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. Programs[i] 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 agreements[ii] with out-of-state (OOS) public and private universities and colleges. In addition, Cañada College has established Transfer Admission Guarantee agreements[iii] 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)

<div style="float:right; border:1px solid #c00; background:#fde;">Commented [SH18]: Working on these elements.</div>

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[xii] 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.

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

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

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[xlvii].

The College has a policy allowing students to substitute courses[xlviii] that were previously completed at another accredited intuition[xlix] 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 outcomes[ii]. 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

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 catalog[liii] and the Transfer Center website[liv]. 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[lvi]. The college also provides links to ASSIST.org[lvii] 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[lviii] 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[lix] 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)[lx]. 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[lxi] and the ADT website[lxii]. The Transfer Center web page offers students ADT worksheets[lxiii] 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[lxxx] 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[lxxxi], 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[lxxxii]; the assessment results collected by TracDat are further analyzed and reported in Program Review[lxxxiii]. 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[lxxxiv] 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[lxxxv], Medical Assisting[lxxxvi], and Early Childhood Education[lxxxvii], 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[lxxxviii] are well-qualified to take the CMA test. Select programs are industry accredited, such as the Kitchen and Bath Design Certificate[lxxxix] and Radiologic Technology Degree[xc]. On occasion, certificate program cohorts, like Early Childhood Education[xci], are scheduled such that graduates have earned external permits necessary to quality 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
iiii II.A.1-7
iii II.A.1-8
iv II.A.1-3
v II.A.1-6
vi II.A.1-1
vii II.A.1-5
viii II.A.2-1
ix II.A.2-3
x II.A.2-6
xi II.A.2-2
xii II.A.2-5
xiii II.A.3-1
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
xix II.A.3-8
xx II.A.3-7
xxi II.A.3-6
xxii II.A.4-1
xxiii II.A.4-5
xxiv II.A.4-4
xxv II.A.4-3
xxvi II.A.4-6
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
xxxii II.A.6-1
xxxiii II.A.6-3
xxxiv II.A.6-4
xxxv II.A.6-5

[lxxxvii] II.A.14-8

[lxxxviii] II.A.14-11

[lxxxix] II.A.14-9

[xc] II.A.14-3

[xci] II.A.14-7

[xcii] II.A.15-4

[xciii] II.A.15-6

[xciv] II.A.15-3

[xcv] II.A.15-2

[xcvi] II.A.15-5

[xcvii] II.A.15-8

[xcviii] II.A.16-4

[xcix] II.A.16-5

[c] II.A.16-2

[ci] II.A.16-1

[cii] II.A.16-3

[ciii] II.A.16-6
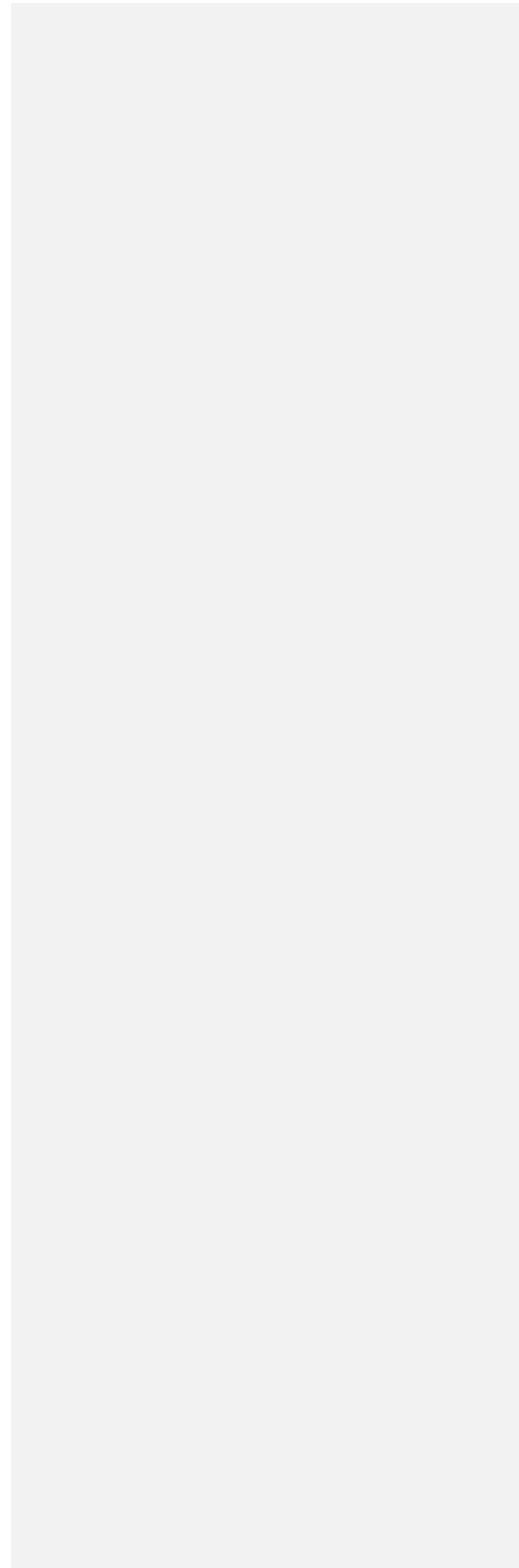
B. Library and Learning Support Services

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 ¡ESO! 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 an achievement though 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 Library[i] 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 collections[ii], students have access to 84 computer workstations, five group study rooms[iii] 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 (¡ESO!) 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 though our:

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

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,xlv], 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[xlvi]. 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 gleamed 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 additional 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[i] 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[ii]. 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 Verizon[iii]. 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 NetTutor[iii]. 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](#)
iii [II.B.1-20](#)
iv [II.B.1-22](#)
v [II.B.1-18](#)
vi [II.B.1-22](#)
vii [II.B.1-21](#)
viii [II.B.1-8](#)
ix [II.B.1-26](#)
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xi [II.B.1-1](#)
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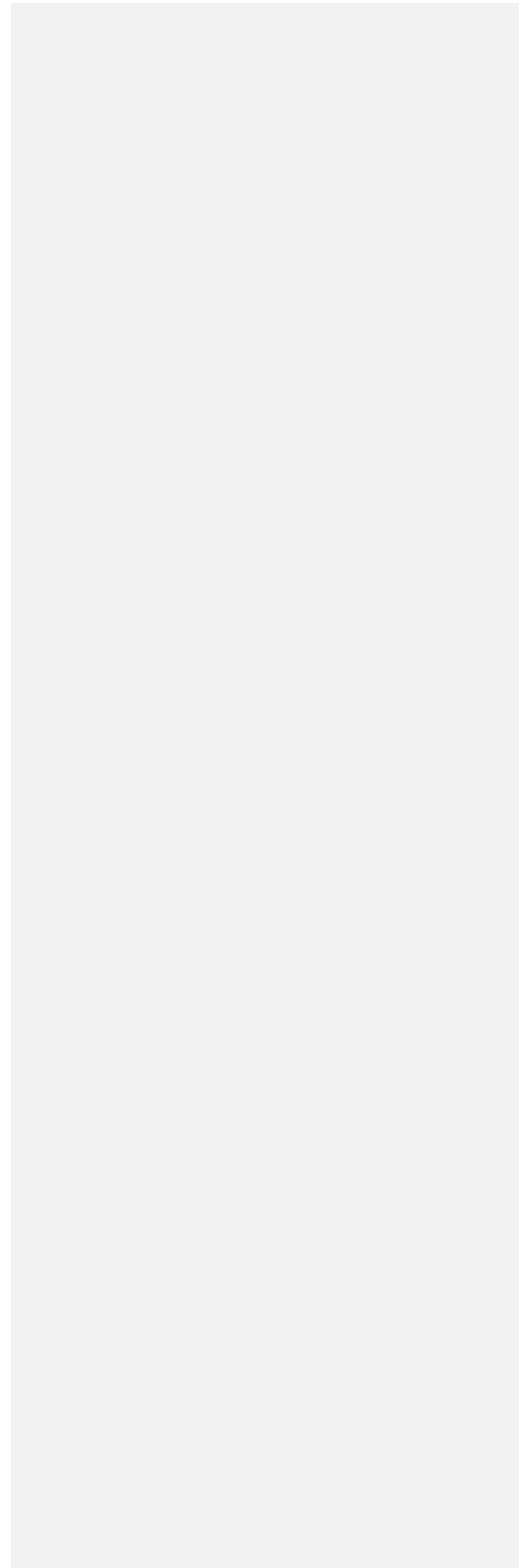xxxiv [II.B.2-7](#)
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xlvi II.B.3-10
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l II.B.4-4
li II.B.4-5
lii II.B.4-6
liii II.B.4-2

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 process[i] 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 reviews[ii] are reviewed by the SSPC[iii], 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

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[xxix]
- 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[xlvi]. 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[xlvii] 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[xlviii] 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[xlix]
- Engineering[l]
- Fashion Design and Merchandising[li]
- Interior Design[lii]
- Medical Assisting[liii]

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[liv] 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 (MMAP) 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

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[lvi] and procedures, relevant state laws, and state chancellor office guidelines. The District uses the online application system OpenCCC[lvii], which is provided by the California Community Colleges Chancellor's Office.

Beginning in 2015, Cañada used MMAP 2015[lviii], using high school GPA and grades for math and English placement. Before fall 2019, Cañada used the Accuplacer Platform[lix] 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[lx].

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[lxi] and procedure[lxii], 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[lxiii] 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[lxiv] 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[lxv] (DegreeWORKS[lxvi] 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]

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