACCJC requirements. Faculty assess all active courses with respect to course-level learning outcomes in a three-year cycle, as well as program learning outcomes. The Academic Senate, in conjunction with the Teaching, Learning, and Assessment Core team, resolved^{xiii} to instantiate this system in 2017^{xiv}, with its initial cycle starting in fall 2017.

Commented [SH19]: Working on this

In order to assist faculty in learning outcome endeavors, the College assembled the Teaching, Learning, and Assessment coaching team, which include a Core Team and Coaches. The Core consists of the Faculty Instructional Assessment Coordinator, Instructional Technologist and Dean of Planning, Research and Institutional Effectiveness; the Coaches are faculty from each instructional division. The coaching team was established with the explicit goal of increasing general awareness about assessment and to improve assessment culture and effectiveness on campus. At this time the program has completed its run, but could be reinstituted should the need arise.

In the three-year assessment cycle, all departments decide when in the cycle their course-level learning outcomes will be assessed. Using a template^{xv} aligned to their program review cycle^{xvi}, all active courses are assessed within 3 years. In creating their assessment cycle, faculty pay specific attention to the following aspects:

- All active courses must be assessed within each department. This excludes courses that are not offered due course cancellations, banked courses, and ones that have been deleted or newly added. However, if a course is cancelled and offered at another time, the course is considered active and must be included in your assessment plan.
- The department determines the learning outcomes that will be assessed for each active course. The only requirement is at least one learning outcome is assessed when the course is up for review.
- Each program or department takes into account the frequency that each course is given with respect to the scheduling of the assessment of its learning outcomes.
- When a department updates the frequency that a given course is offered, the three-year assessment plan must also be updated.
- Each program decides when and which program-level learning outcome will be assessed, and they must indicate this on the assessment plan. At least one program-level outcome should be assessed within the three-year cycle. Ideally, a department's program-level outcome assessment plan aligns with their program review, to allow each department a time when it will discuss and report on outcome results as a part of program review.
- All department three-year assessment plans are posted on the college's assessment webpage^{xvii}.
- Each department or program must input all learning outcome data and results into TracDat, including reflections and follow-up/action plans.

As documented in the Curriculum Handbook^{xviii}, course content, including student learning outcomes, are approved through the Curriculum Committee as a part of evaluation of the course outlines of record. All departments must update their course outlines of record every six years, with career and technical education programs updating their course outlines of record every two years. The Curriculum Committee ensures that all course-level learning outcomes are in compliance with ACCJC Requirements with respect to structure, with particular attention paid to distinctions between learning outcomes and course expectations.

Per ACCJC Standards, faculty include the course-level learning outcomes in their course syllabi. Division deans ensure that faculty comply in this, as the syllabi are submitted to the division offices each semester. Course syllabi requirements are shared in new faculty orientation^{xix}, and syllabi^{xx} are reviewed as part of the portfolio review for part-time and full-time faculty evaluations^{xxi}.

Learning outcomes are regularly assessed at the course and program. Learning outcomes are clearly labeled in the syllabus of each course. The Curriculum Committee ensures that learning outcomes are accurately described in the course outlines of record. Course-and program-level learning outcomes are integrated into the program review process, with data and analysis being reported.

4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard

[II.A.4-1](#) College Catalog, Course Descriptions

[II.A.4-2](#) Learning Center, JAMS

[II.A.4-3](#) Learning Center, Open Enrollment Learning Center Courses

[II.A.4-4](#) Learning Center, Tutoring

[II.A.4-5](#) SMCCCD CurricUNET, Course Outlines of Record (searchable)

[II.A.4-6](#) Textbook, Laptop, and Calculator (TLC) Program

Analysis and Evaluation

The College distinguishes pre-collegiate level curriculum from college level curriculum, including pre-collegiate level courses in which students may earn units that are not degree applicable or transferrable. Such courses include Math, English, English as a Second Language and Developmental Learning Skills. Pre-collegiate level curriculum is a part of learning outcomes assessment and undergoes the standard cycles and processes at the College, thus pre-collegiate level curriculum receives the same processes and standards as transfer-level and career-technical courses. The Curriculum Committee regularly reviews course outlines, content and learning outcomes, including textbook selections and pre-requisites established through curriculum committee processes, which ensure faculty oversight and participation in defining appropriate content and skill levels for transfer level courses and some pre-transfer level courses.

The pre-collegiate aspect of a course is communicated in various. The College uses a different course numbering system to indicate pre-collegiate level courses, typically in the 800 or 900 series. The college catalog^{xxii}, the college class schedule, and course outlines of record^{xxiii} also clearly identify the transferability or applicability of credits to earning a degree or certificate.

In addition to these programs, a range of student support services operated through the Learning Resource Center and Library specifically focus on helping students succeed in pre-collegiate level courses. This includes embedded tutoring^{xxiv}, supplemental instruction^{xxv}, and a long-term textbook, laptop and calculator (TLC) lending program^{xxvi} for students enrolled in any pre-collegiate level courses. The college acknowledges that students in pre-collegiate level curriculum require additional support in developing skills and knowledge to succeed and transition to college level curriculum, and this is achieved through the college JAMs^{xxvii}. Word JAM, Math JAM, Physics JAM, and Chemistry JAM. These intensive tutorial sessions are facilitated three times each academic year prior to the beginning of a new term, and the objective is to prepare students for academic success in fundamental areas that will continue to bolster students' development and progression from pre-collegiate to college level coursework. Word JAM, for example, encompasses pre-collegiate English and English as a Second

Language as well as transfer English; Math JAM includes instructional support in both pre-collegiate and transfer Math coursework. The other JAMs were modeled after the effectiveness of the Math JAM to target transfer-level coursework in Physics and Chemistry; while their focus is not pre-transfer, it does help those who may be weaker in said areas.

As a further resource to support pre-transfer students, the college employs two retention specialists whose designated functions are to support students in Basic Skills (English and Math) and English as a Second Language. Partnerships with career and technical education and Strong Workforce collaborate to transition students from pre-transfer level coursework to transfer programs of study or workforce placement.

In addition to clear distinctions in the communication and applicability of pre-collegiate level coursework in contrast to college level coursework, the college provides extensive services and support designated for students enrolled in pre-collegiate level courses.

5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Evidence of Meeting the Standard

[II.A.5-1](#) A2B Program

[II.A.5-2](#) College Catalog

[II.A.5-3](#) Degrees, Certificates, and Transfer

[II.A.5-4](#) Degrees, Certificates, and Transfer, AA/AS Degree Requirements

[II.A.5-5](#) University Center

Analysis and Evaluation

All degree programs require completion of a minimum 60 semester units in order to graduate with an associate level degree^{xxviii}. These units are comprised of general education courses, major courses, and elective courses.

The principal parties who ensure compliance with all new degrees and certificates include the Curriculum Committee, the instructional deans, and the articulation officer. New program proposals are reviewed at multiple levels by different entities to confirm that any new program is similar in depth, breadth, rigor, course sequencing, and synthesis of learning with other institutions of higher education. Before a course proposal can even be submitted to the Curriculum Committee, it must be signed off by the appropriate dean, who performs the initial review. The Curriculum Committee works to ensure that all degrees and programs for the college are in compliance with the California Education Code. When the Committee reviews degree and program requirements to uphold this charge, it holds all prospective programs and degrees to the standards set forth by these various entities. Within the curriculum committee review, the proposal must pass inspection from the Technical Review Subcommittee. This round of scrutiny examines the new program proposal for alignment with state/local laws, the College's mission, Career and Technical Education, UC/CSU standards, and C-ID designation, where appropriate. Only after the Technical Review Committee approves the program proposal, can the Curriculum Committee review it.

Furthermore, all program proposals must be approved by the Curriculum and Instructional Systems Specialist from the California Community Colleges Chancellor's Office Curriculum Inventory. These review processes at multiple levels—deans, Curriculum Committee, and Chancellor's office—examine the potential program ensure that any new program at the College follow practices common in higher education that are explicitly articulated the Education Code as well as within potential transfer and career institutions.

While the College does not presently offer baccalaureate level degrees, partnerships with select four-year institutions^{xxix}, such as Notre Dame de Namur (Belmont, CA), have been established such that graduates of Cañada College can seamlessly transition to baccalaureate level degree programs in disciplines such as Business Administration. The College had received a five-year grant (2013-2018) to establish A2B (Associate's to Bachelor's Degree)^{xxx}, which was designed to support students' transition from the associate level to baccalaureate level program. The program has since been folded into the University Center, and is being worked on at this time.

All associate degrees incorporate 60 semester units of coursework, and must comply with all requirements listed in the standard.

6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard

[II.A.6-1](#) Enrollment Reports

[II.A.6-2](#) Program Review, Student Characteristics 2012/13-2016-17

[II.A.6-3](#) Registration

[II.A.6-4](#) Student Success and Support Program Plan (SSSP)

[II.A.6-5](#) SMCCCD Course Substitution Petition

Analysis and Evaluation

The College offers classes during the day and night, via face-to-face and distance education modalities, so students may choose classes that fit with their schedules to advance their degrees in a timely fashion. Since 2013, the percentage of students taking daytime and evening courses has hovered around 46% and 53% respectively^{xxxi}, indicating that students are taking advantage of a wide-range of scheduling times to best fit their needs. While the number of students taking classes offered in a traditional, face-to-face format has stayed relatively consistent, the number of students taking distance education classes (fully online and hybrid) has increased by almost one-hundred percent since 2012; this illustrates that students are taking advantage of classes offered in an alternative format in order to efficiently complete their required classes. Having classes available to students with varying schedules makes it more likely they can progress towards their degree in a reasonable fashion.

In addition to offering classes at a variety of times and in multiple modalities, Cañada College's course cancellation policy strives to make sure that a student's progression towards a degree is not obstructed. The Office of Instruction reviews enrollment data^{xxxii} on a weekly basis to review if a class needs to be cancelled; keeping such a vigilant watch on enrollment ensures that if a class must be cancelled, the lowest possible number of students are affected. When a class is cancelled, deans and faculty notify students as soon as possible to ensure that they can quickly

enroll in another section or find a suitable substitution. By closely monitoring enrollments and communicating with students quickly, the college ensures that cancelling courses is a minimal barrier to attaining a degree or certificate.

The College encourages students to meet with counseling staff and complete their SEP using a variety of strategies. Creating and following a SEP can increase the likelihood of a student completing their degree in a reasonable timeframe, for students are clear about what courses they need to take in a specific sequence to attain the degrees, which eliminates unnecessary or redundant courses. Students can access priority registration^{xxxiii} by having completed an SEP, which encourages them to get one. The College has also included an SEP/Counselor Visit step to their 'registration ticket' process^{xxxiv}, so students are more likely to complete an initial SEP during the registration and orientation process. In addition to prompting students to access the SEP process during registration, the counseling department also holds a yearly 'SEP Drive', which encourages students to update their plan with a counselor, increasing its effectiveness.

Students continuously enrolled at any of three colleges in the San Mateo Community College District possess catalog rights which state that the degree requirements enumerated in the catalog for the year the student began taking classes are the requirements that the student must complete for the degree. Students can adopt the catalog rights for any subsequent year of enrollment if they wish. Having catalog rights allows students to have a clear understanding of the requirements, which can allow them to make reasonable progress towards it, without having to take different or additional courses if the degree or certificate program changes.

While Cañada College offers a wide spectrum of classes, thereby allowing students to quickly fulfill their degree requirements, students can use the Course Substitution Process^{xxxv} to accelerate their progression if the college has been unable to offer a required course. In the rare case that the college is not able to regularly offer a course required for a degree or certificate, the student can efficiently get a substitute approved, which allows them to move towards graduation.

There are numerous mechanisms in place to ensure that students can complete their chosen certificate and degree programs within a reasonable and established timeframe.

7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

- [II.A.7-1](#) ¡ESO! Adelante Program
- [II.A.7-2](#) Bridging the Opportunities (BTO)/Peer Mentoring
- [II.A.7-3](#) College for Working Adults
- [II.A.7-4](#) Curriculum Committee Meeting Minutes
- [II.A.7-5](#) DE Addendum Rubric
- [II.A.7-6](#) Distance Education Advisory Committee (DEAC), Meetings
- [II.A.7-7](#) Learning Center
- [II.A.7-8](#) Learning Center, JAMS
- [II.A.7-9](#) Learning Center, Tutoring Center
- [II.A.7-10](#) Office of Instruction, Syllabus Repository
- [II.A.7-11](#) Puente Program

Commented [SH20]: Working on this

[II.A.7-12](#) QOLT Work Group

[II.A.7-13](#) STEM Center

[II.A.7-14](#) Student Characteristics 2012/13-2016-17

CORs for Classes taught DE and In-Person

Commented [SH21]: We need some sample CORs for this piece.

Analysis and Evaluation

The college offers a variety of delivery modes. Courses are offered both day and evening, on weekdays and weekend. There are standard, semester-length courses with numerous short-term courses offered to augment the student schedule. While most courses are offered face-to-face, the college offers a wide selection of courses in both distance education modalities, fully-online and hybrid. Some courses are linked together, being taught in Spanish and paired with an English as a Second Language course so as to improve the linguistic skills of the Spanish-speaking students.

All faculty who wish to teach a course either online or hybrid must submit the DE Addendum to the course outline of record; this addendum must be approved by the DE Coordinator and the Curriculum Committee. The Addendum and the rubric^{xxxvi} used to evaluate it are aligned to the College's Mission to ensure that all course offerings, regardless of modality, maintain that connection. All faculty who wish to teach a distance education offering must either successfully complete the QOLT Work Group^{xxxvii} or similar program; this is discussed in further detail in II.A.2 on page 1 and III.A.2 on page 104. The DEAC meets monthly^{xxxviii} to discuss DE issues; at most meetings there are opportunities for faculty to update pedagogical and methodological practices on delivery modes, teaching methodologies and learning support services, and equity.

In addition to the central campus, Cañada College offers classes in a number of off-site locations. The primary programs involved in these off-site locations include English as a Second Language, Human Services, Computer Business and Office Technologies, and Education and Human Development, although there are other programs that hold some classes in conjunction with them. Cañada counselors and retention specialists visit all of our off-campus sites to provide appropriate student support.

Dual enrollment agreements include East Palo Alto Phoenix Academy, Oxford Day School, and East Palo Alto Academy; there is a forthcoming partnership with Tide Academy that is set to begin in fall 2019. The courses taught there involve Cañada faculty and follow all appropriate rules and regulations for any other course offered at Cañada College.

Cañada College has a variety of learning support services^{xxxix} with extended hours for evening and working students, including BTO peer mentors^{xl}, JAMS^{xli}, STEM Center^{xlii}, proactive registration, and embedded tutoring^{xliii}. The college offers a number of cohorts and learning communities, including CWA^{xliv}, Puente^{xlv}, ¡ESO! Adelante^{xlvi}, and other learning communities. The Library also has extended hours, and students can make appointments with librarians. More about the library and its services can be found in II.B.1 on page 80.

8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

[II.A.8-1](#) Admissions and Records Forms

- [II.A.8-2](#) College Catalog, Advanced Placement Testing Policy Worksheets
- [II.A.8-3](#) College Catalog, Information on Degrees, Certificates, Basic Skills, and Credits
- [II.A.8-4](#) College Catalog, Transcripts
- [II.A.8-5](#) SMCCCD Prerequisite Challenge Form
- [II.A.8-6](#) SMCCCD Transcript Evaluation Services
- [II.A.8-7](#) SMCCCD Transcript Evaluation, Accepted Accreditation

Analysis and Evaluation

Cañada College does not utilize department-wide course or program examinations. However, specific CTE Programs work to prepare students in medical assisting and interior design for external industry examinations. After they receive their degree, Radiologic Technology students are eligible to take the American Registry of Radiologic Technologists (ARRT) exam. The validity and reliability of this exam is controlled by the ARRT.

In compliance with Title 5 section 55050, Cañada College offers credit by examination, where students may request to be tested on a subject matter to establish the knowledge or skills required for the degree and/or certificates. The policies and procedures are published in the college catalog and on the petition. Students can obtain the petition for credit by exam from the Admissions and Records Office. In addition, students may challenge the prerequisite or corequisite course requirements based on the prior knowledge and skills. Students may request an evaluation by filing a request and providing documentation as evidence. This district-wide petition can be obtained from the Admissions Office, Counseling Department and college website^{xlvi}.

The College has a policy allowing students to substitute courses^{xlvi} that were previously completed at another accredited institution^{xlvi} to fulfill prerequisite course requirements and/or courses that are required for an Associate Degree and/or certificate. These courses can be utilized after officially evaluated by the District Transcript Evaluation Services (TES)^l. The process and procedures are available at the college catalog (page 30 and 31), and the website. Students also have direct access to the TES information via Degree Works under their own records.

Cañada College has policies^{li} on external examinations, Advanced Placement exams, (pursuant to title 5 section 55063 and Assembly Bill (AB) 1985), International Baccalaureate Exams, and College Level Examination Program that awards credits toward General Education and elective courses for an Associate Degree, CSU General Education Breadth and Intersegmental General Education Transfer Curriculum Certifications. Cañada College and other two colleges in the district adopted the California State University External Examination policies. In addition, the College established a policy to accept completion of a Bachelor Degree in lieu of General Education requirements for an Associate Degree. The degree will be examined by the TES to ensure all degree requirements have been met. The policies and the process are listed in the college catalog. Cañada College uses assessment of prior learning and awards through credit by examination, prior coursework from other accredited colleges, and external examination, and awards these credits to Associate Degree and General Education requirements for the California State Universities and the Universities of California. The policies and procedures are listed in the printed college catalog and online in PDF format.

9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Evidence of Meeting the Standard

[II.A.9-1](#) College Catalog, Grades and Scholastic Honors (p. 23-24 in print version)

Fall 2019 Schedule Calendar, Office of Instruction (Ask Carranza of Jose Peña for a copy)

TracDAT (page or appropriate report)

Analysis and Evaluation

The college awards course credit, degrees and certificates based on student attainment of learning outcomesⁱⁱⁱ. Through regular assessment of course-level learning outcomes in support of program-level learning outcomes, and in the service of institutional learning outcomes, the college ensure quality education for all students. Assessment of student learning guides ongoing curriculum development and program improvement in support of course completion and awards of degrees and certificates; this is discussed in detail in Standards I.B.5 on page 35 and I.B.9 on page 37.

Units of credit awarded are consistent with institutional policies that adhere to generally accepted norms or equivalencies in higher education. The meaning of grades, including incompletes, drops, and withdrawals, are explained in detail in the college catalog (pg. 23-24). The Office of the Vice President of Instruction ensures compliance with standard practice using schedule production calendars for each semester and summer sessions. In alignment with the standards for credit hour calculations contained in Title 5 55002.5, 55002(a)(2)(B) and 55002(b)(2)(B), lecture units of credit consist of 16-18 hours per unit per semester, or 48-54 hours (for a 3-unit course). Lab units of credit range between 144-162 hours per semester.

Students must demonstrate attainment of learning outcomes to be awarded course credits, a degree, or a certificate. The policy adopted by the college meets generally accepted standards in higher education.

10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Evidence of Meeting the Standard

[II.A.10-1](#) AA-T and AS-T Requirements

[II.A.10-2](#) ASSIST.org

[II.A.10-3](#) California Community Colleges, Historically Black Colleges and Universities, Transfer Agreements

[II.A.10-4](#) College Catalog, Advanced Placement Testing Policy Worksheets

[II.A.10-5](#) College Catalog, Course Identification Numbering System

[II.A.10-6](#) College Catalog, CSU and UC Transfer Courses

[II.A.10-7](#) College Catalog, Degree and Certificate Programs

[II.A.10-8](#) College Catalog, Transcripts (p.30 in the print version)
[II.A.10-9](#) College Catalog, Transferability of Courses to State Universities
[II.A.10-10](#) Curriculum Handbook
[II.A.10-11](#) GE Pathways
[II.A.10-12](#) GE Policies/Worksheets
[II.A.10-13](#) SMCCCD Transcript Evaluation Services
[II.A.10-14](#) Transfer Center
[II.A.10-15](#) Transfer Center, Articulation
[II.A.10-16](#) Transfer Center, CSU Information
[II.A.10-17](#) Transfer Center, Transfer Agreement Guarantee Agreements

Analysis and Evaluation

Students may request an evaluation of their transcript through the SMCCCD Transcript Evaluation Service if they would like coursework completed at colleges and universities outside the district.

Cañada College has established policies and procedures on transfer credits that are published in the college catalogⁱⁱⁱ and the Transfer Center website^{iv}. Cañada College also looks to students to share with us their transfer goals so that the college may better serve them.

Cañada College has also established articulation agreements with four-year universities that ease the students' transfer process enabling them to utilize earned credits at the transfer institution. The college catalog details transferability of courses^{lv}; this information is updated on annual basis. A list of transfer courses to state universities are available in the college catalog^{vi}. The college also provides links to ASSIST.org^{vii} to all students, giving them access to list of courses that are articulated with CSU and UC for General Education, major preparation, and courses that may meet the admission criteria.

When implementing a new course or modifying or banking an existing course, faculty are required to include the transferability of the courses and the learning outcome for each course. The Curriculum Handbook^{viii} provides the CSU and UC standards and timelines to submit courses to be considered as transfer course for CSU and/or UC.

As majority of students tend to transfer to state universities, the publications focus more on CSU and UC transfer requirements. However, the courses offered at Cañada College are also transferable to private and out of state universities. The Transfer Admission Agreements with those private and out of state universities that most students apply to are listed under Articulation page^{ix} of the Transfer Center webpage.

Based on SB1440, and to make students more competitive with their transfer process, Cañada College offers 27 Associate Degree for Transfer, which allows students to complete a degree with 60 transferable units before transferring to a California State University. According to the guidelines, the courses in these degrees must be approved by the state Academic Senate and receive Course Identification Numbers (C-ID)^x. The CID number of the approved course is listed in the college catalog and the class schedule next to the course titles. A list available ADT programs is available in the college catalog^{xi} and the ADT website^{xii}. The Transfer Center web page offers students ADT worksheets^{xiii} that list major course requirements for the programs and ADT policies.

Cañada College also provides worksheets^{lxiv} that list qualified courses for CSU General Educational Education Breadth and the UC Intersegmental Education Curriculum. These worksheets also include transfer policies in regards to the general Education patterns. Additionally, there is information on external examination, College Level Examination Program, Advanced Placement, and International Baccalaureate, that is equivalent to CSU General Education requirements. This allows students to meet the degree and transfer requirements at the same time. The external examination policies are available in the catalog^{lxv}.

As a way to aide students in completing their general education requirements, Cañada College developed a General Education Pathways^{lxvi} with emphasis on Social Justice and Sustainability to integrate the General Education with the major requirements. Completing this General Education pathway allows students to have more in-depth knowledge in their field as well as fulfilling the General Education pathway for CSU and UC.

It has established policies on transferring course credits and articulation agreements with public and private universities. The articulation agreement and transfer policies are reviewed regularly, and are posted online and share with students within a group setting, email, and individual counseling meeting.

11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

[II.A.11-1](#) College Catalog, About (including information on ILOs) (p. 8 in the print version)

[II.A.11-2](#) DegreeWORKS (See Example Template)

[II.A.11-3](#) Educational Master Plan

[II.A.11-4](#) Institution-Set Standards

[II.A.11-5](#) Program Review

[II.A.11-6](#) SLO and PLO Assessment, SLOs and PLOs

Analysis and Evaluation

The college includes student learning outcomes appropriate to the program in all of its programs, with the analysis of said student learning outcomes as a part of both program review^{lxvii} and the analysis of program learning outcomes; a more detailed explanation of program review can be found in Standards I.B.5 on page 35 and I.B.9 on page 37. Faculty evaluate student learning outcomes and plan curriculum and program modification as part of the bi-annual program review process. Student learning outcomes may encompass communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes. These program learning outcomes, based on data from the course-level outcomes and other data, align with institutional learning outcomes.

DegreeWORKS^{lxviii} is a tool counselors, advisors, and students use to plan coursework so students achieve their educational goals. Courses typically satisfy ILOs^{lxix}, with SLO and PLO assessments being linked directly to ILOs^{lxx}.

Annually, the Planning and Budget Committee reviews Institutional-Set Standards^{lxxi} to analyze student achievement. The EMP^{lxxii} is at the heart of the Institution-Set Standards, and as such is used to direct discussions on student achievement.

12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard

[II.A.12-1](#) College Catalog, GE and Degree Requirement Worksheets (p. 103-114 in the print version)

[II.A.12-2](#) Curriculum Committee meeting discussing AA/AS Degree Requirements (February 10, 2012)

[II.A.12-3](#) Curriculum Committee meeting approving AA/AS Degree Requirements and GE Definition Handbook (March 23, 2012)

[II.A.12-4](#) Curriculum Handbook (page 47, 4.1 Types of Courses: General Education Courses)

[II.A.12-5](#) DegreeWORKS

[II.A.12-6](#) UC/CSU 2017 Guiding Notes for General Education Course Reviewers

Analysis and Evaluation

Cañada College students are awarded an Associate Degree upon completion of 60 degree-applicable units, which includes 19 to 21 units of General Education in addition to their major requirements. In 2012, the Curriculum Committee and the GE subcommittee reviewed^{lxxiii} and approved^{lxxiv} to change the local General Education requirements to parallel the CSU General Education pattern so students' GE coursework would be transferable. This policy is still enforced^{lxxv}.

The general education pattern for the Associate Degree aligns with CSU GE Breadth requirements following the 2017 Guiding Notes for General Education Course Reviewers^{lxxvi}. It includes GE areas in natural sciences, social and behavioral sciences, humanities, and language and rationality. The Curriculum Committee Handbook^{lxxvii} details information on California State requirements for course approval, including general education courses.

Counselors and advisors use DegreeWORKS^{lxxviii} to assist students in planning coursework for degree completion and in assessing student progress toward completion. DegreeWORKS includes all courses required for approved degrees. The program is also available directly to students.

The Cañada College Catalog^{lxxix} provides CSU GE requirements and IGETC worksheets, including a comprehensive list of all transferable courses. As faculty modify and develop new programs, they also consider the course eligibility for General education. As they propose the course through CurricUNET, they identify and justify the purpose of the course for a degree,

general education and its transferability to university. Regardless of the teaching modality (face-to-face, hybrid, or online) courses deliver the same content, adhering to the Official Course Outline of Record. The guideline is provided in the Curriculum Committee handbook and is reviewed by Curriculum Committee.

The College offers general education courses that are faculty-created and faculty-approved by the Curriculum Committee, which is a subcommittee of the Academic Senate.

13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

[II.A.13-1](#) College Catalog, Degrees and Certificate Programs

[II.A.13-2](#) Program Review

[II.A.13-3](#) SLO and PLO Assessment, SLOs and PLOs

[II.A.13-4](#) TracDat Information for Program Review

Analysis and Evaluation

Each degree program^{xxx} offered at Cañada College focuses on at least one major discipline or interdisciplinary core and is supplemented by general education, as noted in Standard II.A.12 on page 1. Courses in each degree program contain course content specific to the area. Student Learning Outcomes are recorded in the Official Course Outline of Record. As advertised in the Cañada College Catalog, the college offers 26 Associate in Arts Degrees; 24 Associate in Science Degrees; 24 Associate in Arts or Associate in Science Degrees for Transfer; and 40 Certificates of Achievement. Of the degree programs, six have an emphasis in interdisciplinary studies. Detailed information for each degree and certificate, including required courses is updated annually in the college catalog. In each program, students master theory and practice within at least one core area of inquiry.

The Curriculum Committee regularly assesses the alignment of the coursework with the degree program, while the Program Review process ensures program objectives are met in each course via student achievement of Student Learning Outcomes^{xxxii}, which includes fundamental theories and concepts within each discipline. Faculty develop course content and assignments with the explicit goal of meeting Student Learning Outcomes, which are measured by TracDat^{xxxiii}; the assessment results collected by TracDat are further analyzed and reported in Program Review^{xxxiii}. Program review and assessment of learning outcomes at the course and program levels are further described in Standards I.B.5 on page 35 and I.B.9 on page 37.

Each degree program includes focused study in at least one area of inquiry or in an established interdisciplinary core. To earn a degree, students are required to satisfactorily complete coursework in general education, the major discipline, and electives, for a total of at minimum 60 semester units. The Student Learning Outcomes in each course develop students' mastery of theories, concepts and practice, and these outcomes are evaluated in three-year cycles via program review at the College. Furthermore, the student learning outcomes satisfy the College's competencies as listed in Standard II.A.11 on page 1.

14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

- [II.A.14-1](#) Cañada College Catalog, Information on Degrees and Certificates, Basic Skills and Credits (p. 131-233 in the print version)
- [II.A.14-2](#) Career Education
- [II.A.14-3](#) Catalog, Radiologic Technology Associate in Science Degree Program
- [II.A.14-4](#) CTE Survey Results, December 2014
- [II.A.14-5](#) Curriculum Handbook, 2018-2019 (pg. 16)
- [II.A.14-6](#) Degrees, Certificates, Transfer; Gainful Employment Information
- [II.A.14-7](#) Early Childhood Education Cohort Flyer
- [II.A.14-8](#) Education and Human Development
- [II.A.14-9](#) Interior Design Department, Kitchen and Bath Design
- [II.A.14-10](#) Medical Assisting
- [II.A.14-11](#) Medical Assisting Program Brochure
- [II.A.14-12](#) Paralegal Advisory Board

Analysis and Evaluation

The Cañada College Catalog and Gainful Employment Information web page provides complete information for each degree and certificate the college offers, including coursework, external licensure or certification information, and career opportunities. The Gainful Employment information for each related program also includes information about time to completion estimates, program costs, debt, and employment trends. Course Outlines of Record for career-technical course are updated and revised biannually to ensure curriculum is current and meets employment standards.

The Office of Workforce Development which includes a Director and Program Services Coordinator, was formed in 2016 and allows for further scrutiny of labor market information and regional employment data in evaluating existing and developing additional career-technical programs offered by the college. This is in addition to the institutionalized curriculum review processes and Career Technical Employment Outcomes Survey^{[bxxxiv](#)} facilitated by the Office of Planning, Research, and Institutional Effectiveness, both of which allow for improvements and modifications to be adopted by existing programs.

Graduates of career-technical degree and certificate programs meet the latest employment criteria, and all degrees and certificates within the domain of career-technical education are developed with input from industry professionals. The course- and program-level learning outcomes of these programs encompass not only the competencies of Standard II.A.11 on page 1, but also technical and professional competencies, workplace skills, and employment expectations. Additionally, curriculum prepares graduates for external licensure and certification.

The Business, Design and Workforce Division of Cañada College has multiple advisory boards unique to specific career-technical programs, such as Paralegal^{[bxxxv](#)}, Medical Assisting^{[bxxxvi](#)}, and Early Childhood Education^{[bxxxvii](#)}, that meet regularly to discuss current programming and identify opportunities to further enhance students' experience to meet the changing needs of the labor market. The college strategically invites industry professionals and representatives to serve as

active advisory board members in ensuring program coursework is current, reflective of employment demands, and of high quality to meet industry standards and licensure.

In addition to advisory board committee feedback, several career-technical programs maintain industry support via professional organizations. Cañada College's Early Childhood Education, for example, is part of the statewide Child Development Training Consortium and a regional program, CA Early Childhood Education Mentor Teacher Program, to develop current students' practical preparation as childcare professionals upon program completion.

The majority of career-technical programs are designed to prepare graduates to pass exams for industry credentials; for example, students who complete a degree or certificate in the Medical Assisting program^{boxviii} are well-qualified to take the CMA test. Select programs are industry accredited, such as the Kitchen and Bath Design Certificate^{boxix} and Radiologic Technology Degree^{xc}. On occasion, certificate program cohorts, like Early Childhood Education^{xcj}, are scheduled such that graduates have earned external permits necessary to qualify for employment.

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

Evidence of Meeting the Standard

[II.A.15-1](#) Academic Senate, Program Development, Improvement and Discontinuation

[II.A.15-2](#) College Catalog, Student Catalog Rights

[II.A.15-3](#) Office of Instruction, Enrollment Reports

[II.A.15-4](#) Participatory Governance Manual, Program Improvement and Viability

[II.A.15-5](#) SMCCCD Board of Trustees, Board Policy 6.04 Minimum Class Size Guidelines

[II.A.15-6](#) SMCCCD Board of Trustees, Board Policy 6.13 Curriculum Development, Program Review, and Program Viability

[II.A.15-7](#) SMCCCD Board of Trustees, Board Procedure 6.13.1 Curriculum Development, Program Review, and Program Viability

[II.A.15-8](#) SMCCCD Course Substitution Petition

Analysis and Evaluation

On occasion, courses or programs may be removed from the schedule or catalog as enrollment trends change or programs are substantially revised to better meet student educational demands. When programs are eliminated, or program requirements are revised, Cañada College makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption. When a class is cancelled, the instructional dean for that division notifies students as possible to ensure that they can quickly enroll in another section or find a suitable substitution. By closely monitoring enrollments and communicating with students quickly, the college ensures that cancelling courses is a minimal barrier to attaining a degree or certificate.

The Program Viability process may be used to evaluate a program of study. Information on Program Improvement and Viability can be found in the participatory governance manual^{xcii}. Cañada College's Program Improvement and Viability Plan is in accordance with SMCCCD Board Policy 6.13^{xciii}.

The Office of Instruction provides the campus community weekly enrollment reports throughout the semester via email, and are sent daily prior to census. The Vice President of Instruction works with the Instructional Deans to plan the schedule courses and manage enrollment, including planning review dates for course cancellations prior to the start of the semester. The Vice President of Instruction meets with the deans bi-weekly. Enrollment reports are reviewed alongside FTE calculations and include information regarding assigned FTE and load for each division. The Office of Instruction publishes enrollment updates^{xciv} that provide an overview of changes to the course schedule—sections kept open for program need, courses added due to student need, low-enrolled sections kept open based on enrollment patterns, all sections kept open at census, and low-enrolled sections that were removed from the schedule. This information is available to the entire campus community and to the general public.

Cañada College students' catalog rights^{xcv} ensure students complete their degrees or certificates. Courses will be offered to ensure all eligible students complete their coursework with as little disruption as possible. While courses with fewer than 20 students are subject to cancellation, Board Policy 6.04^{xcvi} allows for courses under 20 students to be offered if they are "required sequential courses" or "single sections required for a major" Also, in the event a program is in the process of being discontinued or substantially modified, or a required course is no longer offered at Cañada College, has not been offered in the last two terms, or is offered in alternating terms, Cañada College students may complete the required course at College of San Mateo or Skyline College, apply for a course substitution^{xcvii}, or complete an independent study.

16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

[II.A.16-1](#) Curriculum Committee Handbook

[II.A.16-2](#) EMP Annual Update

[II.A.16-3](#) Learning Outcomes and Assessment

[II.A.16-4](#) Program Review

[II.A.16-5](#) Program Review, Data Packets

[II.A.16-6](#) SMCCCD Office of Continuing, Community, and Corporate Education

Analysis and Evaluation

Cañada College evaluates all instructional programs biennially^{xcviii} to ensure quality and implements updates and improvements via program review. Instructional programs delivered at any location and via any modality that undergo program review include pre-collegiate, collegiate, and career-technical education. To achieve systemic program improvements in courses to improve student learning outcomes and achievements, the Office of Planning, Research and Institutional Effectiveness provides data packets^{xcix}. Faculty use these data packets to identify any necessary changes within degree and certificate programs. Program review is covered in more detail in Standard I.B.5 on page 35. The Instructional Planning Committee and Student Services Planning Committee evaluate all instructional and student

Commented [SH22]: Working on this

services program reviews, providing feedback to programs and incorporating program goals and plans into college planning^c.

All instructional programs review their course outlines of record regularly; career and technical education programs review their records biennially, and all other programs review their records every six years, per the Curriculum Handbook^{ci}. Additionally, all instructional programs perform learning outcomes assessment cycles every three years^{cii}, the data of which informs best practices and course curriculum and program improvements.

The Silicon Valley Intensive English Program (SVIEP) is an SMCCCD program in the Office of Continuing, Community, and Corporate Education^{ciii}. The program serves F-1 international students as well as local community residents who wish to improve basic English skills in preparation for pre-transfer ESL courses at Cañada College, College of San Mateo, or Skyline College. While the program operates as a district program, Cañada College is proud to be a partner in welcoming eligible students to Cañada College programs.

Through the multiple processes Cañada College has in place—program review, curriculum review, and the assessment of learning outcomes—the college undergoes, at various intervals, substantial evaluation of its instructional programs' quality, currency and effectiveness.

Conclusions on Standard II.A. Instructional Programs

[insert response]

Improvement Plan(s)

From II.A.1: The College is currently looking at online education and equity issues, with a possible goal of adding an online degree or certificate pathway as part of the future plans. As a college, we are looking to organize courses to support an online pathway to earning a degree/certificate in order to better meet the needs of our community. This initiative to further explore the details of online class enrollment is currently facilitated by an ongoing ACES Inquiry Project (online equity).

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- ⁱ [II.A.1-4](#)
 - ⁱⁱⁱ [II.A.1-7](#)
 - ⁱⁱⁱ [II.A.1-8](#)
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 - ^{xii} [II.A.2-5](#)
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 - ^{xiv} [II.A.3-2](#)
 - ^{xv} [II.A.3-4](#)
 - ^{xvi} [II.A.3-9](#)
 - ^{xvii} [II.A.3-3](#)
 - ^{xviii} [II.A.3-5](#)
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 - ^{xxii} [II.A.4-1](#)
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 - ^{xxvii} [II.A.4-2](#)
 - ^{xxviii} [II.A.5-4](#)
 - ^{xxix} [II.A.5-5](#)
 - ^{xxx} [II.A.5-1](#)
 - ^{xxxi} [II.A.6-2](#)
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ciii [II.A.16-6](#)

B. Library and Learning Support Services

1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Evidence of Meeting the Standard

- [II.B.1-1](#) iESO! Adelante Program
- [II.B.1-2](#) ACES Proactive Registration
- [II.B.1-3](#) Associates to Bachelors (A2B) Program
- [II.B.1-4](#) Bridging the Opportunities (BTO)/Peer Mentoring
- [II.B.1-5](#) COLTS-CON
- [II.B.1-6](#) Digital Arts and Animation, Studio Lab Hours
- [II.B.1-7](#) DREAM Center
- [II.B.1-8](#) EOPS, CARE, and CalWORKs
- [II.B.1-9](#) Learning Center
- [II.B.1-10](#) Learning Center, ESL SLAMmers Program
- [II.B.1-11](#) Learning Center, JAMS
- [II.B.1-12](#) Learning Center, NetTutor
- [II.B.1-13](#) Learning Center, STEM Center
- [II.B.1-14](#) Learning Center, STEM Center, Embedded Peer Instruction Cohort (EPIC) Program
- [II.B.1-15](#) Learning Center, STEM Center, Math, Engineering and Science Achievement (MESA) Program
- [II.B.1-16](#) Learning Center, Tutoring Center
- [II.B.1-17](#) Learning Center, Writing Center
- [II.B.1-18](#) Library
- [II.B.1-19](#) Library, Article Database Search
- [II.B.1-20](#) Library, Group Study Rooms
- [II.B.1-21](#) Library, Library Guides
- [II.B.1-22](#) Library, Library Orientation Request
- [II.B.1-23](#) Cañada College Library, Research Appointment
- [II.B.1-24](#) Library, Textbooks, Laptops, and Calculators (TLC) Program
- [II.B.1-25](#) Peninsula Library System Catalog, College Reserves
- [II.B.1-26](#) TRIO Student Support Services Program
- [II.B.1-27](#) Veterans Resource and Opportunity Center (V-ROC)
- [II.B.1-28](#) Wellness Center

Analysis and Evaluation

Cañada College supports student learning and achievement through its Library and Learning Center, along with other locations throughout the campus. The college demonstrates commitment to sufficiency in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery.

Cañada College supports student learning and achievement by providing physical spaces for the library, learning center, various computer laboratories, a number of academic and support services as well as a wide range of programs designed to support student learning and success.

The Libraryⁱ occupies the entire third floor of Building 9, the Student Services Building. Open six days a week, it accommodates day and evening students and offers Saturday hours. In addition to the open stack circulation, reference, and reserve textbook collectionsⁱⁱ, students have access to 84 computer workstations, five group study roomsⁱⁱⁱ open for reservation, and a silent study room that is devoted to completely silent study. Students also have access to the Information Literacy Center (ILC), a computer classroom that is primarily used for instructional sessions and orientations^{iv}, but can be used as an open computer laboratory when not in use for orientations; it has 36 computers and a computer for the librarian to use for instruction. With access to 33 databases^v both on- and off-campus, students have the ability to research their topics at their convenience; access is granted to them off-campus so long as they possess a library card, which is connected to the Peninsula Library System. When on-campus, librarians are available during open hours for both drop-in support or via appointment^{vi}. Librarians also work with faculty to create library guides^{vii} that are customized to the research criteria set forth by the faculty and any related topics of interest.

The Learning Center^{viii} at Cañada College occupies the entire second floor of Building 9, housing numerous student academic support programs that are available to all enrolled students. It is open five days a week, both day and evening, with extended study periods offered until 11pm, the week prior and week of final exams. The Learning Center offers 115 computers all available for student use, all of which are equipped with Microsoft Office Suite, Adobe Creative Suite, and a variety of other support programming to be used by the students to complete their coursework. Students can also check out textbooks, calculators, anatomical models, rock and mineral samples, and various other classroom resources. Students have access to large areas of open study space, several private study rooms, a 20+ person conference room and a full-sized smart classroom.

Several student support services are located within the Learning Center, including: TRiO Student Services Program^{ix}; the A2B (Associate's to Bachelor's) Program^x; and the Expanding Student Opportunities (iESO!) Program^{xi}, which funds our Bridge to Opportunities (BTO) campus peer mentorship program^{xii}.

The Learning Center is also home to our Tutoring Center^{xiii} and writing support services^{xiv}. Online virtual tutoring is available for a variety of subjects through NetTutor^{xv} which can be accessed through Canvas. Test proctoring is available for all Cañada College online and in-class courses.

The STEM Center^{xvi} and the MESA Community College Program^{xvii}, which supports community college students in successfully transferring to four-year institutions in STEM majors is also located in the Learning Center. The Veterans Resource and Opportunity Center (V-ROC)^{xviii}, which is committed to the task of supporting the needs of veteran students while in attendance at Cañada College and beyond is housed in the Learning Center and so is the newly-created DREAM Center^{xix}, that serves as a resource center and safe space for undocumented students and allies.

There are multiple computer lab locations on campus that also offer support services to students and personnel, including the Multimedia Arts labs in Buildings 13 and 22^{xx}. Other services outside of the Library and Learning Center include the ¡ESO! Adelante Program located in Building 6^{xxi}, EOPS, CARE, and CalWORKs^{xxii} on the first floor of Building 9 near Counselling, and the Wellness Center^{xxiii}, which houses the Disabilities Resources Center, Personal Counseling Center, and the Health Center in Building 5 and Alternative Media Center in Buildings 5 and 9.

Cañada College offers a number of unique programs designed to increase retention and persistence. The College also offers additional academic support for students who are not able to access the campus support services in the form of our SLAMmer Program^{xxiv}, which is designed to offer academic and mentor support for students who are enrolled in ESL (English as a Second Language) at our off-site locations.

Proactive Registration^{xxv} is a college program taking place two times per year that is designed to encourage students enrolled in developmental courses to enroll in their courses in a timely manner. Through intensive and intrusive support, students are provided 'just-in-time' support to eliminate common barriers to timely registration. Representatives from financial aid, admissions, and counseling are on-hand to address obstacles to ease the registration process. Proactive Registration has had a dramatic impact on student retention and success.

The JAMS Programs^{xxvi} (Math Jam, Word Jam, Physics Jam and Chemistry Jam) are week-long academic preparation programs designed to directly improve student retention and course success. Through faculty-driven and designed curriculum, combined with intensive tutorial supports, the JAM Programs provide student participants with a glimpse of the curriculum that they will experience in their subsequent math, English, writing, physics or chemistry course. The JAM Programs are offered 2 or 3 times per academic year depending on subject.

Our COLTS Academy programs (now named COLTS-CON^{xxvii}) offers academic preparation support and information for first-year students, continuing students and students who have identified transfer as a goal. Through a series of workshops, presentation and activities aimed at increasing critical thinking and informing student experiences, students are able to interact with each other and college staff and resources representatives to increase their college readiness. Summer 2018 was the first offering of our COLTS-CON Program, which is a collaboration between the Learning Center, the ESO Grant as well as the STEM GANAS grant. More than 80 new and continuing students were able to participate in our "conference style" mini-bridge program that offered sessions in STEM, transfer, available resources and academic preparation.

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

Evidence of Meeting the Standard

Cañada College relies on the appropriate expertise of faculty, librarians and other support services professionals to select and maintain educational equipment and materials that support learning and enhance the achievement of our mission through our:

[II.B.2-1](#) Learning Center, Information for Instructors (scroll down to Tutoring Faculty Referral Process)

[II.B.2-2](#) Library

[II.B.2-3](#) Library Book Collection Request (Google Form)

[II.B.2-4](#) Library Newsletter

[II.B.2-5](#) Library, Collection Development Policy

[II.B.2-6](#) Library, Textbooks, Laptops, and Calculators (TLC) Program

[II.B.2-7](#) Library, Textbook Request Form for Faculty

[II.B.2-8](#) Program Review Process

[II.B.2-9](#) Technology Committee

Analysis and Evaluation

Cañada College is dedicated to providing up-to-date resources and support for its students and faculty. The college attains support from faculty, staff, administration district information technology staff, and students through the Cañada College Technology Committee^{xxviii}.

Cañada College uses the Program Review Process^{xxix} to select and maintain educational equipment and materials. Information Technology Requests are submitted annually and go through a process of being approved by the college through various committees. The Library and Learning Center, and all programs within them, work with faculty and students to develop or seek out new services. They use data collected from student surveys and faculty feedback to inform their searches for new services. When possible, they work with District IT to make these services accessible to all students, regardless of modality.

The Library utilizes their collection development policy^{xxx} as a guidance in acquiring educational material and resources. The Library maintains currency with the various programs and academic departments so as to provide students with the most accurate materials available. It also subscribes to databases^{xxxi} that focus on disciplines that benefit the college programs, including on-demand services for films and online journal articles. Additionally, the Library has an extensive collection of reserve textbooks, laptops, and calculators through its TLC program^{xxxii}.

These recommendations come primarily from program review documents from various academic programs, via resource requests. Faculty members are consulted to solicit textbooks most needed for their classes and books for the general collection^{xxxiii}, and students are welcome to request items for classes as well using an online form linked to the Library's website^{xxxiv}. The Library newsletter^{xxxv} also includes information for faculty and students to request items from time to time. Feedback from faculty members is also solicited via email for expanding the Library's regular circulating collection, as well as its DVD and online video streaming collections.

The Learning Center staff and faculty have an open and clear relationship to ensure that the most current resources and support are being provided to students. The Learning Center's textbook collection, while limited when compared to the library, is updated at the request of instructors. Often reference textbooks are donated by professors to ensure a reserve copy is on-hand. Other Learning Center support resources such as models or class materials are also updated or procured at the request of staff, faculty or students.

All usage of Library and Learning Center reserve items is tracked via the Peninsula Library System or through SARS to ensure items are being utilized. District IT maintains the software in

its currency, with new software being added per faculty request via program review resource request. District IT also maintains the computer equipment itself through a technology replacement program, which runs on a five-year replacement cycle for all computers on campus. There is more discussion on the technology replacement cycle in [III.C.XXX](#).

Commented [SH23]: Will link later

The Learning Center maintains currency for all other support programming offered through input from staff and faculty. As needs and courses change, the Learning Center is able to adapt its programming to better suit those needs. For example, additional Math 190 sections have been added to our Math Jam programming in order to support the growing demand for Statistics classes and the new Path to Statistics courses being offered by the campus. There has been a growing demand for technology support in recent years, and as a result the Learning Center has added orientations to include options for additional student training in things like student email, Canvas, and WebSmart support^{xxxvi}.

3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

- [II.B.3-1](#) COLTS Academy 1, Evaluation Report, August 2016
- [II.B.3-2](#) COLTS Academy 2, Evaluation Report, August 2016
- [II.B.3-3](#) COLTS Academy 3, Evaluation Report, May 2017
- [II.B.3-4](#) Learning Center, Math JAM Pre- and Post-Survey Report, August 2017
- [II.B.3-5](#) Learning Center, Math JAM, Pre- and Post-Survey Report, May 2017
- [II.B.3-6](#) Library, Program Review Documents for 2016-2017
- [II.B.3-7](#) Library, Program Review folder (SharePoint)
- [II.B.3-8](#) Proactive Registration Statistics and Report, May 2017
- [II.B.3-9](#) Program Review Data Packets 2017-2018
- [II.B.3-10](#) SMCCCD Board of Trustees Meeting for March 14, 2018 (18-3-1C Review of Extended Study Hours Initiative, p. 1-2)

Analysis and Evaluation

Like all other areas of instruction and student services, the Library and the Learning Center of the College regularly evaluate all of its support services through program review and learning outcomes assessment, among other evaluative methods^{xxxvii}. These methods all rely upon data packets^{xxxviii} that are produced by the PRIE Office. These data packets include information on retention, student success, and student demographics.

The Learning Center, and the various programs housed within it, use data provided by the PRIE Office in its biennial program review^{xxxix}. Additionally, each program in the Learning Center performs regular evaluations based on student surveys and learning outcomes, including reports from the COLTS Academy for first^{xl}, second^{xli}, and third^{xlii} cohorts, from Proactive Registration drives^{xliii}, from Math Jam^{xliv}, and the Tutoring program. Through these evaluations and reviews, the College can work to uncover solutions to problems that face students. For example, as a result of student feedback to the Board of Trustees in fall 2016 lacking a need for late-night study space, the Cañada Learning Center worked with their corollary programs at Skyline College and the College of San Mateo to petition for funding for the Extended Study

Hours Initiative. As a result, a pilot for this initiative started in Spring 2017, with the full program being instituted in Fall 2017. The Colleges provide periodic evaluations of the initiative to the Board of Trustees^{xlv}. Based on these reports, the Learning Center at Cañada has reduced Extended Study from a semester length practice to now being offered the week prior to and week of final exams.

The Learning Center ensures that its tutoring and mentoring programs stay current by joint monthly CiA trainings for all mentors, tutors and EPIC leaders. These meetings address any current faculty needs or issues, as well as provide up to date training on technique and tutoring methods. Often faculty or other staff will attend to address specific issues. Tutor performance is evaluated through observation by the Tutor Coordinator and student surveys. These trainings are informed by the data gleaned from the surveys and from the program review data packets, in order to improve its services and meet the needs of the students.

4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Evidence of Meeting the Standard

[II.B.4-1](#) Council of Community Colleges Chief Librarians, Cañada College

[II.B.4-2](#) Learning Center, NetTutor

[II.B.4-3](#) Library, Database Usage Report

[II.B.4-4](#) Library, Library Cards

[II.B.4-5](#) Library, Textbook, Laptop and Calculator (TLC) Program

[II.B.4-6](#) Library, Verizon Contract

[II.B.4-7](#) Peninsula Library System

Analysis and Evaluation

Cañada College participates in many partnerships, both on and off campus, all official in capacity, and all with the goal of improving services to its student population. Access to all services is made a priority, and any technical issues are addressed in a timely manner.

Cañada College Library is a member of the Peninsula Library System, and as such has access to the resources of thirty-two public libraries and two other college libraries^{xlvii}. This gives Cañada students access to thousands of books, DVDs, and print periodicals in addition to the materials located in open stacks and reference at the Cañada Library, as well as eBooks, streaming films, and databases available through the other libraries' websites. Items requested by Cañada students are delivered from the other libraries on a daily basis.

The Cañada College Library is also a member of the Council of Chief Librarians^{xlviii}, and as such subscribes to a number of databases through its Community College Library Consortium. As with all of the Library's databases, usage is closely tracked^{xlix}, and any issues with access are given immediate attention. Any technical problems that arise with the databases themselves are resolved quickly and directly through the database vendor.

Students may easily access the databases through the Library's website using their library card information. Library cards may be acquired from the Cañada Library itself^f or any of the other libraries in the Peninsula Library System. Distance education students may acquire a card by providing the required information through their student email account. Their information is verified using school records, and the student's card information is emailed back to them.

The Cañada College Library also collaborates with the campus's Academic Committee on Equity and Success (ACES) on the Textbooks, Laptops, and Calculators (TLC) Program^l. This program uses Equity funds to provide textbooks, laptops, and calculators to students who qualify. Students are enrolled in the program by a Retention Specialist, and may check out the items they need for three weeks at a time. Library staff work closely with both students and faculty members to provide as many class materials required by classes as possible, and frequently check in with students to make sure they know when they need to return their items. A survey of TLC Program satisfaction is collected from students at the end of each semester.

Also available through the TLC Program is a collection of seven Wi-Fi routers contracted through Verizonⁱⁱⁱ. These routers offer unlimited Wi-Fi data to students who borrow them for one week at a time. The speed and range of the routers were tested by Library staff before implementation. Monthly usage fees are paid by ACES funds. Routers not returned are shut down and replaced by Verizon for a small fraction of their regular cost.

Cañada College actively seeks out new collaborations with resources to aid students studying both on and off campus. For example, the Learning Center recently implemented online tutoring using NetTutorⁱⁱⁱ. As with all new programs at the college, usage will be closely monitored throughout its first semester, and its efficacy will be evaluated at semester end.

Conclusions on Standard II.B. Library and Learning Support Services

[insert response]

Improvement Plan(s)

[insert response if applicable]

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- ii [II.B.1-18](#)
ii [II.B.1-25](#)
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iiii	<u>II.B.4-2</u>

C. Student Support Services

1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Evidence of Meeting the Standard

[II.C.1-1](#) Program Review Process

[II.C.1-2](#) Student Services Planning Council (SSPC)

[II.C.1-3](#) SSPC meeting to discuss program review questions (December 13, 2017; p. 2, 2.VI)

[II.C.1-4](#) SSPC Plans, SLOs, and Program Review

Analysis and Evaluation

Cañada College has a robust program review processⁱ that includes all student services programs. Student services programs examine the effectiveness of support for student learning and success. These programs are thoroughly evaluated every other year for quality and effectiveness regardless of service delivery method, including online and off-site. The program review process includes an examination of how student services are aligned with and further the mission of the college.

The components of the student services program review include analysis of major accomplishments, impact of resource applications, current state of the program, SAOs and applicable SLOs, program improvement initiatives, and resource requests. Student services program reviewsⁱⁱ are reviewed by the SSPCⁱⁱⁱ, one of the shared governance boards of the college.

During a December 2017 meeting of the SSPC^{iv}, a decision was made to add a question to solicit information on how programs are serving students regardless of the program's location or means of delivery. This modification to the evaluation process began with the 2017-2018 Student Services Program Review Cycle.

One question in program review requires an explanation of how each student service program aligns with the College's mission, and asks programs to provide their program mission statement if available. Beginning in fall 2018 the PBC revised the program review process and timeline to align program resource and personnel requests with the availability of college resources and the overall mission of the college.

2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard

[II.C.2-1](#) CCCO Management Information Systems DataMart

[II.C.2-2](#) PRIE Data Dashboard

[II.C.2-3](#) Program Review, SPOL

[II.C.2-4](#) Program Review, Student Services

[II.C.2-5](#) SMCCCD Scorecard and Metrics

II.C.2-6 SMCCCD TracDat

Analysis and Evaluation

Each Cañada College student services program has SAOs and/or SLOs identified specifically for that program and the students they serve. The college has established assessment methods and resources available for student services programs to regularly assess the effectiveness of their programming, it ensures that learning outcomes and area outcomes drive changes and measure successes in each service area. Prior to the fall 2018 semester, all program review reports were inputted into SPOL^v; starting with the fall 2018 semester all such reports are inputted into TracDat^{vi}, which is the same platform used to input SLO and SAO reports. Data for these reports are culled from DataMart^{vii} and from the PRIE Data Dashboard^{viii}.

As part of the program review process^{ix}, student services programs develop and evaluate SLOs and/or SAOs, as well as an SLO and/or SAO evaluation plan for the next cycle based on the results of their current assessments and the needs of the program. Programs work with their administrators and/or deans and the PRIE Office to develop learning outcomes and area outcomes that are meaningful to their area and to the college as a whole. In addition to the program review process, student services programs are tasked with establishing, collecting, and reviewing learning outcomes and area outcomes each year.

3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Evidence of Meeting the Standard

II.C.3-1 Disability Resource Center (DRC) and Personal Counseling Center (PCC) Appointment Request Form

II.C.3-2 EOPS

II.C.3-3 ESL Department, Community based English Tutoring (CBET)

II.C.3-4 GetAnswers Financial Aid TV Library

II.C.3-5 Learning Center

II.C.3-6 Library

II.C.3-7 Outreach, Priority Enrollment Program (PEP)

II.C.3-8 San Mateo Colleges of Silicon Valley, International Program Application

II.C.3-9 Student Life and Leadership, Educational Events and Programs

II.C.3-10 Student Services webpage

II.C.3-11 WebSMART

Analysis and Evaluation

Cañada College assures equitable access to all of its students regardless of service location or delivery method by providing many of its services in person, online, or via telephone^x. The SSPC works with staff and faculty throughout the campus to ensure that these measures are addressing student needs in an equitable way, with many of the suggestions and requests brought forth through program review of student services programs.

In addition to face-to-face services, the college makes matriculation and counseling services available to groups of students regardless of location or means of delivery program through its Priority Enrollment Program^{xi}. The Priority Enrollment Program brings matriculation services to high school students throughout the College's territory, bringing counseling and admissions

information and staff to the students in order to make the transition into college easier for high school students.

The college offers an online orientation for incoming students. The counseling department offers e-counseling and telephone appointments to students unable to come to campus. The counseling division is working towards piloting an e-counseling service via Zoom video conference software that offers improved communication and sharing of documents.

The International Student Center added online chat/Skype services to prospective international students abroad starting in fall 2018. Services will be provided in English, as well as other languages spoken by international student assistants. Prospective students will have the chance to speak with current international students to better understand the unique student perspective while still gaining access to important immigration/admissions questions.

The International Student Center at the District Office moved to a fully online application system^{xii}, San Mateo Colleges of Silicon Valley, where current and prospective international students can learn more about the programs that the District offers. The site launched in fall 2018, which includes a fully-online approach for submission of documentation and application process.

Financial Aid uses WebSMART^{xiii} and email communications to advise students of application status, pending items and eligibility issues, thus allowing students access to this information regardless of location or time of day. Students on-appeal are provided with an online workshop requirement that they can fulfill from any device. Students requiring assistance with any of our processes are able to make day and evening appointments. The GetAnswers Financial Aid TV^{xiv} video library provides online access to numerous videos that address a variety of topics related to financial aid and student success. Students are able to access the playlists online, in English and Spanish.

Several student services' programs have online applications or request for services. This includes the upcoming EOPS^{xv} online application, online personal counseling, Disability Resource Center interest forms^{xvi}, and the DRC online management tool for continuing students to request services. For students who are unable to be served during the Health Center's limited hours, they are provided the option to be seen by the CSM Health Center at no additional charge if that center's hours are more convenient for the student.

The Counseling Department offers its services to the college off-site locations, including Workforce Development programs at the Menlo Park Center and to ESL students taking courses at local elementary schools through the Community Based English Tutoring (CBET) program^{xvii}. Additional services at the Menlo Park Center include SparkPoint, which offers financial literacy and other workshops for Job Training participants.

Over the last several years, the College has paid more attention to expanding student services to evening students, many of whom are not able to come to campus during the day to address their needs. Student Life and Leadership plans and promotes participation in day and evening events on campus. Several departments and services including Admissions and Records, Cashier, Counseling, EOPS, Financial Aid, SparkPoint and other services maintain regular evening hours year-round. Presently, most of these services are open Tuesday and Wednesday

evenings until 7 pm. The Learning Center^{xviii} has late-night study space and is open for students until 11pm Monday through Thursday; the Library^{xix} is open until 9pm Monday through Thursday with shorter hours Friday and Saturday.

4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard

[II.C.4-1](#) Center for Student Life and Leadership Development

[II.C.4-2](#) COLTS-CON

[II.C.4-3](#) Kinesiology, Athletics and Dance Department

[II.C.4-4](#) Program Review Process

[II.C.4-5](#) Puente Program

[II.C.4-6](#) SparkPoint

[II.C.4-7](#) STEM Center

[II.C.4-8](#) STEM Center, MESA

[II.C.4-9](#) STEM Center, STEM Speaker Series

Analysis and Evaluation

All student services programs go through a regular and demanding program review process^{xx} to evaluate their respective effectiveness and to ensure that they are conducted with sound educational policy and standards of integrity. The program review process requires alignment with the college's mission, whereby programs and departments demonstrate said alignment.

The Center for Student Life and Leadership Development^{xxi} oversees student clubs, Student Senate and special events on campus. Student learning outcomes for the department are connected to Cañada's mission through fostering student development in effective communication, critical thinking and community connections. Associate Student members and officers participate in leadership roles of varying levels and conferences throughout the country that promote opportunities for engagement and professional development. The department regularly assesses its effectiveness through the program review process and through student presentations, surveys, questionnaires, focus groups and review of collected data among other measures.

SparkPoint^{xxii} is the one-stop financial coaching and education center on campus. Its programs provide assistance to students in financial coaching, access to a food pantry on campus, and a free legal clinic. Spark Point's food pantry is available to students as well as the community at large; the program addresses the college's mission of providing students with basic skills programs and the cultivation of quantitative reasoning and analytical judgement. The program goes through the biennial program review process to evaluate effectiveness and student usage.

The Puente Program at Cañada^{xxiii} is a program designed to further academic achievement among educationally disadvantaged students. In addition to academic support services, students participating in Puente are connected with professional mentors and participate in co-curricular activities such as field trips to university campuses. Puente supports Cañada's

mission by ensuring students from diverse backgrounds have the opportunity to achieve their educational goals.

The STEM Center at Cañada^{xxiv} provides a number of co-curricular programs such as MESA^{xxv} through which students have access to specialized academic and transfer advising, career and professional development and field trips to companies. COLTS-CON^{xxvi} is a college readiness program designed for new and returning students and STEM potential students. Additionally, the STEM Center sponsors a weekly STEM Speakers Series^{xxvii}, where students and community members can hear from and engage with professionals working in the STEM field. The STEM Center supports Cañada's mission in providing the community with a learning-centered environment, and upholds the institution's values of community, education and industry partnerships, an engaging student life and communication and collaboration.

The Kinesiology, Athletics and Dance Department^{xxviii} promotes excellence in athletics and enables student-athletes to achieve their highest academic, athletic, and personal aspirations. Cañada is a member of the Coast Conference for baseball, women's soccer, men's soccer, women's volleyball, men's golf, and basketball; it is in the Central Valley Conference for women's golf. The department measures efficacy regularly through written tests, student logs, observation, group projects, portfolios and case studies, among others. Additionally, the department offers a variety of fitness and recreation courses that allow for students of diverse backgrounds to learn about fitness and well-being. The department goes through a regular program review process biennially. The Department is in accordance with the California Community College Athletic Association and Title IX regulations.

5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

- [II.C.5-1](#) College for Working Adults (CWA)
- [II.C.5-2](#) Counseling, Student Success Program
- [II.C.5-3](#) DegreeWORKS
- [II.C.5-4](#) Disability Resource Center (DRC)
- [II.C.5-5](#) EOPS
- [II.C.5-6](#) EOPS, CalWORKs
- [II.C.5-7](#) EOPS, CARE
- [II.C.5-8](#) EOPS, Foster Youth Success Initiative
- [II.C.5-9](#) Flex Day Activities
- [II.C.5-10](#) Honors Transfer Program
- [II.C.5-11](#) International Student Center
- [II.C.5-12](#) Program Review for Counseling, 2018-2019
- [II.C.5-13](#) Puente Program
- [II.C.5-14](#) STEM Center
- [II.C.5-15](#) Transfer Center

[II.C.5-16](#) TRIO Student Support Services.

[II.C.5-17](#) Veterans Services

Analysis and Evaluation

Cañada College provides counseling services to students through multiple methods, including initial reception and throughout the students' academic progress. Students receive direct access to the counselors of their programs, and, in some cases, there is intrusive counseling. As of the spring 2019 semester, the Counseling faculty number 9 FT tenure-track counselors, 5 FT non-tenure-track counselors, and 10 adjunct counselors. These programs and student cohorts include:

- Athletes
- Basic Skills
- College for Working Adults^{xxxix}
- Disability Resource Center^{xxx}
- EOPS^{xxxi}, including CARE^{xxxii}, CalWORKs^{xxxiii}, and Foster Youth Success Initiative^{xxxiv}
- Honors Transfer Program Students^{xxxv}
- International Students^{xxxvi}
- Puente^{xxxvii}
- STEM^{xxxviii}
- Students in poor academic standing^{xxxix}
- Transfer students^{xl}
- TRIO Student Support Services^{xli}
- Veterans^{xlii}

All matriculating students are required to meet with a counselor before the student can register. During this first appointment, the counselor will develop an abbreviated SEP with the student. Particularly if the student is undecided on major, the counselor may recommend a career class, or refer the student to the career center. The student is encouraged to return for a follow-up appointment to complete a comprehensive plan. In the most recent Counseling Program Review^{xliii}, data indicates that 77% of students have active, comprehensive SEPs. The Department's goal is to achieve 100% of students with SEPs.

Several counselors are assigned to work with specific programs or cohorts of students. The counselor then becomes an expert in the requirements of the specific program and ensures that students are complying with said requirements. There are numerous grant-funded programs through the Hispanic Serving Institute that have been awarded to Cañada College, with each program incorporating intrusive and general counseling.

Students use DegreeWORKS^{xliv} to approach counseling through different capacities, thus allowing the Counseling Department to serve the students as completely as possible. Counseling faculty use DegreeWORKS to evaluate student progress toward degree or transfer. It is also used to develop an online SEP. Students perform queries and quickly receive information on the remaining requirements to reach their educational goal. The college is currently upgrading functions in DegreeWORKS to improve the functionality of the SEP and the degree audit.

Student counseling appointments are generally scheduled for 30 minutes, unless a student needs extended time then a 45-minute appointment is scheduled. Except for peak registration times, students can typically request an appointment within a week's time. In response to

additional requests for counseling during peak periods—two weeks before the start of the semester, and during the add/drop period—the Counseling Department operates on a drop-in schedule. A total of 5,344 general counseling sessions were held in fall 2016, representing an 11% increase from the previous semester.

All counselors attend annual CSU and UC conferences for campus updates and other critical information. Training on transfer topics occurs at regular counseling meetings. Currently, there are two full-time transfer counselors and a Transfer Supervisor. These individuals regularly disseminate information to all counselors. Additionally, the Transfer Supervisor maintains a robust transfer website, organizes transfer workshops throughout the year, holds transfer 'open house' during the fall application period, hosts Transfer Day, and works closely with the Curriculum Committee and Articulation Officer.

The Counseling faculty teach courses on transfer essentials and planning, life and career planning, scholarships, exploration of careers, majors, and transfers, career assessment, and college success. All of these courses are CSU-transferable, and most are also UC-transferable. The Life and Career Planning course has multiple sections, including at least one evening section and an additional section dedicated to students in the Puente program.

A counselor retreat is held annually at the end of spring semester, with the purpose of reviewing the previous year and setting goals for the coming year. Counselors participate in college Flex Day activities^{xlv} and other professional development activities, so as to remain current in their knowledge of their fields and other trends. Through these collaborations with colleagues, the counseling faculty continuously spread their knowledge to the entire college community, thereby ensuring that the latest information on a variety of needs and issues is disseminated across the campus.

By offering general and intrusive counseling to students in specific programs and cohorts, it serves the needs of the students. In peak times of the semester and prior to the start of the semester, the Counseling Department extends its hours to best serve the students and their needs.

6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

Evidence of Meeting the Standard

- [II.C.6-1](#) Admissions and Records
- [II.C.6-2](#) College for Working Adults (CWA), Degrees Offered
- [II.C.6-3](#) Education and Human Development Department, Degrees Offered
- [II.C.6-4](#) Engineering Department
- [II.C.6-5](#) Fashion Design and Merchandising Department, Degrees
- [II.C.6-6](#) GE Pathways, Pathways Courses
- [II.C.6-7](#) Honors Transfer Program, Eligibility and Application
- [II.C.6-8](#) Interior Design Department, Course Matrix
- [II.C.6-9](#) International Student Center, Studying in the U.S./Services
- [II.C.6-10](#) Medical Assisting Program, Brochure

II.C.6-11 Radiologic Technology Department, Selection Criteria

Analysis and Evaluation

Cañada College has clearly defined admissions processes and procedures^{xvii}. It is an open access 2-year institution that proudly accepts 100% of all applicants. Before registering for classes, students are required to meet with a counselor for an initial orientation and counseling session. This session includes creating a SEP, with the goal to encourage the student to choose a path of study that is best suited to his or her needs and goals. During this session students are evaluated for English and math proficiencies, with additional screening done for eligibility for any of the cohorts and student services programs that the College offers. As a final step, students register for any courses that fit within their SEP, and plan out future appointments with relevant program coordinators to ensure a successful entrance into their academic programs. International students are assisted with following clear guidelines for obtaining student visas and meeting all requirements for maintaining their F-1 visa.

Some programs at the College do require pathways to be chosen by students at their initial point of application. The Radiologic Technology Department^{xviii} requires students to apply for admission to its program. The prerequisites for this program are clearly defined and, if accepted, students move through the program as a cohort. CWA^{xix} has defined pathways for students that lead to three possible degrees. Students also take courses cohort style. Other programs and majors on campus market their programs with a defined course sequence include:

- Education and Human Development^{xx}
- Engineeringⁱ
- Fashion Design and Merchandisingⁱⁱ
- Interior Designⁱⁱⁱ
- Medical Assistingⁱⁱⁱⁱ

The College is participating in the State's initiative for Guided Pathways. A college self-assessment was completed and a committee with diverse representation has been formed to prepare its Guided Pathways work plan, with an inquiry process and program design being the focus at this time. The GE Pathways Initiative^{lv} has been in effect since fall 2016, which guides students into different pathways for their general education courses along two themes: social justice and sustainability. The Honors Transfer Program^{lv} also runs its guidelines as a type of guided pathway. In these ways, students are able to find out information to attain their goal quickly and know which path they need to take.

7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

II.C.7-1 Accuplacer Platform

II.C.7-2 Multiple Measures Assessment Project (MMA) 2015

II.C.7-3 OpenCCC

II.C.7-4 Program Review, Student Services Program Review Process

II.C.7-5 SMCCCD Board of Trustees, Board Policy 7.01 Admissions and Concurrent Enrollment

Analysis and Evaluation

The College follows standard policies and procedures with respect to admissions and student placement assessment that are in line with the college mission, District board policy^{vi} and procedures, relevant state laws, and state chancellor office guidelines. The District uses the online application system OpenCCC^{vii}, which is provided by the California Community Colleges Chancellor's Office.

Beginning in 2015, Cañada used MMAP 2015^{viii}, using high school GPA and grades for math and English placement. Before fall 2019, Cañada used the Accuplacer Platform^{ix} for English, reading, and ESL placement, as well as ALEKS for math. Prior to spring 2019, the College had a process of allowing some students to place into their English and math courses based on norm standardized assessment instruments. Appropriate and reasonable accommodations for verified students who request them for their assessment tests were provided in partnership through the DRC. Starting in spring 2019, all placement decisions for English and math will be made by multiple measures assessments, with standards determined by English and math faculty respectively.

The College reviews student placement assessment processes and incorporates multiple measures of assessing the preparedness for college level work with the goal of decreasing the time needed to achieve educational goals. This is done through the program review process^x.

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

Evidence of Meeting the Standard

[II.C.8-1](#) Catalog, Privacy Rights of Students

[II.C.8-2](#) DegreeWORKS

[II.C.8-3](#) SMCCCD Board of Trustees, Administrative Procedure 8.27.1 Records Management

[II.C.8-4](#) SMCCCD Board of Trustees, Board Policy 7.28 Student Records, District Information and Privacy

[II.C.8-5](#) SMCCCD Information and Technology Services, Network Services, Infrastructure, and Security

[II.C.8-6](#) WebSMART

Analysis and Evaluation

In accordance with District board policy^{xi} and procedure^{xii}, all student records are housed in secure storage. Prior records are stored in the records room in Building 9 and archives are stored in Building 2. There are duplicates of all of the records. Some of these records have been duplicated via WebXtender or microfilm while others have not yet been duplicated. All records after 1981 are in electronic format and are backed up routinely.

At this time, records from spring 1975 to summer 1981 are stored in file folders in the records room of Building 9; the College is in the process of scanning these records. Records from 1968 through 1974 are stored on microfilm in Building 9 and the hard copy is located in Building 2. The Building 9 record room is considered a fire-proof room as the walls are constructed to contain fire for more than two hours, and all of Building 9 has fire sprinklers in place. The security of this room is controlled by an electronic locking system. The Building 2 archives are

stored in a specially-locked section, to which only approved personnel have a key. The room has smoke detectors for fire notification.

The student computer data files are maintained and backup files are created and stored appropriately. Admissions and Records Department is in the process of scanning and indexing both prior and current hardcopy student records using WebXtender software. These imaged and indexed records are available to Counselors and appropriate staff.

Specialized programs, such as the programs associated with the Wellness Center, maintain their paper and electronic files according the appropriate regulations with regard to HIPPA, Title 5, FERPA, and any other appropriate regulatory agencies or codes.

District ITS^{xiii} is responsible for all hardware and software production, applications, databases, and data that resides in Banner. Within this scope, they provide secure backup policies, along with systems and procedures for production servers, test servers, and web servers. Backups are completed daily or weekly depending on the type of file.

With respect to the release of student records, the Federal Educational Rights and Privacy Act is described in the catalog^{xiv} and also in the class schedule. The provisions clearly state that the College may release certain types of directory information. Directory Information includes the student's name and city of residence, participation in recognized activities and sports, degrees and awards received, and height and weight of members of athletic teams. Procedures for release of student records are published in the College Catalog, the Student Handbook, and on the website. Students that are currently enrolled at the College may request that directory information be withheld by notifying the Admissions and Records Office in writing each semester. Such requests must be submitted within two weeks after the first day of instruction and must be renewed each academic year.

The College's assessment area maintains student assessment scores under password protection. These results are entered into Banner at the end of an exam for counselors to review. SEPs are retrieved through WebSmart^{xv} (DegreeWORKS^{xvi} for new Student Educational Plans) and WebXtender (for historical SEPs); all are password protected. Students who would like to obtain copies of their test results complete a request form available through the Counseling Department. Students can access their electronic educational plans via DegreeWORKS, which they access through WebSMART.

The institution's commitment to maintaining the confidentiality of student records extends to its administrative system, Banner. Training for all the institution's employees requiring access to Banner is provided by the ITS Department. Such training is mandated and a privacy statement is signed and maintained by ITS. In Banner, access to the student population is based upon the employee's job description, as approved by his or her first level manager.

Conclusions on Standard II.C. Student Support Services

[insert response]

Improvement Plan(s)

[insert response if applicable]

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- ⁱ [II.C.1-1](#)
 - ⁱⁱ [II.C.1-4](#)
 - ⁱⁱⁱ [II.C.1-2](#)
 - ^{iv} [II.C.1-3](#)
 - ^v [II.C.2-3](#)
 - ^{vi} [II.C.2-6](#)
 - ^{vii} [II.C.2-1](#)
 - ^{viii} [II.C.2-2](#)
 - ^{ix} [II.C.2-4](#)
 - ^x [II.C.3-10](#)
 - ^{xi} [II.C.3-7](#)
 - ^{xii} [II.C.3-8](#)
 - ^{xiii} [II.C.3-11](#)
 - ^{xiv} [II.C.3-4](#)
 - ^{xv} [II.C.3-2](#)
 - ^{xvi} [II.C.3-1](#)
 - ^{xvii} [II.C.3-3](#)
 - ^{xviii} [II.C.3-5](#)
 - ^{xix} [II.C.3-6](#)
 - ^{xx} [II.C.4-4](#)
 - ^{xxi} [II.C.4-1](#)
 - ^{xxii} [II.C.4-6](#)
 - ^{xxiii} [II.C.4-5](#)
 - ^{xxiv} [II.C.4-7](#)
 - ^{xxv} [II.C.4-8](#)
 - ^{xxvi} [II.C.4-2](#)
 - ^{xxvii} [II.C.4-9](#)
 - ^{xxviii} [II.C.4-3](#)
 - ^{xxix} [II.C.5-1](#)
 - ^{xxx} [II.C.5-4](#)
 - ^{xxxi} [II.C.5-5](#)
 - ^{xxxii} [II.C.5-7](#)
 - ^{xxxiii} [II.C.5-6](#)
 - ^{xxxiv} [II.C.5-8](#)
 - ^{xxxv} [II.C.5-10](#)
 - ^{xxxvi} [II.C.5-11](#)
 - ^{xxxvii} [II.C.5-13](#)
 - ^{xxxviii} [II.C.5-14](#)
 - ^{xxxix} [II.C.5-2](#)

xl	<u>II.C.5-15</u>
xli	<u>II.C.5-16</u>
xlii	<u>II.C.5-17</u>
xliii	<u>II.C.5-12</u>
xliv	<u>II.C.5-3</u>
xlv	<u>II.C.5-9</u>
xlvi	<u>II.C.6-1</u>
xlvii	<u>II.C.6-11</u>
xlviii	<u>II.C.6-2</u>
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lvii	<u>II.C.7-3</u>
lviii	<u>II.C.7-2</u>
lix	<u>II.C.7-1</u>
lx	<u>II.C.7-4</u>
lxi	<u>II.C.8-4</u>
lxii	<u>II.C.8-3</u>
lxiii	<u>II.C.8-5</u>
lxiv	<u>II.C.8-1</u>
lxv	<u>II.C.8-6</u>
lxvi	<u>II.C.8-2</u>

For III.A: We are missing numerous documents still, and we will be revising this section as it circulates. Evidence numeration has not yet been completed. We will be updating this section.

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness.

Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

A. Human Resources

1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard

- [III.A.1-1](#) CCCCC Minimum Qualifications Handbook
- III.A.1-2 Foreign degree statement from job description
- III.A.1-3 Human resources organizational chart III.A.1-01
- III.A.1-4 Job application example
- III.A.1-5 Job posting websites sample III.A.1-12
- III.A.1-6 Position review process/schedule
- III.A.1-7 Reference checking guide III.A.1-30
- [III.A.1-8](#) Salary Schedules
- III.A.1-9 Sample application ranking form III.A.1-28
- III.A.1-10 Sample application ranking form III.A.1-35
- III.A.1-11 Sample board report – approval of personnel items III.A.1-41
- III.A.1-12 Sample interview questions with key response elements III.A.1-29
- [III.A.1-13](#) Sample Job Description: Counselor
- [III.A.1-14](#) Sample Position Description: Office Assistant II (Classified)
- [III.A.1-15](#) Sample Position Description: Vice Chancellor of Educational Services and Planning
- III.A.1-16 Screening Committee Confidentiality Agreement
- [III.A.1-17](#) SMCCCD Board of Trustees, Board Policy 3.15 Employment Requirements
- [III.A.1-18](#) SMCCCD Board of Trustees, Administrative Procedure 3.15.3, Faculty Hiring
- [III.A.1-19](#) SMCCCD Board of Trustees, Board Policy 2.10, Selection Procedures
- [III.A.1-20](#) SMCCCD Board of Trustees, Board Policy 4.15, Employment Requirements (Classified Service members)
- [III.A.1-21](#) SMCCCD Board of Trustees, Board Policy 4.25, Employees Not Members of the Classified Service
- [III.A.1-22](#) SMCCCD Board of Trustees, Board Policy 5.10, Managers: Employment and Reassignment
- [III.A.1-23](#) SMCCCD Board of Trustees, Board Policy 5.15, Non-represented Employees: Employment Requirements

[III.A.1-24](#) SMCCCD Board of Trustees, Board Policy 5.20, Academic Supervisors: Employment and Reassignment
[III.A.1-25](#) SMCCCD Board of Trustees, Board Policy 5.50, Classified Professional/Supervisory Employees: Employment and Transfer
[III.A.1-26](#) SMCCCD Board of Trustees, Board Policy 5.60, Confidential Employees: Employment and Transfer
[III.A.1-27](#) SMCCCD Chancellor Selection Procedures
[III.A.1-28](#) SMCCCD Classified and Administrative Selection Procedures
[III.A.1-29](#) SMCCCD College President Selection Procedures
[III.A.1-30](#) SMCCCD EEO Committee Website
[III.A.1-31](#) SMCCCD EEO Plan, 2018-2021
[III.A.1-32](#) SMCCCD Employee Selection Procedures
[III.A.1-33](#) SMCCCD Employment Website
[III.A.1-34](#) SMCCCD Faculty Selection Procedures
[III.A.1-35](#) SMCCCD Selection Committee and Hiring Manager User's Guide
[III.A.1-36](#) SMCCCD Unconscious Bias Training III.A.1-38

Analysis and Evaluation

The SMCCCD Office of Human Resources is organized and staffed at the District level to support the needs of all three colleges in the District (III.A.1-01). The Office assures the integrity and quality of its programs and services by employing qualified administrators, faculty, and staff to support College programs and services. The Office provides employment and benefit services across the District including coordination of recruitment and hiring processes. The District uses an online applicant tracking system that requires applicants to answer specific questions demonstrating they meet the requirements of the position. Vacant positions are promoted using focused outreach and are publicized through Job Elephant, a full-service advertising agency that specializes in advertising. Standard publications include: the California Community College Registry (CCC Registry), Phase2Careers, DiverseAcademia.com, communitycollegejobs.com, Inside Higher Ed, HigherEdJobs.com, Association of California Community College Administrators (ACCCA), and the SMCCCD Employment websiteⁱ (III.A.1-12)

The District provides guidelines related to hiring criteria to ensure consistency in hiring practices and procedures. The SMCCCD process was developed in accordance with Board policy, California Education Code, and Title 5. The District affirms its commitment to diversity, equity, and inclusion in policy and in the District Equal Employment Opportunity (EEO) Planⁱⁱ. The District EEO Committeeⁱⁱⁱ meets quarterly and is charged with promoting an understanding of and support for diversity, equal opportunity and nondiscrimination policies and procedures. The EEO committee includes representation of faculty, classified professionals, managers, and students from all three campuses.

The College follows a thorough, systematic and inclusive hiring process^{iv} in accordance with all board policies on hiring^{v, vi, vii, viii, ix, x, xi, xii, xiii}. Screening committee membership guidelines align with hiring processes outlined in District collective bargaining agreements and HR procedures. Faculty have a delineated role in the new faculty selection process, and screening committees include at least three members^{xiv}. Faculty serving on screening committees are appointed through Academic Senate, and classified professionals are appointed/confirmed to serve through CSEA. Faculty, academic supervisor and educational administrator screening

committees recommend candidates for final interviews to the President. All other screening committees recommend candidates for final interviews to the hiring manager which can be a Director, Dean, Vice President, and/or President^{xv}. The District provides screening procedures for full-time faculty and part-time faculty^{xvi}, as well as for classified professionals and administrators^{xvii}. The selection of the college president^{xviii} and the district chancellor^{xix} have their own processes.

The criteria, qualifications, and procedures for personnel selection are clearly and publicly stated. Qualifications for faculty and educational administrator positions are based on the California Community College Chancellor's Office publication *Minimum Qualifications for Faculty and Administrators in California Community Colleges*^{xx}. Screening committee members review and verify applicant qualifications through a process lead by the screening committee chair. Screening committees review and evaluate applications based upon qualifications, knowledge, skills, and abilities as presented in the application materials to determine which candidates to interview (III.A.1-28). The screening committee works with HR to develop a set of interview questions and corresponding key response elements to gauge interviewee responses (III.A.1-29). As part of the interview process, candidates may be asked to demonstrate job-related knowledge and skills. Reference checks for final candidates are conducted by the hiring manager in coordination with HR (III.A.1-30). All new hires are required to complete a background check, fingerprinting, and tuberculosis screening in accordance with California Education Code and Board Policy 3.15^{xxi}.

The College and the District recruit and hire diverse and highly-qualified faculty^{xxii}, staff^{xxiii}, and administrators^{xxiv} that can support quality programs and services that are aligned with the college mission. Generic position descriptions are provided by HR, and are reviewed and edited by the hiring manager prior to posting. If there are any revisions made to an existing position description, HR approves the changes before posting the job. All positions indicate minimum qualifications required and applicants must affirmatively indicate that they meet all the minimum qualifications^{xxv}. The screening committee also verifies applicants meet minimum qualifications during the initial review process (III.A.1-35). Degrees received from a college or university outside the United States, need to be evaluated by a professional organization that is a member of the National Association of Credential Evaluation Services to ensure that applicants with foreign degrees meet minimum qualifications^{xxvi}.

The screening committee chair is responsible for ensuring all hiring processes are followed and consistently applied as indicated in the District selection procedures^{xxvii}. All staff are required to participate in unconscious bias training prior to serving on a screening committee. A confidentiality agreement is signed at the commencement of each committee process^{xxviii} (III.A.1-38). HR validates each step of the recruitment and selection process through offer of employment and recommendation to the Board of Trustees. All new hires are recommended to the Board of Trustees for approval (III.A.1-41). HR conducts employment eligibility verification of all new hires and oversees the background check process prior to the first day of employment.

All job descriptions directly relate to the District and College missions and include clearly delineated duties, responsibilities, and reporting. Job descriptions and salary schedules^{xxix} are posted and publicly available on the District portal. Board policy/CBA requires classified positions be reviewed at least once every 5 years^{xxx}. The review process includes a job analysis

to ensure the duties and position classification are relevant and that professional qualifications are appropriate.

2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Evidence of Meeting the Standard

- [III.A.2-1](#) Academic Senate Resolution: Adoption of the Online Education Initiative's Course Design Rubric as a Guide to Developing Hybrid and Online Courses within the SMCCCD
- [III.A.2-2](#) [ASGC Meeting for 13 September 2018 \(p. 12, 7.12 Business FT Faculty Hiring Committee\)](#)
- [III.A.2-10](#)
- [III.A.2-3](#) [ASGC Meeting for 22 March 2018 \(p. 1, 4.3 Biology Faculty Hiring Committee\)](#) [III.A.2-10](#)
- [III.A.2-4](#) CCCCCO Minimum Qualifications Handbook
- [III.A.2-5](#) DEAC Distance Education Faculty Handbook
- [III.A.2-6](#) DEAC, How to Begin Teaching Online and Hybrid Courses
- [III.A.2-7](#) OEI Online Course Rubric PowerPoint [III.A.2-14](#) (evidence folder)
- [III.A.2-8](#) Online Education Initiative, Course Design Rubric, Sections A-C
- [III.A.2-9](#) QOLT Work Group (Quality Online Learning & Teaching)
- [III.A.2-10](#) Sample faculty application ranking form [III.A.2-11](#)
- [III.A.2-11](#) Sample faculty interview questions (final round) [III.A.2-08](#)
- [III.A.2-12](#) Sample faculty interview questions (first round) [III.A.2-07](#)
- [III.A.2-13](#) [Sample Faculty Position Description, Chemistry](#) [III.A.2-05](#)
- [III.A.2-14](#) [Sample Faculty Position Description, Computer Information Science/Engineering](#) [III.A.2-06](#)
- [III.A.2-15](#) Sample Faculty Position Description, History
- [III.A.2-16](#) SMCCCD Board of Trustees, Administrative Procedure 3.05.1, Minimum Qualifications, Faculty Service Areas and Equivalency to Minimum Qualifications
- [III.A.2-17](#) SMCCCD Board of Trustees, Administrative Procedure 3.15.3, Faculty Hiring
- [III.A.2-18](#) SMCCCD Faculty Selection Procedures [III.A.2-04](#), [III.A.2-09](#)

Analysis and Evaluation

The faculty at Cañada College are highly qualified subject-matter experts and the college seeks to hire the most qualified faculty for all open positions. Applicants for faculty positions must meet the minimum qualifications or equivalent as delineated in the job description^{xxxix} in accordance with state law and board policy^{xxxix}. Minimum qualifications for faculty are established using the California Community Colleges Minimum Qualifications^{xxxix}. Applicants who do not meet the minimum qualifications for a faculty position may apply for equivalency in accordance with board policy.

The SMCCCD Faculty Selection Process^{xxxiv} details the process to hire a full-time or part-time faculty member. Job announcements for faculty positions clearly indicate job specifications setting forth the knowledge, skills, and abilities necessary for successful job performance. All positions include a requirement of demonstrated cultural competence, sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students, faculty, and staff

(III.A.2-05). Additionally, all faculty job descriptions include responsibility for curriculum oversight and student learning outcome assessment (III.A.2-06).

First-level faculty interviews include a teaching demonstration that allows candidates to demonstrate pedagogical strategies on how they incorporate new technologies into the classroom, whether on campus or online^{xxxv} (III.A.2-07). In addition, they include questions related to instructional technology, student engagement strategies, and opportunities to share specific instructional strategies^{xxxvi} (III.A.2-08).

The College has a comprehensive and effective selection process to ensure content area expertise when hiring faculty. All faculty screening committees must have at least two faculty approved by the Academic Senate (III.A.2-09, 10), in accordance with Administrative Procedure 3.15.3^{xxxvii}. The materials submitted by each applicant are reviewed by screening committee members and evaluated to determine which applicants are selected for interview^{xxxviii} (III.A.2-11).

For faculty choosing to teach online, the College has a comprehensive internal training program for online instruction, called the QOLT Work Group^{xxxix}. Led by a faculty coordinator, the online teaching program prepares faculty for effective online teaching^{xl}. The DE Coordinator for the college, along with the Instructional Technologist and the DEAC, offer workshops and professional development opportunities for new faculty and for those who wish to teach distance education courses^{xli}. Faculty members may also choose to become certified using the @One training program. To further ensure high-quality instruction for all students, online courses are reviewed using a rubric prior to being scheduled. This DE rubric is based off of the OEI Rubric^{xlii}, which the Academic Senate has approved as the basis for approvals for DE^{xliii}. This is discussed further in Standards II.A.2 on page 1 and II.A.7 on page 1.

3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard

- III.A.3-1 Open forum process/announcement (In evidence folder) III.A.3-09
- III.A.3-2 Sample administrator application ranking form III.A.3-05
- III.A.3-3 Sample classified application ranking form III.A.3-08
- III.A.3-4 [Sample Position Description, Dean of Academic Support and Learning Technologies](#) III.A.3-04
- III.A.3-5 [Sample Position Description, Director of Disabled Students Programs and Services](#) III.A.3-03
- III.A.3-6 [Sample Position Description, Instructional Support Assistant](#) III.A.3-07
- III.A.3-7 [Sample Position Description, Program Services Coordinator](#) III.A.3-06
- III.A.3-8 [Sample Position Description, Vice President of Instruction](#) III.A.3-02
- [III.A.3-9](#) SMCCCD Board of Trustees, Administrative Procedure 3.05.1 Minimum Qualifications, Faculty Service Areas, and Equivalency to Minimum Qualifications III.A.3-01

Analysis and Evaluation

Academic supervisor and educational administrator job descriptions include the minimum qualifications or equivalent as required by Title V and Board Policy (III.A.3-01). Position-specific experience and desired qualifications above minimum qualifications are included in the job description (III.A.3-02, 03). All job announcements clearly state job specifications setting forth

the knowledge, skills, and abilities necessary to job performance. For all positions, job requirements include demonstrated cultural competence, sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students, faculty, and staff. All administrator positions also require knowledge of the history and culture of underrepresented groups and a commitment to participate in District designated professional development on bias and educational equity (III.A.4-04). Screening committees evaluate each applicant's qualifications to perform duties stated in the job description and announcement during the paper screening process and further assess during the initial interview process (III.A.3-05).

Job descriptions for each classified staff position reflect the position requirements and responsibilities. HR establishes qualifications by matching the position requirements and responsibilities to industry standards. Job descriptions and announcements include education and experience requirements as well as knowledge, skills, and abilities requirement by the position (III.A.3-06). Required documents for the application package are clearly defined in the job announcement (III.A.3-07).

The College uses a competitive selection process in order to select the best possible candidate for the position. For each position, the selection committee reviews applications and evaluates them according to specific criteria (III.A.3-08). Applicants with the highest ranking are invited for interviews. Selection committees develop a set of interview questions to assess each applicant's experience, knowledge, and skills. Top candidates from the interview process are forwarded to a second interview with executive leaders. Finalists for some executive leadership positions such as President or Vice President may be required to participate in a public forum where they interact with the campus community and participate in a Q&A session (III.A.3-09).

4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard

III.A.4-1 [Sample Faculty Position Description, English as a Second Language Instructor](#) III.A.4-06

III.A.4-2 [Sample Position Description, Curriculum and Instructional Systems Specialist](#) III.A.4-01

III.A.4-3 [SMCCCD Board of Trustees, Board Procedure 3.05.1, Minimum Qualifications, Faculty Service Areas, and Equivalency to Minimum Qualifications](#) III.A.4-02, 03

III.A.4-4 [SMCCCD Faculty Screening Procedures](#) III.A.4-05

III.A.4-5 [SMCCCD Office of Human Resources, Establishing Faculty Minimum Qualifications](#) III.A.4-04

Analysis and Evaluation

All college administrators, faculty, and other employees possess the minimum qualifications related to the identified duties required to maintain institutional effectiveness and academic quality. Each position has detailed minimum qualifications describing both the required and preferred education credentials (III.A.4-01). Applicants for positions requiring degrees are required to provide official transcripts indicating degree conferral. Deans and VPs work with HR and in collaboration with the Academic Senate Equivalency Committee to ensure equivalency in accordance with Board Policy (III.A.4-02; III.A.4-03; III.A.4-04). The Academic Senate President of the college to which the applicant has applied will lead the equivalence process. Under the

President's direction, an equivalency committee is formed and meets to determine equivalency on an ad-hoc basis, including consultation with discipline experts. The decision is then communicated to HR. Unofficial transcripts are submitted during the application process and reviewed by the screening committee (III.A.4-05). Individuals from institutions outside of the United States must obtain a foreign transcript evaluation through an approved U.S. foreign transcript evaluation agency to validate equivalency (III.A.4-06). Final candidates are required to submit official transcripts for verification by HR.

5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Evidence of Meeting the Standard

- III.A.5-1 [AFT 1493 Contract, Faculty Evaluations, Appendix G: Evaluation Procedures](#) III.A.5-03
- III.A.5-2 [CSEA Chapter 33/SMCCCD Contract 2016-2019 \(p. 49-51, Article 14: Performance Evaluation Procedures\)](#) III.A.5-04
- III.A.5-3 [Performance Evaluation Procedures for Administrator and Academic Supervisory Employees](#) iii.a.5-07
- III.A.5-4 [Performance Evaluation, Faculty](#) III.A.5-08
- III.A.5-5 [Procedure for Classified / Professional / Confidential / Supervisory / Classified Manager, Performance Evaluations](#) III.A.5-01, 06, 07
- III.A.5-6 [Request for Classification Review](#)
- III.A.5-7 [SMCCCD Board of Trustees, Board Procedure 2.09.1, Categories of Employment: Evaluation](#) III.A.5-05
- III.A.5-8 [SMCCCD Performance Evaluations \(all forms\)](#) III.A.5-02

Analysis and Evaluation

The College systematically evaluates employees in all employment classification groups, including faculty, classified professionals, and administrators at regular intervals (III.A.5-01). The employee evaluation process is a formal method of documenting job performance and is maintained by HR. The performance evaluation process includes conversation between a supervisor and employee regarding strengths, expectations, and opportunities for improvement and growth. HR provides standardized evaluation forms for all employee groups which are available on the HR SharePoint site (III.A.5-02).

The faculty evaluation process includes observations by peers and Deans. The processes and procedures for faculty – including tenured faculty, tenure-track faculty, adjunct and grant-funded faculty, nurses, and coordinators – are detailed in Appendix G of the AFT/SMCCCD contract (III.A.5-03). Classified professionals are evaluated by their direct supervisor following processes detailed in Article 14 of the CSEA Chapter 33/SMCCCD contract (III.A.5-04). The processes for evaluation of non-represented and exempt employees are outlined in board policy (III.A.5-05).

The District monitors the status of employee evaluations, and provides email alerts to managers in advance of performance evaluation due dates. The District provides written evaluation procedures for all employment classifications. Managers are responsible for completing

evaluations in a timely manner and providing a signed copy to HR (III.A.5-06, 07, 08). The process is governed by Board policies and procedures and in accordance with agreements negotiated with the collective bargaining units.

[Standard III.A.6 is being skipped, per ACCJC Guidelines.]

7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

Evidence of Meeting the Standard

III.A.7-1 [ASGC Bylaws](#) III.A.7-05

III.A.7-2 [CCCCO Minimum Qualifications Handbook](#) III.A.7-02

III.A.7-3 [Participatory Governance Manual](#) III.A.7-04

III.A.7-4 [PBC Requests for Personnel](#) III.A.7-06

III.A.7-5 Sample faculty job description III.A.7-03

III.A.7-6 SMCCCD Faculty Obligation Number (FON) report, 2017/2018 – Available in Fall 2018

III.A.7-01

III.A.7-7 [Student Characteristics 2012/13 through 2017/18 College-wide](#)

Analysis and Evaluation

The District uses the required Faculty Obligation Number (FON) as one indicator that it fulfills the requirements of this standard. The SMCCCD meets and exceeds the FON, reporting 365.28 actual full-time faculty on the 2017 Full-Time Faculty Obligation Report to the State Chancellor's Office – 85.58 FTEF over the obligation of 279.70 FTE (III.A.7-01).

The College maintains a sufficient number of qualified faculty members to support the educational and student support programs of the institution. At the beginning of fall 2017, the College employed 1,033 total faculty, including 332 full-time faculty and 701 part-time faculty. In the 2017/2018 academic year, the college served 10,745 students, providing a X:XX faculty-to-student ratio. The District requires all faculty members to meet the discipline standards as outlined in the California Community Colleges Chancellor's Office Minimum Qualifications for Faculty and Administrators Handbook (III.A.7-02). The faculty constituency is comprised of both full and part-time employees who meet the minimum qualifications of education outlined in the various job descriptions (III.A.7-03).

The College has an established process to annually review faculty hiring needs. This process is outlined in the Participatory Governance Manual (III.A.7-04) and Academic Senate Governing Council Bylaws (III.A.7-05). Faculty hiring needs are demonstrated through the program review and annual planning process, and formal requests are made annually using the new position justification form (III.A.7-06). Faculty vacancies due to retirement or resignation are presented to the Academic Senate, College Cabinet, and Planning and Budgeting Council for review and approval (III.A.7-07).

Commented [SH24]: Getting updated numbers.

8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard

- III.A.8-1 AFT/SMCCCD [Collective Bargaining Agreement](#) III.A.8-05:
- III.A.8-2 [AFT/SMCCCD Contract, Faculty Evaluation Process](#) III.A.8-07:
- III.A.8-3 [ASGC Bylaws](#) III.A.8-01
- III.A.8-4 College faculty PD process [III.A.8-06](#):
- III.A.8-5 Flex day sign in sheets (highlight adjunct faculty participants) (in evidence folder) III.A.8-02
- III.A.8-6 New employee orientation agenda III.A.8-04
- III.A.8-7 New employee orientation invite/sign in sheet – adjuncts (in evidence folder) III.A.8-03
- III.A.8-8 [Professional Learning, Faculty Professional Development](#)

Analysis and Evaluation

SMCCCD and the College value the contributions of part-time faculty and integrate adjunct instructors into institution (III.A.8-01, 02, 03). They are full members of the Academic Senate, and are allowed to serve on the Governance Council at any position, in accordance with the Cañada College Academic Senate Governance Council Bylaws. Each semester, a new employee orientation is held for part-time faculty (III.A.8-04). The orientation includes an overview of the College and District, resources for new faculty, and presentations by various constituencies including AFT. The event is coordinated through the Professional Learning Program in coordination with the Faculty Professional Development Coordinator and AFT 1493.

Professional development is valued and supported at the College. The District provides dedicated funding for part-time and full-time faculty professional development in accordance with the AFT collective bargaining agreement (III.A.8-05). The College Professional Development Committee, consisting of faculty and administrators, developed a process for faculty to request these funds for individual professional development opportunities (III.A.8-06). Part-time faculty are equally invited and encouraged to participate in Flex Day activities, and are compensated for their time and participation in accordance with the AFT 1493 Contract. Part-time faculty are encouraged to participate in monthly department and division meetings and other campus professional learning opportunities throughout the year.

The District has established evaluation processes for part-time faculty through the collective bargaining process (III.A.8-07). The evaluation process provides a formal method to evaluate and document job performance and creates a venue for discussion of strengths and areas for growth leading to improved teaching. Part-time faculty work with their respective Dean to select a full-time faculty member to conduct the evaluation. The Dean also evaluates the part-time faculty's non-teaching responsibilities. All part-time faculty are evaluated in the first term of service and at least once every four semesters for the following eight semesters of employment. After the eighth semester, the faculty member is evaluated every six semesters provided the evaluation meets or exceeds expectations. The evaluation process also includes observations, student evaluations, a faculty portfolio, and self-assessment.

9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Evidence of Meeting the Standard

- III.A.9-1 [Administrative and Classified Staff Selection Processes](#)
- III.A.9-2 [Classified Short-Term / SUB Temporary Personnel Requisition Form](#)
- III.A.9-3 Communication regarding new position decisions [III.A.9-14](#):
- III.A.9-4 [CSEA Chapter 33/SMCCCD Contract 2016-2019](#) III.A.9-07
- III.A.9-5 [Participatory Governance Manual](#) III.A.9-11
- III.A.9-6 [PBC New Position Request Process 2016-17, President's Hiring Decision](#)
- III.A.9-7 [PBC Requests for Personnel](#) III.A.9-12
- III.A.9-8 [Personnel Requisition Form](#) III.A.9-04
- III.A.9-9 [Program Review, Transfer Center](#) (p. 21 Planning Module: Objective: Personnel Request) III.A.9-13
- III.A.9-10 Sample job description – Division Assistant III.A.9-15:
- III.A.9-11 [Selection procedures](#) III.A.9-16:
- III.A.9-12 [Short-Term Employment](#) III.A.9-05
- III.A.9-13 [Short-term employment training](#) III.A.9-06:
- III.A.9-14 SMCCCD DPS org chart III.A.9-03
- III.A.9-15 SMCCCD EEO plan – Recruitment processes [III.A.9-08](#):
- III.A.9-16 SMCCCD FMO org chart III.A.9-02
- III.A.9-17 SMCCCD ITS org chart III.A.9-01
- III.A.9-18 SMCCCD New Employee Orientation agenda [III.A.9-10](#):
- III.A.9-19 SMCCCD New Employee Orientation invitation [III.A.9-09](#):

Analysis and Evaluation

As of the fall 2018 semester, the District had 51 classified supervisors, 514 full-time classified employees and part-time classified employees. These employees provide the educational, technological, physical, and administrative support to achieve the College's mission and vision. College information technology and facilities, maintenance, and operations services are supported by the District. The District ITS department has 40 classified staff (III.A.9-01); the facilities, maintenance, and operations department has 105 staff (III.A.9-02); and the department of public safety has 33 staff (III.A.9-03).

The District has established processes to fill temporary and permanent full-time and part-time positions to ensure the College employs a sufficient number of classified staff with appropriate qualifications in support of effective college operations (III.A.9-04, 05, 06). Transfer opportunities are advertised to classified employees for a period of 5-working days prior to public advertisement and in accordance with the SMCCCD/CSEA classified bargaining agreement (III.A.9-07). Permanent job openings are announced to all District employees and advertised externally in accordance with SMCCCD recruitment practices (III.A.9-08). All new classified employees are invited to participate in a District new employee orientation (III.A.9-09) to prepare them for the operations and processes of the District, as well as a College new employee orientation to prepare them for the nuances of the campus and provide an understanding of the students we serve (III.A.9-10).

The College uses a well-defined process for recommending new positions outlined in the Participatory Governance Manual (III.A.9-11). The need for additional classified employee

positions is established through the program review process and through an annual institutional planning process for new positions (III.A.9-12). Program review includes a section where staffing needs are presented in narrative format, and the annual new position request process is the formal process to request new positions (III.A.9-13). New position requests are vetted and prioritized through the participatory governance process and recommendations are provided to the College President for decision. The College President's decision is explained and communicated to the campus community (III.A.9-14).

The qualifications and duties of each position are clearly stated in the job description (III.A.9-15). The HR office establishes hiring criteria by matching position duties and responsibilities to industry standards. SMCCCD has established practices which ensure the minimum qualifications as well as required knowledge, skills, and abilities are closely matched to specific job requirements and meet the need of the program area to support student success. Screening committees review all applications and evaluate the position qualifications related to education and experience to ensure new personnel possess the necessary skills and knowledge required to support the educational, technological, and administrative operations of the institution (III.A.9-16).

10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

Evidence of Meeting the Standard

- III.A.10-1 [Administrator Position Description, Dean of Planning, Research, and Institutional Effectiveness](#) III.A.10-04
- III.A.10-2 [Administrative and Classified Staff Selection Procedures](#) III.A.10-05
- III.A.10-3 [Cañada College 2018 Organizational Chart](#) III.A.10-01
- III.A.10-4 [Participatory Governance Manual](#) III.A.10-02
- III.A.10-5 [PGM Decisions Regarding Vacancy/Replacement Positions](#) III.A.10-03

Analysis and Evaluation

As of the spring 2019 semester, the College has 11 administrators and 3 confidential employees including the President, 3 Vice Presidents, 1 Classified Administrator and 6 Deans. The College has 12 managers and academic supervisors. The reporting relationships of the College's departments, programs, and services are documented in the College organizational chart on page **Error! Bookmark not defined.** (III.A.10-01). The College engages in a variety of assessment and planning processes to ensure all human resources needs of the institution are met including unit planning, program review, and budget development (III.A.10-02).

Administrative positions are regularly reviewed in relation to the needs of the College. When vacancies occur, the President and Vice Presidents confer to assess the needs of the department effected prior to moving forward with the replacement position process (III.A.10-03). Job descriptions and desired qualifications are reviewed and updated as needed by benchmarking with the other colleges in the District and similar positions at other community college districts.

The qualifications and duties of each administrator position are clearly stated in the job description (III.A.10-04). The HR office establishes hiring criteria by matching position duties

and responsibilities to industry standards. SMCCCD has established practices which ensure the minimum qualifications as well as required knowledge, skills, and abilities are closely matched to specific job requirements and meet the need of the program area to support student success. Screening committees review all applications and score the position qualifications related to education and experience to ensure new personnel possess the necessary skills and knowledge required to support the educational, technological, and administrative operations of the institution (III.A.10-05).

11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

- III.A.11-1 [AFT 1493 / SMCCCD Contract, 2016-2019](#) III.A.11-25
- III.A.11-2 [Classified Short-term and Substitute Employment Policy and Procedures](#) III.A.11-13
- III.A.11-3 [CSEA Chapter 33/SMCCCD Contract 2016-2019](#) III.A.11-26
- III.A.11-4 DPGC Minutes – March 2018 III.A.11-02
- III.A.11-5 [Employee Handbook](#) III.A.11-03, 27
- III.A.11-6 Evaluation Procedures – [Classified](#) III.A.11-16
- III.A.11-7 Evaluation Procedures – [Faculty](#) III.A.11-17:
- III.A.11-8 Evaluation Procedures – [Management](#) III.A.11-15
- III.A.11-9 [Evaluation Procedures and Forms](#)
- III.A.11-10 [Faculty Minimum Qualifications Process](#) III.A.11-14:
- III.A.11-11 Selection Procedures – [Chancellor](#) III.A.11-23:
- III.A.11-12 Selection Procedures – [Classified and Administrators](#) III.A.11-21:
- III.A.11-13 Selection Procedures – [College President](#) III.A.11-22:
- III.A.11-14 Selection Procedures – [Faculty](#) III.A.11-20:
- III.A.11-15 [Selection Procedures](#) III.A.11-24
- III.A.11-16 [SMCCCD Board of Trustees, Board Policies and Procedures](#) III.A.11-01
- III.A.11-17 [SMCCCD Board of Trustees, Board Policy 2.19, Nondiscrimination Policy](#) III.A.11-04
- III.A.11-18 [SMCCCD Board of Trustees, Board Policy 2.20, Equal Employment Opportunity](#) III.A.11-05
- III.A.11-19 [SMCCCD Board of Trustees, Board Policy 2.21, Professional Ethics](#) III.A.11-06
- III.A.11-20 [SMCCCD Board of Trustees, Board Policy 2.22, Employment of Relatives](#) III.A.11-07
- III.A.11-21 [SMCCCD Board of Trustees, Board Policy 2.25, Prohibition of Harassment](#) III.A.11-08
- III.A.11-22 [SMCCCD Board of Trustees, Board Policy 2.29, Sexual Assault and Education, Prevention, and Reporting](#) III.A.11-12
- III.A.11-23 [SMCCCD Board of Trustees, Board Procedure 2.26.1, Drug-free Environment and Drug Prevention Program](#) III.A.11-09
- III.A.11-24 [SMCCCD Board of Trustees, Board Procedure 2.28.1, Safety, Injury, and Illness Prevention Program](#) III.A.11-10
- III.A.11-25 [SMCCCD Board of Trustees, Board Procedure 2.28.2, Workplace Violence Plan](#) III.A.11-11
- III.A.11-26 SMCCCD EEO Plan III.A.11-19
- III.A.11-27 SMCCCD [Faculty Minimum Qualifications Process](#)
- III.A.11-28 [SMCCCD Office of Human Resources Downloads Portal](#) III.A.11-28
- III.A.11-29 [Worker's Compensation Claims, Procedure Manual for Managers](#) III.A.11-18

Analysis and Evaluation

HR serves as the subject-matter expert for all personnel related policies. The District has adopted Board Policies and Procedures that ensure equity and compliance in employment practices and HR matters. All written personnel policies and procedures are published on the Board web page (III.A.11-01). Personnel policies are reviewed on the six-year comprehensive review cycle and changes are vetted through the participatory governance process prior to Board approval (III.A.11-02). Personnel policies are included in the employee handbook (III.A.11-03) and include the following policies:

- Nondiscrimination Policy (III.A.11-04)
- Equal Employment Opportunity (III.A.11-05)
- Professional Ethics (III.A.11-06)
- Employment of Relatives (III.A.11-07)
- Prohibition of Harassment (III.A.11-08)
- Drug-Free Environment and Drug Prevention Program (III.A.11-09)
- Safety, Injury, and Illness Prevention Program (III.A.11-10)
- Workplace Violence Plan (III.A.11-11)
- Sexual Assault and Education, Prevention, and Reporting (III.A.11-12)

The District also provides policies and procedures related to other personnel matters including

- Short-term and Substitute Employment Policy (III.A.11-13)
- Faculty minimum qualifications process (III.A.11-14)
- Evaluation procedures (III.A.11-15, 16, 17)
- Workers Compensation Procedures (III.A.11-16)

The SMCCCD Equal Employment Opportunity Plan was adopted in May 2018 to describe the District's commitment to equal employment opportunities (III.A.11-19). Principles of the EEO plan, including training requirements for all screening committee participants, are built into the hiring procedures (III.A.11-20, 21, 22, 23). The hiring process website includes written guidelines and forms to ensure fairness, consistency, and equity in the new employee selection process (III.A.11-24).

Fairness, equity, and consistency of policies and practices are further supported within the collective bargaining agreements (III.A.11-25, 26), employee handbook (evidence), and the SMCCCD Board Resolution on Equity (III.A.11-27). Each of these documents is made available to the general public on the website (III.A.11-28).

12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

- III.A.12-1 Diversity and Understanding Unconscious Bias Training information III.A.12-05:
- III.A.12-2 People Admin Screenshot **III.A.12-06:**
- III.A.12-3 Sample diversity-related interview questions **III.A.12-02:**
- III.A.12-4 Sample job postings on various posting websites **III.A.12-08:**

III.A.12-5 SMCCCD Board of Trustees Meeting for 16 May 2018 ([Minutes p. 2, Approval of Consent Agenda; Agenda p. 2, 18-5-6CA Approval of 2018-2021 District Equal Employment Opportunity Plan](#)) III.A.12-01

III.A.12-6 [SMCCCD Board of Trustees, Board Policy 2.19, Nondiscrimination Policy](#) III.A.12-03

III.A.12-7 [SMCCCD Board of Trustees, Board Policy 2.20, Equal Employment Opportunity](#) III.A.12-04

III.A.12-8 SMCCCD employee demographic data (by college) [III.A.12-07](#):

III.A.12-9 [SMCCCD Faculty Diversity Internship Program information](#) III.A.12-09

Analysis and Evaluation

The SMCCCD 2018-2021 Equal Employment Opportunity (EEO) Plan was adopted by the Board of Trustees on May 16, 2018 (III.A.12-01). The EEO plan reflects the District's commitment to equal employment opportunity and creating a work and academic environment that is welcoming and fosters equity, diversity, and excellence. The District follows the EEO Plan in all its hiring procedures and strives to hire and retain equity-minded faculty and staff who are sensitive to and knowledgeable of the needs of the continually changing student body it serves (III.A.12-02).

The District demonstrates an understanding and concern for equity and diversity through its policies and practices (III.A.12-03, 04). Every member of a screening committee is required to participate in training on unconscious bias prior to serving on a committee (III.A.12-05). Any individual, whether or not an employee of the District, acting on behalf of the District with regard to recruitment and screening of employees, is subject to the EEO requirements of Title 5 and the District's EEO plan. The EEO training for all committee members fosters an understanding of equity and diversity across the institution.

The District values equity and diversity, and regularly evaluates the diversity and equity of its personnel. The SMCCCD Office of Human Resources tracks applicant ethnicity, gender, and disability for all positions using a confidential tracking system (III.A.12-06). Periodically, the Board reviews the demographic composition of the employee workforce and the applicant pool. HR works with the PRIE office to provide data which evaluator's the District's employment equity and diversity to ensure representation from a diverse population that is representative of the students served (III.A.12-07). The College leadership team reviews this data to assess this information at the institutional level.

Positions at the College are advertised broadly through a variety of avenues such as the California Community College Registry (CCC Registry), Inside Higher Ed, Association of California Community College Administrators (ACCCA), and the SMCCCD Employment website (III.A.12-08). The College analyzes its employment equity record. In 2018, the District noted that the diversity of its faculty did not match the student population. To increase diversity in faculty hiring, the District EEO committee worked with faculty to develop and implement the Faculty Diversity Internship Program (III.A.12-09).

13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

III.A.13-1 [AFT 1493/SMCCCD Contract, 2016-2019](#) III.A.13-03

III.A.13-2 [Cañada College Mission Statement](#) III.A.13-06

III.A.13-3 [CSEA Chapter 33/SMCCCD Contract 2016-2019](#) III.A.13-04

III.A.13-4 [CSEA Constitution and Bylaws and Standing Rules \(p. 3 Code of Ethics\)](#) III.A.13-05
III.A.13-5 [SMCCCD Board of Trustees, Board Policy 2.21, Policy on Professional Ethics](#) III.A.13-01
III.A.13-6 [SMCCCD Board of Trustees, Board Procedure 2.21.1, Institutional Code of Ethics](#) III.A.13-02

Analysis and Evaluation

Adherence to a professional code of ethics is a value embedded in the College and serves as a guiding principle throughout the organization. The SMCCCD Board Policy and Procedures provides a written code of ethics to guide all employees (III.A.13-01, 02). The District follows discipline processes as defined in the collective bargaining agreements as appropriate. The bargaining units provide ethics statements to further uphold professionalism and civility (III.A.13-03, 04). Classified professionals are further guided by the statewide California School Employees Association Code of Ethics, which applies to each CSEA Chapter and all members (III.A.13-05). The College's mission, vision, and values statements all reflect a strong commitment to professional and ethical behavior with emphasis on character, cultural awareness, engagement, integrity, equity, and social justice (III.A.13-06).

14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

III.A.14-1 [Administrators/Academic Supervisory](#)
III.A.14-2 [AFT 1493 / SMCCCD Contract, 2016-2019](#) III.A.14-01
III.A.14-3 [Approved faculty PD projects](#) **III.A.14-07:**
III.A.14-4 [ASGC Professional Development Committee, Report on the 2017-2018 PD Allocation Process and Decisions](#)
III.A.14-5 [ASGC Senate-Sponsored Professional Development](#)
III.A.14-6 [Campus PL committee](#) **III.A.14-12:**
III.A.14-7 [Classified PD application process](#) **III.A.14-10:**
III.A.14-8 [Classified PD workgroup membership](#) **III.A.14-09:**
III.A.14-9 [Classified Professionals](#)
III.A.14-10 [College PL Plan](#) **III.A.14-13:**
III.A.14-11 [College Professional Development Funding Allocation](#) **III.A.14-05:**
III.A.14-12 [Educational Master Plan, College Goals](#) III.A.14-16
III.A.14-13 [Faculty PD application process](#) **III.A.14-08:**
III.A.14-14 [NoviSurvey Results, January 2018 Flex Day Feedback](#) III.A.14-20
III.A.14-15 [PBC Meeting for 17 May 2017 \(p. 4, Item II.G\)](#) III.A.14-14
III.A.14-16 [Professional Learning Plan 2018-2020](#)
III.A.14-17 [Professional Learning, 2017 Professional Learning Needs Assessment Results](#) III.A.14-18
III.A.14-18 [Professional Learning, Campus-wide Professional Learning Committee](#)
III.A.14-19 [Professional Learning, Faculty](#)
III.A.14-20 [Professional Learning, Flex Day](#) III.A.14-15
III.A.14-21 [Professional Learning, Professional Development Funds](#) III.A.14-06
III.A.14-22 [Sample agenda – Manager's forum](#) **III.A.14-11:**
III.A.14-23 [SMCCCD Academic Senate, Faculty Flex Obligation](#) III.A.14-02
III.A.14-24 [SMCCCD Office of Human Resources, Training/Professional Development](#)

III.A.14-25 SMCCCD Opening Day Announcement/Agenda [III.A.14-04](#):
III.A.14-26 SMCCCD Professional Development Academy Schedule [III.A.14-03](#):
III.A.14-27 [SMCCCD Strategic Planning, Strategic Plan Brochure](#) III.A.14-17
III.A.14-28 Student Equity professional development offerings [III.A.14-19](#):

Analysis and Evaluation

The College provides professional development for faculty, staff, and administrators through a variety of opportunities coordinated by the College and through the District.

Full-time faculty members must fulfill at least 30 hours of flex activities per academic year in accordance with Article 7.11.1 of the collective bargaining agreement (III.A.14-01). Faculty members account for these professional development hours by submitting documentation to their respective Deans (III.A.14-02). Deans hold faculty members accountable to complete their flex obligation each year.

The District has established a professional development academy that provides a series of on-campus professional development opportunities for all employees. The classes are offered throughout the academic year and classified employees are permitted to attend as part of their regular work day (III.A.14-03). The District also coordinates Opening Day sessions prior to the start of each Fall semester (III.A.14-04). The District provides dedicated funding to the College for faculty, staff, and management professional development (III.A.14-05).

In 2017, the District launched a pilot program to support classified employees' and managers' educational attainment. The pilot program provides tuition reimbursement for completion of an Associate, Bachelors, or Master's degree at an accredited institution.

In accordance with Article 13 of the SMCCCD/AFT collective bargaining agreement, the College has a Faculty Professional Development committee to administer funding provided by the District. The Faculty PD program provides long-term and short-term funding for full-time and part-time faculty members (III.A.14-06). The funds provide faculty members an opportunity to participate in workshops and/or conferences, as well as long-term projects such as retraining or conducting research aligned with college priorities (III.A.14-07). Faculty can request PD funds by submitting a funding application to the Faculty PD committee. The committee reviews and evaluates proposals in accordance with established procedures (III.A.14-08)

The Classified Professional Development Program provides funding for classified employees to further their education and attend workshops, seminars, and/or conferences. The Classified Senate established a process to administer the funds using an ad-hoc workgroup (III.A.14-09). This process has received recognition statewide as a transparent, fair practice to provide professional learning opportunities to classified professionals (III.A.14-10).

Administrator professional development funding is allocated through College Cabinet, with each administrator allowed up to \$750 annually. Management training often occurs in the area of expertise of the individual in relationship to the institution. The District also holds monthly meetings with all managers. These meetings cover a variety of management professional development topics including sexual harassment training, understanding collective bargaining agreements, and equity (III.A.14-11).

In 2017, the College established a college-wide Professional Learning Committee (III.A.14-12) adopted its first college-wide professional learning plan (III.A.14-13, 14). The PL committee

plans Flex Day activities to provide all employees with opportunities for continual professional development (III.A.14-15). The college's Educational Master Plan includes a specific goal related to professional development that leads to improved student outcomes (III.A.14-16). Additionally, the District strategic plan emphasizes professional development to foster student success (III.A.14-17).

The College provides proactive and responsive professional development opportunities to all constituencies through its professional learning program. Professional development needs of faculty, staff, and administrators are identified formally through surveys (III.A.14-18) and through informal suggestions. Additionally, the Student Equity program provides responsive professional development to the campus throughout the academic year (III.A.14-19). The college solicits feedback on professional development offerings and uses those results to improve and expand future offerings (III.A.14-20).

15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard

III.A.15-1 [AFT 1493 / SMCCCD Contract, 2016-2019](#) III.A.15-04

III.A.15-2 [CSEA Chapter 33/SMCCCD Contract 2016-2019](#) III.A.15-05

III.A.15-3 [SMCCCD Board of Trustees, Board Policy 2.13, Dissemination of Employee Information](#)

III.A.15-01, 03

Do we have a policy about personnel record access? **III.A.15-02:**

Analysis and Evaluation

The SMCCCD Office of Human Resources maintains the security and confidentiality of personnel files and employee information (III.A.15-01). Employee personnel files containing paper copies of employment records are kept in secured cabinets inside an access-controlled building. More recent personnel files are stored electronically. HR personnel are responsible for the security and maintenance of these files. Processes are in place to allow employees access to their personnel files in a secure and confidential environment as required by California Labor Code and California Education Code (III.A.15-02).

SMCCCD has adopted policy that governs the treatment and release of confidential information providing additional protection of personnel records (III.A.15-03). The treatment of personnel records is also addressed in the collective bargaining agreements with AFT and CSEA (III.A.15-04, 05). The District uses the People Admin applicant tracking system for the storage and maintenance of electronic applicant records and information. Access to these electronic records are only granted to key personnel based on their scope of work. All systems are protected by digital firewalls and appropriate safeguards which are regularly audited for currency and effectiveness.

Conclusions on Standard III.A. Human Resources

[insert response]

Improvement Plan(s)

[insert response if applicable]

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- ⁱ [III.A.1-34](#)
ⁱⁱ [III.A.1-31](#)
ⁱⁱⁱ [III.A.1-30](#)
^{iv} [III.A.1-32](#)
^v [III.A.1-17](#)
^{vi} [III.A.1-19](#)
^{vii} [III.A.1-20](#)
^{viii} [III.A.1-21](#)
^{ix} [III.A.1-22](#)
^x [III.A.1-23](#)
^{xi} [III.A.1-24](#)
^{xii} [III.A.1-25](#)
^{xiii} [III.A.1-26](#)
^{xiv} [III.A.1-34](#)
^{xv} [III.A.1-35](#)
^{xvi} [III.A.1-34](#)
^{xvii} [III.A.1-28](#)
^{xviii} [III.A.1-29](#)
^{xix} [III.A.1-28](#)
^{xx} [III.A.1-1](#)
^{xxi} [III.A.1-17](#)
^{xxii} [III.A.1-13](#)
^{xxiii} [III.A.1-14](#)
^{xxiv} [III.A.1-15](#)
^{xxv} [III.A.1-4](#)
^{xxvi} [III.A.1-2](#)
^{xxvii} [III.A.1-32](#)
^{xxviii} [III.A.1-16](#)
^{xxix} [III.A.1-8](#)
^{xxx} [III.A.1-6](#)
^{xxxi} [III.A.2-15](#)
^{xxxii} [III.A.2-16](#)
^{xxxiii} [III.A.2-4](#)
^{xxxiv} [III.A.2-18](#)
^{xxxv} [III.A.2-12](#)
^{xxxvi} [III.A.2-11](#)
^{xxxvii} [III.A.2-17](#)
^{xxxviii} [III.A.2-10](#)
^{xxxix} [III.A.2-9](#)
^{xl} [III.A.2-5](#)
^{xli} [III.A.2-6](#)

xlii III.A.2-8

xliii III.A.2-1

For III.B: Evidence with no link is in the Evidence Folder on SharePoint; we will be revising this with live links soon.

B. Physical Resources

1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence of Meeting the Standard

- [III.B.1-1](#) AFSCME Local 829, Council 57/SMCCCD Contract 2016-2019
- [III.B.1-2](#) AFT 1493/SMCCCD Contract, 2016-2019
- III.B.1-3 Bi-Weekly CIP cabinet meeting agenda
- III.B.1-4 Campus safety survey results
- III.B.1-5 CAN Door lock upgrade project
- III.B.1-6 CAN Emergency phone locations
- [III.B.1-7](#) Cañada College B1N Kinesiology and Wellness Center
- [III.B.1-8](#) Cañada College B23 New Science and Technology Building
- ~~III.B.1-9 Cañada College current building inventory~~ [III.B.1-01:](#)
- III.B.1-10 Cañada College Hazardous Materials Business Plan
- III.B.1-11 Cañada College maintenance certifications
- [III.B.1-12](#) Cañada College Safety Committee
- III.B.1-13 Cañada College Safety Committee meeting agenda (sample)
- III.B.1-14 Cañada College work order (sample)
- [III.B.1-15](#) CSEA Chapter 33/SMCCCD Contract 2016-2019
- III.B.1-16 Department of Public Safety organizational chart
- III.B.1-17 Emergency prep drill information
- III.B.1-18 Emergency Zone poster
- ~~III.B.1-19 Facilities Organizational Chart~~ [III.B.1-02:](#)
- III.B.1-20 Facilities Safety Task Force meeting agenda
- III.B.1-21 List of scheduled maintenance projects
- III.B.1-22 Menlo Park Agreement
- III.B.1-23 Project Request Form
- III.B.1-24 Public Safety Study Board Presentation
- III.B.1-25 Public Safety Study communications
- III.B.1-26 Radiologic Technology Clinical Agreement
- [III.B.1-27](#) SMCCCD 2015 Amendment to the 2011 Facilities Master Plan
- [III.B.1-28](#) SMCCCD AlertU
- [III.B.1-29](#) SMCCCD Board of Trustees meeting discussing the needs of the Department of Public Safety (March 14, 2018; Item 18-3-2C Update on Public Safety, p. 2-6)
- [III.B.1-30](#) SMCCCD Board of Trustees, Board Policy 6.80, Policy Governing the Use of Off-campus Facilities
- [III.B.1-31](#) SMCCCD Board of Trustees, Board Policy 8.13, Public Safety on District Property
- [III.B.1-32](#) SMCCCD Board of Trustees, Administrative Procedure 8.13.1, Public Safety on District Property, Campus Safety, Campus Security and Access
- [III.B.1-33](#) SMCCCD Board of Trustees, Board Policy 8.48, Traffic Regulations
- [III.B.1-34](#) SMCCCD Board of Trustees, Administrative Procedure 8.48.1, Parking
- III.B.1-35 SMCCCD Board Report, Approval of 2020-2024 Five-Year Capital Construction Plan, 25 July 2018
- ~~III.B.1-36 SMCCCD Bond Oversight Committee~~ [III.B.1-05:](#)
- ~~III.B.1-37 SMCCCD Bond Oversight, Measure H Bond Projects List~~ [III.B.1-03:](#)

III.B.1-38 SMCCCD District Safety Committee meeting agenda and minutes (sample)
III.B.1-39 SMCCCD Emergency Preparedness Task Force meeting agenda (sample)
[III.B.1-40](#) SMCCCD Employee Handbook
[III.B.1-41](#) SMCCCD Facilities, Cañada College and College of San Mateo Roadway and Parking Lot
Fixture LED Retrofit Project
III.B.1-42SMCCCD Five Year Capital Construction Plan, 2020-2024
III.B.1-43 SMCCCD Human Resources training/workshop (sample)
III.B.1-44 Tabletop exercise agenda
III.B.1-45 Weekly safety training schedule

Analysis and Evaluation

The District provides regular assessment of facilities and equipment to ensure safety. Employees can report unsafe conditions or general safety concerns through multiple channels including the College Safety Committee, work order system, and District Safety Committee. A process by which all personnel and students can report unsafe physical facilities is in place and communicated to the campus community. Campus personnel can request additional physical resources through the annual resource request process. The District provides leadership on facility and safety planning and allocates resources for continual improvement of the safety and maintenance of College facilities and equipment.

The College Safety Committee meets every other month to ensure all facilities, grounds, and equipment is in safe and working orderⁱ. The committee focuses on campus safety functions including reviewing campus construction activities and employee safety improvement recommendationsⁱⁱ. The committee aims to take a comprehensive and proactive approach to safety that is communicated to the campus. The District Safety Committee meets every quarter to discuss all District safety-related matters including facilities and securityⁱⁱⁱ. Additionally, a District Emergency Preparedness Task Force meets bi-monthly to ensure a coordinated effort to emergency preparedness across all three colleges^{iv}. The campus Facility Manager, VP-AS and Public Safety Captain regularly meet to discuss safety and security of campus facilities.

Any off-campus locations where regular instruction or business is conducted are also assessed and maintained to ensure facilities and equipment is in good working order^{v, vi}. District Board Policies^{vii, viii, ix} provide the directive and structure that ensures all College activities both on and off-campus are safety and secure.

The Office of Human Resources provides workshops and information to all employees on topics such as injury and illness prevention and employee self-care^x. Additionally, HR staff is trained to conduct employee ergonomic assessments. Employee health and safety is addressed in the District Employee Handbook^{xi} and collective bargaining agreements^{xii, xiii, xiv}.

The Facilities Department is responsible for the maintenance and operations of campus facilities and grounds. Employees can report facility issues and request facility repairs through the Onuma electronic work order system. Work orders are prioritized and addressed in a timely manner by the Facilities Team^{xv}. Campus Project Requests can be submitted by emailing a Project Request form to division deans. Once the dean approves, the VPAS will discuss with the campus Facility Manager during their weekly meetings^{xvi}. Emergency needs such as broken glass can be reported via telephone or UHF radio for an immediate response. Facilities are systematically checked throughout the day for cleanliness and safety.

The District's Facility Master Plan^{xxvii} and Five-Year Capital Outlay Plan^{xxviii}, which was approved by the Board of Trustees^{xxix}, drive the development of physical resources at Cañada. With the support of our local community through the Measure H bond, the College is currently constructing two brand-new instructional buildings: a state-of-the-art Kinesiology and Wellness Center^{xxx} and a technologically advanced Science and Technology building^{xxxi}. The District also participates in state scheduled maintenance, energy, and capital outlay programs^{xxxii}. The college's Executive Team attends bi-weekly meetings with district construction staff to discuss all capital projects, identify potential safety and/or logistical concerns, and mitigate concerns^{xxxiii}.

In 2016/2017, the campus completed an upgrade of all exterior lighting to improve safety around building exteriors and parking lots using Prop 39 funding^{xxxiv}. Public safety provides safety escorts to students and employees upon request. Emergency phones are located throughout the campus in all major buildings^{xxxv}. Over the past 2 years, the District has provided resources to upgrade door locks throughout the campus to ensure all classrooms and offices have push button or thumb turn locking capability on the interior door in the event of an armed intruder situation^{xxxvi}. Public safety also provides emergency alerts through the AlertU system^{xxxvii} and every classroom and common area on campus has an Emergency Zone poster with pertinent information in the event of an emergency or evacuation^{xxxviii}. In response to a 2018 survey, Cañada College collected responses from 215 students, showing that 135 feel safe on the campus^{xxxix}.

The facilities department conducts weekly safety training to ensure all employees receive necessary training to mitigate industrial injuries and illness^{xxx}. A District-level Facilities Safety Task Force meets quarterly to review routine safety inspection reports, departmental accident reports, and discuss best practices for safety^{xxxi}. All maintenance certifications such as fire extinguishers, backflow prevention devices, elevators, and exhaust hoods are up-to-date and in working order^{xxxii}. The College has an approved Hazardous Materials Business Plan in accordance with local and state requirements^{xxxiii}.

The District provides a Department of Public Safety at each campus^{xxxiv}, led by a Captain. Each semester, there is a minimum of one emergency preparedness drill for all students and employees^{xxxv} and regular emergency operations center trainings and simulations for College leadership^{xxxvi}. In August 2018, the District hired our first Emergency Preparedness Manager to coordinate emergency preparedness and safety across the district.

In September 2017, the District conducted a comprehensive review of the safety and security of the college campuses. This included on-site review of physical safety, interviews with employees and review of existing policies, procedures, and documentation. All employees and students were engaged in the process^{xxxvii}. The review culminated with a thorough report with recommendations to further strengthen the safety and security of physical resources at all District locations^{xxxviii}. Additional funding was allocated to the Department of Public safety to increase the number of personnel, update existing equipment, and secure new vehicles^{xxxix}.

The facilities of Cañada College are designed, built and properly maintained to ensure that safe and sufficient physical resources exist that facilitate teaching and learning in support of student success. The Board has policies^{xl} and procedures^{xli} in place that provide a foundation for the provision of safe and sufficient physical resources at the College. College administration and the

SMCCCD Vice Chancellor of Facilities, Planning, Maintenance and Operations give safety issues the highest priority.

2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard

- III.B.2-1 Ad Astra RFP
- [III.B.2-2](#) Administrative Services, Space Allocation
- III.B.2-3 Adopted space allocation guiding principles
- III.B.2-4 Annual Planning Resource Request, Biological and Health Sciences, 2017-2018 (sample)
- III.B.2-5 Annual scheduled maintenance report
- III.B.2-6 APPA service levels
- III.B.2-7 Building 13 roof replacement/HVAC project
- III.B.2-8 Building 3 Lobby glass replacement project
- III.B.2-9 College Technology Plan
- III.B.2-10 Custodial work schedule
- III.B.2-11 District Purchasing Guidelines
- [III.B.2-12](#) Educational Master Plan (EMP)
- III.B.2-13 Facility assessment/inspection
- III.B.2-14 FPP application, Building 13
- III.B.2-15 IPP application, Building 3
- [III.B.2-16](#) PBC minutes discussing space allocation (May 18, 2016; p. 3-4, Item II.D Space Allocation Update)
- [III.B.2-17](#) Program Review, Business, Accounting and Paralegal, 2017-2017
- III.B.2-18 Sample project request
- III.B.2-19 Sample technology resource request
- III.B.2-20 Sample work order
- [III.B.2-21](#) SMCCCD 2015 Amendment to the 2011 Facilities Master Plan
- III.B.2-22 SMCCCD Facility Space Inventory
- [III.B.2-23](#) SMCCCD Strategic Plan
- III.B.2-24 SMCCCD Technology Plan
- III.B.2-25 Space inventory report
- III.B.2-26 Technology committee description
- III.B.2-27 Technology replacement schedule

Analysis and Evaluation

Instructional and student support program needs are the primary consideration when planning facility use. The college regularly assesses facility use through enrollment and capacity/load ratios and space inventory reports^{xlii}. Comprehensive program reviews are conducted every two years provide an opportunity for programs to identify facility and equipment needs^{xliii}. The College annual planning process provides all programs the opportunity to request facility and equipment needs as well^{xliii}. Long-term needs are incorporated into the EMP^{xliii}, which in turn is used to inform comprehensive District Facilities Master Plan^{xliii} and both District^{xliii} and College^{xliii} Technology Plans. These plans provide the framework for facility and equipment resource allocation decisions at the college.

Through the collaborative planning process, the College identified facility needs not fully addressed through the Measure H bond. Two capital construction projects—modernization of Building 13^{lxix} and Building 3^l—were submitted to the State capital outlay program. As the college awaits approval for state funding on these projects, some of the facility needs have been addressed using scheduled maintenance and other funds^{li, lii}.

During the 2016/2017 academic year, the District coordinated efforts between the three colleges to identify gaps within existing facility use and scheduling. During this process a need emerged for a comprehensive overhaul of the college scheduling process. The three colleges worked together to develop a Request for Proposal^{liii} and following district guidelines^{liv} selected a scheduling software vendor, Ad Astra. In 2017, the PBC formed a Space Allocation Workgroup to assess existing governance processes. Over the course of 18 months, the group assessed existing governance processes, reviewed best practices, and developed space allocation guiding principles^{lv}. The Council formally adopted a set of space allocation guiding principles in May 2016^{lvi}. The resulting principles can be viewed on the Space Allocation website^{lvii}.

The College uses multiple processes to ensure program and service needs drive equipment purchases and replacements, facility modifications, and maintenance needs. The SMCCCD Facilities Planning Department submits a Facilities Space Inventory Report as required to the State every three years as part of the overall assessment and evaluation of all District facility use^{lviii}. The District also submits an annual Scheduled Maintenance Report to the State, identifying the College's needs for scheduled maintenance and requesting state funds for prioritized projects^{lix}.

The Facilities, Maintenance, and Operations team maintains and monitors all college facilities. For ongoing facility maintenance, the College uses Dabblefox software to produce custodial schedules^{lx}, Onuma for work order systems^{lxi} and project requests^{lxii}. All college facilities are maintained using APPA levels as a benchmark^{lxiii}. Monthly quality assurance inspections for cleanliness are conducted and any issues identified are addressed^{lxiv}.

Technology is constantly evaluated and replaced or upgraded by ITS staff. The ITS technicians work closely with faculty, staff, and administrators to maintain awareness of technology replacements. Replacements of classroom technology are done using a schedule to ensure regular, systematic replacement to keep all classroom technology updated and in good working order^{lxv}. The College further evaluates technology needs through its technology committee^{lxvi} and annual program planning process^{lxvii}.

Facility planning is aligned with the College mission and ultimately driven by the District^{lxviii} and College^{lxix} strategic plans. The College ensures that program and service needs determine equipment replacement and maintenance through a comprehensive program review and annual resource request process.

3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Evidence of Meeting the Standard

III.B.3-1 Business hub project overview

- [III.B.3-2](#) Cañada College Facilities Rental, Overview
- [III.B.3-3](#) Cañada College Program Review, Process
- III.B.3-4 Capital Improvement Program (CIP) cabinet meeting agenda
- III.B.3-5 CEQA documentation
- III.B.3-6 Course scheduling screenshot
- III.B.3-7 Course scheduling system snapshot
- III.B.3-8 Facilities resource request (sample)
- III.B.3-9 Facility use permit
- III.B.3-10 Resource request prioritization decisions
- III.B.3-11 Sample Ad Astra report, events usage/event schedule
- III.B.3-12 Sample Ad Astra report, instructional usage
- III.B.3-13 Sample report
- [III.B.3-14](#) SMCCCD Board of Trustees, Board Policy 8.80 Community Use of District Facilities
- III.B.3-15 SMCCCD Final Environmental Impact Report (EIR)
- III.B.3-16 Standing meeting: College President, VPA, and Facility Manager

Analysis and Evaluation

The College regularly assesses facility use using a multi-pronged approach. The Facility Manager meets regularly with the President and VPAS to discuss the status and needs of campus facilities^{box}. College administrative staff review room usage reports using Ad Astra to plan for class scheduling^{boxi}. The staff coordinating facility use for events monitors room use and reports trends and needs to the VPAS and Campus Facility Manager^{boxii}. Each semester, division deans work with staff to plan and optimize course scheduling^{boxiii}. The College uses Ad Astra to provide enrollment analytics in order to continually maximize facility use and increase institutional capacity that meets students' instructional and support needs^{boxiv}.

The College uses Ad Astra to manage facility use requests for all activities, both internal and external^{boxv}. The class schedule from Banner is downloaded into Ad Astra in real-time and is an integral part of the overall room scheduling process. Non-instructional facility reservations are managed in Ad Astra to ensure non-instructional or external facility requests do not displace or disrupt student instruction or support services^{boxvi}. College instructional programs have priority access to facilities. Facility use by external entities requires a facility use permit^{boxvii} and insurance in accordance with board policy^{boxviii}.

Capital construction projects are planned in accordance with all local and state regulatory requirements. The District conducted an Environmental Impact Report^{boxix} and went through the California Environmental Quality Act (CEQA) process^{boxx} for all Measure H projects. As projects are planned and implemented, logistics and campus impacts are discussed with the college during bi-weekly Capital Improvement Program (CIP) cabinet meetings^{boxxi}.

The College continually improves facilities and equipment through ongoing assessment of classroom needs. Faculty and staff identify needs through program review and the annual planning process^{boxxii}. Resource requests are discussed and prioritized through the participatory governance process^{boxxiii} and decisions are communicated to the campus^{boxxiv}. The College also uses evaluation of needs to leverage external grant and categorical funding to address identified areas of improvement. The College recently renovated space within Building 13 to create a Business hub with state-of-the-art technology, student collaboration space, and individual student study space^{boxxv}.

4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

- III.B.4-1 Five-year instructional equipment plan
- III.B.4-2 APPA standards
- III.B.4-3 CAN B23 RFP requirements
- III.B.4-4 Construction forum invitation
- III.B.4-5 Construction planning agenda and minutes
- [III.B.4-6](#) Educational Master Plan (EMP)
- III.B.4-7 LEED scorecard
- [III.B.4-8](#) Participatory Governance Manual (PGM)
- [III.B.4-9](#) Program Review, Process
- III.B.4-10 Resource allocation model, facilities assumptions
- [III.B.4-11](#) SMCCCD 2015 Amendment to the 2011 Facilities Master Plan
- III.B.4-12 SMCCCD Board Report, Approval of 2020-2024 Five-Year Capital Construction Plan, 25 July 2018
- III.B.4-13 SMCCCD Five-Year Capital Construction Plan, 2020-2024
- [III.B.4-14](#) SMCCCD Strategic Plan
- [III.B.4-15](#) SMCCCD Strategic Plan, Scorecard and Metrics

Analysis and Evaluation

The college uses participatory governance processes to provide input and feedback on institutional planning and long-range capital planning^{lxxxvi}. Physical resource needs are identified and addressed through the annual resource allocation process^{lxxxvii}. As new facilities are planned and designed, the College uses a collaborative process to gather input and information from college stakeholders^{lxxxviii}.

Long-range capital plans guide decision-making through planning documents such as the SMCCC Facilities Master Plan^{lxxxix}, the Five-Year Construction Plan^{xc}, the EMP^{xcj} and District Strategic Plan^{xcii}. The District conducts a total cost of ownership (TCO) assessment of personnel needs to maintain new technology or facilities, ongoing maintenance costs, depreciation, and replacement plans for equipment. Resources related to TCO assessments are included in long-term planning to ensure facilities are sustainable and equipment is functional and modern^{xciii, xciv}.

In anticipation of increased building related to Measure H projects, District facilities prepared a staffing plan using APPA standards for allocating staff based on assignable square footage and level of service^{xcv}. The plan is used to guide planning and assessment of staffing needs and is taken into consideration in resource allocation multi-year budget projections^{xcvi}.

SMCCCD is committed to sustainable facilities, equipment, and technology. As such, consideration of life-cycle costs is carefully reviewed in capital planning. All proposals for new construction projects are required to include a TCO component^{xcvii}. To minimize future custodial and maintenance costs, the College Facilities department has been involved in the planning, design, and selection of material for new facilities^{xcviii}. To maximize future energy savings, the college's new facilities have been designed to the Green Building Council's Leadership in Energy and Environmental Design (LEED) certification standards^{xcix}.

Long-range capital plans are linked to institutional planning and planning processes ensure that capital projects support College goals. The District has identified the elements which comprise the total cost of ownership to use when making decisions about facilities and equipment. The District systematically assesses the effectiveness of long-range capital planning in advancing institutional goals through metrics and outcomes⁶.

Conclusions on Standard III.B. Physical Resources

[insert response]

Improvement Plan(s)

[insert response if applicable]

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- ⁱ [III.B.1-12](#)
ⁱⁱ [III.B.1-13](#)
ⁱⁱⁱ [III.B.1-38](#)
^{iv} [III.B.1-39](#)
^v [III.B.1-22](#)
^{vi} [III.B.1-26](#)
^{vii} [III.B.1-30](#)
^{viii} [III.B.1-31](#)
^{ix} [III.B.1-32](#)
^x [III.B.1-43](#)
^{xi} [III.B.1-40](#)
^{xii} [III.B.1-1](#)
^{xiii} [III.B.1-2](#)
^{xiv} [III.B.1-15](#)
^{xv} [III.B.1-14](#)
^{xvi} [III.B.1-23](#)
^{xvii} [III.B.1-27](#)
^{xviii} [III.B.1-42](#)
^{xix} [III.B.1-35](#)
^{xx} [III.B.1-7](#)
^{xxi} [III.B.1-8](#)
^{xxii} [III.B.1-21](#)
^{xxiii} [III.B.1-3](#)
^{xxiv} [III.B.1-41](#)
^{xxv} [III.B.1-6](#)
^{xxvi} [III.B.1-5](#)
^{xxvii} [III.B.1-28](#)
^{xxviii} [III.B.1-8](#)
^{xxix} [III.B.1-4](#)
^{xxx} [III.B.1-45](#)
^{xxxi} [III.B.1-20](#)
^{xxxii} [III.B.1-11](#)
^{xxxiii} [III.B.1-10](#)
^{xxxiv} [III.B.1-16](#)
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^{xxxvi} [III.B.1-44](#)
^{xxxvii} [III.B.1-25](#)
^{xxxviii} [III.B.1-24](#)
^{xxxix} [III.B.1-29](#)
^{xl} [III.B.1-33](#)
^{xli} [III.B.1-34](#)
^{xlii} [III.B.2-25](#)

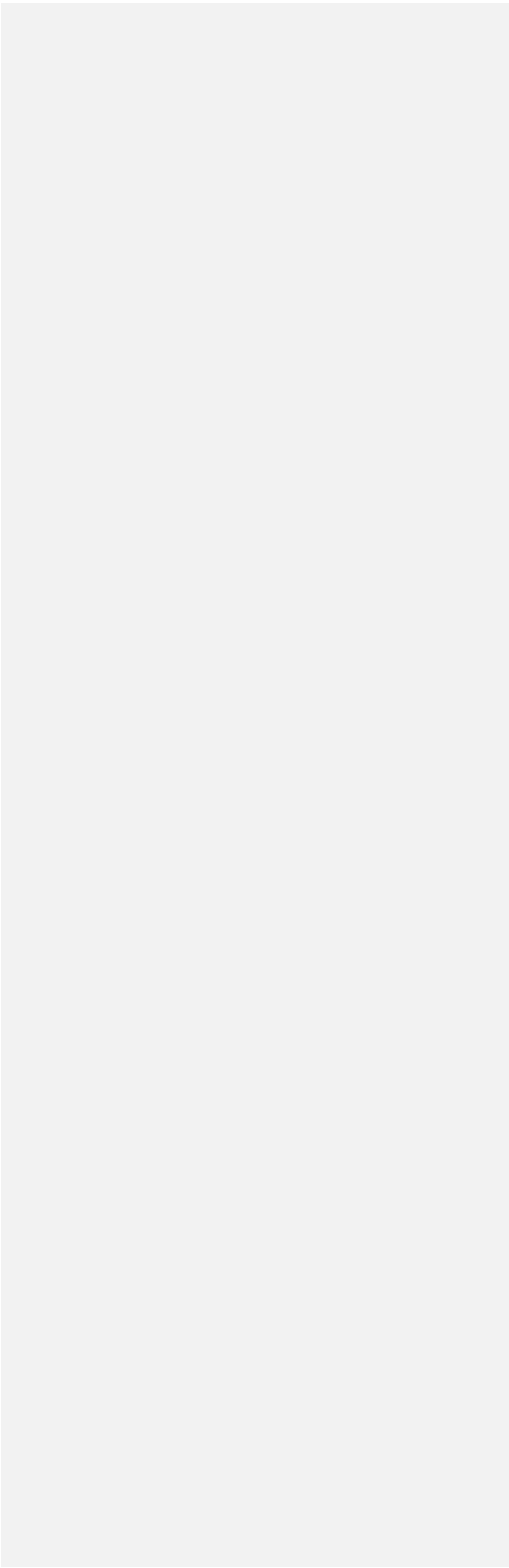
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xcvi [III.B.4-10](#)

xcvii III.B.4-3

xcviii III.B.4-5

xcix III.B.4-7

c III.B.4-15



For III.C: we are still work a final draft at this time. We will update this soon.

C. Technology Resources

1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

[insert response]

Analysis and Evaluation

[insert response]

2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard

[insert response]

Analysis and Evaluation

[insert response]

3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

[insert response]

Analysis and Evaluation

[insert response]

4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard

[insert response]

Analysis and Evaluation

[insert response]

5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

[insert response]

Analysis and Evaluation

[insert response]

Conclusions on Standard III.C. Technology Resources

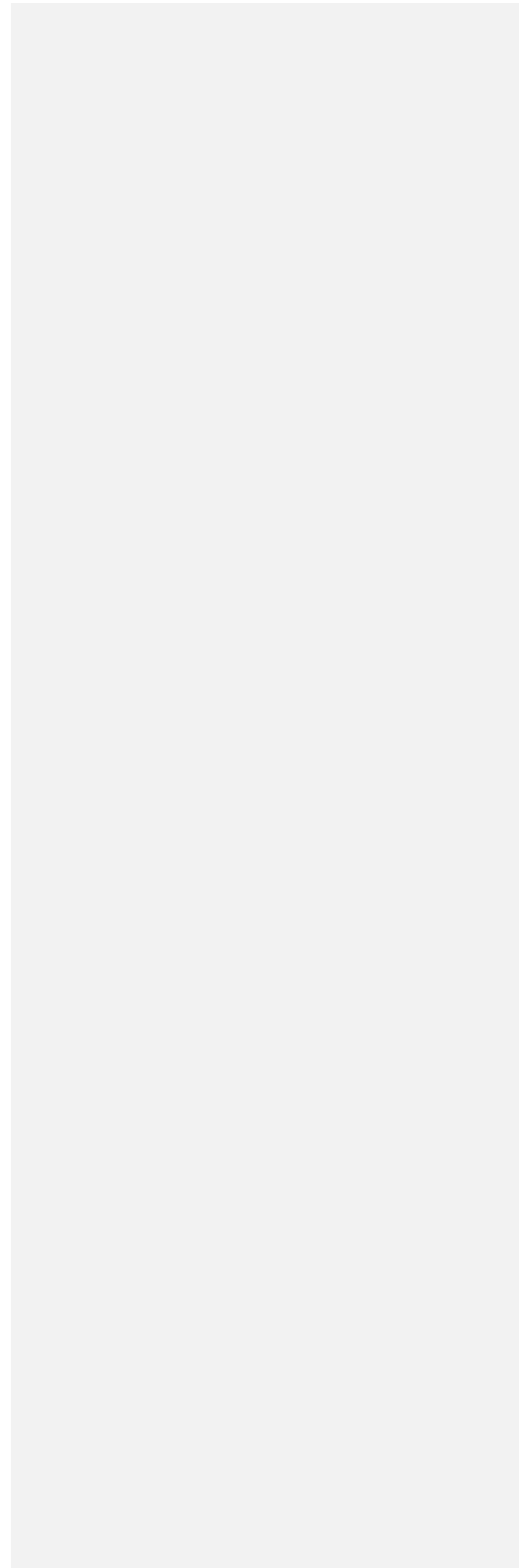
[insert response]

Improvement Plan(s)

[insert response if applicable]

Evidence List

[insert list]



For III.D: Evidence with no link is in the Evidence Folder on SharePoint; we will be revising this with live links soon.

D. Financial Resources

Planning

1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

Evidence of Meeting the Standard

- III.D.1-1 CCCCC Exhibit A
- III.D.1-2 CCCCC Exhibit R
- [III.D.1-3 Educational Master Plan](#)
- III.D.1-4 FY 16.17 Financial Audit Report
- III.D.1-5 FY 17.18 Unrestricted Allocation
- III.D.1-6 FY 18.19 College Budget
- III.D.1-7 Grant Proposal Development Flow Chart
- III.D.1-8 List of External Grants
- III.D.1-9 Measure H Bond Funded Projects
- III.D.1-10 Resource Allocation Model
- [III.D.1-11 SMCCCD Board of Trustees, Board Policy 8.11 District Budget](#)
- [III.D.1-12 SMCCCD Board of Trustees, Administrative Procedure 8.11.1 District Budget](#)
- [III.D.1-13 SMCCCD Board of Trustees, Board Policy 8.00 Fiscal Management](#)
- [III.D.1-14 SMCCCD Board of Trustees, Administrative Procedure 8.00.1 Fiscal Management](#)
- III.D.1-15 SMCCCD Budget Development Process
- [III.D.1-16 SMCCCD Facilities, Cañada College B1N Kinesiology and Wellness](#)
- [III.D.1-17 SMCCCD Facilities, Cañada College B23 New Science and Technology Building](#)
- III.D.1-18 SMCCCD Innovation Fund Report, FY 16.17
- [III.D.1-19 SMCCCD Strategic Plan](#)
- III.D.1-20 Three-Year Revenue Projections

Analysis and Evaluation

Cañada College is part of the San Mateo County Community College District (SMCCCD), a three-college district. It has sufficient revenues to support educational improvement and innovation. As a community-supported district, SMCCCD is fortunate to have property taxes in excess of the state determined revenue limit. This means that the College has resources available that would not be possible as a state-funded institution. Finances are managed with integrity in a manner that ensures short and long-term financial stability. Resources are allocated using a process that provides a means to fund institutional improvements and maintain student success.

Fiscal policies^{i, ii} are codified as Board Policies to guide the effective management of fiscal affairs in a manner which ensures fiscal stability and integrity in resource allocations. The District's annual audits have had no fiscal findings or audit adjustments over the last 3 yearsⁱⁱⁱ. The College's site allocation of unrestricted general funds is a proportional share of the SMCCCD local revenue and annual expenditure budget based on the District's resource allocation model^{iv}. The College has an EMP^v that is integrated with the District Strategic Plan^{vi},

and the District provides funding to the College specifically for the implementation of this plan over the last 3 years^{vii}.

For the 2017-2018 fiscal year, the College's total unrestricted fund budget was \$25.2 million^{viii}. This budget funds the general operating expenses of the institution. For the 2018-2019 fiscal year, the College total unrestricted budget is \$27.9 million (III.D.1-04). Personnel costs comprise 95% of the college's unrestricted general fund budget. The remaining 5% of the College's budget is allocated for supplies, materials, operating costs, and capital outlay^{ix}. The District funds some of the direct college operating costs such as utilities. The District is community supported, meaning that the District does not receive state apportionment and is directly funded by local property tax revenue^x. The increase in unrestricted funds from prior year levels is the result of increases in local property tax revenue. The College receives restricted funds for state-funded categorical programs, local revenue such as parking and health fees, and externally funded grants^{xi, xii}. The unrestricted and restricted budgets combine to provide the college the resources necessary to support and sustain student learning programs and services and to improve institutional effectiveness.

Voters approved Measure H in November 2014, a general obligation bond to improve and construct educational facilities at all three campuses in the District. The College's share of Measure H is approximately \$102 million^{xiii}. With this revenue, the College has been able to fund important new projects from the SMCCCD Facilities Master Plan including a new Kinesiology and Wellness Center^{xiv} as well as a new Science and Technology Building^{xv}.

The District prepares and provides the College with 3-year revenue projections annually to ensure sufficient resources are available for short and long-term planning. The projections indicate the District can balance its budget for each of the 3 years included in the projections. The District also has reserves in the unrestricted general fund that routinely exceed the State's recommended reserve of 5% and the college maintains a healthy contingency fund^{xvi}. In addition to the unrestricted general fund budget, the College also relies on restricted funds such as grants to support its mission. All grants are developed to directly support the mission and priorities of the College. Grant planning includes faculty and staff who ultimately implement the projects^{xvii}. Examples of recently funded grants that support the college mission include:

- HSI Stem Ganas
- HSI ESO Adelante
- Promise Innovation

The District follows established policies^{xviii, xix} and procedures^{xx, xxi}, regulations, and accepted accounting practices^{xxii} in managing resources. The District annual audit reports reflect the integrity of the institution's financial management and stability^{xxiii} (III.D.1-03).

2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard

- III.D.2-1 Budget Projection Discussion
- [III.D.2-2 Educational Master Plan \(EMP\)](#)
- III.D.2-3 Enrollment and Productivity Report
- [III.D.2-4 FY 2017.2018 External Audit Report](#)
- III.D.2-5 Integrated Planning Calendar
- [III.D.2-6](#) PBC meeting discussing the college's mission review process (September 20, 2017; p. 3-4, Item II.F)
- [III.D.2-7](#) PBC meeting discussing the 3-year budget projections, new position approvals, and a budget development timeline (February 21, 2018; p. 2-3, Items II.4 Three-year Budget Projections, II.5 New Position(s) Approval, II.6 Budget Development Timeline)
- [III.D.2-8](#) PBC meeting discussing College Budget Principles (March 21, 2018; p. 3, Item II.5)
- [III.D.2-9](#) PBC meeting discussing the FCMAT Report Update and the Enrollment Management Task Force (September 5, 2018; p. 1, Item 2 FCMAT Report Update; p. 2-3, Item 6 Enrollment Management Task Force)
- [III.D.2-10](#) PBC meeting discussing integrated planning and budgeting for the college (September 6, 2017; p. 2, II.A Integrated Planning and Budgeting)
- [III.D.2-11](#) Program Review, Process
- III.D.2-12 Sample Budget Availability Report, Enrollment Services
- III.D.2-13 Sample Program Review
- [III.D.2-14](#) SMCCCD Board minutes approving the FY 2018-19 Budget (September 12, 2018; Item 18-9-101B, p. 7-9)
- [III.D.2-15](#) SMCCCD Board of Trustees Agenda Packet for June 21, 2018 (p. 49-78, Item 18-6-102B Adoption of the 2018-19 Tentative Budget)
- [III.D.2-16](#) SMCCCD Board Website
- [III.D.2-17](#) SMCCCD Financial Services, FY 18-19 Budget Report

Analysis and Evaluation

Financial planning and associated resource allocation is integrated into the college planning processes and aligned with the institution's mission and goals. PBC has developed guiding principles to effectively support budget development and resource allocation decisions^{xxiv}. The College's resource allocation process is designed to support the achievement of its plans and goals through funding of needs identified through the program review process. The District and College have a variety of financial controls in place to ensure fiscal stability including board policies and administrative procedures that guide the budget development process. The workflow for requisitions and expenditures requires approval at the budget manager level, college VP level, and ultimately by the District Budget Officer before any expenditure can be made. The effectiveness of these financial controls is evidenced in the District Annual Budget Report^{xxv}.

The District's prudent approach to fiscal management and strong reserves mitigates cash flow deficiencies stemming from delayed revenue streams. The District has sufficient insurance to

cover its needs. Areas covered by self-funded insurance are supported by sufficient reserves to handle financial emergencies.

The college mission is at the forefront of annual fiscal planning through annual review and discussion of the mission statement during participatory governance meetings^{xxvi}. The EMP provides strategic direction that serve as college goals which inform financial planning and decision-making for the College^{xxvii}. Resources are allocated to programs and services that align with the college mission through an integrated planning process using program review as the primary mechanism for identification of program and area needs^{xxviii}.

All instructional departments, student services areas, and administrative units conduct program reviews to evaluate effectiveness leading to improvement every 2 years. These reviews demonstrate alignment with the college mission and strategic goals, highlight areas of strength, describe assessment results, and request resources needed to make improvements^{xxix}. Personnel requests, funding allocations, facilities improvement, and technology purchases are initiated through the program review process. Items requested in program review are prioritized at the department and division levels. Compiled resource requests are then prioritized by the appropriate planning council and ultimately reviewed by the PBC to provide a funding recommendation to the President^{xxx}.

The College's general fund budget is developed using the District Resource Allocation Model and includes FTES goals. The College uses data and reports to carefully manage student enrollment and monitor budget expenditures in order to monitor enrollment goals while staying within its financial means^{xxxi, xxxii}. The College maintains a sufficient ending balance each year to maintain a reserve needed for emergencies^{xxxiii}. The District has reserves in the Unrestricted General Fund that routinely exceed the State's recommended reserve of 5%^{xxxiv}. The District plans its cash flows carefully as the bulk of its funds come twice a year, in December and in April. While the District used to issue Tax Revenue Anticipation Notes, the cash balances are sufficient such that TRANs are no longer needed.

The SMCCCD Executive Vice Chancellor provides regular budget information to the Board of Trustees. Information provided includes tentative budget, adopted budget, district innovation fund projects, and quarterly budget reports^{xxxv}. The Board approves the annual budget^{xxxvi} and external audit reports^{xxxvii} in an open public session. Representatives from each college are in attendance at board meetings, and all information presented to the Board is publicly available^{xxxviii}. The Board receives updates about progress on the District's strategic plan as part of the tentative budget approval in June and adopted budget approval in September. These updates include budget and actual spending as well as progress on the goals set in the plan^{xxxix}.

The President provides information regarding enrollment and related matters to the campus community through the governance process and general communications in order to link financial decisions to institutional planning^{xl}. Budget information is regularly presented to the PBC; members report information back to their stakeholders, gather input from their constituencies, and return to PBC for further discussion^{xli, xlii}.

Detailed financial information is available to the College through the college's Banner enterprise resource system and WebSmart information system. Managers and staff have access to

financial information reports at the department, division, and college levels. The Business Office provides regular financial reports for the campus community to view^{xliii}.

The District has a \$350,000 deductible for its workers compensation insurance, and the estimated liability for incurred but not reported costs is fully funded. The District completes and actuarial study each year for workers compensation to determine the rate we charge ourselves. The District has property, inland marine, and boiler and machinery insurances with a deductible of \$150,000. The District has liability insurance in two layers with a \$150,000 deductible. The District budgets for insurance claims within the deductibles and maintains a reserve for claims.

3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence of Meeting the Standard

- III.D.3-1 Annual Integrated Planning Calendar
- III.D.3-2 Budget Office
- III.D.3-3 DCBF Agenda 05.15.2018
- III.D.3-4 DCBF Minutes 04.17.2018
- III.D.3-5 Educational Master Plan (EMP)
- III.D.3-6 FY 18-19 College Tentative Budget Presentation
- III.D.3-7 FY 18-19 District Tentative Budget Presentation
- III.D.3-8 FY 18-19 College Budget Principles
- III.D.3-9 FY 18-19 Resource Allocation Model
- III.D.3-10 FY 18-19 Resource Requests, Detailed
- III.D.3-11 FY 18-19 Resource Requests, Summary
- III.D.3-12 PBC Agenda 05.16.2018
- III.D.3-13 PBC meeting discussing the 3-year budget projections, new position approvals, and a budget development timeline (February 21, 2018; p. 2-3, Items II.4 Three-year Budget Projections, II.5 New Position(s) Approval, II.6 Budget Development Timeline)
- III.D.3-14 PBC meeting discussing the FCMAT Report Update and the Enrollment Management Task Force (September 5, 2018; p. 1, Item 2 FCMAT Report Update; p. 2-3, Item 6 Enrollment Management Task Force)
- III.D.3-15 SMCCCD Board of Trustees Agenda Packet for 21 June 2018 (p. 49-78, Item 18-6-102B Adoption of the 2018-19 Tentative Budget)
- III.D.3-16 SMCCCD Financial Services, Budget
- III.D.3-17 SMCCCD Financial Services, FY 18-19 Budget Report
- III.D.3-18 SMCCCD Integrated Budget Planning Calendar

Analysis and Evaluation

The College's financial planning and resource allocation are integrated in the planning process, and college processes are clearly defined. Established processes for financial planning and budget development are communicated to the college and made publicly available. The College's processes are used to ensure consistent participation in financial planning and budget development using the participatory governance structure and through open, transparent communication with the College.

The District^{xliv} and College^{xlv} have established clearly defined policies and procedures for financial planning in budget development. The District provides a resource allocation model^{xlvi}

approved by the DCBF to guide the budget and allocation processes. Resource allocation to the colleges follows a budget timeline^{xlvii} that is approved by the Board of Trustees and is publicly available. The budget timeline^{xlviii} is shared with the PBC, the college participatory governance council responsible for recommending the tentative budget to the President^{xliv}. Budget development at the College is completed within the timeline and submitted to the District.

The College receives notice of the initial annual budget allocation following review at the district level. At the college level, allocation of financial resources is managed in manner to effectively fulfill the college mission and work toward achieving the strategic directions outlined in the EMPⁱ. In order to ensure that college resources are aligned with the mission, guiding principles adopted by PBC are used and budget development is completed through the college governance structure^{li}. The College uses the initial allocation to develop the budget using three major cost centers: permanent personnel, hourly personnel, and operating costs. The VP-AS is responsible for creating the tentative college budget in May^{lii} and presents the budget to PBC for review and approval^{liii}. The budget is then sent to the President for final review before submission to the District.

The Executive Vice Chancellor uses the tentative college budget approved through the governance structure to complete the district tentative budget^{liv}. In accordance with California Education Code, the Board of Trustees adopts the district tentative budget^{lv}. Upon adoption of the statewide budget and final San Mateo County property tax revenue, the District provides a revised Resource Allocation Model with adjusted revenue^{lvi} so the College can prepare a final budget accordingly. The College adopted budget is presented to PBC in September before final adoption by the Board of Trustees^{lvii}.

College resource allocations support the strategic goals through the provision of resources identified in program review. In addition to program review, departments have opportunity to submit resource requests for consideration^{lviii}. This process ensures that institutional needs, such as replacement of equipment in classrooms, are included in the development of the budget and allocation of resources. Resource requests must provide evidence of supporting the college mission and EMP goals^{lix}. When making allocations, PBC uses the Guiding Principles to establish priorities in alignment with the mission and strategic directions in order to evaluate requests.

The DCBF is a district-wide participatory governance group that reviews the annual Resource Allocation Model^{lx, lxi}. The Resource Allocation Model determines the distribution of unrestricted general fund resources and serves to ensure allocation of resources through alignment with State guidelines.

Fiscal Responsibility and Stability

4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard

- III.D.4-1 Budget Availability Report, English Department
- III.D.4-2 College Integrated Planning Calendar
- III.D.4-3 FY 18-19 College Adopted Budget

- [III.D.4-4](#) FY 18-19 College Tentative Budget Presentation
- [III.D.4-5](#) FY 18-19 Prioritized Resource Requests
- [III.D.4-6](#) FY 2018-19 College Budget Principles Presentation
- [III.D.4-7](#) PBC Agenda 05.16.2018
- [III.D.4-8](#) PBC meeting discussing integrated planning and budgeting for the college (September 6, 2017; p. 2, II.A Integrated Planning and Budgeting)
- [III.D.4-9](#) PBC meeting discussing a budget update and the resource request process (February 7, 2018; p. 2, Items II.3 Budget Update, II.4 Resource Request Process)
- [III.D.4-10](#) SMCCCD Board Agenda Packet for September 12, 2018 (p. 29, Item 18-9-101B Adoption of the 2018-19 Final Budget)

Analysis and Evaluation

Financial information is readily available to college faculty and staff, allowing planning to realistically reflect the college's available resources. College leadership regularly communicates projected and actual revenue and expense information to support informed fiscal decision-making. The processes for resource allocation are clearly outlined in the College Integrated Planning Model^{lxii}. Individuals involved in institutional planning receive accurate information regarding available funds, including the annual budget showing ongoing and anticipated financial commitments. The College establishes funding priorities in a manner that supports achievement of the institution's mission and goals.

The College budget is developed through an iterative process that begins with review of position control—permanent employees' salaries and benefits—to ensure accuracy of payroll accounts and staffing information. Of the college's 2018/2019 general fund budget, 95% was committed to salaries and benefits with the remaining 5% budgeted for supplies, travel, maintenance, and other operating costs^{lxiii}.

PBC establishes recommendations for the allocation of resources^{lxiv, lxv}. PBC uses a set of guiding principles^{lxvi} to ensure resource decisions are based on alignment with the college mission and goals. PBC receives a list of needs identified through the annual program review process once the requests have been prioritized by the division and corresponding planning council. Upon receipt of the prioritized lists, the PBC reviews all the requests and forwards a master prioritized list as a funding recommendation to the President^{lxvii}.

The District Executive Vice Chancellor provides regular reports to the Board of Trustees and college leadership about the status of state funding and annual budget assumptions^{lxviii}. This information is shared at the college level and readily available throughout the planning process^{lxix}. Budget managers and administrative staff have access to financial information through the Banner financial management system.

Budget and expenditure information is available to all college employees through the SMCCCD portal and management has access to real-time budget reports through Banner^{lxx}. The VP-AS provides regular reports to the President's Executive Team, College Cabinet, College Council, and PBC throughout the year^{lxxi, lxxii}.

5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard

III.D.5-1 Accounts Payable Process Overview III.D.5-05:

III.D.5-2 College Budget Projections FY 18-21

III.D.5-3 PBC meeting discussing the 2016-2017 Mid-Year Report (February 1, 2017; p. 2-3, Item II.C 2016-2017 Mid-Year Report)

III.D.5-4 PBC meeting discussing the 3-year budget projections, new position approvals, and a budget development timeline (February 21, 2018; p. 2-3, Items II.4 Three-year Budget Projections, II.5 New Position(s) Approval, II.6 Budget Development Timeline)

III.D.5-5 Sample Banner Requisition

III.D.5-6 SMCCCD General Services, General Purchasing Procedures

Analysis and Evaluation

The College's budget managers and appropriate staff have real-time access to Banner's reliable and timely financial information in order to guide their decision-making. The College budget accurately reflects institutional spending and has credibility with the end-users. Funds are allocated in a manner that supports achieving institutional goals and effectiveness. System security clearances are controlled and assigned based on individual job requirements. The number of staff with a high level of system access is carefully limited. Controls within the Banner system and a strong set of internal controls work together to ensure the financial integrity of the College and the District. PBC reviews and discusses the budget multiple times during the academic year as part of planning for current and future fiscal needs.

The annual budget development process begins with a review of the prior year's budget, including revenue, expenses, and assumptions. This provides the opportunity for the College to prepare multi-year projections and conduct an analysis of expenditures in order to determine what adjustments are needed to reflect projected institutional spending. Each year, multi-year projections are presented to the college for thorough review and discussion during the preliminary stages of the budget development process^{lxxxiii}. The College relies on a budget development process grounded in program review and learning outcome assessment to support financial decision making including funding instructional equipment^{lxxxiv}. PBC reviews the college budget regularly to evaluate the effectiveness of the institution's fiscal planning. This review informs plans for current and future budget needs^{lxxxv}.

Responsible and appropriate use of financial resources is ensured through a variety of internal control mechanisms. The District uses Banner as the enterprise resource system to record financial data and to process financial transactions. The system has multiple control mechanisms built in to assure the responsible and appropriate use of the college's fiscal resources. For example, purchase requisitions generated electronically in Banner require a valid account number, available budget, and multiple layers of approvals^{lxxxvi}. Budget transfers require review and approval of the appropriate department administrator and the College Business Officer before going through approval at the District level^{lxxxvii}.

6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard

- [III.D.6-1](#) Administrative Services, Budget Office
- III.D.6-2 Budget Development Guidelines
- III.D.6-3 Budget Development Tasks
- III.D.6-4 CCC Contracted District Audit Manual
- III.D.6-5 FY 14-15 Audit
- III.D.6-6 FY 15-16 Audit
- III.D.6-7 FY 16-17 Audit
- [III.D.6-8](#) FY 17-18 Audit Report
- [III.D.6-9](#) FY 2018-19 College Budget Principles Presentation
- [III.D.6-10](#) PBC meeting discussing the college budget priorities for FY 2018-19 (March 7, 2018; p. 2, Item II.7 College Budget Priorities)
- III.D.6-11 PBC Meeting Minutes 05.16.2018 (not yet available)
- [III.D.6-12](#) SMCCCD Board of Trustees Agenda Packet for June 21, 2018 (p. 49-78, Item 18-6-102B Adoption of the 2018-19 Tentative Budget)
- III.D.6-13 SMCCCD Budget Development Process
- [III.D.6-14](#) SMCCCD Financial Services, FY 18-19 Budget Report

Analysis and Evaluation

The College's financial documents reflect an inclusive budget development process that includes programs, departments, divisions, governance groups and the Board of Trustees. The inclusive process ensures a final budget that appropriately allocates financial resources to support student learning programs and services.

Annual audit reports reflect a high degree of credibility and accuracy, and the PBC is informed of the District audit report results.

The District's financial statements are audited annually in accordance with the California State Chancellor's Office California Community College Contracted District Audit Manual^{lxxxviii}. The District received an unmodified audit for the past four years^{lxxxix, lxxx, lxxxj}. The unmodified audit reports are reflective of the high degree of credibility and accuracy of the District's financial documents.

All District financial information is presented to the Board of Trustees in the Tentative Budget Report^{lxxxii} (III.D.6-05), Final Budget Report^{lxxxiii}, and the Annual Audit^{lxxxiv}. Information presented to the Board is also communicated at the college level to the various participatory governance groups^{lxxxv, lxxxvi} and made available on the website^{lxxxvii}.

The college budget is an accurate reflection of institutional spending. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation of resources to support student learning programs and services. PBC is informed of budget changes and implications^{lxxxviii}. PBC members report summaries of discussions to their constituency groups and report back any further discussion items at a subsequent PBC meeting under the standing item 'Planning Council Reports'^{lxxxix}. The budget development process includes program managers, deans, vice presidents, and their support staff^{xc, xci, xcii}.

7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

[III.D.7-1](#) FY 14-15 Audit

[III.D.7-2](#) FY 15-16 Audit

[III.D.7-3](#) FY 16-17 Audit

[III.D.7-4](#) FY 17-18 Audit

[III.D.7-5](#) SMCCCD Board of Trustees, Board Packet for 28 January 2018 (p. 94, Item 18-1-100B Receipt and Acceptance of the 2016-17 District Audit Report)

Analysis and Evaluation

The District conducts an annual external financial audit. Information regarding the annual audit, including information about budget, fiscal conditions, financial planning, and audit results are communicated at the college level. The continued unmodified annual audit report reflects that budget information, including the fiscal condition, financial planning, and audit results is sufficient in content and timing to support institutional and financial planning and financial management.

The District regularly evaluates its financial and internal control systems for validity and effectiveness, and the results of this assessment are used for improvement. There have been no findings in the last four years of audits^{[xciii](#), [xciv](#), [xcv](#), [xcvi](#). Audit reports are made publicly available and presented to the Board of Trustees annually^{[xcvii](#)} (III.D.7-05). The results of audits are shared and discussed at the campus level through the governance structure.}

8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard

[III.D.8-1](#) FY 17-18 Audit Report

[III.D.8-2](#) Grants Development and Management, Overview

III.D.8-3 Grants Roles and Responsibilities

III.D.8-4 Measure H Bond Expenditures 09.30.2016

[III.D.8-5](#) SMCCCD Bond Oversight Committee, Overview

[III.D.8-6](#) SMCCCD Financial Services, Internal Audit College Internal Audit Group (CIAG)

Analysis and Evaluation

District and College financial and internal control systems are regularly evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement. Special funds are audited or reviewed by funding agencies on a regular basis, with no recent findings. SMCCCD annual audits demonstrate the integrity of appropriate and effective financial management practices. Expenditures from grants and special funds are made in a manner consistent with the intent and requirements of the funding source, and bond expenditures are consistent with regulatory and legal restrictions. Internal control systems are regularly reviewed at the District and College level.

Financial management processes are reviewed after each audit to identify any areas where improvement can be made. The audit reports examine the District's and College's financial management processes and provide, when necessary, recommendations to strengthen and

improve the institution's financial processes, internal controls, and accountability^{xcviii}. Bond expenditures^{xcix} are regularly reviewed and are consistent with regulatory and legal restrictions^c.

Special fund expenditures, such as grant and categorical funds, are made according to the strict guidelines of the project as authorized by the funding agency. The College provides processes, guidelines, and support to ensure project managers expend funds in a manner consistent with the intent and requirements of the funding source^{ci, cii}.

In addition to the annual external audit, CIAG reviews college financial management practices and provides feedback and recommendations for improvement^{ciii}. For example, the CIAG may review or make recommendations to improve cash handling procedures or operations at the Cashiers' Office. The College Business Office also conducts operational audits to further reduce risk associated with internal controls, processes, and procedures.

No internal control deficiencies were noted in annual audit reports for the past four years, and no recommendations have been cited regarding the financial management of grants or special funds.

9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard

III.D.9-1 Liability Insurance Summary III.D.9-02:

III.D.9-2 SMCCCD Board Agenda Packet for 12 September 2018 (p. 29, Item 18-9-101B Adoption of the 2018-19 Final Budget)

Analysis and Evaluation

The College and District's conservative approach to fiscal management ensures sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences. As a result of strong cash flows, the District does not need to issue Tax and Revenue Anticipation Notes (TRANs). With the current strong cash position of the District, it is not likely the District will require debt financing in the foreseeable future. The District's level of unrestricted fiscal reserves (13%) is above the state recommended level of 5% and is more than adequate to meet financial emergencies and unforeseen occurrences.

Every year, College and District ending balances are tracked and analyzed. As a community supported district, SMCCCD has a strong financial position with a healthy ending balance. The District's financial position and integrated planning activities to maintain fiscal stability are indicated in the annual budget adopted by the Board^{civ}. To further ensure financial stability, the Board directed staff to increase reserves to 13%, well above the state recommendation of 5%. The District's reserve includes reserves for budget contingency, emergency response, and cash flow^{cv}. The contingency reserve is not a budgeted line item as there is no intention to expend these funds except in an emergency.

The District monitors risk regularly to assure appropriate levels of insurance coverage. The District maintains insurance coverage that includes employee, property, casualty, and liability

insurance in accordance with the responsibility to protect college assets from losses that would place the College at fiscal risk^{cv}.

10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard

- III.D.10-1 Bond Oversight Committee 2016 Annual Report to the Community
- [III.D.10-2](#) FY 14-15 Audit
- [III.D.10-3](#) FY 15-16 Audit
- [III.D.10-4](#) FY 16-17 Audit
- III.D.10-5 FY 18-19 Reserve Information
- III.D.10-6 FY 18-19 Resource Allocation Model
- [III.D.10-7](#) San Mateo County Community Colleges Foundation, About the Foundation
- III.D.10-8 SMCCCD and BankMobile Master Agreement
- III.D.10-9 SMCCCD BankMobile Compliance Handbook
- [III.D.10-10](#) SMCCCD Board of Trustees Agenda Packet for 20 March 2018 (p. 101, Item 18-3-100B Acceptance of the 2017-18 Mid-year Budget Report and Approval of Budgetary Transfers and Income Adjustments for the Period Ending December 31, 2017)
- [III.D.10-11](#) SMCCCD Board of Trustees, Board Policy 8.05 District Financial Audits
- [III.D.10-12](#) SMCCCD Board of Trustees, Administrative Procedure 8.05.1 Audit
- [III.D.10-13](#) SMCCCD Board of Trustees, Board Policy 8.14 Bond Oversight Committee and Accountability Measures
- [III.D.10-14](#) SMCCCD Bond Oversight Committee, Overview

Analysis and Evaluation

The College and District practices effective oversight of all finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets. Funds are separated in accordance with state and federal guidelines, and reliable budget information is available to all program managers and administrators. The College has established processes to regularly assess the use of financial resources and ensures all financial resources are used appropriately and effectively. It maintains compliant with Federal Title 4 and other external funding agencies and has no recent audit findings. Internal controls and processes are regularly evaluated and the results of the evaluation are used to improve practices.

The College provides appropriate and effective oversight of finances through monitoring and provision of regular financial reports to managers who manage their respective programs and funding sources. The District ensures it assesses its use of financial resources systematically and effectively through the separation of funding sources and bank accounts. The Board receives regular budget reports and updates on all funds^{cvii}. All college funds, including those specific to financial aid, grants, externally funded programs, contractual relationships, and auxiliary operations are subject to an annual independent external audit, per board policy^{cviii} and administrative procedure^{cix}.

The College and District have worked collaboratively to review expenditures and align budgets with enrollment projections to ensure adequate funding for student outcomes and institutional effectiveness. The district resource allocation model uses enrollment projections as an integral

component of how funding is allocated to the College^{cx}. In the event of unforeseen emergencies, the District maintains a reserve well above the state recommendation of 5%^{cxl}. The District also maintains a healthy ending balance to ensure multi-year special projects and activities are funded. Ending balances for the last 3 years are as follows:

- FY 17/18 ending balance: \$38,177,408
- FY 16/17 ending balance: \$33,882,786
- FY 15/16 ending balance: \$32,185,620

The District maintains compliance with federal Title IV rules and regulations through systematic review and updating of related policies, procedures and business practices. Recent external audit findings related to Title 4 indicate no findings^{cxii, cxiii, cxiv}. The District holds a contract with BankMobile to service financial aid disbursement that is in compliance with federal regulations and accreditation requirements^{cxv}. Reconciliation of all financial aid funds is completed after each transmittal to students and finalized at the end of the fiscal year^{cxvi}.

The San Mateo Community College Foundation is a separate 501 (c)(3) with the purpose of supporting the College and our students through the provision of scholarships and other program funding^{cxvii}. The District maintains a contractual agreement with the Foundation and provides financial oversight of the Foundation. Accounting services are provided to the Foundation to ensure appropriate separation of duties regarding processing of cash. The Foundation's annual audit and 990 tax returns are posted on the Foundation website and reported to the Board of Trustees^{cxviii}.

The SMCCCD Bond Oversight Committee is responsible for ensuring appropriate expenditure of Measure H bond funds and for providing information to the public regarding bond expenditures^{cxix}. Bond Oversight Committee members are appointed by the SMCCCD Board of Trustees and its meetings are governed by the Brown Act^{cxix}. The Committee issues an annual report detailing activities related to bond expenditures and all meetings are open to the public^{cxxi}.

Liabilities

11. The level of financial resources provides a reasonable expectation of both short- term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard

III.D.11-1 College Budget Projections FY 18-21

[III.D.11-2 Educational Master Plan \(EMP\)](#)

III.D.11-3 FY 18.19 Resource Allocation with Assumptions

III.D.11-4 Integrated Planning Calendar

[III.D.11-5 SMCCCD 2015 Amendment to the 2011 Facilities Master Plan](#)

[III.D.11-6 SMCCCD Strategic Plan](#)

[III.D.11-7 Technology Plan](#)

Analysis and Evaluation

The College considers short- and long-term plans and priorities when making financial decisions to assure fiscal stability. The District plans for payments of long-term liabilities and obligations including health benefits, insurance costs, and building maintenance costs. Long-range financial priorities including expected benefit increases, compensation increases, STRS/PERS increases and debt payments are included in multi-year projections and evaluated annually. The College uses processes to conduct short- and long-term fiscal planning and develop priorities for resource allocation. Resources are allocated annually for payment of liabilities and increase reserves to address long-term obligations. Resources are directed to actuarially developed plans for Other Post-Employment Benefit (OPEB) obligations.

The College reviews multi-year projections provided by the budget office each year as part of the annual planning process to provide the information necessary for financial planning^{cxvii}. The College's integrated planning process provides the opportunity to incorporate planning, budgeting, personnel, resource allocation, and evaluation throughout the year with consideration of short- and long-term financial planning^{cxviii}. All planning is grounded by the College mission and is focused on student success. College plans such as the EMP^{cxix}, Technology Plan^{cxv}, District Strategic Plan^{cxvi}, and Facilities Master Plan^{cxvii} provide direction for allocation of resources and both short- and long-term financial solvency. The adopted Guiding Principles for resource allocation and program review provide processes which allow the College to identify one-time and on-going needs to address in the budgeting process.

The District provides leadership in planning to meet major long-term needs and priorities such as retiree health benefit liability, capital improvements, and pension rate increases. The District considers these needs annually during budget development and is reflected in the planning assumptions and allocation in the resource allocation model^{cxviii}. The College considers other short- and long-term liabilities such as faculty unity banking, compensated absences, and instructional equipment replacement during its budgeting process.

With its current community-supported status, the District is no longer solely dependent on State apportionment, allowing for more predictable revenue projections for short- and long-term planning. The majority of revenue is received twice a year in December and April, when the County distributes tax revenue. Between the months of July and December, without significant cash receipts, cash management is vital. In order to simplify the process and obtain the best pricing for issuance costs, the District participates in the California School Boards Association (CSBA) California Reserve Program for issuance of tax-exempt tax revenue anticipation notes (TRANs). In past years, it had been standard practice to issue TRANs to provide the necessary cash flow to fund District operations to meet payroll and other District obligations during the months before property taxes are available. However, due to its favorable financial position the District has not issued TRANs for cash flow purposes in several years.

12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

[III.D.12-1](#) SMCCCD Financial Services, FY 18-19 Budget Report

Analysis and Evaluation

SMCCCD uses prudent fiscal management practices to identify and plan for long-term liabilities and obligations in order to maintain the fiscal stability of the College and District. The District fully funds its annual OPEB obligation based on current actuarial studies. Recent audit reports note that the District is in compliance with GASB 45.

The District maintains implementation and oversight responsibility in meeting major long-term liabilities and obligations such as Other Post-Employment Benefits (OPEB), compensated absences, and other employee-related obligations. The reserve fund for Post-retirement benefits budget for 2018-2019 totals \$5.9 million. The fund consists of interest income and transfers from other funds. In compliance with GASB 45 requirements, the District uses an actuarial study to determine overall liability of post-retirement medical benefits and future medical costs. In 2009, the District established an irrevocable trust, the Futuris Other Post-Employment Benefits (OPEB) Trust. The Trust allows the District cash management flexibility and long-term investments that will receive a better return, ultimately reducing the long-term liability. In 2017-18, the District deposited \$12.2 million into this irrevocable trust and the current budget allows for an additional \$2.6 million by the end of June 2019^{cxix}.

The District's Investment Trust portfolio had an ending asset allocation in mutual funds of 50% in fixed income funds, 45% in equity funds (equity funds comprised 36% in domestic equity and 9% in international equity) and 5% in real estate. The value of the portfolio as of June 30, 2018 was \$114.9 million and includes contributions during the year of \$12.2 million. The District contracted with Geoff Kischuk of Total Compensation Systems, Inc. to prepare an Actuarial Study of Retiree Health Liabilities in compliance with Governmental Accounting Standards Board (GASB) Statements 74 and 75. The last actuarial report (September 2017) indicates that the District's liability is almost fully funded at 98%. The District anticipates this liability will be fully funded after additional contributions of \$2.6 million in fiscal year 2018-19. The District's Retirement Board of Authority (RBOA) maintains oversight of retirement fund investments^{cxix}.

13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard

[III.D.13-1](#) SMCCCD Board of Trustees, Board Policy 8.06 Investment of District Funds

[III.D.13-2](#) SMCCCD Financial Services, FY 18-19 Budget Report

[III.D.13-3](#) SMCCCD Investment Procedures

Analysis and Evaluation

The District issued a general obligation bond for capital improvement projects and the use of these funds are tracked and monitored by fund number. The planning, allocation, and tracking of funds demonstrate the proper use and management of the funds. In addition, the annual audit report of the District's long-term liabilities and financial statements demonstrates a high level of integrity and the use and repayment of these funds. There are no audit findings on financial integrity or misuse of funds. The District ensures that locally incurred debt repayment schedule does not have an adverse impact on meeting all current fiscal obligations.

The District issued a general obligation bond for capital improvement projects in 2015 and these funds are tracked by fund number. The planning, allocation, and tracking of these funds demonstrate proper use and management of these funds. The \$388 million bond measure allows the District to complete modernization/construction/reconstruction projects as indicated in the 2015 Facilities Master Plan Amendment. As of June 30, 2017, the District has expended \$26,185,152 and committed \$218,185,152 of Measure H funds.

The District uses a debt service fund to account for the accumulation of resources for, and the payment of, general long-term debt. Revenue to this fund comes from the assessed property taxes to pay off the General Obligation Bond (Measure H). The District budget for debt service in 2017-18 was \$54,369,200, which includes debt reduction principal and interest payments. Estimated income is projected at \$54,421,900. The District evaluates the debt service fund annually to ensure appropriate resources are allocated for the repayment of any locally incurred debt instruments and the information is reported in the annual financial report to the Board of Trustees^{xxxxi}. District investments are guided by Board policy using a conservative yet flexible approach to deploy cash funds in various types of investment portfolios^{xxxvii, xxxviii}.

14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard

[III.D.14-1](#) FY 17/18 Audit Report

[III.D.14-2](#) SMCCCD Board Agenda Packet for September 12, 2018 (p. 29, Item 18-9-101B Adoption of the 2018-19 Final Budget) III.D14-03:

III.D.14-3 SMCCC Foundation Audit Report

Analysis and Evaluation

Ongoing management review, monitoring, and external audits provide the assurance that all expenditures are used with integrity in a manner consistent with the intended purpose of the funding source. The District performs an annual assessment of debt repayment obligations, and resources are allocated in a manner that ensures on-going fiscal stability. The District and the College ensure that financial operations of all activities are appropriately monitored.

All District funds undergo an annual external compliance audit, with no findings in the past 5 years. This includes general funds, financial aid, auxiliary funds, grant funds, and Measure H bond funds^{xxxiv}. The SMCCC Foundation also undergoes an annual external audit^{xxxv}. The District conducts an annual assessment of debt repayment obligations and allocates resources in a manner which ensures stable finances. During the annual budgeting process, debt service

payments are budgeted and reviewed by the Board of Trustees^{cxxxvi}. Because of its strong cash flow, the District has not issued certificates of participation (COP) or tax revenue anticipation notes (TRANS) in recent years.

Financial resources are managed and tracked in the Banner ERP system by their respective budget codes (fund, organization, account, program) to ensure funds are used in a manner consistent with the intended purpose of the funding source. For restricted funding sources such as state categorical or federal grant funds, revenue and expenses are carefully tracked and reviewed to ensure funds are appropriately monitored and used with the intended purpose of the funding source.

15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard

III.D.15-1 SMCCCD/BankMobile Contract

III.D.15-2 Student Loan Default Rates

Analysis and Evaluation

The District and College work diligently to monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act. The District's three-year default rate is within federal guidelines, and in the event the default rate exceeds federal guidelines a plan to reduce the rates would be created and implemented. Student loan default rates, revenue, and related matters are monitored and assessed to ensure compliance with federal regulations.

Federal student financial aid revenue and disbursements, as well as student loan default rates, are constantly monitored to ensure compliance with federal requirements. The College financial aid department and SMCCCD budget department ensure appropriate segregation of duties during the financial aid disbursement cycle to maintain Title IV compliance. Student eligibility is determined by the College financial aid department and fund management is maintained by the District. The District disburses financial aid funds through BankMobile, a third party administrator^{cxxxvii}.

Student loan default rates were X% in fiscal year 16/17, X% in 15/16, and X% in 14/15^{cxxxviii}. These are the most current default rates available. SMCCCD is in compliance with the federal regulation of less than a 30% default rate over three years. Should the District fall out of compliance, a default management plan would be created and implemented.

Contractual Agreements

16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

III.D.16-1 iContracts Screenshot

III.D.16-2 SMCCCD Board of Trustees, Board Policy 8.03 Authorized Signatures

III.D.16-3 SMCCCD Board of Trustees, Administrative Procedure 8.03.1 Designation of Authorized Signatures

III.D.16-4 SMCCCD Board of Trustees, Board Policy 8.15 Purchasing

III.D.16-5 SMCCCD General Services Website

III.D.16-6 User Guidelines for Contracts

Analysis and Evaluation

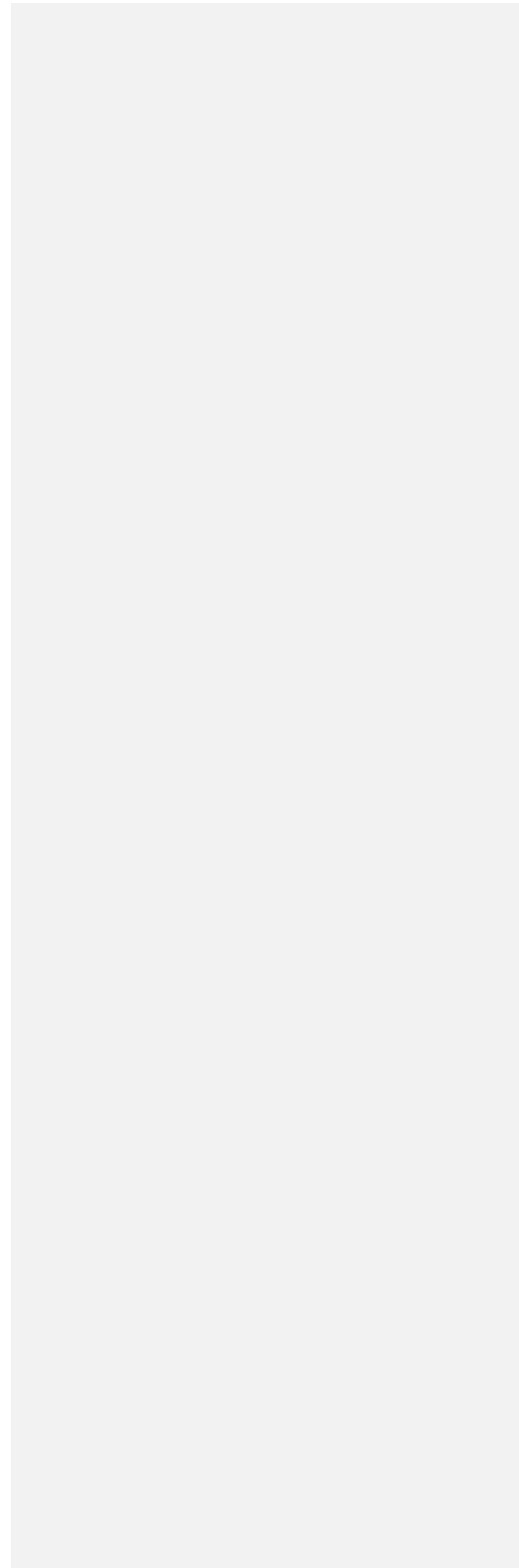
The College and District have systematic processes in place that ensure contractual agreements with external entities are consistent with the mission and goals of the College, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations. The College and District maintain control over all contracts and each contract contains provisions whereby the District can terminate contracts that do not meet required standards of quality.

All contractual agreements with external entities undergo extensive review and approval at the College and District level. Contractual agreements with external entities are usually initiated at the department or division level to achieve program or college-wide goals. Proposed agreements are reviewed and require approval by the appropriate dean, vice president, and president. Once reviewed and approved by the appropriate college personnel, agreements are sent to the District Executive Vice Chancellor's Office for processing and execution^{cxviii}. The College uses iContracts to ensure proper workflow tracking and management of all agreements with external entities^{cxl}.

According to Board Policy 8.03^{cxli} and its associated administrative procedure^{cxlii}, the Board delegates authority to the Chancellor and his designees to sign all district documents in accordance with Board policy and California Education Code. Board Policy 8.03 also delegates authority to the Executive Vice Chancellor, Chief Financial Officer, and Director of General Services to sign agreements and warrants on behalf of the District. The College process includes all agreements to be processed through the College Business Office prior to submission to the District Executive Vice Chancellor's Office for signature. To ensure college approvals of all agreements, a cover sheet with appropriate signature approvals is forwarded with the contract to the Executive Vice Chancellor's Office.

The District's Purchasing Procedures and Contract Requirements ensure compliance with Education Code, Public Contract Code, and Civil Code^{cxliii}, ^{cxliv}. Board approval is required for contracts in excess of the legal bid limit of \$90,200, any lease agreement, annual membership dues over \$25,000, and public works projects over \$175,000. Contracts are reviewed at the

District to assess risk exposure and ensure proper insurance requirements are met^{cxlv, cxlvi}. Legal counsel reviews contracts on an as-needed basis.



Conclusions on Standard III.D. Financial Resources

[insert response]

Improvement Plan(s)

[insert response if applicable]

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- ⁱ [III.D.1-13](#)
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Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

A. Decision-Making Roles and Processes

1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard

- [IV.A.1-1](#) ¡ESO! Adelante Program
- [IV.A.1-2](#) Academic Committee for Equity and Success, ACES Inquiry 2017
- [IV.A.1-3](#) Academic Senate Governing Council (ASGC)
- [IV.A.1-4](#) Administrative Planning Council (APC)
- [IV.A.1-5](#) Annual Climate Survey 2018
- [IV.A.1-6](#) Curriculum Committee
- [IV.A.1-7](#) Educational Master Plan (EMP)
- [IV.A.1-8](#) Grants Development and Management
- [IV.A.1-9](#) Instructional Planning Council (IPC)
- [IV.A.1-10](#) Learning Center, JAMS
- [IV.A.1-11](#) Professional Learning, Flex Day
- [IV.A.1-12](#) Program Review
- [IV.A.1-13](#) STEM Center
- [IV.A.1-14](#) STEM Center, MESA
- [IV.A.1-15](#) Student Services Planning Council (SSPC)

Analysis and Evaluation

Cañada College is a community college that seeks to provide an environment that fosters innovation and support. Innovation takes the form of changes to practices, new academic support programs and services, modification to existing and creation of new curriculum, and improvements to teaching and learning. The faculty, staff and students are strongly supported by the administration to take these innovative practices and put them in motion for the betterment of the college and the overall community.

The College has numerous grants that have led to the creation of new and innovative academic support programs and services, such as the Jams⁵⁰⁰ for students who need help with Math,

Commented [SH25]: Will be updating with Jan 2019 survey when available.

Physics, Chemistry, and English. Additionally, the STEM Centerⁱ, including the MESAⁱⁱ program, and ¡ESO! Adelanteⁱⁱⁱ programs support underrepresented students and help close equity gaps. These grants^{iv} are supported by the Office of the Vice President of Administrative Services and the Office of Instruction through an approval and management process. for students who need help with Math, Physics, Chemistry, and English. Additionally, the STEM Center^v[HYPERLINK "https://www.Cañadacollege.edu/stemcenter/"](https://www.Cañadacollege.edu/stemcenter/), including the MESA^{vi}[HYPERLINK "https://www.Cañadacollege.edu/stemcenter/MESA.php"](https://www.Cañadacollege.edu/stemcenter/MESA.php) program, and ¡ESO! Adelante^{vii}[HYPERLINK "https://Cañadacollege.edu/esoadelante/"](https://Cañadacollege.edu/esoadelante/) programs support underrepresented students and help close equity gaps. These grants^{viii}[HYPERLINK "https://www.Cañadacollege.edu/grants/"](https://www.Cañadacollege.edu/grants/) are supported by the Office of the Vice President of Administrative Services and the Office of Instruction through an approval and management process.

Through participatory governance and leadership, the administration supported ACES Inquiry Projects^x, a college-wide professional learning system for faculty, staff, and administrators to inquire into key equity issues and create plans to support students facing higher rates of disproportionate impact. These inquiry projects resided as a part of the Academic Committee for Equity and Success (ACES). These projects and the innovations that arise from them were then disseminated and acted upon during Flex Day^x activities and discussions, further including the entire campus community. The projects were suspended in spring 2018, but the investigations and reports that emanated from them continues to inform current equity projects. As funding becomes available, ACES will revisit these inquiry projects.

Innovation and support feature strongly in the courses and academic programs that the faculty create and maintain. The Curriculum Committee^{xi} offers support for creating new programs and timely modifications of existing courses and programs. The Academic Senate Governing Council^{xii} support these innovations, including the creation of procedures for program development, improvement, and discontinuation. The administrators support these innovations through participatory governance in the Curriculum Committee and in consultation with the Academic Senate.

In order to capture a global view of programs and services, all programs and departments utilize the Program Review^{xiii} process biennially to identify new needs and improve and modify their existing courses and programs. The three participatory governance planning councils—Instructional Planning Council^{xiv}, Student Services Planning Council^{xv}, and Administrative Planning Council^{xvi}—review the program reviews with support from administration and make recommendations accordingly.

Similarly, when planning the Education Master Plan^{xvii}, it is a collective process. The administration brings the discussion of this plan to participatory governance meetings and open forums. This process of discussion allows faculty, staff and administrators to provide input and get information. The Plan is fully vetted by all participatory governance bodies.

The Office of Planning, Research and Institutional Effectiveness proctors an annual climate survey^{xviii} to faculty, staff, and administrators. In December 2017, the campus community indicated that they felt supported by their supervisors and administrators (see Figure 1 below).

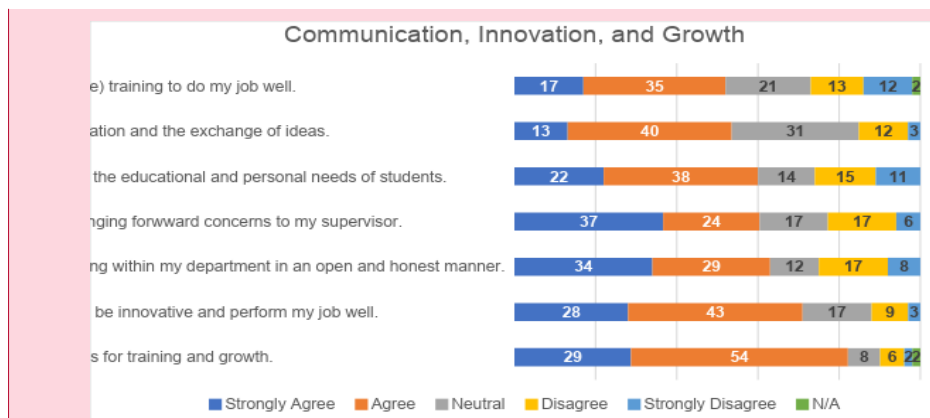


Figure 3: 2018 Campus Climate Survey Report: Communication, Innovation and Growth

The College's institutional leaders consistently encourage all members of the campus community to seek out alternative options to solve the issues that students face. The college seeks solutions both internally and externally. The participatory governance bodies routinely evaluate the efficacy of these solutions, and the campus engages in self-evaluation as a means of analyzing these programs. When there are gaps that continue to not be met, institution leaders consult with experts in those fields for ways to improve. Institutional excellence is the focus of all of these initiatives.

2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

- [IV.A.2-1](#) Academic Senate Governance Council (ASGC)
- [IV.A.2-2](#) Administrative Planning Council (APC)
- [IV.A.2-3](#) Associated Students of Cañada College (ASCC)
- [IV.A.2-4](#) Classified Senate
- [IV.A.2-5](#) Curriculum Committee
- [IV.A.2-6](#) Instructional Planning Council (IPC)
- [IV.A.2-7](#) Participatory Governance Manual (PGM)
- [IV.A.2-8](#) Planning and Budgeting Council (PBC)
- [IV.A.2-9](#) SMCCCD Board of Trustees, Board Policy 2.08, District Participatory Governance Process
- [IV.A.2-10](#) SMCCCD Board of Trustees, Board Policy 2.18, Student Participation in District and College Governance
- [IV.A.2-11](#) SMCCCD District Participatory Governance Council (DPGC)
- [IV.A.2-12](#) Student Services Planning Council (SSPC)

Commented [SH26]: Working on this

Analysis and Evaluation

Cañada College's participatory governance groups work to establish and implement policy and procedures. The PGM^{xxi} is updated annually by the PBC and its constituents; it details the overall function of participatory governance entities as they establish efficient policies and procedures. The College's participatory governance process is in accordance with District Board policy^{xx}, which further describes shared governance, specifically in regards to Academic Senate, Associated Students, and Classified Senate/California State Employee Association (CSEA), at the college- and district-level.

PBC^{xxi} advises and makes recommendations to the President on matters pertaining to prioritizing expenditures to advance the college goals, planning, governance issues, issues regarding college facilities, maintenance, and operations, issues regarding campus climate, and any other issue affecting the well-being of the college at-large. It reviews college and district policies and develops procedures to implement policy; provides accreditation oversight; establishes ad-hoc workgroups and subcommittees to address college planning needs and priorities. Three participatory governance councils directly inform the Planning and Budgeting Council: IPC, SSPC, and APC.

- IPC^{xxii} is made up of faculty, classified staff, administration, and student representatives, with its focus is on the instructional areas of the campus. The council develops a calendar for program review, staffing, equipment and facilities needs as they pertain to instruction, as well as an evaluation process for the program review cycle. It issues recommendations about policies and procedures as they relate to instruction, as well as prioritization of resources as they relate to Strategic Goals regarding instruction and review of Instructional Strategic Goals yearly. The council also evaluates proposals for new instructional programs and instructional program discontinuance, and it supports the accreditation review process and self-study. It completes a yearly review of its mission statement and roles.
- SSPC^{xxiii} includes faculty, classified staff and administrative representatives from the student services areas and coordinates planning related to programs under Student Services. The council reviews all program reviews for student services programs and departments, and issues recommendations for resources and personnel. It organizes all student learning outcome assessments and services area outcomes assessments, which then are incorporated into the program review process for these departments and programs.
- APC^{xxiv}, in collaboration and communication with SSPC and IPC, oversees the implementation of a comprehensive process for planning and assessing administrative services based on program review, the effective integration of student learning outcomes into program activities and services, and alignment with the college's mission and strategic goals. It develops, implements, and evaluates an Administrative Program Plan cycle, including staffing, and makes recommendations about policy.

ASGC^{xxv} provides for the effective participation of faculty in participatory governance and assumes primary responsibility for making recommendations to the college administration and district in the areas of curriculum and academic and professional standards, as supported by board policy^{xxvi}. These areas, referred to as 10+1, include curriculum, including establishing prerequisites and placing courses within disciplines; degree and certificate requirements; grading policies; educational program development; standards or policies regarding student preparation and success; district and college governance structures, as related to faculty roles;

faculty roles and involvement in accreditation processes, including self-study and annual reports; policies for faculty professional development activities; processes for program review; processes for institutional planning and budget development; and other academic and professional matters as are mutually agreed upon between the governing board and the Academic Senate. The Curriculum Committee^{xxvii} is a standing committee of the Academic Senate and ensures that faculty have purview over course and program creation and modification. See section IV.A.3 on page 160 for more information on the Curriculum Committee.

The Classified Senate^{xxviii} consists of permanent full and part-time employees representing CSEA, American Federation of State, County and Municipal Employees (AFSCME), and non-represented classified employee. The Classified Senate participates in the college governing process; represents the needs, concerns, and viewpoints for classified staff; and promotes and supports opportunities for classified professional development. consists of permanent full and part-time employees representing CSEA, American Federation of State, County and Municipal Employees (AFSCME), and non-represented classified employee. The Classified Senate participates in the college governing process; represents the needs, concerns, and viewpoints for classified staff; and promotes and supports opportunities for classified professional development.

Students engage in participatory governance through the Associated Student Senate^{xxviii}. College-wide initiatives, such as the Education Master Plan, are brought to Student Senate for discussion. Furthermore, student representatives are voting or observing members of many participatory entities. Student participation in college district and college governance is defined in Board Policy 2.18^{xxix}.

Student focus and participation are at the core of all policies, with significant student input being garnered from participatory governance bodies and from the Associated Students body itself. All policies are either created at the district level by the District Participatory Governance Council^{xxx} or at the college level by one of the four planning councils, with PBC being the final recommending body before the President who then makes the final decision. All planning councils have strong representation of faculty and staff, with administrators also serving on these participatory governance bodies.

3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Evidence of Meeting the Standard

[IV.A.3-1](#) Academic Senate Governance Council (ASGC)

[IV.A.3-2](#) Curriculum Committee Handbook, page 7, section 1.2 Membership

[IV.A.3-3](#) Participatory Governance Manual (PGM)

[IV.A.3-4](#) Planning and Budgeting Council (PBC)

[IV.A.3-5](#) Program Review

[IV.A.3-6](#) SMCCCD Board Policy 2.08 District Participatory Governance Process

[IV.A.3-7](#) SMCCCD District Participatory Governance Council (DPGC)

Analysis and Evaluation

As detailed in Standard IV.A.2 on page 158, Cañada College has a strong history of participatory governance, with an eye towards continual improvement so as to ensure that all voices are heard and incorporated into all aspects of governance on the campus. This is particularly true for faculty of all ranks and for administrators, who play a strong roll in all participatory governance bodies for the campus.

The District Board of Trustees has empowered DPGC^{xxxii} to work at the district-level; through Board Policy 2.08^{xxxiii}, this council is primarily composed of faculty and administrators, with representation of classified staff and students. The ASGC President and the College President sit on that council, as well as on PBC^{xxxiii}, thus ensuring that continuous connection to district-level participatory governance follows down to the college-level governance. Any board policies and procedures that are relevant to college-level planning and budgeting are further discussed in PBC, with recommendations from all areas of the campus welcomed and encouraged. The ASGC President is a co-chair for this council, with the College President being an *ex officio* member. This body revises its own bylaws and the PGM^{xxxiv} regularly, so as to ensure the currency of any procedures with respect to governance on its campus.

The ASGC^{xxxv} also discusses and makes recommendations on Board Policies and Procedures that are relevant to instructional issues. With wide representation from all areas of faculty, as well as student representation, this ensures that the faculty voice remains a strong component to any decision with respect to instructional matters.

Program review^{xxxvi} is the primary driving factor with respect to budgetary matters; through biennial reports and annual resource requests, the college administration is able to adequately assess needs. These needs are discussed as a part of the role of IPC with respect to instructional programs, or SSPC for student services programs; there is both faculty and administrative representation on both councils. These requests are then forwarded to PBC for final recommendations, with the Vice President of Administrative Services being the voice of budgetary needs and availability.

Policies and procedures about curriculum emanate from the Curriculum Committee or the Academic Senate, with the faculty having the primary voice. Both bodies have representation from faculty in all academic divisions, with administration also being part of the Curriculum Committee^{xxxvii} in the person of the Vice President of Instruction and the Articulation Officer.

Faculty and administrators constitute the majority of PBC and two of the planning councils that feed directly into it, with strong representation from classified staff. ASGC and the Curriculum Committee consist of faculty, thereby ensuring that faculty are in direct control of decisions that are granted to them via the 10+1 rights that they hold in the State of California. Faculty and administrators are joint chairs of IPC, which is the body that oversees compliance with learning outcomes assessment and program review.

4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard

IV.A.4-1 Curriculum Committee Handbook (p. 7, Section 1.1 Statement of Purpose; Section 1.2 Membership)

IV.A.4-2 Instructional Planning Council (IPC)

IV.A.4-3 Program Review, Instructional Programs

IV.A.4-4 SMCCCD Board of Trustees, Board Policy 6.13, Curriculum Development, Program Review, and Program Viability

IV.A.4-5 SMCCCD Board of Trustees, Administrative Procedure 6.13.1, Curriculum Development, Program Review, and Program Viability

IV.A.4-6 SMCCCD Board of Trustees, Administrative Procedure 6.13.2, Curriculum Committees

Analysis and Evaluation

Through well-defined participatory governance structures in place, faculty and academic administrators provide recommendations about curriculum and student learning programs and services. The Academic Senate is the ultimate body responsible for all policies and procedures with respect to curriculum and student learning programs and services, with specific duties being delegated to the Curriculum Committee and the Instructional Planning Council. This is outlined by Board Policy 6.13^{xxxviii}, with further support in Administrative Procedures 6.13.1^{xxxix} and 6.13.2^{xl}, thus ensuring that the faculty work with the College President and the Vice President of Instruction on all matters of instruction.

The Curriculum Committee is the primary body responsible for making curriculum and student learning recommendations. The committee membership^{xli} includes two faculty members from each instructional division, two faculty members from Student Services, the Transfer Center Program Supervisor, the Degree Audit Program Services Coordinator, a student representative, the Articulation Officer, a Curriculum and Instructional Systems Specialist, and the Vice President of Instruction. The committee meets bi-weekly, with a quorum in place when more than half of the voting members, including the chairperson, are present. Specifically, the Curriculum Committee is responsible for new course proposals and course modifications, course deactivations (banking and deletions), new program proposals and program modifications, program deactivations (banking and deletions), and other curricular matters including graduation requirements, general education patterns, and audit list changes^{xlii}. The committee meetings are the place where course articulation with four-year institutions are announced.

IPC^{xliii} is the body responsible for regular review of student learning programs through the program review process. All instructional programs perform biennial reviews^{xliv}, as discussed in the Standard I.B.5 on page 35; the Instructional Planning Council facilitates the campus review of these reports, which include student learning outcome data and reflections at the course- and program-level.

The Academic Senate retains its 10+1 rights with respect to instruction, including curriculum matters, program review of instructional programs and learning outcomes assessment. It has delegated curriculum matters to its Curriculum Committee, while it has tasked the Instructional

Planning Council to oversee program review for instructional programs and learning outcomes assessment; both of these participatory governance bodies are either chaired or co-chaired by faculty leadership, with the Vice President of Instruction playing a significant role on both bodies. In this way, the faculty and the Vice President of Instruction work together to achieve the goals of the college.

5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard

[IV.A.5-1](#) SMCCCD Board of Trustees, Board Policy 1.10 Duties and Responsibilities of the Board

[IV.A.5-2](#) SMCCCD Board of Trustees, Board Reports and Minutes

Analysis and Evaluation

Both the District and the College pride themselves on institutionalizing practices, policies, and procedures that ensure that all perspectives are considered. Information flows down from the district-level governance bodies, as well as flows up from the college-level bodies, with action taken at the appropriate levels.

The District Board of Trustees^{xlv} is the ultimate decision-making body for the district, with significant input from the Chancellor, the College Presidents, the District Academic Senate President, and other participatory bodies at the district- and college levels. It receives information and varying college perspectives and makes recommendations and suggestions. Board policies specify the roles and value of students, classified staff, faculty and administrators. The Board has created and is governed by policies that require consideration of relevant and timely perspectives in the governance of the San Mateo County Community College District, principally by the District Participatory Governance Council, as discussed in Standard IV.A.3 on page 160. Board Members within the district are committed to their responsibilities as leaders of the District, as evidenced by their never-ending support for each campus, activities and programs that are offered to students, faculty and staff. The Board of Trustees are active participants in the district-wide governance process, with information regarding district-wide decisions available on the Board's website^{xlvi}.

Cañada College ensures the appropriate consideration of relevant perspectives by adhering to college- and district-wide participatory governance practices. Through the participatory governance policies, constituent groups are a part of the campus community of recommending agencies that constitute and support its governance processes. Relevant perspectives including faculty, staff, students and administrators as parts of its collaborative processes. Communication for the varying constituent groups is done via the website for each given participatory body, as well as representation across the campus in department and division meetings. Participatory governance on the campus-level is discussed in greater depth in Standard IV.A.3 on page 160.

From the District Board of Trustees down to the college, there exists a culture of inclusion, so as to ensure that expert perspective is included at all times. As discussed in various standards, the

College encourages perspectives from across the campus community in every endeavor and decision, with expert input being of prime interest.

6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

- [IV.A.6-1](#) APC Minutes (current year)
- [IV.A.6-2](#) ASGC Minutes (current year)
- [IV.A.6-3](#) Classified Senate Minutes (current year)
- [IV.A.6-4](#) IPC Minutes (current year)
- [IV.A.6-5](#) PBC Minutes (current year)
- [IV.A.6-6](#) President's Board Reports
- [IV.A.6-7](#) SSPC Minutes (2018-2019)
- [IV.A.6-8](#) *The Olive Hill Press*

Analysis and Evaluation

The decision-making process and resulting decisions are documented and shared throughout the campus community. Participatory governance meetings are the primary bodies with respect to larger decisions and the results of said decisions, specifically the planning councils: PBC^{xlvii}, IPC^{xlviii}, SSPC^{lix}, and APC^l. ASGC^{li} and the Classified Senate^{lii} focus on decision making and results of said decisions with respect to instruction and classified staff, respectively. Each of these bodies includes representation from all aspects of the campus community, respective to the duties that each one carries out. All participatory governance meetings are open to the public and abide by Section 54952 of the California Government code, known as the Brown Act. Minutes of meetings, which show discussions and decisions, are available on each body's website, with agendas published to the campus community within 72 hours of a given meeting via email and on designated bulletin boards across the campus. The minutes for each body's meetings are robust with dialogue and decisions made clear.

College-level decisions are shared through representatives reaching out to their constituencies. As individual decisions need more specific announcements, responsible parties send emails to the campus community, either directly or through the Marketing Department. The *Olive Hill Press*^{liii}, a bi-weekly newsletter that is disseminated across the campus community and to relevant district personnel. The President's Board Reports^{liv}, a monthly report of the College's news and events are available on the President's website.

The College's decision-making processes and the resulting decisions from the various participatory governance bodies and from the President are widely communicated via methods that are consistent with the Brown Act. The representatives to the various bodies communicate any and all necessary processes and decisions to their constituents across the campus community, be it in division and department meetings and via email.

7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

[IV.A.7-1 Campus Climate Survey Results 2017](#)

[IV.A.7-2 PGM Evaluation of Governance](#)

[IV.A.7-3 PRIE Survey Results](#)

[IV.A.7-4 SMCCCD Board of Trustees, Administrative Procedure 2.02.2 Chancellor of the District: Evaluation](#)

[IV.A.7-5 SMCCCD Board of Trustees, Board Policy 2.03 College Presidents](#)

[IV.A.7-6 SMCCCD Performance Evaluation Procedures for Administrator and Academic Supervisory Employees](#)

Commented [SH27]: Will be updating with 2018 results, when available

Analysis and Evaluation

The College regularly evaluates its leadership and participatory governance bodies, both internally and with input from the campus community^{lv}. The results of these evaluations result in affirmations of successes and analyses of areas of improvement, with the goal of continual self-improvement.

According to the Board Policy 2.03^{lvii}, the College President is evaluated by the Board of Trustees and the Chancellor with respect to goal attainment. Additionally, Board Procedure 2.02.2^{lviii} states that the Board evaluates the Chancellor annually with respect to goal attainment. New administrators must complete a comprehensive evaluation in their first year of employment and a regular evaluation in their second year^{lviii}.

The PRIE Office evaluates student, staff, administration, and faculty attitudes towards governance, policies, and procedures through a Campus Climate survey^{lix}. The Campus Climate survey found that 48% of respondents either strongly agreed or agreed that the processes in place at the time allowed them to be involved in problem-solving on college decisions and matters. However, many respondents indicated that the college needed to improve on communication and transparency of decision making.

Since 2014, PRIE annually evaluates the participatory governance process using an online survey. The results of these surveys are available publicly on its website^{lx}, along with the results of various surveys given to faculty, staff, students, administrators, and the campus community at large. PBC determines these evaluation questions^{lxi}. According to the timeline, PBC reviews evaluation questions each March, with the questions being reviewed by the other participatory governance bodies in April; in May PBC makes necessary changes to the evaluation questions, and the survey is disseminated accordingly.

The College uses surveys disseminated from the PRIE Office to collect perceptions and evaluations from the campus community; the results of these surveys are public and are discussed in various participatory governance bodies so as to analyze the data in public forums and with the input of the entire campus community. From these analyses decisions and policies are either created or revised with the goal of continued excellence across the campus decision-making processes.

Conclusions on Standard IV.A. Decision Making Roles and Processes

[insert response]

Improvement Plan(s)

[insert response if applicable]

v	<u>IV.A.1-13</u>
vi	<u>IV.A.1-14</u>
vii	<u>IV.A.1-1</u>
viii	<u>IV.A.1-8</u>
ix	<u>IV.A.1-2</u>
x	<u>IV.A.1-11</u>
xi	<u>IV.A.1-6</u>
xii	<u>IV.A.1-3</u>
xiii	<u>IV.A.1-12</u>
xiv	<u>IV.A.1-9</u>
xv	<u>IV.A.1-15</u>
xvi	<u>IV.A.1-4</u>
xvii	<u>IV.A.1-7</u>
xviii	<u>IV.A.1-5</u>
xix	<u>IV.A.2-7</u>
xx	<u>IV.A.2-9</u>
xxi	<u>IV.A.2-8</u>
xxii	<u>IV.A.2-6</u>
xxiii	<u>IV.A.2-12</u>
xxiv	<u>IV.A.2-2</u>
xxv	<u>IV.A.2-1</u>
xxvi	<u>IV.A.2-9</u>
xxvii	<u>IV.A.2-5</u>
xxviii	<u>IV.A.2-3</u>
xxix	<u>IV.A.2-10</u>
xxx	<u>IV.A.2-11</u>
xxxi	<u>IV.A.3-7</u>
xxxii	<u>IV.A.3-6</u>
xxxiii	<u>IV.A.3-4</u>
xxxiv	<u>IV.A.3-3</u>
xxxv	<u>IV.A.3-1</u>
xxxvi	<u>IV.A.3-5</u>
xxxvii	<u>IV.A.3-2</u>
xxxviii	<u>IV.A.4-4</u>

xxxix [IV.A.4-5](#)

xl [IV.A.4-6](#)

xli [IV.A.4-1](#)

xlii [IV.A.4-1](#)

xliii [IV.A.4-2](#)

xliv [IV.A.4-3](#)

xlv [IV.A.5-1](#)

xlvi [IV.A.5-2](#)

xlvii [IV.A.6-5](#)

xlviii [IV.A.6-4](#)

xl ix [IV.A.6-7](#)

i [IV.A.6-1](#)

ii [IV.A.6-2](#)

iii [IV.A.6-3](#)

liii [IV.A.6-8](#)

liiv [IV.A.6-6](#)

lv [IV.A.7-2](#)

lvi [IV.A.7-5](#)

lvii [IV.A.7-4](#)

lviii [IV.A.7-6](#)

lix [IV.A.7-1](#)

lx [IV.A.7-3](#)

lxi [IV.A.7-2](#)

B. Chief Executive Officer

1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

[IV.B.1-1](#) Association of California Community College Administrators

[IV.B.1-2](#) SMCCCD Board of Trustees, Board Policy 2.03 College Presidents

[IV.B.1-3](#) The Olive Hill Press

Analysis and Evaluation

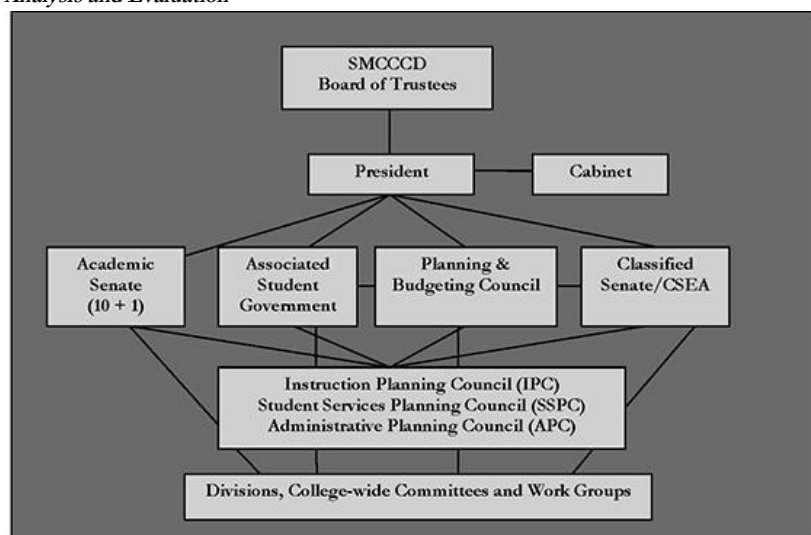


Figure 4: Organizational Chart with Participatory Governance Bodies

Board policy¹ articulates that the President of Cañada College has primary oversight and responsibility of the College and its campuses. The President has primary responsibility for the quality of instruction and provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. The President regularly communicates through a variety of methods and modalities to both internal and external stakeholders on the institutional values, goals, institutional-set standards, and other relevant information on the College. She focuses on student learning and ensures linkages are made through the integrated planning process of institutional research, student and institutional effectiveness, strategic planning, program review, and resource allocation process.

Board policies and administrative regulations articulate the responsibilities of the college president in almost all areas that define the position of the institutional chief executive officer. Under these policies and regulations, the President of Cañada College has primary oversight and responsibility over all locations of Cañada College, which includes the Menlo Center,

Pescadero Adult School and other locations which Cañada College courses may be offered. District Board Policy 2.03ⁱⁱ states, the president is the chief executive officer of the college. She leads campus decision-making bodies and provides visionary management on the development and cohesion of the mission, strategic and educational plans.

The College President ensures the quality of the institution by establishing an expectation of excellence for the College. This is done largely through interactions with the campus community. The President shares ideas and provides counsel to campus leaders including academic and classified senate leadership. She informs and receives feedback on topics such as district news and policies, trends in education, college research and demographics data, campus events and other areas. The President participates at Academic Senate, Classified Senate, and Student Senate meetings. She also participates in division and department meetings as well as meetings with campus committees and workgroups.

Beginning in July 2018, the president hosted a President's Council Leadership Retreat, where the college leadership engaged in an all-day training on leadership and communication skills. The team has been planning for July 2019, to develop this meeting into an annual strategic planning and president's council leadership retreat, designed to review and evaluate the prior year's work and outcomes for the coming year. These efforts will provide the framework for planning Opening Day agenda in the fall and spring semesters. The President will ensure institutional information including progress made toward meeting mission, values and goals.

The President is the ultimate decision maker for the campus, with multiple bodies reporting to her with recommendations on planning, budgeting, instruction, and student services. The Cabinet reports directly to the President and serves as part of the decision-making process. The President entrusts some of the day-to-day operational decision-making to the vice presidents, deans, or other administrators over their respective areas. Administrators serve as members, chairs or co-chairs of various committees assigned by the President. The President ensures that communication continues throughout the year in a variety of formats. The President provides weekly updates to the campus. The committees and councils have regular updates on the various activities that are broadcasted through the President's monthly newsletter, *The Olive Hill Press*ⁱⁱⁱ.

The President's leadership is evident within the institution through her work as the chair of the Cañada College Council and her role as an ex-officio member of the four planning councils—PBC, IPC, SSPC, and APC—and current Ad Hoc Task force. The President provides leadership in budgeting and assures that Cañada College operates in a sound fiscal approach that is both transparent and meets the needs of the institution.

2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard

[IV.B.2-1](#) College Cabinet Organizational Chart (January 2019)

[IV.B.2-2](#) Curriculum Committee Handbook (page 7, section 1.2, Membership)

[IV.B.2-3](#) IPC Bylaws (page 2, section III.1, Composition)

[IV.B.2-4](#) PBC Members

[IV.B.2-5](#) Professional Learning, Flex Day

[IV.B.2-6](#) SMCCCD Tools for Tolerance

[IV.B.2-7](#) Student Services Planning Council (includes membership)

Analysis and Evaluation

The organizational chart in Figure 4 reflects levels of authority and accountability consistent with the college's mission and vision. The President's direct reports^{iv}, making-up the executive leadership team, are the Vice Presidents of Administrative Services, Instruction and Student Services. The administrative structure is reviewed periodically and adjusted to meet campus and district needs. Additionally, the Dean of PRIE and the Director of Community Relations and Marketing report directly to the President.

The Vice President of Administrative Services serves to interpret and analyze budget and financial information and data, which are received from District, State and other sources. Through this office, the President directs and monitors all college administrative services functions to remain consistent with implementing the College's strategic plan and mission. Additionally, this information is disseminated to the campus community through PBC, of which the President and the Vice President of Administrative Services are *ex officio* members.

The College's budgeting process is a significant component of integrated planning and is tied to program review. The President works closely with the Vice President of Administrative Services who leads the development of the annual budget and monitors the budget expenditure process. The college has the PBC, which oversees and facilitates the institution's planning processes, including the Strategic Plan, the Educational Master Plan, the Instructional Program Plan, and the Student Services Program Plan. These plans are based upon annual cycles of program review and SLO assessment.

PBC^v is organized into seven workgroups each with a special area of focus and relationship to accreditation standards. PBC uses data from these plans to make decisions and recommendations regarding resource allocation. It also has a vigorous process that ties program and organizational needs to program planning, strategic planning and organizational directions with recommendations coming from the operating level with input from department staff, faculty, directors, deans, and vice presidents. The process is tied to the College resource allocation model, thus allowing the budgeting process to work with very specific figures for operations. Co-chaired by the Academic Senate President and the Classified Senate President, the Council makes recommendations to the President through participatory governance.

The Vice President of Student Services provides administrative leadership for the College's Student Services programs, primarily focusing on improving student access and maximizing successful learning outcomes. This position serves as the co-chair of SSPC^{vi}, and in this position helps to disseminate information on student services to the necessary departments and programs. The position also serves as an *ex officio* member of the PBC.

The Vice President of Instruction is responsible for planning, developing, coordinating, and evaluating the college's instructional programs and services. The Vice President of Instruction administers the overall coordination, implementation, evaluation, and improvement of the college curricula and its instructional faculty and staff, activities, services, and facilities. The position serves as the co-chair of IPC^{vii} and on the Curriculum Committee^{viii}, which ensures that

the Vice President works directly with faculty on matters of instruction, in particular curriculum development and program review. The position also serves as an *ex officio* member of PBC.

The President's Cabinet comprises the higher-level administrators, including the three Vice Presidents, the Dean of PRIE, and the Director of Community Relations and Marketing. The different division deans, each of whom report to their respective Vice President, are members of the Cabinet. This body works with the President as the decision-making core, working with the rest of the campus community to ensure that all parties are fulfilling their duties and responsibilities.

The President has an essential role in the areas of selecting personnel. She provides effective leadership in the area of selecting and developing personnel by choosing faculty members who are well-qualified in their fields of study as well as demonstrating high standards of integrity and inclusion that are a key focus at Cañada College and the Menlo Center. Through the District processes, there are well-established procedures for hiring faculty, academic administrators, and classified staff. Given the direct impact that faculty and administrators have on students and learning, the President personally interviews the final candidates for each position and makes the final hiring determination of all full-time faculty and dean-level or higher administrator positions, which are then forwarded on to the chancellor to be reviewed and approved by the Board of Trustees.

The President continues to show support for developing personnel in a number of ways. The President has supported full and part-time faculty to participate in professional development opportunities such as Flex Day activities¹² and Museum of Tolerance trips¹³. Further, the President has promoted professional development among the Classified Staff through working with the Classified Senate to allocate funding for the annual Classified Senate state conference. Finally, the President ensures there is a sufficient allocation of funds to the Staff Development committee to ensure that faculty have the opportunity to remain current in their field of study and take advantage of conferences and opportunities focused on teaching and learning.

3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- *establishing a collegial process that sets values, goals, and priorities;*
- *ensuring the college sets institutional performance standards for student achievement;*
- *ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;*
- *ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;*
- *ensuring that the allocation of resources supports and improves learning and achievement; and*
- *establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.*

Evidence of Meeting the Standard

IV.B.3-1 Educational Master Plan

[IV.B.3-2](#) Institution-Set Standards and Goals

[IV.B.3-3](#) Participatory Governance Manual

IV.B.3-4 SMCCCD Annual Board Retreat (See evidence folder)

Analysis and Evaluation

As an *ex officio* member of the PBC^{xi}, the President regularly guides institutional improvement of the teaching and learning environment. The Council makes recommendations to the President, who in turn makes her decisions based on the needs of the college and the data provided. The Council regularly discusses and evaluates data with respect to program evaluation and enhancement, hiring decisions, funding requests, and other areas that participatory governance is required.

Among the President's direct reports is the Dean of PRIE. This position conducts institutional planning, assessment, and evaluation of institutional effectiveness, consistent with the college and district strategic and educational plans. The President assigns data analytics to this Dean to monitor and evaluate institutional-set standards^{xii}.

The President engages in comprehensive review and analysis through the annual shared governance process and review of institutional set-standards and goals. She participates in District review, preparation, and discussion of cumulative data and strategies with the Board of Trustees during the annual Board Retreat^{xiii}. She moves forward on resulting goals and strategies and communicates these to campus. She regularly uses these data as a springboard to introduce and re-establish college initiatives and strategies.

Through the auspices of the Office of Planning, Research and Institutional Effectiveness, as well as the direction of the Planning and Budgeting Council, the President directs the development, adoption, and implementation of the college's Educational Master Plan. It is also through the President that the Planning and Budgeting Council requested that the Institutional Effectiveness Partnership Initiative send a Peer Review Team to evaluate and assist with areas of professional development and other areas.

The Cañada College President worked continually on transparency and outreach during her first year. She met with the larger leadership team of faculty and classified representatives. She continues to meet regularly with vice presidents, deans, directors, and supervisors weekly and monthly. In addition, in order to facilitate greater dialogue with the constituencies from the Offices of Instruction, Student Services, and Administrative Services, in her second year the President began meeting with these communities in IPC, SSPC, and APC groups once a month. A strong and functioning shared governance process ensures the quality of the institution. Each of these participatory governance bodies is described in greater detail in Standard IV.A.2 on page 158.

4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard

[IV.B.4-1](#) Accreditation Steering Committee

Analysis and Evaluation

Accreditation is the fulfillment of the college's responsibility and promise to its students that that education received meets or exceeds set standards of quality and is accepted at other institutions for transfer, thus meeting ACCJC standards.

The President provides leadership throughout the accreditation process, beginning with discussions with district and college leadership. Through these discussions, the Oversight Committee and chairs are identified, with specific roles assigned to various personnel. The President ensures that faculty, staff, and administration are represented at all levels of this process. PBC has been identified as the Oversight Committee for the current cycle.

The Dean of PRIE serves as Accreditation Liaison Officer and directly reports to the President. The Faculty Accreditation Coordinator co-chairs the Accreditation Steering Committee^{xiv} with the Accreditation Liaison Officer, developing the accreditation timeline, recommending and recruiting standards team leaders, and conceptualizing and identifying training activities. The President attends Accreditation Steering Committee meetings to present relevant information, answer questions, and provide common messaging and support. The President provides guidance to the Ad Hoc Accreditation Steering Committee as needed.

The President works with the Accreditation Steering Committee and PBC, and in particular with the Accreditation Liaison Officer and the Faculty Accreditation Coordinator, to ensure that all aspects of the Eligibility Requirements, Accreditation Standards, and Commission policies are being met at all times.

5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

IV.B.5-1 PBC Allocation of Resources

Analysis and Evaluation

The President provides high-level direction regarding the overall operation of the college by delegating relevant authority to the vice presidents, deans and other management staff; she provides leadership for the implementation of policies and procedures that represent equal opportunity for students and staff. An example of this is the budget development and resource allocation process^{xv}.

As a team member of the Chancellor's Cabinet and the DPGC, the President participates in the collaborative efforts on policy development and institutional application. She represents the college at District Board of Trustees meetings, giving updates and being the voice of the campus community. As discussed in Standard IV.B.1 on page 169, the President is an *ex officio* member of PBC, and as such she acts as a link between the college and the district.

The President regularly communicates institutional values, goals, institutional-set standards, and other relevant information, both internally and externally. In order to ensure internal stakeholders are well informed, there are several mechanisms in place for the dissemination of information. She utilizes cabinets, councils, meetings, and communication mediums while attending spontaneous meetings because accessibility and visibility are paramount concerns as

well. She has weekly meetings with the President's Cabinet, which consists of all three vice presidents, deans, director of communications and marketing, and the director of operations. Monthly, the president meets with College Council, which is highly inclusive and consists of all the vice presidents, deans, directors, and managers.

6. The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

[IV.B.6-1](#) Association of California Community College Administrators

[IV.B.6-2](#) President's Weekly Update

[IV.B.6-3](#) SMCCCD Board of Trustees, Board Minutes

[IV.B.6-4](#) SMCCCD Board of Trustees, Board Packets

[IV.B.6-5](#) *The Olive Hill Press*

Analysis and Evaluation

The President works and communicates with organizations and partners in the College's service area. These communities include the underrepresented communities, such as East Palo Alto and North Fair Oaks, as well as the coastal communities. She connects with the business community as possible so as to partner with potential employers of the College's students, in addition to connecting with key feeder high schools. She regularly participates in the Association of California Community College Administrators^{xvi} and the State Chancellor's Office to learn about trends, best practices, and legislations affecting community colleges. Her weekly updates^{xvii} and monthly editions of *The Olive Hill Press*^{xviii} are available online for public viewing.

President Jamillah Moore is an active member of the following organizations:

- Member, RWC 2020 Executive Team
- Member, RWC 2020 Leadership Council
- Member, Education Committee, RWC San Mateo Belmont Chamber
- Member, Sequoia Hospital Community Board
- Member, SUHSD Small School Advisory Committee
- Member, KASP Steering Committee
- Member, JobTrain Economic Opportunity Awards Nominations Panel

Additionally, she is an officer with the following groups:

- Director, RWC San Mateo Belmont Chamber Board of Directors
- Director (ex officio), SMCCC Foundation Board of Directors
- Commissioner, California Student Aid Commission

The President regularly communicates institutional values, goals, institutional-set standards, and other relevant information, both internally and externally. Serving on the various boards in the community allows the college to participate in the community at-large. It also provides a constant and seamless platform for the transference of information from both parties. In order to ensure internal stakeholders are well informed, there are several mechanisms in place for the dissemination of information. The President maintains high visibility in and around the community. She also encourages all members of the administration to maintain a strong community presence. The information gained by the presence in the community allows for stronger and more cohesive partnerships.

In order to ensure external stakeholders are well informed, the President uses a variety of ways to communicate institutional values, goals, priorities, and institutional effectiveness and status on planning and initiatives. The President serves as a member of community-based entities such as Redwood City Chamber, Redwood City Chamber Education Committee, Redwood City 2020, Redwood City Rotary, among others. She meets at a minimum annually with the superintendent of the Sequoia Union High School District, which serves as a feeder to the College, as well as the County Superintendent; she attends one school board meeting per semester. At these meetings she updates the public on the College and its efforts.

Additionally, the President stays in contact with area city managers, mayors, and city councils, and provides annual updates on the College, including its mission, Strategic Plan, Educational Master Plan, and information regarding institutional effectiveness and student performance. The President attends at least one City Council meeting for each city per semester to ensure regular communication with the College. Further, the President assigns different administrators of the College to provide updates to different communities through different community and civic organizations. The President ensures external entities have adequate opportunities to learn about the College through reports including monthly oral and written reports to the District Board of Trustees. All reports and documents^{xix,xx} are available for public access on the SMCCCD Board of Trustees' website.

Conclusions on Standard IV.B. CEO

[insert response]

Improvement Plan(s)

[insert response if applicable]

ⁱ IV.B.1-2

ⁱⁱ IV.B.1-2

ⁱⁱⁱ IV.B.1-3

^{iv} IV.B.2-1

^v IV.B.2-4

^{vi} IV.B.2-7

^{vii} IV.B.2-3

^{viii} IV.B.2-2

^{ix} IV.B.2-5

^x IV.B.2-6

^{xi} IV.B.3-3

^{xii} IV.B.3-2

^{xiii} IV.B.3-4

^{xiv} IV.B.4-1

^{xv} IV.B.5-1

^{xvi} IV.B.6-1

^{xvii} IV.B.6-2

^{xviii} IV.B.6-5

^{xix} IV.B.6-3

^{xx} IV.B.6-4

C. Governing Board

1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Evidence of Meeting the Standard

[IV.C.1-1](#) Educational Master Plan

[IV.C.1-2](#) SMCCCD Board of Trustees Agenda Packet for December 12, 2019

[IV.C.1-3](#) SMCCCD Board of Trustees Agenda Packet for January 24, 2018

[IV.C.1-4](#) SMCCCD Board of Trustees, Board Policy 1.02, Organization of the Board

[IV.C.1-5](#) SMCCCD Board of Trustees, Board Policy 1.05, Student Trustee

[IV.C.1-6](#) SMCCCD Board of Trustees, Board Policy 1.10, Duties and Responsibilities of the Board

[IV.C.1-7](#) SMCCCD Board of Trustees, Board Policy 2.06, Board Policies and Administrative Procedures

[IV.C.1-8](#) SMCCCD Board of Trustees, Board Policy 2.21, Professional Ethics

[IV.C.1-9](#) SMCCCD Board of Trustees, Board Policy 2.45, Conflict of Interest

[IV.C.1-10](#) SMCCCD Strategic Plan

Analysis and Evaluation

The SMCCCD Board of Trustees is an independent, policy-making body charged by California Education Code, Section 70902, with responsibility for establishing academic standards, approving courses of instruction and educational programs, and determining and controlling the operating and capital budgets of the District. As required by California Education Code, the SMCCCD Board of Trustees has adopted a set of policies that detail accreditation expectations as well as delineate expectations for these matters. The Board's policies are publicly posted on the District's website and reviewed regularly for accuracy, currency and relevanceⁱ.

The Board of Trustees' authority and responsibilities are outlined within Board Policy 1.10ⁱⁱ, and include oversight of establishing policies, assuring the fiscal health and stability of the District and its colleges, monitoring institutional performance and quality, and representing the public interest. Additional governing policies include the delegation of duties to the district chancellor and college presidents, conduct of board elections, decorum at meetings, code of ethics for evaluating actions and the identification and handling of conflicts of interest. In this way, the Board aligns its duties and responsibilities with the institutional mission, accreditation standards, and federal and state regulations to set prudent, ethical and legal standards for the performance and operations of the District and its colleges.

The District is co-terminus with the boundaries of San Mateo County. The Board of Trustees consists of five members, each elected by the voters within the county. In 2017, the Board adopted a new election model, moving from an at-large election system—whereby trustees ran countywide—to trustee areas in which each trustee represents a discrete area within the District/county. Trustees are elected to staggered four-year termsⁱⁱⁱ. The Board also has one non-voting student trustee who is elected by representatives of students of the District's three colleges. The student trustee is elected annually^{iv}.

The Board generally meets twice per month, with the first meeting being a study session format that allows the Board to thoroughly review and discuss topics, generally those relating to student success, and become more familiar with issues facing students, faculty and staff. The

second meeting is typically a business meeting where matters relating to personnel, finances, facilities, information technology, curriculum, policies and other operational issues are discussed and approved.

Academic Quality and Effectiveness of Student Learning and Support Programs and Services

In 2015, the Board adopted a districtwide Strategic Plan that focuses on 'Students First' and emphasizes success, equity and social justice. A comprehensive set of metrics and a corresponding data scorecard have been established and published on the District's website to allow for regular monitoring and review of the key targets outlined in the plan. Additionally, to ensure the academic quality of the District and its three colleges, the Board receives updates and reviews progress in a number of key areas throughout the year. These include the California Community College Chancellor's Office Student Success Scorecard and the Institutional Effectiveness Partnership Initiative Framework of Indicators. The Board also receives updates on accreditation reports, substantive change proposals, the District Strategic Plan^v, and the college's Educational Master Plan^{vi}.

Integrity

In the area of institutional integrity, the Board examines its internal practices and processes through guidelines established by a code of ethics^{vii} and policy on conflict of interest^{viii}. The Board receives performance reports from the District's three colleges and from District divisions and delegates to the Chancellor the authority to administer policies, set procedures, and report back to the Board on the status of the District and the colleges.

Financial Stability of the Institution

To steward the financial integrity and stability of the institution, the Board receives and reviews quarterly financial statements and reports from the District's Finance Office^{ix}. District and college leaders provide updates on important matters of internal stability and long-term fiscal viability.

Independent, external audits are performed to ensure that the District's internal controls, processes, guidelines, and policies are adequate, effective and in compliance with accepted standards for higher education. These audits include District operating and voter-approved bond monies. Results of these audits are presented to the Board in a public session each year^x.

2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

[IV.C.2-1](#) SMCCCD Board of Trustees, Board Policy 1.35 Board Member Conduct

[IV.C.2-2](#) SMCCCD Board of Trustees, Board Policy 1.40 Meetings of the Board

[IV.C.2-3](#) SMCCCD Board of Trustees Minutes for April 7, 2018

Analysis and Evaluation

Each business matter for review or action by the Board of Trustees is considered in full and openly discussed at board meetings. Matters that are confidential in nature are discussed in closed session, with reports out to the public regarding any actions taken during those sessions^{xi}. All votes of the Board take place and decisions are made in public, and most voting matters are resolved unanimously. In those instances when a board member holds unique and individual perspectives, viewpoints are shared and votes are taken in the normal course of

action. After a decision is made, the Board moves forward as a collective entity on all related actions.

Acting Collectively, Divergent Voices

The Board assures that topics discussed are addressed using existing policies and practices, such as proper decorum^{xii}. As a result, members engage in debate professionally, with respect and civility. The Board of Trustees also complies with state laws regarding discussion of topics outside of open forums, and meetings are publicly announced and open to all in accordance with the Brown Act^{xiii}.

The Board of Trustees conducts a self-evaluation each year that reflects the Board's opinion that trustees are adhering to the philosophy statement and to each of the code of ethics statements regarding collective action^{xiv}. Trustees are careful to assess whether Board actions align with the district policies and mission. While the Board does not always vote unanimously to support administration's recommendations, trustees accept and support the decision of the majority.

The Board of Trustees participates in effective trustee training workshops and holds periodic retreats, typically at least once each year. In 2018^{xv}, the Board held a special retreat exclusively to focus on board organization, partnerships and actions as a collective unit.

3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard

IV.C.3-1 SMCCCD Board of Trustees, Board Policy 2.02 Chancellor of the District

IV.C.3-2 SMCCCD Board of Trustees, Administrative Procedure 2.02.1 Chancellor of the District: Selection Procedures

IV.C.3-3 SMCCCD Board of Trustees, Administrative Procedure 2.02.2 Chancellor of the District: Evaluation

IV.C.3-4 SMCCCD Board of Trustees, Board Policy 2.03 College Presidents

IV.C.3-5 SMCCCD Board of Trustees, Administrative Procedure 2.03.1 College Presidents: Selection Procedures

Analysis and Evaluation

The Board has clearly defined policies and procedures for the selection and evaluation of the District chancellor^{xvi}. The college president is employed and evaluated by the Board of Trustees and the chancellor^{xvii}; an accompanying procedure outlines the selection process for the college president^{xviii}.

Selection of Chancellor

The SMCCCD has enjoyed an extended period of stability in its senior leadership ranks, with the current chancellor serving for the past 19 years. However, the Board of Trustees does have a documented process^{xix} for conducting the search and selection of the chancellor, who is the chief executive officer of the District. Board policy 2.02^{xx} states that "In the case of a vacancy for the position of Chancellor, the Board shall establish a search process to fill the vacancy. The process shall be fair and open and comply with relevant regulations." As such, Administrative Procedure 2.02.1^{xxi} outlines the principles that shall guide all activities related to the screening and selection of a new chancellor, including the development of a position description,

composition of a selection committee, interview process and evaluation and selection of candidates.

Evaluation of Chancellor

Board Policy 2.02^{xxii} requires that the chancellor “be evaluated by the Board annually based upon goals which are mutually agreed upon by the Board of Trustees and the Chancellor and in accordance with any other provisions of the Contract of Employment for Chancellor. The Board shall evaluate the Chancellor using an evaluation process developed and jointly agreed to by the Board and the Chancellor.” Further, accompanying Administrative Procedure 2.02.2^{xxiii} outlines the performance evaluation categories, including:

- Institutional Performance
- Relationship with the Governing Board
- State, Public and Community Relations
- Faculty, Staff, Student, and Administrative Relations
- Educational Planning
- Institutional Leadership
- Budgetary and Fiscal Management
- Personal Qualities

Additionally, AP 2.02.1^{xxiv} includes an instrument for the chancellor’s evaluation.

4. The governing board is an independent, policy-making body that reflects the public interest in the institution’s educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

Evidence of Meeting the Standard

IV.C.4-1 SMCCCD Board of Trustees, Board Policy 1.02 Organization of the Board

IV.C.4-2 SMCCCD Board of Trustees, Board Policy 1.05 Student Trustee

IV.C.4-3 SMCCCD Board of Trustees, Administrative Procedure 1.05.1 Selection of Student Member

IV.C.4-4 SMCCCD Board of Trustees, Board Policy 1.10 Duties and Responsibilities of the Board

IV.C.4-5 SMCCCD Board of Trustees, Board Policy 1.35 Board Member Conduct

IV.C.4-6 SMCCCD Board of Trustees, Board Policy 2.45 Conflict of Interest

Analysis and Evaluation

The District’s Board of Trustees functions as an independent policy-making body that reflects the educational interests of the community it serves and, at the same time, protects and defends the institution from undue influence or political pressure. The Board’s policies and practices uphold its commitment to reflecting the public interest, ensuring broad representation from local constituencies, and maintaining independence in decision-making, in support of the institution’s educational mission^{xxv}.

Board Reflection of Public Interest

To better serve the interests of public interest in San Mateo County, in 2017, the Board transitioned away from an at-large election system to a by-trustee-area system, with each member of the Board representing a distinct and separate area of the county^{xxvi}. The Board also includes a Student Trustee, who serves a one-year term on the Board and votes on related business items (except for closed-session issues) in an advisory capacity^{xxvii, xxviii}.

The Board's commitment to reflecting public interest is also assured by regular and formal communications with the public regarding Board activities and decisions through its public meetings. There is a standing item on every regular Board meeting agenda for public comment, and Board minutes reflect that members of the public and college community frequently use this as an opportunity to voice their views on issues relevant to the Board. Each Board agenda contains two opportunities for public comment, on items from the closed session and on items not covered as agenda items in the open session. Additionally, the District is transparent in its actions and posts all board meeting agendas, minutes of meetings and policies and procedures on the District's website.

Broad representation, independence, and reflection of public interest are ensured by various Board policies on public interest. Board Policy 1.35^{xxx}, which regards board member conduct, reinforces that, "No member of the Board shall make, participate in making or, in any way, attempt to use his or her official position to influence a governmental decision in which he or she knows or has reason to know that he or she has a financial interest." A formal conflict of interest policy is outlined in Board Policy 2.45^{xxx}, which stipulates that, "[a] Board member shall not engage in any employment or activity that is inconsistent with, incompatible with, in conflict with or inimical to his/her duties as an officer of the District." The policy further states that, "Board members and employees shall not be financially interested in any contract made by them in their official capacity or in any body or board of which they are members." If such an interest or conflict arises, the board member has a duty to disclose the interest or conflict. Further, members are prohibited from concurrently serving on a high school district board of trustees^{xxxi}.

5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard

[IV.C.5-1](#) Community College League of California (CCLC)—Policy and Procedure Services

[IV.C.5-2](#) SMCCCD Board of Trustees, Board Policy 1.01 District Mission

[IV.C.5-3](#) SMCCCD Board of Trustees, Board Policy 1.10 Duties and Responsibilities of the Board

[IV.C.5-4](#) SMCCCD District Strategic Plan

Analysis and Evaluation

All policies of the Board are designed to help the organization better meet its mission as a community college in the California system. Educational quality, legal matters, and financial stability are ultimately the responsibility of the Board. Board policies make sure that the institution's programs and services are provided resources and support to maintain a high degree of quality and integrity.

Board Policy 1.10^{xxxi} outlines the duties and responsibilities of the Board. Among the 21 different areas covered in the policy, which represent the public interest, the Board states commitment to:

- Establish, enforce, and periodically review Board policies consistent with the goals and operation of the District and its Colleges.
- Appoint and annually evaluate the Chancellor of the District.

- Provide guidelines on funding levels, allocations, and District reserves; review and consider staff-prepared District and College budgets; adopt annual budget; assure fiscal health and stability.
- Approve all District and College programs, insuring that program offerings are responsive to and reflect community needs.
- Delegate appropriate authority for implementation of State law, regulations, and Board policies.
- Monitor institutional performance and educational quality.
- Provide the best possible learning experiences for students of the Colleges.
- Represent the general interests of the entire College District and to act only on the basis of what is in the best interests of the College District and the community.
- Hire and evaluate the Chancellor.

The District mission is set forth in Board Policy 1.01^{xxxiii}. The Board has approved policies, institutional goals, and other formal statements that describe Board of Trustees expectations for quality, integrity, and improvement of student learning programs and services for students, the college, and the community. Additionally, the Board ensures the mission is at the heart of the planning process. The Board regularly reviews the District's Strategic Plan, to ensure proper alignment with these policies^{xxxiv}.

To help in its work, the District subscribes to the CCLC^{xxxv} Board Policy and Administrative Procedure Service and typically sends representatives to the CCLC policy conference each year. This service is utilized by the California Community College system to identify policies required by law and accreditation, policies for good practice, and also policies on new and emerging areas of consideration. These policies are compliant with state regulations and align with educational quality, academic integrity, and student support programs and services standards in California.

6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

- [IV.C.6-1](#) SMCCCD Board of Trustees, Board Policy, 1.02 Organization of the Board
- [IV.C.6-2](#) SMCCCD Board of Trustees, Board Policy 1.05, Student Trustee
- [IV.C.6-3](#) SMCCCD Board of Trustees, Administrative Procedure 1.05.1, Selection of Student Member
- [IV.C.6-4](#) SMCCCD Board of Trustees, Board Policy 1.10, Duties and Responsibilities of the Board
- [IV.C.6-5](#) SMCCCD Board of Trustees, Board Policy 1.15, Officers of the Board
- [IV.C.6-6](#) SMCCCD Board of Trustees, Board Policy 1.20, Duties of Officers
- [IV.C.6-7](#) SMCCCD Board of Trustees, Board Policy 1.25, Secretary for the Board
- [IV.C.6-8](#) SMCCCD Board of Trustees, Board Policy 1.30, Compensation of Board Members
- [IV.C.6-9](#) SMCCCD Board of Trustees, Board Policy 1.35, Board Member Conduct
- [IV.C.6-10](#) SMCCCD Board of Trustees, Board Policy 1.40, Meetings of the Board
- [IV.C.6-11](#) SMCCCD Board of Trustees, Board Policy 1.45, Agendas for Meetings
- [IV.C.6-12](#) SMCCCD Board of Trustees, Board Policy 1.50, Minutes of Meetings
- [IV.C.6-13](#) SMCCCD Board of Trustees, Board Policy 1.55, Order of Business and Procedure
- [IV.C.6-14](#) SMCCCD Board of Trustees, Board Policy 1.60, Rules of Order for Board Meetings

Analysis and Evaluation

The Board of Trustees has adopted and published policies relating to the Board's size, duties, responsibilities, and operating procedures:

- Board Policy 1.02^{xxvi} outlines the authority, membership, election, term of office and filling of vacancies for the Board.
- Board Policy 1.05^{xxvii} and Administrative Procedure 1.05.1^{xxviii} outline the selection, duties, term of office and compensation for the student trustee.
- Board Policy 1.10^{xxix} establishes the areas for which the Board has authority and responsibility.
- Board Policy 1.15^{xl} outlines the officers to be elected on an annual basis, while Board Policy 1.20^{xli} enumerates the duties of each of the officers of the Board, including the secretary, as outlined in Board Policy 1.25^{xlii}.
- Board Policy 1.30^{xliii} outlines salary, benefits, reimbursable expenses and retirement of Board members.
- Board Policy 1.35^{xliv} provides the framework by which members are to conduct themselves as members of the Board.
- Board Policies 1.40^{xlv}, 1.45^{xlvi}, 1.50^{xlvii}, 1.55^{xlviii}, and 1.60^{xlix} all relate to how meetings are structured, conducted and materials and information produced and covered.

7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Evidence of Meeting the Standard

IV.C.7-1 SMCCCD Board of Trustees, Board Policy 2.06 Board Policy and Administrative Procedure

IV.C.7-2 SMCCCD Board of Trustees, Administrative Procedure 2.06.1 Board Policy and Administrative Procedure

IV.C.7-3 SMCCCD Board of Trustees, Board Policy 2.07 Policy Development

IV.C.7-4 SMCCCD Board of Trustees, Board Policy 2.08 District Participatory Governance Process

Analysis and Evaluation

The SMCCCD Board of Trustees consistently acts in accordance with all board policies and administrative procedures and regularly reviews how effective they are in fulfilling the mission.

Board policies provide a clear framework for all of the Board's activity. Specifically, Board Policy 2.06ⁱ, Administrative Procedure 2.06.1ⁱⁱ, and Board Policy 2.07ⁱⁱⁱ describe the processes by which the Board accomplishes its work. In addition to the creation and implementation of board, the Board also has established a timeline for review of the policies for currency, relevance, and purpose at least every six yearsⁱⁱⁱⁱ.

As part of the policy formulation and review process, the Board has also outlined in Policy 2.08^{lv} the role of the DPGC in policy patters. Particularly, the policy outlines that the Council is to advise the Board of Trustees, through its designee, the Chancellor, on among other things:

Board policies that directly affect faculty, staff and students of the District, as determined by the District administrator responsible for Board Policies, in conjunction with the DPGC co-chairs. All other Board policies will be brought to the DPGC as information items.

8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard

[IV.C.8-1](#) SMCCCD Board of Trustees, Board Packet for November 29, 2017

[IV.C.8-2](#) SMCCCD Board of Trustees, Board Packet for November 14, 2018

[IV.C.8-3](#) SMCCCD District Strategic Plan

Analysis and Evaluation

The District's governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

In 2015, the Board adopted a comprehensive Strategic Plan, which focuses on student success, equity and social justice. With this Plan, the District recognizes that there is nothing more important to the District's future and to the future of San Mateo County than increasing student success rates. In addition to student access, student success is crucial to closing longstanding gaps in student attainment. Continuous usage of the District's data and evidenced-based practices will be required to identify and close these gaps.

The four overarching goals of the 'Students First' Strategic Plan^{lv} include:

- Develop and strengthen educational offerings, Interventions, and support programs that increase student access and success.
- Establish and expand relationships with school districts, 4-year college partners, and community-based organizations to increase higher education attainment in San Mateo County.
- Increase program delivery options, including the expanded use of instructional technology, to support student learning and success.
- Ensure necessary resources are available to implement this strategic plan through sound fiscal planning and management of allocations.

There are a number of specific strategies and metrics for each goal that provide key indicators of student learning and achievement. The Board reviews the Strategic Plan annually and receives regular updates on the metrics and supporting activities, including extensive briefings in study sessions and in reports at business meetings. The College also brings forth to the Board various other reports and data, including the latest Integrated Plan^{lvii}, which encompasses the Equity Plan and Student Success and Support Program Plan, and Educational Master Plan^{lviii}.

9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

[IV.C.9-1](#) SMCCCD Board of Trustees, Board Members

[IV.C.9-2](#) SMCCCD Board of Trustees, Board Policy 1.02 Organization of the Board

[IV.C.9-3](#) SMCCCD Board of Trustees, Board Policy 1.10 Duties and Responsibilities of the Board

Analysis and Evaluation

Ongoing and systematic professional development is at the core of improved learning for individual board members and the Board as a collective body. Board membership continuity and overlapping member terms are provided for in board policy and in the implementation of that policy.

Orientation and Training

Orientation and training for new and existing board members is outlined in Board Policy 1.10^{lviii}. In particular, the policy calls upon members, “To engage in ongoing development of the Board. The Board will conduct study sessions, provide access to reading materials, and support conference attendance and other activities that foster trustee education.” Further, an onboarding and training process is outlined in this policy for newly elected or appointed board members. The 2018 election cycle resulted in one new trustee being elected to the Board. As that member ran un-opposed, staff briefed the candidate prior to the election on issues facing the District, key student success initiatives, the financial and operational details of the District and an overview of how the community colleges work in the county and throughout the state. Staff continues to provide such briefings to onboard the new trustee.

Ongoing training includes study sessions where staff and external experts offer in-depth presentations and activities on important topics to keep the Board current on important areas of college programs, services, system funding and revenue, and accreditation. Furthermore, each year the Board conducts an annual retreat where goals are set and reviewed and areas of professional development are often identified. In addition to the activities noted, board members attend state and national conferences geared towards trustees, to learn effective and promising practices for board operations.

Membership Continuity

In order to maintain continuity of board membership, the Board has staggered terms of office^{lix}. The Board consists of five elected members. Two seats were up for election in 2018 and the three remaining seats will be up for election in 2020 and every four years thereafter, respectively. The term of office of each trustee is four years, commencing in December following the general election in November on a date determined by law.

The membership of the SMCCCD Board of Trustees has been highly stable. One trustee was first elected in 1995, a second in 1997, a third in 2003, a fourth in 2016 and the fifth in 2018. Collectively, they have nearly 65 years of combined service on the Board of Trustees^{lx}.

10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

[IV.C.10-1](#) SMCCCD Board of Trustees Meeting for 7 April 2018

[IV.C.10-2](#) SMCCCD Board of Trustees, Board Policy 1.35 Board Member Conduct

IV.C.10-3 SMCCCD District Strategic Plan

Analysis and Evaluation

Prioritizing continuous improvement, academic quality, and institutional effectiveness are part of a mindset held by the SMCCCD Board of Trustees. Self-evaluation of practices and performance is a key component to maintaining and enhancing these values.

The process for Board evaluation is described in Board Policy 1.35^{lxi}. The goal of the self-evaluation process is to identify strengths and areas of opportunity for improvement.

To this end, the Board of Trustees annually evaluates and assesses its performance against and alignment with established institutional goals and priorities^{lxii}, including those identified by the Strategic Plan^{lxiii}. The results of the survey conducted among members are discussed at open Board sessions.

11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

Evidence of Meeting the Standard

IV.C.11-1 SMCCCD Board of Trustees, Board Policy 1.35 Board Member Conduct

IV.C.11-2 SMCCCD Board of Trustees, Board Policy 2.21 Policy on Professional Ethics

IV.C.11-3 SMCCCD Board of Trustees, Board Policy 2.45 Conflict of Interest

IV.C.11-4 SMCCCD Board of Trustees, Administrative Procedure 2.45.1 Conflict of Interest

IV.C.11-5 SMCCCD Board of Trustees, Administrative Procedure 2.45.2 Conflict of Interest Code

Analysis and Evaluation

The Board of Trustees has established board policies for conflict of interest^{lxiv}, a code of ethics for performance^{lxv}, and a policy for Board member conduct^{lxvi}. Further, it has developed administrative procedures for conflict of interest^{lxvii, lxviii}.

Code of Ethics and Conflict of Interest

The relevant policies and procedures are posted and made available to the public through the District's website. When potential conflicts of interest or ethics matters arise, the Board consults with the chancellor and/or district legal counsel for advice. Violations of the Policy of Professional Ethics are addressed by the Board President, or Vice President in the event the President has committed the violation^{lxix}.

Disclosing Interests

Each year, board members file a Statement of Economic Interests (Form 700), from the California Fair Political Practices Commission, with San Mateo County as a public statement for review^{lxx}.

When a conflict or the appearance of a conflict arises, the board members recuse themselves, or are asked to recuse themselves^{lxxi}. A review of the Board's actions over the past accreditation cycle reveals no violations of these board policies regarding improper behavior.

12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard

[IV.C.12-1](#) SMCCCD Board of Trustees, Board Policy 2.02, Chancellor of the District

[IV.C.12-2](#) SMCCCD Board of Trustees, Administrative Procedure 2.02.2, Chancellor of the District: Evaluation

[IV.C.12-3](#) SMCCCD Board of Trustees, Board Policy 8.02, Delegation of Authority

Analysis and Evaluation

Pursuant to Board Policy 2.02^{xxxii}, the chancellor serves as “chief executive officer of the District and whose principal responsibility is leadership of the educational program.” Further, through Board Policy 8.02^{xxxiii}, “The Board delegates to the Chancellor the authority to supervise the general business procedures of the District to assure the proper administration of property and contracts; the budget, audit and accounting of funds; the acquisition of supplies, equipment and property; and the protection of assets and persons.” The chancellor is also responsible for administering all board policies through a system of administrative procedures and internal practices^{xxxiv}.

The Board of Trustees, in partnership with the chancellor, sets annual performance goals as a basis for evaluation^{xxxv, xxxvi}. The duties identified in board policies, and as incorporated in the job responsibilities, guide the development of the goals and evaluation of progress. The chancellor works with the Board to make clear the difference between the Board’s role as an oversight and policy-making body and the role of the chancellor.

13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college’s accredited status, and supports through policy the college’s efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard

[IV.C.13-1](#) SMCCCD Board of Trustees, Board Policy 2.70 Accreditation

[IV.C.13-2](#) SMCCCD Board of Trustees, Administrative Procedure 2.70.1 Accreditation

Analysis and Evaluation

The Board of Trustees is informed and regularly updated about all issues surrounding the accreditation process. The Board also participates in evaluating its own responsibilities in the process through various activities, including retreats and study sessions.

Staying Informed on Accreditation Issues

The Board of Trustees is apprised of, and regularly updated on, accreditation issues such as Eligibility Requirements, Accreditation Standards, and Commission policies, both on a regional and national basis, as well as accreditation efforts taking place at the college. In fact, the SMCCCD led efforts to reform the accreditation process, and as a result, the Board became very familiar with the standards, process, and practices of the Accreditation Commission.

Helping the College Improve and Excel

Board Policy 2.70^{lxxvii} and its corresponding Administrative Procedure 2.70.1^{lxxviii} outline the responsibilities of the Board and the chancellor regarding the accreditation process. Each year, the Board reviews the annual report and the annual fiscal report delivered to the ACCJC. In addition, the Board reviews any substantive change proposals for the college.

Evaluating Roles and Functions

For the current accreditation self-evaluation cycle, the Board of Trustees is scheduled to be fully briefed on the institutional self-study in April 2019 and May 2019, and final adoption of the report by July 2019. The Board is routinely provided with updates about the planning process and progress made on the college's self-evaluation.

Conclusions on Standard IV.C. Governing Board

[insert response]

Improvement Plan(s)

[insert response if applicable]

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ⁱⁱ [IV.C.1-6](#)
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D. Multi-College Districts or Systems

1. In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

Evidence of Meeting the Standard

[IV.D.1-1](#) SMCCCD Board of Trustees, Board Policy 2.02 Chancellor of the District

[IV.D.1-2](#) SMCCCD Board of Trustees, Board Policy 2.03 College Presidents

[insert link to functional map here]

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Analysis and Evaluation

The District Chancellor provides leadership and guidance in the communication of expectations of educational excellence and integrity throughout the District. The Chancellor also works with the administrative leaders at both the district- and college-level to assure support for the effective operation of the college and the district overall. Three leadership teams carry out this work, each with its own function:

- Chancellor's Cabinet: The Cabinet consists of the chancellor, three college presidents, chief of staff, chief financial officer, vice chancellor for human resources, and vice chancellor for educational services and planning, provides guidance and ongoing oversight of district academic programs, operations, and resources (human and financial). The Cabinet meets bi-weekly.
- Chancellor's Council: The Council consists of the members of Chancellor's Cabinet plus the vice chancellor for facilities, vice chancellor for auxiliary services, provost for international education, and chief technology officer, guides additional operational functionality to the Cabinet in the areas above. The Council meets bi-weekly.
- Chancellor's Staff: the staff includes the chancellor, chief of staff, all vice chancellors, chief financial officer, chief technology officer, director of general services. It provides districtwide central service support to the district's colleges. The staff meets weekly.

Through the mission, vision, and values statements, and through the District's Strategic Plan, the chancellor works with these administrative leadership teams to set priorities for the work that is to be done throughout the district and the college. It is expected that the cabinet, council and staff members, including the college president, communicate with their team members any actionable and/or relevant information that is discussed at the meetings.

Per Board Policy 2.02ⁱ, the chancellor serves as the chief executive officer of the district and has the principal responsibility of providing leadership of the educational program. According to BP 2.02, the chancellor may, and does, delegate authority for the administration of the college to the college president. The role of the chancellor is outlined in the aforementioned policy, and the role and duties of the college president are outlined in Board Policy 2.03ⁱⁱ.

Delineation of functions, roles, and responsibilities are understood among the executive leadership teams. Any questions about roles and responsibilities are discussed at the council level and any clarifications or necessary changes are addressed. The chancellor takes responsibility for ensuring district-level support for campus operations that are centralized,

delegating the functional responsibility to the vice chancellor responsible for that centralized area.

2. The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

Evidence of Meeting the Standard

- IV.D.2-1 Annual Bond Audit Reports
- IV.D.2-2 Annual Financial Audit Reports
- IV.D.2-3 Auxiliary Services Annual Report
- IV.D.2-4 [SMCCCD Board of Trustees, Board Policy 2.02 Chancellor of the District](#)
- [IV.D.2-5 SMCCCD Board of Trustees, Board Policy 8.02 Delegation of Authority](#)
- [IV.D.2-6 SMCCCD Financial Services, 2018-19 Final Budget Report](#)

Analysis and Evaluation

Chancellor Delineates, Documents, and Communicates Operational Responsibilities

The chancellor, as CEO of the district, clearly delineates, documents, and communicates operational responsibilities and functions of the district from those of the colleges and adheres to this delineation in practiceⁱⁱⁱ. Board Policy 8.02^{iv} outlines those areas which have been delegated to the chancellor and which the chancellor may—and in practice does—delegate to others. In particular, “Subject to established administrative procedures, the Presidents of the Colleges are responsible to the Chancellor for the development of all aspects of the educational and student services program at their Colleges and for the administration and operations of the Colleges.” Further areas of delegation to central administrators of the district are included in the policy^v.

The chancellor meets weekly with the college presidents, vice chancellors and district senior staff to discuss strategic and operational issues. Additionally, districtwide participatory governance groups, such as the Vice President’s Council (comprised of all vice presidents from all of the District’s three colleges), and District Budget Council (including representatives from each of the District’s three colleges), facilitate communication between the District and College, providing a forum for expressing concerns about district services that support the college in achieving its mission and acting as a feedback mechanism to provide assessment of the effectiveness of district services.

The districtwide strategic, technology, and facilities master plans further differentiate the responsibilities of the colleges and district and provide data-driven metrics for measuring success. The District Strategic Plan in particular demonstrates how District services are focused on meeting the needs and priorities of the institution as an overwhelming majority of the District strategies incorporated into the plan are directly related to supporting specific college goals. This approach is also evident in the prioritization of spending illustrated in the resource allocation cycle, which also provides ample opportunity for communication and feedback^{vi}.

The Chancellor Ensures that the Colleges Receive Effective and Adequate Services

To support the college mission, the District provides high-quality, central services to all of the District's colleges and serve to minimize costs, ensure consistency, and avoid duplication of effort. These areas include:

- Chancellor's Office provides districtwide leadership and guidance on all areas of policy and operation to the District and colleges
- Educational Services and Planning coordinates academic and student support services throughout the District, as well as monitoring and implementing the District Strategic Plan
- Financial Services provides general financial oversight and support, including accounting, budget, payroll, purchasing and contracts, bond financing and grants
- Facilities Planning, Maintenance and Operations coordinates facilities planning and construction, facilities operations and maintenance, and public safety
- Human Resources coordinates recruitment, hiring, classification, compensation, benefits, training, diversity and equal opportunity
- Information Technology provides educational technology support, including systems and infrastructure, website, email, accessibility, and equipment
- International Affairs coordinates recruitment and matriculation of international students

The services of these operations are reviewed regularly at the various executive team meetings (Cabinet, Council, Staff), and as issues arise, they are addressed promptly by those leaders responsible for the functional areas.

Beyond the metrics included in institutional plans and feedback received through the governance process, District services are assessed through a variety of surveys and reports. The District's external auditors conduct an annual financial audit of all funds, books, and accounts; and the District contracts for an annual performance audit of the bond program ([link to audit reports](#)). Additionally, the Auxiliary Services operations publish an annual report detailing their operations and achievements ([link to Aux Svs annual report](#)).

3. The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.

Evidence of Meeting the Standard

[\[insert response\]](#) **We are waiting for this section; it will be updated soon.**

Analysis and Evaluation

[Evidence of Meeting the Standard will be provided by the District Office of Finance.](#)

4. The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.

Evidence of Meeting the Standard

[IV.D.4-1](#) SMCCCD Board of Trustees, Board Policy 2.03 College Presidents

[IV.D.4-2](#) SMCCCD Board of Trustees, Board Policy 8.02 Delegation of Authority

Analysis and Evaluation

The chancellor delegates full responsibility to the college president for the operation and function of the College^{viii}. Board Policy 8.02^{viii} stipulates that the Board of Trustees delegates the administration of the District to the Chancellor, who in turn delegates the administration of the college to the college president. The chancellor evaluates the president based upon their performance and goals related to this delegation of authority.

5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

Evidence of Meeting the Standard

[IV.D.5-1](#) SMCCCD District Strategic Plan

[IV.D.5-2](#) SMCCCD District Strategic Plan, Scorecard and Metrics

Analysis and Evaluation

District planning is integrated with college planning through the District and college strategic plans. With an emphasis on student success, the District Strategic Plan^{ix} was completed in 2015, and is reviewed annually. The strategic plan process included participation by members of all constituencies (faculty, staff, students, administrators, board of trustees) from the District office and each college. The strategic plan objectives are linked to those of the college and are evaluated based upon set targets and the completions of activities that are delegated to members of the leadership at the District and the college. The Strategic Plan is documented on the District's website and is monitored for effectiveness using the Scorecard^x. This scorecard tracks metrics annually that are linked to the goals and objectives of each strategic initiative. In addition, the activities associated with the strategic initiatives are assigned to leaders at the district and the college to ensure that they are completed.

6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

Evidence of Meeting the Standard

[IV.D.6-1](#) SMCCCD Board of Trustees, Board Agenda Packets

[IV.D.6-2](#) SMCCCD Board of Trustees, Board Policy 2.08 District Participatory Governance Process

Analysis and Evaluation

The District has a number of mechanisms to promote communication between the college and the District and to ensure effective and timely operations. Ongoing committees exist for the purpose of working jointly with the college and throughout the District. The Districtwide Participatory Governance Council (DPGC) consists of members of all constituency groups (CSEA, AFT, AFSCME, Faculty Senate, Associated Students, management representatives and chancellor representative) whose role it is to communicate any business to their

constituents^{xii}. Feedback gathered from constituent groups is brought back to the DPGC and shared with the other groups. Minutes of the DPGC meetings can be found on the District website.

The Chancellor's Cabinet meetings are the place where the senior leadership discusses the business of the colleges, and its membership includes all college presidents in the district and the chief of staff, chief financial officer, vice chancellor for human resources and vice chancellor for educational service and planning. The purpose of the Chancellor's Cabinet is to discuss and collaborate on the academic, fiscal and personnel matters of the college and the District. Cabinet members are tasked with taking back relevant information to their departments and/or colleges. A second and extended group that further discusses District and college issues is the Chancellor's Council, which includes members of the Cabinet, plus the vice chancellor for auxiliary services, vice chancellor for facilities and chief technology officer. This group discusses and plans for issues relating to general operation and administration of the district and the colleges.

An additional group central in assuring effective communication is the Vice President's Council. This group, consisting of the vice presidents (administration, instruction, and student services) from each college, meets once each month to review and discuss issues of common concern to the District and impact all three of the district's colleges. This Council aids in formulating policy and procedures and gathers and disseminates information to their respective colleges and departments. The Council also works as a unit and provides support and counsel to each other and is a network of administrators across the District that helps identify and communicate matters of interest.

In compliance with the Brown Act, agenda and minutes items for each Board meeting are posted to the District's website for the public to view. Seventy-two hours before each Board of Trustees meeting, the Chancellor's office post a board meeting agenda and associated documents on the website^{xiii}.

7. The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

IV.D.7-1 SMCCCD Board of Trustees, Board Policy 2.08 District Participatory Governance Process

Analysis and Evaluation

The District participates in a number of assessments of its effectiveness. The District participates in a District Office Program Review to obtain feedback on District services. The Office of General Services coordinates this effort, with each functional leader being responsible for their respective departments. The Chancellor's Staff serve as a coordinating body and results are reviewed and shared with this team, who communicates feedback to the respective area of responsibility.

Additionally, in accordance with Board Policy 2.08^{xiii}, the District ensures the participation of appropriate members of district and college constituencies (Academic Senate; Classified Staff; students) in decision-making through the Districtwide Participatory Governance Council. Each year, the DPGC reviews the policy and the effectiveness of the groups work and recommends changes to the policy as needed. Information discussed in the DPGC is widely shared with the various stakeholder groups across the District.

Conclusions on Standard IV.D. Multi-College Districts or Systems

[insert response]

Improvement Plan(s)

[insert response if applicable]

ⁱ IV.D.1-1

ⁱⁱ IV.D.1-2

ⁱⁱⁱ IV.D.2-4

^{iv} IV.D.2-5

^v IV.D.2-5

^{vi} IV.D.2-6

^{vii} IV.D.4-1

^{viii} IV.D.4-2

^{ix} IV.D.5-1

^x IV.D.5-2

^{xi} IV.D.6-1

^{xii} IV.D.6-2

^{xiii} IV.D.7-1

H. Quality Focus Essay

Introduction of Projects

The Cañada College Quality Focus Essay (QFE) confirms our commitment to the implementation of Guided Pathways through the emphasis of providing students with a strong start. This QFE will describe how the College plans to achieve a culture of continuous quality improvement and student success.

I CAN Start Strong (A pathways strategy: -6 to +9 months)

Students who start strong in college yield higher rates of success. Understanding this concept, the California Community College Chancellor's Office has introduced the California Guided Pathways Initiative which is "a student-centered approach that can dramatically increase the number of students earning community college credentials, while closing equity gaps" (Foundation for California Community Colleges, 2018).

Building on Experience

Cañada College employs an inclusive approach towards the implementation of Guided Pathways that builds on years of prior efforts to improve the students' experience from the 6 months prior to the 9 months following their initial enrollment.

- **Multiple Measures Assessment Program (MMAP):** As an MMAP pilot college, Cañada College implemented the use of high school transcripts to increase the accuracy of a student's placement in 2016. Since that time, Cañada has been a leader in making changes to curriculum to ensure adequate co-requisite and other real-time instructional supports to students needing those supports to succeed in transfer level coursework. By fall 2019, these curriculum changes will be fully implemented.
- **STEM Center** Thanks to considerable support from the US Department of Education, the Cañada College STEM Center launched a series of initiatives in 2016 that incorporate the Guided Pathways framework, including helping students: (1) choose an "Area of Interest"; (2) join a first-year cohort aligned with area of interest; (3) explore career options to better inform the choice of a major and plan of study; (4) receive guidance and support to stay on plan. As a result of this initiative, the STEM Center has closed the achievement gap of underserved and underrepresented students by utilizing high-impact practices such as supplemental instruction via peer tutoring, lab time, and additional instructor support. Students participating in the STEM Center program have benefitted from a model that aligns instruction to contextualized support services. The College intends to apply lessons learned from the STEM Center to the college as a whole over the next several years.
- **Career Education (CE):** Cañada's exceptional career education programs have long implemented elements of the Guided Pathways framework. The College plans to better

integrate and scale successful practices, such as ??, from its CE programs to its implementation of interest areas or “meta majors.”

Commented [SH29]: Working on this

Guided Pathways at Cañada

The results of these prior efforts, as well as that of the College’s Guided Pathways inquiry phase, reveal that a focus on successful entry and a student’s first year experience is pivotal to a student’s persistence, success, and ultimate completion. Specific activities identified to provide students with a strong start include:

- Implementation/expansion of various high school engagement strategies: early college experiences such as dual enrollment, summer programs, and related outreach events
- Streamlining the application process
- Scaling Proactive Registration – define better
- Modification of the current Priority Enrollment Program (PEP) to better serve incoming students
- Providing support for completion of FAFSA and CA Dream Act documentation
- Increasing accuracy of Student Education Plans which can better inform course scheduling
- Developing a First Year Experience program
- Grouping degree programs into ‘Interest Areas’ or ‘Meta Majors’
- Optimizing the class schedule to avoid class cancelations and conflicts
- Ensuring all degree and certificate programs are complete-able within the specified timeframe
- Aligning support services with interest areas and timing to fit student needs
- Expanding Bridge Programs preceding fall and spring terms
- Expanding cohorts via learning communities

Commented [SH30]: Working on this

Integrating Student Support and Instructional Services

A common theme identified among Cañada’s effective practices and the Guided Pathways framework is that of better integrating student support services with academic pathways. In order for students to effectively tackle transfer-level coursework on day one, explore careers and majors without losing time, and complete certificates, degrees or transfer more quickly than they have in the past, student services and instruction must be much more closely integrated via practices such as:

- Counseling aligned with academic pathways.
- Complementary supports such as embedded tutoring, mentoring and aligned with instructional programs in collaboration with faculty.
- Career exploration, project-based and work-based learning, internships, and job placement support within interest areas.

Organizational Structure

Cañada’s Guided Pathways efforts are supported by three working groups (Student Voices, Academic Pathways, and Business Processes Analysis) and a Steering Committee, all of which

are closely aligned with the College's Enrollment Management Committee and all of its participatory governance Planning Councils.

Anticipated Impact on Student Learning and Achievement

The anticipated impacts on student learning and achievement at Cañada as a result of the College's Guided Pathways efforts include: greater rates of degree completion and transfer achieved more efficiently, with fewer extraneous units earned, while improving employment outcomes and dramatically reducing any equity gaps in these achievements across sub-populations that have been disproportionately negatively impacted in the past.

Outcome Measures

GOAL 1: Completion

Increase by at least 20 percent the number of Cañada College students who acquire associate degrees, credentials, certificates, or specific job skill sets that prepare them for in-demand jobs by 2021-22 (adjusted for enrollment fluctuations).

GOAL 2: Transfer

Increase by 35 percent the number of Cañada College students transferring to a UC or CSU by 2021-22 (adjusted for enrollment fluctuations).

GOAL 3: Unit Accumulation

Decrease the number of units accumulated by Cañada College students earning associate degrees, from an average of approximately 93 total units to an average of 85 total units by 2021-22.

GOAL 4: Workforce

Increase the percent of exiting career education students at Cañada College who report being employed in their field of study, from 65% to 72% by 2021-22.

GOAL 5: Equity

Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent by 2021-22 and fully closing those achievement gaps for good by 2026-27.

Action Plan(s)

Objective	Activities	Timeline	Responsible Parties	Cañada College Strategic Plan Goal(s) Achieved
Increase by at least 20 percent the number of Cañada students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.	Complete-ability Increased accuracy of Student Education Plans which can inform course scheduling Grouping degree programs into 'Interest Areas' or 'Meta Majors' Optimization of the class schedule to avoid class cancelations and conflicts Alignment of support services with interest areas	<u>Inquiry Phase:</u> Fall 2018 <u>Identify</u> <u>Strategy:</u> Summer 2019 <u>Implementation:</u> Fall 2019 and Spring 2020 <u>Collection and Data Analysis:</u> Spring 2021	Guided Pathway Teams: Academic Pathways Student Voices Business Process Analysis Steering Group	1. Student Completion/ Success
Increase by 35 percent the number of Cañada students transferring annually to a UC or CSU.	Implementation/expansion of various high school engagement strategies: Dual Enrollment, Summer Programs, Outreach Events, etc... Modification of the current Priority Enrollment Program (PEP) to better serve incoming students Expansion of cohorts via learning communities Expansion of Support and Instructional Programs	<u>Inquiry Phase:</u> Fall 2018 <u>Identify</u> <u>Strategy:</u> Summer 2019 <u>Implementation:</u> Fall 2019 and Spring 2020 <u>Collection and Data Analysis:</u> Spring 2021	Guided Pathway Teams: Academic Pathways Student Voices Business Process Analysis Steering Group	1. Student Completion/ Success
Decreased by at least 1.1 percent the average number of units accumulated by Cañada students earning associate's degrees (at Cañada this would be represented by a decrease from	Complete-ability Increased accuracy of Student Education Plans which can inform course scheduling Grouping degree programs into 'Interest Areas' or 'Meta Majors' Optimization of the class schedule to avoid class cancelations and conflicts Alignment of support services with interest area.	<u>Inquiry Phase:</u> Fall 2018 <u>Identify</u> <u>Strategy:</u> Summer 2019 <u>Implementation:</u> Fall 2019 and Spring 2020 <u>Collection and Data Analysis:</u> Spring 2021	Guided Pathway Teams: Academic Pathways Student Voices Business Process Analysis Steering Group	1. Student Completion/ Success and 3. Organizational Development

112 units to 101 units).				
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Objective	Activities	Timeline	Responsible Parties	Cañada College Strategic Plan Goal(s) Achieved
Increased the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 60 percent to an improved rate of 69 percent—the average among the quintile of colleges showing the strongest performance on this measure.	Expansion of Support (including Job Placement and Career assistance) and Instructional Programs Identification of job placement data tool	<u>Inquiry Phase:</u> Fall 2018 <u>Identify</u> <u>Strategy:</u> Summer 2019 <u>Implementation:</u> Fall 2019 and Spring 2020 <u>Collection and Data Analysis:</u> Spring 2021	Guided Pathway Teams: Academic Pathways Student Voices Business Process Analysis Steering Group	1. Student Completion/ Success 2. Community Connections 3. Organizational Development
Reduced equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps within 10 years.	Streamlining the application process Proactive Registration Modification of the current Priority Enrollment Program (PEP) to better serve incoming students Providing the needed support for FAFSA completion Development of a First Year Experience program Development of Bridge Programs Expansion of cohorts via learning communities	<u>Inquiry Phase:</u> Fall 2018 <u>Identify</u> <u>Strategy:</u> Summer 2019 <u>Implementation:</u> Fall 2019 and Spring 2020 <u>Collection and Data Analysis:</u> Spring 2021	Guided Pathway Teams: Academic Pathways Student Voices Business Process Analysis Steering Group	1. Student Completion/ Success 2. Community Connections 3. Organizational Development

Table 3: Action Plan for the Quality Focus Essay

The College wishes to affirm that, although this QFE emphasizes its Start Strong activities, the college is simultaneously moving forward with its Stay Strong and Finish Strong initiatives. Cañada College is confident that its inclusive, student-centered approach will generate encouraging data that will meet its Educational Master Plan goals and, in so doing, will assist in achieving its mission:

Cañada College provides our community with a learning-centered environment, ensuring that all students have equitable opportunities to achieve their transfer, career education, and lifelong learning educational goals.

The college cultivates in its students the ability to think critically and creatively, communicate effectively, reason quantitatively, and understand and appreciate different points of view within a diverse community.