

# **PEER REVIEW TEAM REPORT**

**Cañada College**  
4200 Farm Hill Boulevard  
Redwood City, CA 94061

This report represents the findings of the peer review team that visited  
Cañada College from  
September 30 to October 3, 2019

**Dr. Keith Flamer**  
Team Chair

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**Cañada College**  
**Comprehensive Evaluation Visit**  
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## Summary of Evaluation Report

INSTITUTION: Cañada College

DATES OF VISIT: September 30 to October 3, 2019

TEAM CHAIR: Dr. Keith Flamer

A nine-member accreditation team visited Cañada College from September 30 to October 3, 2019 for the purpose of determining whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and USDE regulations. The team evaluated how well the College is achieving its stated purposes and provided recommendations for quality assurance and institutional improvement.

In preparation for the visit, the team chair attended a team chair workshop on August 1, 2019. The team chair and team assistant conducted a phone conference call on August 27 in lieu of a face-to-face College campus pre-visit. During this call, the chair discussed the initial peer review visit schedule and finalized logistic arrangements with the College leadership and key personnel involved in the self-evaluation preparation process. The peer review team received team training provided by staff from Accrediting Commission for Community and Junior Colleges (ACCJC) on September 4, 2019.

The peer review team received the College's self-evaluation document (ISER) and related evidence several weeks prior to the site visit. Team members found the ISER to be a comprehensive document detailing how the College is meeting Eligibility Requirements, Commission Standards, and Commission Policies. The team confirmed that the entire College community including faculty, staff, students, and administration developed the ISER through broad participation. The team found that the College provided a thoughtful ISER and Quality Focus Essay (QFE).

Following the team training, members were assigned to specific Standards and began composing preliminary responses. This process allowed the team to identify areas for further inquiry and provide the College with a list of requests for interviews and additional evidence for review during the site visit.

Prior to the visit, team members completed their team assignments, identified areas for further investigation, and provided a list of interview requests. On September 30, 2019 team members spent the morning discussing their initial observations and their preliminary review of the written materials and evidence provided by the College. The team members then attended a reception at the College and were provided a tour of the campus.

During the visit, team members met with faculty, administrators, classified staff and students in formal meetings, group interviews and individual interviews. The team held two open forums, which were well-attended.

The team found the College was well prepared for the team visit and that all members of the campus community were very accommodating in meeting requests for additional evidence and follow-up interviews. The team felt welcomed by the entire campus community and was thoroughly supported in all facets of their work.

Open forums, held 10:00 am and 1:00 pm on Wednesday October 2, afforded College stakeholders and community members with opportunities to meet with members of the peer review team, ask questions and provide observations to contribute to the review process. 55 people attended the open forum. The team issued one improvement recommendation.

## **Major Findings and Recommendations of the Peer Review Team Report**

### **Team Commendations**

#### Commendation 1:

The College is commended for its holistic and encompassing student support services that address student and community challenges such as food insecurity, transportation issues, legal assistance, and the cost of education. The College provides significant outreach to its local community, provides information and service materials in multiple languages, and its associated student life is well integrated with College services and mission. (I.C.2, II.C.2, II.C.3, II.C.4)

#### Commendation 2:

The College is commended for its integration of instruction and student services to enhance student access and success. The College has developed a culture of flexibility, dedication to equity and inclusion of all students that empowers the instruction faculty and student services to meet formally and informally to address student needs collaboratively and in a timely manner. (I.A.3, II.A.7, II.C.3, II.C.5)

### **Team Recommendations**

#### **Recommendations to Improve Quality:**

#### Recommendation 1:

In order to improve institutional effectiveness, the team recommends that the College provide professional development to improve the program review process and student access and/or achievement. (I.B.6)

## Introduction

Overlooking the San Francisco Bay, Cañada College is situated in the western part of Redwood City, in the center of the Silicon Valley. The College is one of three accredited colleges in the San Mateo County Community College District (SMCCCD). The District serves the entire County of San Mateo with an estimated population of 774,115, as of 2018. The primary service area for Cañada College is the southern part of the County, including Atherton, East Palo Alto, La Honda, Ladera, Menlo Park, North Fair Oaks, Pescadero, Portola Valley, Redwood City, San Carlos, San Gregorio, and Woodside.

The College takes its name from Cañada Road, which winds its way through the valley to the west of the campus. In Spanish, the word *cañada* means ravine. The College first opened its doors at its current location to 2,000 students in the fall of 1968.

Cañada College is a comprehensive community college offering a range of degree and certificate programs that facilitates students' transferring to four-year colleges/universities or entering or returning to the workforce. As of the 2019-20 academic year, the College offers 26 Associate in Arts Degree programs, 25 Associate in Science Degree programs, 27 Associate in Arts or Associate in Science Degrees for Transfer programs, as well as 42 Certificate of Achievement programs.



## **Eligibility Requirements**

### **1. Authority**

The team confirmed that Cañada College is authorized to operate as a post-secondary, degree-granting institution based on continuous accreditation by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC). ACCJC is a regional accrediting body recognized by the U.S. Department of Education and granted authority through the Higher Education Opportunity Act of 2008.

The College meets the Eligibility Requirement.

### **2. Operational Status**

The team confirmed that Cañada College is operational and provides educational services to approximately 6,357 students in Fall 2018. Approximately 33% percent of these students are enrolled full-time, 37% are enrolled in online courses, and 63% of students have transfer goals.

The College meets the Eligibility Requirement.

### **3. Degrees**

The team confirmed that the majority of courses offered lead to a degree, certificate, or transfer. A majority of Cañada College students are enrolled in courses leading to one of 51 degree programs or 42 certificate programs. In 2018, the institution awarded 754 degrees and 310 certificates.

The College meets the Eligibility Requirement.

### **4. Chief Executive Officer**

Cañada College's Chief Executive Officer (CEO) was appointed by the San Mateo County Community College District Board of Trustees on June 22, 2016. The CEO has been delegated the requisite authority to administer Board policies, and has primary oversight and responsibility for the College. The CEO works full-time in her position and her responsibility is to the College.

The College meets the Eligibility Requirement.

### **5. Financial Accountability**

The team confirmed that Cañada College engages a qualified external auditor to conduct audits of all financial records. All audits are certified and all explanations of findings are documented appropriately.

The College meets the Eligibility Requirement.



## **Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies**

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards; other evaluation items under ACCJC standards may address the same or similar subject matter. The peer review team evaluated the institution’s compliance with Standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

### **Public Notification of an Peer Review Team Visit and Third Party Comment**

**Evaluation Items:**

<input checked="" type="checkbox"/>	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.
<input checked="" type="checkbox"/>	The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the <i>Commission Policy on Rights and Responsibilities of the Commission and Member Institutions</i> as to third party comment.

[Regulation citation: 602.23(b).]

**Conclusion Check-Off (mark one):**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

**Narrative:**

The College has provided multiple opportunities for third party comment in advance of the team visit. The College publishes the process for third party comment on its website.

## **Standards and Performance with Respect to Student Achievement**

### **Evaluation Items:**

<input checked="" type="checkbox"/>	The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
<input checked="" type="checkbox"/>	The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
<input checked="" type="checkbox"/>	The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements. (Standard I.B.3, Standard I.B.9)
<input checked="" type="checkbox"/>	The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level. (Standard I.B.4)

[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

### **Conclusion Check-Off (mark one):**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

### **Narrative:**

The College has established institution-set standards, including course completion, job placement rates, licensure pass rates, and student achievement. The College regularly assesses performance against those standards.

## **Credits, Program Length, and Tuition**

### **Evaluation Items:**

<input checked="" type="checkbox"/>	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure). (Standard II.A.9)
<input checked="" type="checkbox"/>	The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution). (Standard II.A.9)
<input checked="" type="checkbox"/>	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition). (Standard I.C.2)
<input checked="" type="checkbox"/>	Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice. (Standard II.A.9)
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Institutional Degrees and Credits</i> .

[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

### **Conclusion Check-Off (mark one):**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

### **Narrative:**

The College awards academic credits based on generally accepted practices for degree-granting institutions of higher education.

## **Transfer Policies**

### **Evaluation Items:**

<input checked="" type="checkbox"/>	Transfer policies are appropriately disclosed to students and to the public. (Standard II.A.10)
<input checked="" type="checkbox"/>	Policies contain information about the criteria the institution uses to accept credits for transfer. (Standard II.A.10)
<input checked="" type="checkbox"/>	The institution complies with the Commission <i>Policy on Transfer of Credit</i> .

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).]

### **Conclusion Check-Off (mark one):**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

### **Narrative:**

Transfer policies for the College are appropriately disclosed and available to students on the College website and other locations. The information contained in the policies explains transfer requirements to 4-year public and private colleges and universities. The transfer policies comply with the Commission Policy on Transfer of Credit.

## Distance Education and Correspondence Education

### Evaluation Items:

<b>For Distance Education:</b>	
<input checked="" type="checkbox"/>	The institution demonstrates regular and substantive interaction between students and the instructor.
<input checked="" type="checkbox"/>	The institution demonstrates comparable learning support services and student support services for distance education students. (Standards II.B.1, II.C.1)
<input checked="" type="checkbox"/>	The institution verifies that the student who registers in a distance education program is the same person who participates every time and completes the course or program and receives the academic credit.
<b>For Correspondence Education:</b>	
<input checked="" type="checkbox"/>	The institution demonstrates comparable learning support services and student support services for correspondence education students. (Standards II.B.1, II.C.1)
<input checked="" type="checkbox"/>	The institution verifies that the student who registers in a correspondence education program is the same person who participates every time and completes the course or program and receives the academic credit.
<b>Overall:</b>	
<input checked="" type="checkbox"/>	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings. (Standard III.C.1)
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Distance Education and Correspondence Education</i> .

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

### Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the Institution does not meet the Commission's requirements.
<input type="checkbox"/>	The college does not offer Distance Education or Correspondence Education.

### Narrative:

The College's distance education courses follow the same course outline of record as face-to-face courses and are required to address regular and substantive contact. The College has policies and procedures for classifying course as distance education courses.

## **Student Complaints**

### **Evaluation Items:**

<input checked="" type="checkbox"/>	The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.
<input checked="" type="checkbox"/>	The student complaint files for the previous seven years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
<input checked="" type="checkbox"/>	The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.
<input checked="" type="checkbox"/>	The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities. (Standard I.C.1)
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Representation of Accredited Status</i> and the <i>Policy on Student and Public Complaints Against Institutions</i> .

[Regulation citations: 602.16(a)(1)(ix); 668.43.]

### **Conclusion Check-Off (mark one):**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

### **Narrative:**

The College defined policies and procedures for handling student complaints.



## **Institutional Disclosure and Advertising and Recruitment Materials**

### **Evaluation Items:**

<input checked="" type="checkbox"/>	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. (Standard I.C.2)
<input checked="" type="checkbox"/>	The institution complies with the Commission <i>Policy on Institutional Advertising, Student Recruitment, and Policy on Representation of Accredited Status</i> .
<input checked="" type="checkbox"/>	The institution provides required information concerning its accredited status.(Standard I.C.12)

[Regulation citations: 602.16(a)(1)(vii); 668.6.]

### **Conclusion Check-Off (mark one):**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

### **Narrative:**

The College catalog, both print and online versions, are current, relevant, and comprehensive in its information for students and the public. The College website is similarly maintained and readily available for students and the public with information about programs, policies, and locations. Additionally, the College has a dedicated web page where it displays current and accurate information about its accredited status.

## **Title IV Compliance**

### **Evaluation Items:**

<input checked="" type="checkbox"/>	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE. (Standard III.D.15)
<input checked="" type="checkbox"/>	If applicable, the institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements. (Standard III.D.15)
<input checked="" type="checkbox"/>	If applicable, the institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range. (Standard III.D.15)
<input checked="" type="checkbox"/>	If applicable, contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required. (Standard III.D.16)
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Contractual Relationships with Non-Regionally Accredited Organizations</i> and the <i>Policy on Institutional Compliance with Title IV</i> .

[Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.]

### **Conclusion Check-Off:**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

### **Narrative:**

The College demonstrates compliance with Federal Title IV regulations, and USDE requirements.

## Standard I

### Mission, Academic Quality and Institutional Effectiveness

#### I.A. Mission

##### General Observations:

Cañada College serves San Mateo County and a diverse student population, which is evident in the Mission Statement. The commitment to equity, student learning, and student achievement is woven throughout all aspects of the mission as well as processes ranging from program review and resource allocation to evaluating the effectiveness of the mission via institution set standards. Collection and analysis of data are a hallmark of this College and there is strong support from the Office of Planning, Research, Innovation and Effectiveness.

##### Findings and Evidence:

The College demonstrates how it aligns the Mission to student learning and achievement in Table 14 of the ISER. To summarize, the College provides their “community with a learning-centered environment, ensuring that all students have equitable opportunities to achieve their transfer, career education, and lifelong learning educational goals.” This states the broad educational goals, the intended student population (e.g., San Mateo County), and types of degrees and credentials the College offers. Its commitment to student learning and student achievement is identified by the emphasis on “students” and skills they will develop (i.e., think critically, creatively, communicate effectively, and reason quantitatively). Further emphasis on the commitment to this standard is evident in the Vision and Value Statements, which further defines its commitment to student learning and student achievement through “success in achieving educational goals.” (I.A.1 and ER 6)

The Office of Planning, Research, Innovation, and Effectiveness (PRIE) is central to providing data to the College to ensure it is effectively accomplishing its mission, institutional priorities, and educational needs of its students. Each year, the College is provided qualitative data (survey of graduates/ILOs) by the PRIE Office to review its performance in the aforementioned areas, along with review of quantitative Institutional Set Standards (ISS). ISS data include metrics to assess student achievement, which is part of the College’s mission (e.g., degree/certificate completion, transfer, job placement, and successful course completion). (I.A.2)

The College uses the Mission Statement to guide decision-making and planning via the Annual Strategic Plan, Educational Master Plan, and program review. The Annual Strategic Plan details what activities will be accomplished in a given academic year and by whom, as suggested by the Planning and Budgeting Committee. This recent revision in process replaces the annual updates to the Educational Master Plan, which has three main strategic goals: 1. student and completion = “achieve their transfer, career education and lifelong learning educational goals” portion of the Mission; 2) community connections = “provide community with a learning-centered environment” portion of the Mission; and 3) organizational development = “ensuring that all students have equitable opportunities” of the Mission. The program review process requires

programs to demonstrate how their activities and outcomes support and align to the Mission of the College during resource prioritization. This is a component of the rubric used to prioritize resource requests. (I.A.3)

The current Mission Statement, Vision, and Values were reviewed and approved for updating on May 2, 2018 by the PBC and on October 24, 2018 by the SMCCCD Board of Trustees. The Mission Statement, Vision, and Values are included on course schedules and the College Website as examples of how the College articulates its Mission. (I.A.4 and ER 6)

#### Conclusions:

The College meets the Standard and related Eligibility Requirements.

#### Commendation:

The College is commended for its integration of instruction and student services to enhance student access and success. The College has developed a culture of flexibility, dedication to equity and inclusion of all students that empowers the instruction faculty and student services to meet formally and informally to address student needs collaboratively and in a timely manner.

### **I.B. Assuring Academic Quality and Institutional Effectiveness**

#### General Observations:

The team found that formal processes, such as Program Review, are driven by data and used to guide decision making. These planning processes align with the mission and inform institutional plans such as the Annual Strategic Plan and Educational Master Plan. The team found that although discussions on student outcomes, equity, academic quality, and institutional effectiveness do occur, they tend to be within a subset of committees and not across the broader institution. It is notable that after a Governance Survey revealed dissatisfaction with Student Learning Outcomes (SLO) assessment, that the College responded by developing a team of faculty to provide training and mentoring to improve the process.

#### Findings and Evidence:

The team reviewed various documents and verified that the College engages in sustained, substantive, and collegial discussions, mainly through committees, on student outcomes, equity, academic quality, institutional effectiveness, and continuous improvement. These committees include Governance, Academic Senate, Academic Committee on Equity and Success, Administrative Planning Council, Professional Development, Student Services Planning Council, and Division meetings. Evidence of these discussions are in the meeting minutes of aforementioned committees. (I.B.1)

The team documented that the College has procedures for systematic, periodic, curriculum review, where instructional programs review program student learning outcomes (PSLOs) every

five years, unless it is career and technical education (CTE). CTE programs review their PSLOs every two years. Student and Learning Support Services and instructional programs review and assess their course/service SLOs every three years. In 2016, the institution identified a need for additional training on SLO assessment based on Governance Survey results. The training and mentoring in assessment plan development was provided by five faculty Teaching, Learning and Assessment coaches beginning in fall 2016. The College has since sunset this program as its initial task was completed. (I.B.2 and ER 11)

The College has institution-set standards, which are aligned to the mission, and these are reviewed every year. The team verified that the institution reviews its Institution Set Standards for student achievement via the Planning and Budgeting Council (PBC). The PBC reviews data to evaluate how well the College is achieving them. Reports on how well the College is achieving their set standards, along with methodology and data, are published on the PRIE website. The college uses the National Center for Educational Statistics (NCES) Scorecard and the federal scorecard as a data sources. (I.B.3 and ER 11)

The team confirmed that the College collects assessment data that is used to inform practices and procedures. Review and analysis of assessment data and accomplishment of the mission occurs primarily during the program review process and all programs align Course Student Learning Outcomes (CSLO) to PSLOs and Institutional Student Learning Outcomes (ISLOs). Programs are required to report on assessment results, as well as persistence and retention, to provide evidence of student learning and student achievement. Assessment data are stored in TracDat, which is available on the web to the college community. As mentioned, achievement data are reviewed at the program level during each program review cycle, whereas college-level achievement data are reviewed through assessment of goals identified in the Master Education Plan and within Institution Set Standards. The team found that Cañada College supports student learning and achievement with institutional processes and assessment data. (I.B.4)

Programs are provided disaggregated quantitative data, by the PRIE Office, to assess program effectiveness (e.g., # of students with course completion/retention) and productivity (# FTE/term). Qualitative data on student achievement, for ILO assessment, are gathered from the survey of recent graduates. This data driven approach is also used in informing student learning and achievement decisions. Data are also disaggregated to reflect different characteristics of the student population. (I.B.5)

Data are disaggregated by student demographics (e.g., ethnicity, gender, age), classification, (full-time and part-time), course modality (e.g., face-to-face, hybrid, online), and equity (e.g., first generation, low income, disability) in the annual data packets provided to programs. The Academic Committee for Equity and Success (ACES) and Strategic Enrollment Committees, along with the PBC Annual Strategic Plan Taskforce review disaggregated data. The team reviewed program reviews that reported on disaggregated data. It is unclear how well programs apply these metrics for program improvement. For example, the Earth Science 2018-2019 Program Review reported gaps in Asian access and Filipino completions, but action plans with SMART goals were lacking. The team suggests providing additional training to develop meaningful action plans to improve student access and success. (I.B.6)

The College evaluates policies and practices through participatory governance processes and committees and that participatory governance processes are evaluated through anonymous survey responses. Although District Policy 2.06 describes Board policies and procedures. The response rate from the most recent participatory governance process survey was low. Results are reviewed at the end of the academic year by the PBC. (I.B.7)

The College communicates results of assessments and evaluation activities on its public website. Results are shared with the campus via participatory governance processes and in the President's weekly update. The College encourages discussions regarding strengths and weaknesses uncovered by the data. (I.B.8)

Evidence reviewed demonstrates that program review and resource allocations encompass an integrated planning process that supports the mission of the College. Programs complete reviews biennially and annual planning is guided by the Educational Master Plan. Program reviews undergo peer review and the PBC makes recommendations on resource allocations. Short-term planning is evident in program reviews, whereas long-term planning is evident in the 5 year Educational Master Plan. The team found Cañada College engages in continuous, broad based, systemic evaluation and planning in furtherance of the mission of the college. (I.B.9 and ER 19)

#### Conclusions:

The College meets the Standard and related Eligibility Requirements.

#### Recommendation:

In order to improve institutional effectiveness, the team recommends the College provide professional development to improve the program review process and student access and/or achievement.

### **I.C. Institutional Integrity**

#### General Observations:

Cañada College strives for accuracy of information provided on the public website and in college-generated publications. The College has a process for reviewing print and web content to ensure communication is up-to-date, consistent, and in alignment with the overall mission of the College. The College accurately presents its status with both the ACCJC and its one programmatic accreditor.

### Findings and Evidence:

The team reviewed information about the College's mission, vision, accreditation status, course, program, institutional student learning outcomes, educational programs, and student support services on its website. The College has a process for reviewing print and web content for clarity, accuracy, and integrity of information, albeit loosely defined for web content. Information on the mission and values was consistent across media reviewed by the team. The Marketing and Outreach Office coordinates the process and relies on the Offices for Instruction, Student Services, Administrative Services, and PRIE to provide current and accurate information. The team examined accreditation information on the College's website and verified the information it contained was accurate when compared to the status listed on the ACCJC website. (I.C.1 and ER 20)

The team reviewed the online, searchable catalog, as well as the printed version, and found them to include elements required in eligibility requirements such as course descriptions, mission, vision, admission requirements, degrees, student policies, and academic calendar. College accessibility information such as parking, facilities map and emergency procedures are also included. The catalog is available as a searchable online catalog, a downloadable pdf, and printed copies are provided to areas that serve students such as CBET, Outreach, Library, and Learning Center. Additionally, the catalog contains sections written in Spanish to better serve this population of students. Review of the catalog is coordinated by the Marketing and Outreach Office. (I.C.2 and ER 20)

The team found that the College uses documented assessment of student learning and evaluation of student achievement, as detailed in the Annual Strategic Plan and Institution Set Standards, to communicate evidence of academic quality. Every year, the PBC reviews the goals and associated metrics and uses them as inputs for setting new targets in accordance with its ACCJC Institution Standard Setting. The metrics and standards are distributed to the community at large by the PRIE Website, PBC agendas and minutes and the President's Weekly Updates. For example, the President communicated ILO graduation survey results in a campus update flyer in November 2018. Institution Learning Outcomes, with benchmark values, are published on the College's website for students and the public to access. Program reviews are also published on the College's website, which provide outcomes of student learning and achievement for a specific program or service area. The team found course, program, and institution SLO evaluations documented on the College's website. (I.C.3 and ER 19)

The team found that the College describes its programs and associated learning outcomes in both the catalog and website (i.e., degrees and certificate website). Information reviewed included unit requirements, program learning outcomes, program overview required and elective courses, and career opportunities. (I.C.4)

The College reviews policies primarily via participatory governance. The team found that faculty, staff, and students are able to identify weaknesses and strengths of participatory governance processes in an annual survey. The latest survey had fewer than 50 individuals respond. The Marketing and Outreach Department initiates and monitors an annual reviews of publications such as the catalog and the schedule as well as the College website. Relevant

administrators and department heads are relied on to insure and safeguard the integrity of published information. (I.C.5)

The team found that the College accurately informs current and prospective students the total cost of education by linking to a net price calculator and publishing fees information on the website, in class schedules, the Student Handbook, and in the catalog. (I.C.6)

Board Policy 6.35 details the responsibility of Academic Freedom, which was developed in collaboration with the Academic Senate. Administrative Procedure 6.35.1 details how the College implements the policy and the institution is responsible for ensuring academic freedom. These policies are published in several locations. The team found that the College publishes its statements of Academic Freedom both on the website and in the Catalog. (I.C.7 and ER 13)

The team reviewed several policies that clearly state the requirement of academic integrity across all constituencies (e.g., Classified Employee Code of Ethics, Board Policy 7.69 regarding student academic honesty, academic integrity statement, and Student Code of Conduct). These policies and statements are published on the website, in the Student Handbook, Faculty Resources Handbook, and in the College Catalog. They collectively state expected behavior and consequences for academic dishonesty. (I.C.8)

The College adheres to the District Academic Senate Statement of Professional Ethics, which was adopted by the Institution in 2008. The five statements encompass faculty obligations such as “subsidiary interests must never seriously hamper or compromise their freedom of inquiry, encourage the free pursuit of learning in their students, foster honest academic conduct and to ensure that their evaluations of students reflect each student’s true merit, they respect and defend the free inquiry of associates, and when they speak or act as private persons, they avoid creating the impression of speaking or acting for their college or university.” The team observed the college faculty distinguish between personal conviction and professionally accepted views in the classroom. (I.C.9)

The College does not attempt to instill specific beliefs or world views, nor does it require conformity. (I.C.10)

The institution does not operate in foreign locations. (I.C.11)

The team found that the District developed a policy (Policy 2.7 which was revised May 2012) on Accreditation which requires all institutions to comply with the accreditation process and standards per (ER 21). The institution has submitted all required reports to the Commission and they are posted to the Accreditation website and available to the public. There was no indication the College has not met requirements per established timelines. (I.C.12 and ER 21)

The team found that the College demonstrates honesty and integrity when reporting its institutional and program (Radiologic Technology) accreditation status publicly. The accreditation site on the College’s website provides access to documents submitted to and from the Commission. (I.C.13 and ER 21)



The institution is state-funded, public, non-profit, and does not have investors, external parties of interest, or a related parent organization. (I.C.14)

Conclusions:

The College meets the Standard and related Eligibility Requirements.

Commendation:

The College is commended for its holistic and encompassing student support services that address student and community challenges such as food insecurity, transportation issues, legal assistance, and the cost of education. The College provides significant outreach to its local community, provides information and service materials in multiple languages, and its associated student life is well integrated with College services and mission.

## Standard II

### Student Learning Programs and Support Services

#### II.A. Instructional Programs

##### General Observations:

Cañada College is dedicated to its mission to provide equitable opportunities for its students to succeed. The College has a comprehensive program review process to promote continuous improvement and effectiveness of all programs, regardless of level, type, delivery mode, or location and has a well-defined and consistent process for the development and review of course and program learning outcomes. Faculty input is incorporated into the review and assessment of all curriculum through the curriculum committee and a bi-annual program review process. Cañada College is engaged in dialogue regarding the learning needs of its diverse student population and has instituted a number of programs to support its large Latinx student population (44%). The institution routinely uses high-quality data generated in a systematic manner through outcomes assessment, program review, and enrollment data to measure the effectiveness of various learning modalities. The College has established protocols and policies for awarding course credit, degrees, and certificates based on student attainment of learning outcomes.

##### Findings and Evidence:

Cañada College's dedication to its mission to provide equitable opportunities to succeed is evident through its development of support systems for Latinx students, which at 44% is its largest student population. The !ESO! Adelante Program and the Puente Project assists underrepresented students in achieving a degree, certificate, or transfer. The support services offered at Cañada College also include expanded tutoring, peer mentoring, the Textbooks, Laptops & Calculators (TLC) lending program, course specific JAMs, a STEM center, and the College for Working Adults (CWA). Cañada College's extensive Curriculum Committee Handbook directs the Curriculum Committee (CC) faculty members to review all instructional programs for relevancy to the institution's mission and appropriateness to higher education and monitors all courses and programs for compliance with relevant laws and regulations. Program Learning Outcomes (PLOs) are listed for each program appearing in the College catalog. The College's General Education is reflective of the Institutional Learning Outcomes (ILOs) which support the mission by incorporating the four goals listed for student learning and success. These are then assessed through annual surveys of graduating students. The College uses participatory governance to review, revise, and improve instructional programs in the service of its mission. All courses assess student learning outcomes using a three year cycle that guides the assessment of program level outcomes. (II.A.1 and ER 9, 11)

The faculty-driven Curriculum Committee (CC) provides accountability for review of all courses within the institution. The CC systematically reviews courses for appropriate pedagogy and the effectiveness of the mode of delivery; a separate proposal and approval is required for distance education (DE) courses. The Quality Online Teaching and Learning workgroup offers training

three times per year on how to teach online/hybrid courses using Canvas. As part of the preparation to offer an online/hybrid course, the faculty and dean must complete the OE/Hybrid Assignment Process to determine the readiness of the assigned faculty member. Additionally, as a means to provide consistency and quality across all online courses, the Academic Senate adopted a resolution to use the Online Education Initiative (OEI) rubric to design all DE courses. All programs at Cañada College go through a comprehensive review every two years and provide an annual update to address any changes or updates. Using disaggregated data on student achievement and student learning outcomes provided by the Office of Planning, Research, & Institutional Effectiveness (PRIE), the comprehensive program review provides an analysis of the program's relevancy to the College's mission, an assessment of student learning outcomes, a summary of the impacts that the program experienced due to added resources, including additional funding and/or staffing, changes to the program's curriculum, an overview of the enrollment trends, as well as access and completion of students in the program. It also provides the opportunity for the program to plan ahead to address any opportunities for improvement. Through the program review (PR) process at Cañada College, the College is able to manage institutional quality, maintain effectiveness, and encourage continuous improvement of its academic programs, student and learning support services, and administrative services. Assessment dialogue and work sessions are scheduled throughout the year for various programs as well as during flex week. These sessions provide faculty a place to discuss SLO and PLO results as well as receive training on the assessment process, including TracDat. (II.A.2)

Cañada College uses a three year assessment plan of SLOs and PLOs for all courses and programs which are then analyzed during the program review process annually. The College had established the Teaching, Learning, and Assessment Coaching team to help improve understanding and change the culture around SLOs. Based on this team's recommendation, the College adopted the three year SLO/PLO assessment cycle. All programs must complete the 3-Year Assessment Plan, which is then posted on the public website. These plans are aligned with the comprehensive program review cycle. Through the Assessment Dialogue & Work Sessions, the College provides opportunities during the year as well as during flex week for faculty, staff, and administrators to receive help on completing their assessment plans as well as how to incorporate the assessment data into their program reviews. The Curriculum Committee Handbook has procedures in place for approving the Course Outlines of Record (COR), including SLOs, for each course. The rubric used by the Technical Review Committee when evaluating courses includes a section for evaluating the student learning outcomes for each course to ensure that the SLOs are supported by the course content and that they are measurable/assessable and meet the College's SLO Assessment Cycle (SLOAC). New faculty are instructed on the syllabus requirement to include the SLOs on the COR during new faculty orientation. Additionally, all syllabi are reviewed by the division deans for completeness. (II.A.3)

All pre-collegiate level courses at Cañada College go through the same curriculum approval process, SLO assessment planning, and program review as all courses offered at the College. The Curriculum Committee Handbook provides the criteria, approval process, and credit type for pre-collegiate (basic skills) courses. Courses are given a numbering system to differentiate pre-collegiate level courses from college level courses that is used throughout the SMCCCD. The Catalog identifies the transferability or degree applicability for all courses and discusses the use

of prerequisites and corequisites in course planning. Basic skills advisory courses are recommended prerequisites for some courses but are not mandatory. Counselors use multiple measures to determine the skill level of a student in order to recommend the courses needed to be successful. The College supports students who are in pre-collegiate courses to progress to college level through the Textbook, Laptop, and Calculator (TLC) program at the Library and Learning Center. The TLC Program provides textbooks, laptops, and calculators for students enrolled in English or Math Basic Skills courses or ESL courses. It also includes a Retention Specialist as part of the program. Additionally, The College provides specialized support to STEM students through the STEM TLC. STEM has been identified as an important cohort in this community which is located in close proximity to the Silicon Valley. Discipline specific “JAMs” are offered in Word, Math, Physics, and Chemistry to help students succeed in these identified problem areas for students needing basic skills support. (II.A.4)

Cañada College has clearly defined and published policies that outline the requirements for all degrees and programs offered. Information about degree and program requirements is available in the College Catalog and the Curriculum Committee (CC) Handbook. The College utilizes course and program approval processes, outlined in the CC Handbook, that help ensure appropriate program depth, rigor, time to completion, and synthesis of learning. The College established general education requirements that align with degree and transfer requirements. The College’s associate degree programs require completion of at least 60 semester credit units. (II.A.5 and ER 12)

Cañada College strives to schedule all course offerings in a manner that allows students to complete courses in a reasonable amount of time for higher education. The Office of Instruction regularly reviews enrollment data to ensure that course offerings are scheduled and/or cancelled to be aligned with student completion needs. The College has created a College for Working Adults (CWA) that offers students the opportunity to earn multiple certificates by taking classes one night a week and on weekends. Through the program review process, instructional faculty and deans are responsible for reviewing course schedules and completion data to ensure that timely degree and certificate completion is possible for students attending in the day, evening, and online modalities. The College requires that all new students create a Student Education Plan (SEP) and attend a 90-minute appointment with a counselor prior to registration. The SEP assists students with creating a plan that will increase their chances for completion of a degree or certificate within a reasonable timeframe. Cañada College is in the inquiry phase of the Guided Pathways initiative and is in the process of developing pathways for all academic programs. (II.A.6 and ER 9)

Cañada College supports the needs of diverse student populations by providing course offerings in multiple modalities, with varying start dates, during numerous time slots, including on weekends and at different locations. The College uses enrollment and completion/success data as part of its bi-annual program review process. The College demonstrates its understanding of its student population through its course offerings that are designed to support its large Latinx population. It has linked ESL classes with courses taught only in Spanish to improve the linguistic skills of its Spanish-speaking students. The ¡ESO! Adelante Program supports Latinx, high-need, high-potential, low-resource students in their transfer pathway to San Francisco State University (SFSU). The College offers a variety of support services for both identified cohorts

and learning communities as well as for students taking classes online. The College for Working Adults provides courses for students to achieve multiple certificates in the evenings and weekends with extended hours available at the library. Online students have new student orientations, library services, and tutoring available online. The STEM cohort has additional online resources available through Canvas. The Distance Education Advisory Committee (DEAC) works in conjunction with the Quality Online Teaching and Learning (QOTL) Workgroup to promote teaching online best practices and pedagogy. (II.A.7)

Cañada College does not use any department-wide course or program examinations. However, several programs prepare students to take external licensure exams. (II.A.8)

All courses, degrees, and certificates offered by Cañada College are awarded on the basis of clearly defined outcomes that are listed in the College Catalog and are accessible through the assessment web page. The outcomes are assessed on a three-year cycle to ensure that awards are based on attainment of the outcomes. Additionally, units of credit are awarded in a manner consistent with institutional policies, as published in the College Catalog, and consistent with the norms of higher education. Each COR includes the required number of hours required for credit, as well as the course outcomes and representative assignments consistent with attainment of the outcomes. The College Catalog includes listings of degree and certificate requirements including specific courses, units, and program outcomes. The meaning of grades as well as policies related to course, degree, and certificate awards are explained in detail in the College Catalog. (II.A.9 and ER 10)

Cañada College policies regarding transfer of credit are published in the College Catalog and are available through the Transfer Center web site. The Catalog includes specific descriptions of the transferability of courses within the District and transferability of courses to state universities. The College Curriculum Handbook lists an established process of evaluating transferability. A similar College Catalog section explains the C-ID numbering system and implications for transferability to participating California colleges and universities as well as the use of Assist.org to confirm how each of the College's courses will be accepted at a particular four-year college or university for transfer credit. The College certifies learning outcomes for transfer courses through the state Course Identification System and through specific articulation agreements with four-year institutions. The evaluation of transcripts is described in the Academic Standards section of the Catalog. Coursework is accepted for transfer from regionally accredited colleges and universities if stated course outcomes and standard assessments are similar to those of the Cañada College course. (II.A.10 and ER 10)

Cañada College's Institutional Learning Outcomes (ILOs) include the broad areas of Critical Thinking, Creativity, Communication, Community, and Quantitative Reasoning. The learning outcomes for all of the programs (PLOs) are aligned with the ILOs as documented in the PLO to ILO alignment sheets for each program. The course outcomes are aligned with PLOs and documented in similar SLO to PLO alignment sheets. This scaffolding provides alignment of course and program outcomes with the ILOs and ensures that the ILOs are achieved through the achievement of the outcomes present for each program. The general education requirements for all degree programs include a philosophical statement that ensures students earning degrees are gaining the ability to engage diverse perspectives. (II.A.11)

Cañada College's general education (GE) philosophy is clearly stated under the AA/AS degree requirements of the College Catalog. The philosophy includes statements regarding a student's attainment of common basic principles, concepts, and methodologies shared by the various disciplines and a student's participation in a civil society as well as skills for lifelong learning and self-understanding. The local GE pattern is in close alignment with the CSU GE pattern to ensure students are attaining course outcomes recognized state-wide as fulfilling the GE-breadth requirements. Additionally, the College provides CSU and IGETC GE requirements in the catalog and through worksheets available to students. These include a comprehensive list of all transferrable courses. The College's Curriculum Committee Handbook outlines the process of consideration of GE courses and provides the faculty experts with guidance regarding course outcomes and content and the GE course review process, both at the local and state level. If the course is being proposed for one or more of the GE patterns, the COR process requires that faculty identify and justify the purpose of the course for general education. (II.A.12 and ER 12)

All degree programs offered by Cañada College include either a focused area of inquiry or an established interdisciplinary core, as well as a required general education curriculum. The College Catalog lists the graduation requirements for AA/AS degrees requiring a minimum of 18 units in a discipline or related disciplines. Each degree includes specific program outcomes that are published in the College Catalog and are based upon competencies at the appropriate degree level. These program outcomes are regularly reviewed and updated if needed, and in the case of career education degrees are evaluated through the advisory process to ensure competencies in the field. The ADT transfer degrees require a minimum of 18 units of focused study in a disciplinary area. The ADT degrees have been specifically designed to ensure student learning outcomes and competencies that are appropriate to the transfer degree level and practice within the field. (II.A.13)

Each career-technical certificate and degree has published program learning outcomes that are listed in the College Catalog and are reviewed through the program review process to be consistent with employment or other applicable standards and in preparation for external licensure or certification. The College provides gainful employment information through its web page which includes any applicable licensure requirements for a profession as well as other employment details. The College's Advisory Committee Handbook lists the role of advisory committees in reviewing outcomes related to quality and quantity of career-education graduates and job placement and in assuring that programs are up to date and technologically current. Graduates of the programs are also surveyed to ascertain their satisfaction with the program and their subsequent employment. Several career-technical programs maintain industry support via professional organizations and external testing and certification. The requirements of programs are listed on program web sites, and the Radiological Technology program is routinely reviewed through an industry accreditation process. (II.A.14)

Cañada College ensures that students have options for program completion if classes are eliminated, programs are eliminated, or if program requirements are significantly changed. The College's catalog rights policy allows a student to use the requirements listed in the Catalog at the time enrollment begins or to choose to use catalog rights for any subsequent year of continuous enrollment. The catalog rights apply to enrollment in any of the San Mateo County

Community College District colleges, allowing a student to take the courses at one of the other schools in the District. College policy also allows the student to use a course substitution for an eliminated course or to complete the course requirements through independent study. The students are informed of course cancellations or eliminations in a timely fashion to ensure that they can find a suitable substitution. (II.A.15)

Cañada College practices regular evaluation and improvement through the use of a five-year education planning cycle, biennial program review, regular outcomes assessment on a three-year cycle, and regular updating of Course Outlines of Record (CORs) biennially for CE courses and every five years for all other instructional courses. These processes are used to provide substantial evaluation and to ensure currency and effectiveness of all programs. All modes of instruction are considered in these reviews. Appendix C of the Curriculum Handbook provides detailed instructions and requirements that are used to evaluate the quality of distance education courses and to ensure any limitations of delivery mode are not impacting the quality of instruction. The program review templates address the specific area of online success to provide an evaluation and review of the effectiveness of instructional mode. All instructional programs offered in the name of the institution, regardless of mode, or level undergo these regular evaluation and improvement processes. (II.A.16)

Conclusions:

The College meets the Standard and related Eligibility Requirements.

Commendation:

The College is commended for its integration of instruction and student services to enhance student access and success. The College has developed a culture of flexibility, dedication to equity and inclusion of all students that empowers the instruction faculty and student services to meet formally and informally to address student needs collaboratively and in a timely manner

## **IIB: Library and Learning Support Services**

General Observations:

Cañada College supports the library and learning support services by providing equipment and resources that enhance student learning and the College's mission. The library and learning support services are regularly evaluated for adequacy and effectiveness in meeting student learning needs through a variety of methods, including various types of surveys, data sets, and student learning outcomes through the bi-annual program review process. The College provides library and learning support services for all of their students regardless of location or mode of instruction. The library and learning support services collaborate with faculty to ensure the appropriateness of resources, materials and equipment, including working with outside vendors and institutions, in order to support student learning.

### Findings and Evidence:

Cañada College is committed to the library and learning support services through the resources provided to students and to the personnel assigned to assist students both online and in person. The library supports students regardless of location by providing online periodicals, streaming video and eBook databases, and subject guides. Additionally, the library provides iPads and WiFi hotspots that can be checked out for students who wish to use electronic resources but do not have the access to them off campus. The library continuously provides instruction for its users through individual reference interviews, orientations, and library credit classes. The library uses its established collection development policies, its bi-annual program review, and the support of faculty to ensure that its collection is sufficient to meet the needs of the students and programs offered at the College. (II.B.1 and ER 17)

Cañada College selects materials and equipment based on the recommendations of faculty, librarians, and student support professionals to improve student learning and enhance the achievement of its mission. The library engages faculty input through the Library Materials and Textbook Request form, a detailed collection development policy, and the curriculum process in order to determine appropriate resources for all new courses and programs. The Library has established the TLC program where students can check out textbooks, laptops, and calculators for limited periods throughout the semester. The Tutoring Center provides textbooks to students to use in the center while working with a tutor. The Learning Center has a number of programs to help students succeed and use the PLOs and PR for the programs to determine their effectiveness. They have student JAMS, which are group tutoring sessions on specific topics, to included additional programing support for statistics. The Colts-Con is a program designed to improve general college skills. In addition the institution has established programs or services to help a variety of student needs, including DE, high school dual enrollment, College for Working Adults, Puente Project, and more. The Cañada College Technology Committee receives support from the staff, faculty, administration and students to help make determinations as to what equipment and support is needed. (II.B.2)

Cañada College evaluates the library and other learning support services to ensure that they are adequately serving student needs and are contributing to student success. The library and learning support services use a variety of tools, including surveys, student learning outcomes (SLOs), bi-annual program review (PR), and data packets from the Planning, Research, and Institutional Effectiveness office (PRIE). The data packets generated by the PRIE office contain data on productivity, characteristic, effectiveness, and equity. In conjunction with the course SLOs and program leaning outcomes, the data collected drives the services offered at the library and learning support services and are illustrated through their PR and participation in the Instructional Planning Council (IPC). Through the PR process the library decided to purchase a new database, Films OnDemand, to replace purchasing individual DVDs, thus increasing usage of streaming videos by faculty and students as well as providing off campus access to distance learners. It was also identified in the library's PR that the users of the TLC program found it to be one of their top reasons to their academic success. The Learning Center uses the bi-annual program review, PLOs and the PRIE data packets to assess its effectiveness in supporting student learning at the College. Additionally, it has CiA (Collaboration in Action) monthly meetings and trainings for all peer mentors and tutors working in the center that are often attended by faculty in order to address needs or issues and to provide up-to-date training for the tutors. (II.B.3)



Cañada College collaborates with multiple outside vendors and institutions to support student learning and instructional programs. The library has contracts with vendors for databases, the library management system, and library tutorial and reference support tools. The library uses annual database and collection statistics to evaluate the usage of each database to ensure that the resources are meeting student research needs regardless of mode of delivery. The library is a member of and uses the Council of Chief Librarians (CCL) to purchase databases in order to take advantage of its discounts. Information Technology Services (ITS) has multiple contracts with outside vendors to provide tools, software, and support for technology services across all the campus as well as for distance education. The library is a member of the Peninsula Library System which is a consortium of the three colleges and the 32 public libraries in San Mateo County. The library shares space with the San Mateo County Genealogical Society, which maintains a collection and meeting space with regular office hours. The Learning Center recently implemented NetTutor for online students which will be evaluated during its second semester of use in 2019. The TLC program works in collaboration with the Academic Committee on Equity and Success (ACES) to provide funds to this program to assist students who have been enrolled into the program by a retention specialist. The library works with the faculty and students to provide as many needed class materials as possible. (II.B.4 and ER 17)

#### Conclusions:

The College meets the Standard and related Eligibility Requirements.

## **II.C. Student Support Services**

#### General Observations:

Cañada College offers a wide array of student support services to promote student learning that is aligned with the institution's mission. The College provides equitable services regardless of location and means of delivery to meet students' needs, including innovative uses of technology to service students unable to come to campus during regular business hours or at all.

The College adheres to Board Policies (BP) to provide accurate information about admissions, pathways to completion of degrees, certificates, and transfers. The College regularly assesses and evaluates the quality of student support services through its program review and program learning outcomes assessment processes. More importantly, the College uses data packets compiled by the Planning, Research and Institutional Effectiveness office to continuously improve student support services.

#### Findings and Evidence:

Student services at Cañada College go through the Program Review (PR) process every other year to evaluate the effectiveness of their services. The departments are divided up between even and odd years, and each is evaluated every other year. As part of the PR data and documentation, every program must discuss how it aligns with the College's mission. In 2017, the Student Services Planning Council (SSPC) added to the PR process a section asking every program to

describe how they were serving their students in all modes of delivery. The SSPC reviews all student services PRs for quality and support of student learning for all modalities. It is part of the shared governance of the college and is charged with reviewing PR, making recommendations about policies and procedures, as well as meeting with the Instructional Planning Council (IPC) to integrate instruction and student services to support student learning. (II.C.1 and ER 15)

The College uses its intensive PR process to assess the program learning outcomes to determine the effectiveness of the Student Services program. The PLO assessments are comprised of surveys, questionnaires and data from the PRIE office. The PLOs are regularly assessed and are used to drive changes in student services programing as part of the PR process. The PR section for future planning is discussed using the assessment data collected from PLOs and the PRIE office and reflect the needs of the program. (II.C.2)

Cañada College offers equitable access to student support services regardless of service location or modality. The College provides many of its services online, in person, or over the phone. It also offers most student services in the evening including the Learning Center and the library, which are open in the evenings and on Saturday. The Counseling Department offers services to off-site locations, such as workforce development programs and ESL courses through the Community Based English Tutoring (CBET) program. Additionally, the College is in the process of implementing a system to provide e-counseling for online students via Zoom. Several student services' programs offer online application and requests for services. Enrollment and financial aid services are provided at the local high schools, online through WebSmart and WebDegree, and during regular hours in the evenings. The PR process in conjunction with the Student Services Planning Council (SSPC) assesses PLOs to ensure that the services are equitable regardless of location or modality. (II.C.3 and ER 15)

Cañada College regularly assesses its co-curricular programs and athletics programs for effectiveness and alignment to the College's mission. The institution's Center for Student Life oversees co-curricular, Student Senate, and special events. Through the PR process, the Center for Student Life and the Department of Kinesiology, Athletics and Dance (KAD) go through a biannual program review process that includes SLO & PLO assessments. The data collected includes student surveys, questionnaires, focus groups, and data from the PRIE office. Cañada College is a member of the Coast Conference and the Central Valley Conference for many of its athletic teams. It abides by the California Community College Athletic Association (CCCAA) and Title IX regulations. The KAD department has regular meetings and is part of the IPC that assists with the PR and oversight of its programs. (II.C.4)

Cañada College offers counseling and academic support to its students and provides training to the faculty and staff who are responsible for its operations. As part of its support, counseling requires every new matriculating student to meet with a counselor to develop an abbreviated Student Educational Plan (SEP) prior to registering for the first time. Cañada College is at 77% completion for student SEPs and has set a goal to reach 100%. In addition to the in-person counseling for day and evening students, the College offers e-counseling for students who are not able to come to campus. The Counseling Department uses DegreeWorks to help students identify a SEP. DegreeWorks is available online to students to help keep them on track by enabling them to see their progression towards their goals, as well as providing counseling

faculty with the ability to monitor a student's progress towards completion at any point. The cross-campus Professional Learning Committee incorporates academic, classified, and student services to develop professional development opportunities including trainings and information for student support and counseling. Counselors attend annual CSU and UC conferences and have an annual retreat every spring in addition to participating in college Flex Day activities. (II.C.5)

Cañada College uses admission policies that are aligned with its mission and District Board Policies. During their first counseling session, students are evaluated for their math and English proficiencies, as well as screening for eligibility for any of the cohorts and student services available at the College. There are some programs that do have eligibility requirements for admission, the Radiologic Technology and College for Working Adults, which have defined admission requirements and clear pathways for completion for the degrees posted on their websites and in the Catalog. Cañada College is participating in the Guided Pathways initiative and has established a committee, whose membership is from all departments and services, to guide the College through its adoption of the initiative. Currently, it has established two complete pathways for students in social justice and sustainability. (II.C.6 and ER 16)

Cañada College uses its bi-annual program review process to assess its registration and admissions practices for effectiveness, including the student placement process. Starting in 2019, the College implemented multiple measures for placement that have been determined by math and English faculty. During a student's initial counseling meeting, counselors will review the student's ability using the multiple measure to determine his/her/their placement in math and English. (II.C.7)

The College adheres to the District Board Policy 7.28 for student records, directory information, and privacy, as well as the District Administrative Procedure 8.27.1 for the handling of records management, to ensure that the students' records are permanently stored and secured confidentially. The Wellness Center maintains its files in accordance with HIPPA as well as Title 5, Federal Educational Rights and Privacy Act (FERPA), and district policies. The District Information Technology Services (ITS) is charged with providing regular backups for all student data including data residing in Banner. The College has published its "Privacy Rights of Students" in the College Catalog, the class schedule, and online, which is consistent with FERPA. All student systems, WebSmart, DegreeWorks, as well as the college's assessment data are password protected. All faculty and staff who use Banner and other student systems are trained by ITS and sign a privacy statement committing to maintaining the confidentiality of student records. (II.C.8)

#### Conclusions:

The College meets the Standard and related Eligibility Requirements.

#### Commendations:

The College is commended for its holistic and encompassing student support services that address student and community challenges such as food insecurity, transportation issues, legal assistance, and the cost of education. The College provides significant outreach to its local

community, provides information and service materials in multiple languages, and its associated student life is well integrated with College services and mission.

The College is commended for its integration of instruction and student services to enhance student access and success. The College has developed a culture of flexibility, dedication to equity and inclusion of all students that empowers the instruction faculty and student services to meet formally and informally to address student needs collaboratively and in a timely manner.

## Standard III

### Resources

#### III.A. Human Resources

##### General Observations:

The San Mateo County Community College District (SMCCCD) uses hiring criteria and practices that ensure administrators, faculty, and staff possess appropriate education (including degrees, where appropriate), training, and experience to support the programs and services of the college. The policies are in accordance with California Education Code and Title 5, and job descriptions relate to the college mission.

##### Findings and Evidence:

Cañada College follows a series of Board policies (3.15, 2.10, 4.15, 4.25, 5.10, 5.15) that define a systematic set of employment conditions for each category of college employee. Criteria, qualifications, and procedures for selecting faculty and educational administrators are based on the systematic set of qualifications published in the CCC Minimum Qualifications for Faculty and Administrators Handbook as well as district policies. Sample job descriptions show a similar systematic set of qualifications are used for hiring staff, and the qualifications are appropriate to providing the support of programs and services. Job descriptions include appropriate position duties and responsibilities (appropriate to the college mission), and are publicly posted. (III.A.1)

Cañada College requires that applicants for faculty positions meet the qualifications criteria as outlined in SMCCCD Board Policy 3.05. This policy requires adherence to what is stated in the statewide minimum qualifications list and equivalency procedures, which addresses appropriate degrees and professional experience. Additionally, the Human Resources office systematically includes additional appropriate qualifications regarding teaching skills, scholarly activities, and other factors related to the mission of the College within each of the College's faculty position announcements. Evidence of job descriptions including development and review of curriculum are evident in sample job descriptions provided, and assessment of learning outcomes is required of all faculty. The College does require that faculty teaching distance education offerings complete a program for online instruction. (III.A.2 and ER 14)

The College's job descriptions for academic supervisors and educational administrators include minimum qualification or equivalent as required by California Title 5 and SMCCCD Board Policies (5.20, 5.10, 3.15, 3.05.1). The College uses the CCC Minimum Qualifications for Faculty and Administrators Handbook to ensure the consistency of the qualification requirements. The Human Resource office establishes qualifications for classified staff positions that meet the requirements and responsibilities of each position. The job descriptions for these classified positions include educational, experience, and skill requirements for the position consistent with the necessary qualifications to sustain the effectiveness of the institution. (III.A.3)

San Mateo County Community College District follows Title 5 regulations to ensure all employee positions meet minimum qualifications and associated degrees. These policies require that degrees must be from institutions that are accredited by federally recognized agencies. The process of accessing minimum qualifications and degree requirements of faculty service areas are outlined in Board Policies 3.05, 5.20, 5.10, and 3.15. This includes a provision for evaluating if the applicant possesses the equivalence of minimum qualifications for academic positions. Foreign transcripts must be translated and evaluated by a U.S.-based credentials evaluation service. The District currently accepts evaluations from agencies approved by the California Commission on Teacher Credentialing. (III.A.4)

Cañada College systematically evaluates all personnel through defined and documented processes that ensure evaluation of effectiveness and encourage improvement. The processes for evaluating faculty are documented in the collective bargaining agreement between the faculty organization and District, the processes for evaluating classified staff are document in the collective bargaining agreement between the classified staff and the District, and the processes for evaluation of non-represented and exempt employees are documented in Board Policy 2.09. Board Policy 2.09 also provides a description of detailed evaluation procedures for all categories of employment. The Human Resources office provides standardized evaluation forms, as required by the processes defined for each employment category. The process requirements and forms for these evaluations are evidence that the evaluations seek assessment of effectiveness and improvement and that they are conducted in a consistent, timely, and documented manner. (III.A.5)

Cañada College maintains a sufficient number of qualified faculty to ensure faculty responsibilities are carried out and to maintain the quality of its programs and services. A systematic annual process, listed in the College's Participatory Governance Manual, is used to establish faculty hiring needs. The College maintained a student-to-faculty ratio of 15:1 during the most recently reported semester. Additionally, the District uses compliance with the California required Faculty Obligation Number as an indicator that an adequate number of full-time faculty are employed to ensure quality educational programs and functioning of the College. All faculty (full- and part-time) are required to meet minimum qualification standards as defined by the CCC Chancellor's Office. (III.A.7 and ER 14)

Cañada College holds an orientation each semester for part-time faculty, and the District routinely provides part-time faculty with professional development opportunities available through Flex Day activities. The collective bargaining agreement (Article 13.10) outlines the eligibility of part-time faculty for short- and long-term professional development activities. The institution provides opportunities for part-time faculty to participate in the life of the College. Part-time faculty are allowed to serve on the Academic Senate Governance Council. A systematic part-time faculty evaluation process is outlined in the College's collective bargaining agreement with the faculty. The evaluation process provides a venue for discussion of the faculty member's performance and areas of improvement. (III.A.8)

Cañada College has a sufficient number of staff with appropriate qualifications to support the institution's mission and purpose. The College's Participatory Governance Manual outlines a

well-defined and widely disseminated planning process that guides the College on determining the number of staff and management positions to be filled each year. Position requests are considered based on specific need, alignment with the mission and strategic goals of the College, impact on the department or division and an explanation of how the work would (or would not) be accomplished if the position is not filled. The need for any additional classified employees is evaluated through the program review and annual planning processes. The Human Resources office establishes hiring criteria to match industry standards, and Board Policy 2.10 includes specific selection procedures. The College uses state-mandated requirements as a framework for understanding the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of staff and students as elements of the required qualifications for these positions. (III.A.9 and ER 8)

Cañada College has a sufficient number of administrators with appropriate qualifications to support the College's mission and purposes. The College's Participatory Governance Manual outlines a well-defined and widely disseminated planning process that guides the College on determining the number of administrative positions to be filled each year, and the Human Resources office establishes hiring criteria for these positions to match industry standards. The District has established practices which ensure the minimum qualifications as well as required knowledge, skills, and abilities, as outlined in the College's selection procedure document and Board Policy 2.10. (III.A.10 and ER 8)

The College's personnel policies and procedures are published and available in the College Employee Handbook. Board Policies and procedures ensure compliance with employment practices, and the Human Resources office acts as the subject-matter expert for all of the personnel-related policies. The policies are reviewed and vetted through a six-year comprehensive participatory governance process, as documented in the agendas of the District Participatory Governance Council. Fairness, equity, and consistency of policies are further supported through the collective bargaining process and agreements. (III.A.11)

Cañada College has policies and practices in place that ensure its programs and practices serve the diverse personnel of the College. The College follows the District's 2018-2021 Equal Employment Opportunity (EEO) plan in its hiring procedures, and the Board has an established equal employment opportunity policy (BP 2.20). The District regularly assesses its record of employment equity and diversity through an annual analysis of the district workforce and applicant pool. This is described in the District EEO Plan. Additionally, the College's hiring process includes a practice of all screening committee members participating in unconscious bias training. The Board established a nondiscrimination policy (BP 2.19) and published a statement confirming its "Affirmation of Commitment to Social Justice" (adopted by the Board on December 14, 2016). Statements regarding the District's values regarding equal opportunity, equal treatment, and fairness are included in the Employment Philosophies under the Board's Core Values and Principle statement. These statements are regularly assessed and consistent with the mission of equitable opportunities and appreciation of different points of view within a diverse community. (III.A.12)

The District Board Policy 2.21 includes a code of ethics to guide all employees. The College mission, vision, and values statements also reflect a commitment to ethical behavior, equity,

and cultural awareness. Collectively, these codes and statements comprise the District Policy of Ethics adopted by the Board. The College also publishes a SMCCCD Academic Senate approved statement of professional ethics on its web page, which was adopted from the American Association of University Professors. The process by which the Board addresses violations of the Policy on Professional Ethics is in BP 2.21. Violations of ethics are addressed through the discipline processes as defined in the collective bargaining agreements. (III.A.13)

The College's Professional Learning Committee has developed a professional learning plan that ensures all personnel are provided appropriate opportunities for professional development consistent with the College mission. The Professional Learning Committee coordinates Flex sessions and other activities based on technology, pedagogy, and learning needs relevant to student success and the functioning of the College. The District's Professional Development Academy coordinates a series of professional development activities, and classified employees may attend as part of their regular work day. Classified staff are provided with a classified professional development program to help further their education, and they are encouraged to attend workshops, seminars, and/or conferences. Faculty have an opportunity to apply for Faculty Professional Development funding for short-term, or long-term development activities. Additionally full-time faculty fulfill at least 30 hours of professional development flex activities per academic year as described in their collective bargaining agreement. Professional development activities are systematically evaluated through the use of surveys, such as the Flex Day feedback survey. A professional learning needs assessment survey is systematically administered to determine the professional learning topics of interest to employees and to assess barriers to implementing professional development. (III.A.14)

Board Policy 2.13 governs the storage, treatment, and security of confidential information. The Human Resources office is responsible for the security of personnel files and oversees a process that ensures records are kept in secured cabinets inside an access-controlled building, and all electronic files are kept in systems with firewalls and other digital safeguards. The collective bargaining agreements with faculty and classified employees address the confidential treatment of personal records, and processes are in place for employees to access to personnel files in a secure setting as required by California Labor Code and the California Education Code. (III.A.15)

Conclusions:

The College meets the Standard and related Eligibility Requirements.



### **III. B. Physical Resources**

#### General Observations:

The District provides leadership on facility and safety planning and allocates resources for continual improvement of the safety and maintenance of College facilities and equipment. District Board Policies provide the directive and structure that ensures all College activities both on and off campus are safe and secure. The District and the College provide regular assessment of facilities and equipment to ensure safety for all employees and the community.

#### Findings and Evidence:

The College Safety Committee meets every other month to ensure facilities, grounds, and equipment are in safe and working order. The committee, utilizing a comprehensive and proactive approach, focuses on campus safety functions including reviewing campus construction activities and employee safety improvement recommendations. An Emergency Response Guide documenting procedures and guidelines and instructions for all campus personnel is prominently displayed and available throughout the campus. The campus Facility Manager, Vice President of Administrative Services (VPAS), and Public Safety Captain regularly meet to discuss safety and security of campus facilities. The Facilities Department is responsible for the maintenance and operations of campus facilities and grounds. Employees can report facility issues and request facility repairs through the Onuma electronic work order system. Work orders are prioritized and addressed in a timely manner by the Facilities Team. Facilities are systematically checked throughout the day for cleanliness and safety. (III.B.1)

Instructional and student support program needs are the primary consideration when planning facility use. The college regularly assesses facility use through enrollment and capacity/load ratios and space inventory reports. Comprehensive program reviews are conducted every two years that provide an opportunity for programs to identify facility and equipment needs. The College annual planning process provides all programs the opportunity to request facility and equipment needs. Long-term needs are incorporated into the EMP, which in turn is used to inform comprehensive District Facilities Master Plan and both District and College Technology Plans. These plans provide the framework for facility and equipment resource allocation decisions at the College. Long-term needs are incorporated into the EMP, which in turn is used to inform comprehensive District Facilities Master Plan and both District and College Technology Plans. These plans provide the framework for facility and equipment resource allocation decisions at the College. The College uses multiple processes to ensure program and service needs drive equipment purchases and replacements, facility modifications, and maintenance needs. The SMCCCD Facilities Planning Department submits a Facilities Space Inventory Report as required to the State every three years as part of the overall assessment and evaluation of all District facility use. (III.B.2)

During the 2016/2017 academic year, the District coordinated efforts between the three colleges to identify gaps within existing facility use and scheduling. During this process a need emerged for a comprehensive overhaul of the College scheduling process. The three colleges worked together to develop a Request for Proposal and following district guidelines selected a

scheduling software vendor, Ad Astra. In 2017, the PBC formed a Space Allocation Workgroup to assess existing governance processes. Over the course of 18 months, the group assessed existing governance processes, reviewed best practices, and developed space allocation guiding principles. The Council formally adopted a set of space allocation guiding principles in May 2016. The resulting principles can be viewed on the Space Allocation website. The College's Technology Strategic Plan 2017-19 documents technology, inventory, life expectancy, and estimated replacement costs. During the visit the team found all aspects of the physical resources of the College to be exceptionally well kept, clean and maintained at a high level of efficiency and visual cleanliness. Construction currently in process is well marked for safety of campus constituents. (III.B.3)

The College uses participatory governance processes to provide input and feedback on institutional planning and long-range capital planning. Physical resource needs are identified and addressed through the annual resource allocation process. As new facilities are planned and designed, the College uses a collaborative process to gather input and information from College stakeholders. Long-range capital plans guide decision-making through planning documents such as the SMCCCD Facilities Master Plan, the Five-Year Construction Plan, the EMP and District Strategic Plan. The District conducts a total cost of ownership (TCO) assessment of personnel needs to maintain new technology or facilities, ongoing maintenance costs, depreciation, and replacement plans for equipment. Resources related to TCO assessments are included in long-term planning to ensure facilities are sustainable and equipment is functional and modern. As many equipment items are being procured with capital funds as opposed to yearly operational funds, the college needs to ensure sufficient replacement funds are available for repair and replacement of these equipment items in the short and long term future. To minimize future custodial and maintenance costs, the College Facilities department has been involved in the planning, design, and selection of material for new facilities. To maximize future energy savings, the College's new facilities have been designed to the Green Building Council's Leadership in Energy and Environmental Design (LEED) certification standards. Long-range capital plans are linked to institutional planning and planning processes ensure that capital projects support College goals. (III.B.4)

#### Conclusions:

The College meets the Standard and related Eligibility Requirements.

### **III.C. Technology Resources**

#### General Observations:

The San Mateo County Community College District (SMCCCD) provides technology services, support, and facilities that are adequate to support the operational functions of the college and its academic programs. These are provided through the District Information Technology Services (ITS), with guidance from College. District Board Policy 2.34 outlines the District's support of technology, and the District ITS Strategic Plan outlines the collaboration between the College's technology committee and the District ITS that supports the goals of the Board Policy. The

professional technology support provided and the impact of provided services are described in the District ITS Plan.

Findings and Evidence:

The District provides technology services, support, and facilities that are adequate to support the operational functions of the College and its academic programs. These are provided through the District ITS, with guidance from the College. Board Policy 2.34 outlines the District's support of technology, and the District ITS Strategic Plan outlines the collaboration between the College's technology committee and the District ITS that supports the goals of the Board Policy. The professional technology and support services are described in the District ITS Plan. Technological infrastructure design standards exist to ensure classrooms throughout the District meet appropriate standards for smart classrooms. The College Technology Committee is working with ITS to update the inventory and replacement cycle and will provide a replacement plan to the planning councils for review. (III.C.1)

Cañada College updates and replaces technology to ensure the quality and capacity of its technology infrastructure is adequate to support the mission of the College. The College Strategic Plan for Information Technology includes a charge for the Technology Committee to advise the College's Instructional Council on a variety of technology related issues including continuous improvement and self-assessment to evaluate the degree that the technology supports college functions. The Technology Committee evaluates technology usage and needs periodically. The Technology Committee also issues periodic surveys regarding college employee use of technology. In collaboration with District ITS Department, the College Technology Committee is also charged with reviewing and approving the annual campus technology inventory and replacement cycle. The program review process is used to evaluate and plan for the updating and replacement of hardware and software. The College recently re-organized the Technology Committee to improve the interface of the Technology Committee with District ITS. This will allow improvement in the planning process to ensure the College is focusing on meeting the technology needs of the College. (III.C.2)

The District ITS department, in coordination with the College's staff and remote location partners, work to maintain reliable, safe, and secure technological resources at all locations. The SMCCCD Strategic Plan for Information Technology (2019-2024) includes the goal of technological reliability and specifically addresses network infrastructure and security. The plan includes a listing of hardware and software tools in place to protect and detect unauthorized access. Technology at several off-site locations is maintained in partnership with outside groups. Technology at the Menlo Park Center is maintained by the College and done in a manner that allows the functionality of the technology of the remote site to be parallel with the standards of the main campus. The District ITS Strategic Plan addresses a backup, disaster recovery, and business continuity process. Server-based data is recoverable and written to high-density tapes that are stored in an off-site location every week. The District ITS has built a disaster recovery computer center located at Skyline College. (III.C.3)

The District and College provide technology support to faculty, staff, students, and administrators, as well as regular trainings through professional development opportunities. The

services and plans for regular technological support are described in Strategic Technology Plan and regular trainings are provided through FLEX days, Learning Center Trainings, and the Quality Online Teaching & Learning (QOTL) Work Group. FLEX days and professional development opportunities have included faculty and staff trainings and drop-in help with the Instructional Technologist. Specific ITS trainings were provided when the College upgraded the Banner CRM system. The QOTL Work Group oversees an in-house certification program for online and hybrid-course instruction. The Learning Center trains tutors in technology instruction. The center provides a variety of trainings and resources such as Canvas student guides, Net Tutor, and Elearnings Innovations. (III.C.4)

The District has policies in place (BP 2.34, 2.35) and a student code of conduct (sections 27 and 33) to ensure the appropriate use of technology. Cañada College maintains a Distance Education Strategic Plan and a Strategic Technology Plan consistent with appropriate use policies, and the Computer and Network Use Policy (BP 2.34) is listed within the Employee Handbook. (III.C.5)

#### Conclusions:

The College meets the Standard and related Eligibility Requirements.

### **III.D. Financial Resources**

#### General Observations:

The San Mateo County Community College District is a basic aid district directly funded by local property tax revenue. The District prepares and provides the College with three-year revenue projections annually to ensure sufficient resources are available for short and long-term planning.

#### Findings and Evidence:

The College's financial planning and resource allocation are integrated in the planning process. Resource allocations support the strategic goals through the provision of resources identified in program review. The projections indicate the District can balance its budget for each of the three years included in the projections. The District has unrestricted general fund reserves that routinely exceed the State's recommended reserve of 5%, and the College maintains contingency funds. The District Committee on Budget & Finance (DCBF) is a district-wide participatory governance group that reviews the annual Resource Allocation Model. The Resource Allocation Model determines the distribution of unrestricted general fund resources and serves to ensure allocation of resources through alignment with State guidelines. (III.D.1 and ER 18)

The College Mission is at the forefront of annual fiscal planning through annual review and discussion of the mission statement during participatory governance meetings. The Education Master Plan (EMP) provides strategic direction for financial planning and decision-making for the College. Financial planning and associated resource allocation are integrated into the College planning processes and aligned with the institution's mission and goals. Planning and Budgeting

Council (PBC) has developed guiding principles to effectively support budget development and resource allocation decisions. Resources are allocated to programs and services that align with the College mission through an integrated planning process for the identification of program and area needs. (III.D.2)

The College's financial planning and resource allocation are integrated in the planning process, and college processes are clearly defined. Processes are used to encourage participation in financial planning and budget development and use the participatory governance structure to communicate with the College. (III.D.3)

Financial information is readily available to faculty and staff, allowing planning to realistically reflect the college's available resources. College leadership regularly communicates projected and actual revenue and expense information to support informed fiscal decision-making. The processes for resource allocation are clearly outlined in the Integrated Planning Model. Individuals involved in institutional planning receive accurate information regarding available funds, including the annual budget showing ongoing and anticipated financial commitments. The College establishes funding priorities in a manner that supports achievement of the institution's mission and goals. (III.D.4)

The team found the College's budget accurately reflects institutional spending. Responsible and appropriate use of financial resources is ensured by using Banner as the enterprise resource system to record and process financial transactions. Banner has multiple control mechanisms to monitor and manage the college's fiscal resources. Budget transfers require review and approval of the appropriate department administrator and the College Business Officer before going through approval at the District level. The College's financial statements are audited annually in accordance with the California State Chancellor's Office California Community College Contracted District Audit Manual. (III.D.5)

The team verified that the District received clear audit opinions for the past four years. This reflects the high degree of credibility and accuracy of the College's financial practices. (III.D.6)

The team verified that the District received no audit findings for the past four years. Audit results and financials presented to the Board are also communicated to the various participatory governance groups and published on the website. (III.D.7)

The team confirmed that the PBC reviews the college budget regularly to evaluate the effectiveness of the institution's fiscal planning. This review informs plans for current and future budget needs but also process improvement. The College used the Fiscal Crisis Management Assistance Team (FCMAT) results to inform budget process changes and internal control improvements. (III.D.8)

The team confirmed that the District's level of unrestricted fiscal reserves is above the state recommended level of 5% and is more than adequate to meet financial emergencies and unforeseen occurrences. (III.D.9)

The team confirmed that auxiliaries, foundation and grant funding had undergone external audit and are compliant with Title IV rules and regulations. (III.D.10)

The District has identified its short- and long-term liability and has shown in the external audits that it has implemented appropriate plans to deal with forecasted scenarios. The District fully funds its annual OPEB obligation based on current actuarial studies. Recent audit reports note that the District is in compliance with GASB. The District plans for payments of long-term liabilities and obligations including health benefits, insurance costs, and building maintenance costs. Long-range financial priorities including expected benefit increases, compensation increases, STRS/PERS increases and debt payments are included in multi-year projections and evaluated annually. Resources are allocated annually for payment of liabilities and increase reserves to address long-term obligations. Resources have been directed to actuarially developed plans for Other Post-Employment Benefit (OPEB) obligations. (III.D.11)

The team confirmed through the external audit and a 2017 actuarial study that the District retiree and health liabilities are nearly fully funded. The team also confirmed that the 2018-19 final budget meets major long-term liabilities and obligations such as Other Post-Employment Benefits (OPEB), compensated absences, and other employee-related obligations. (III.D.12)

The team confirmed that the District evaluates the debt service fund annually to ensure appropriate resources are allocated for the repayment of any locally incurred debt instruments. The team also found that the Board receives and adopts the external audit and the financial services budget report annually. (III.D.13)

The team confirmed through the annual audit report and minutes from the Bond Oversight Committee that funds such as state categorical or federal grant funds, or local indebtedness, as well as revenue and expenses are carefully tracked and reviewed to ensure funds are appropriately monitored and used with the intended purpose of the funding source. (III.D.14)

San Mateo County Community College District, as documented in external audit reports, is in compliance with the federal regulation of less than a 30% default rate over three years. Should the District fall out of compliance, a default management plan would be created and implemented. (III.D.15)

All contractual agreements are initiated, reviewed and managed at the College, whereas approval happens at the District. (III.D.16)

#### Conclusions:

The College meets the Standard and related Eligibility Requirements.

## Standard IV

### Leadership and Governance

#### IV.A. Decision-Making Roles & Processes

##### General Observations:

Cañada College utilizes a detailed participatory governance manual to guide decision-making and clarify the roles of constituent groups. Decision-making roles are defined in both policy and practice, and the College endeavors to promote an environment of innovation and support. Three participatory governance councils—the Instructional Planning Council (IPC), the Student Services Planning Council (SSPC), and the Administrative Planning Council (APC)—directly inform the primary Planning and Budgeting Council (PBC) and the relationship and roles of committees are described in the compendium of committees. The team noted that the College is currently reviewing committee functions, bylaws, and the interrelationships between committees as part of an improvement effort to clarify and formalize the work of committees and subcommittees, many of which have evolved beyond their original charter. Surveys on campus climate and participatory governance help assess constituent awareness and understanding of decision-making processes and suggest communication and improvement strategies. The College President provides leadership and support to planning, budget, personnel, and institutional effectiveness, and works with direct reports and campus committees and groups to ensure the effectiveness of College functions and improve transparency and communication.

##### Findings and Evidence:

The College provided evidence of a culture of innovation, supported by institutional leaders, through a variety of committees, councils, and programs. The team noted examples such as the inquiry projects from the Academic Committee for Equity and Success (ACES), which were utilized to study and address student equity and support issues identified by College constituents, as well as an “awareness movement” to identify innovative solutions to student challenges such as food insecurity, housing, and transportation. The team also observed that the College has developed and implemented several innovative programs over the past several years, such as JAMs (assistance for math, physics, chemistry, and English), a robust STEM Center, the ¡ESO! Adelante Project, the SparkPoint Center, and shuttle services for students in East Palo Alto. Program Review is used by the College as a means of identifying needs and new ideas as well as the Education Master Plan, which is produced following input from the entire campus. A climate survey from fall 2017 noted that a majority of the campus community believes they are given enough flexibility to be innovative in their work. An additional survey followed in spring 2019 with similar results. The Office of Planning, Research, & Institutional Effectiveness (PRIE) hosts the results of these documents on its website and has administered an annual climate survey and participative governance survey to faculty, staff, and administration. The College uses a campus wide process to capture, develop, and implement new ideas, and this is documented in the Educational Master Plan and sustained in various committees such as the Curriculum Committee and SSPC as well as in individual Program Reviews. The team also noted that institutional leaders encourage alternative and novel approaches to addressing student needs and

ideas can be brought forward by individuals through agendaized planning council updates, open office hours with the President, and through constituent groups. (IV.A.1)

Board policies, such as BP 2.08, and documents such as the Participatory Governance Manual (PGM), are examples of how Cañada College defines and uses decision-making processes. Institutional procedures regarding participation in decision-making processes have been clarified in the past year with improvements made to planning council bylaws, the interrelationship of committees and workgroups, and program review planning. Through the Planning and Budgeting Council, representative constituent groups, including students, can provide recommendations to the President on issues such as goals, governance, and matters of College wide interest. The team found that the College has appropriately established and implemented policies and procedures authorizing administrator, faculty, and staff participation in decision-making processes and mechanisms exist through planning councils to bring ideas forward. Students also participate in college governance through representation on planning councils, and the Associated Student Senate. Student representation is part of planning committee bylaws, and workgroups established through institutional efforts such as guided pathways have specifically embedded student voice through surveys, focus groups, and representation. The team also noted that updated bylaws are expanding student participation on the planning councils. (IV.A.2)

The team noted that participatory governance at the College provides faculty, staff, students, and administrators a voice and role in governance. The District Participatory Governance Council (DPGC) provides an opportunity for staff to participate in District as well as College governance and express their opinions at the District level, as this group includes representation from faculty, classified, and administrative staff and students in the PBC. The team observed the roles of the administration and faculty are clearly described in Board Policy 2.08 and further described on the PGM website. Constituent roles are significant in institutional governance and exercised through participation in committees such as PBC and the Academic Senate Governance Council (ASGC). The College's planning calendar visualizes the timeline and relationship of planning documents and processes, and a PBC taskforce has been established to review and synthesize operational priorities into an annual plan. The team found that staff groups have a substantive and clearly defined role in institutional governance. (IV.A.3)

Well-defined structures exist for recommendations about curriculum and student learning programs and services through BP 6.13, with the Academic Senate chiefly responsible for these items with some specific duties delegated to the Curriculum Committee and the Instructional Planning Council. Faculty chair or co-chair participatory governance bodies, and the Vice President of Instruction works closely with these groups. The Curriculum Handbooks denotes that proposals or modifications for courses and programs must be authored by a faculty, although non-faculty including administrators may approach, but not require, faculty members to consider the creation of course content. Board Policy 6.13 and Administrative Procedures (AP) 6.13.1 and 6.13.2 further describe Curriculum Development, Program Review, and Program Viability responsibilities and role of governance groups. The College regularly evaluates these policies and procedures to monitor practice and improve effectiveness. (IV.A.4)

The San Mateo County Community College District (SMCCCD) Board of Trustees is the decision-making body for the District, and is advised by the Chancellor, Presidents, and Senate



President as well as other participatory bodies. The College utilizes the decision-making structure defined in the governance manual and information is shared between groups and through committee websites. The team verified Cañada College follows participatory governance policies promulgated by the District Board and District Participatory Governance Council. Relevant perspectives are engaged with the participatory governance process through the various committees as well as at the department and division level meetings. The team confirmed consideration for diverse perspectives and relevant expertise is used in institutional decision-making. The College works to ensure that appropriate consideration is given to relevant perspectives, that decision-making is aligned with expertise and responsibilities, and that timely action is taken on matters affecting the college community. Representatives from constituent groups are charged with the responsibility of communicating to their peers, and College efforts are focused on communicating throughout the organization. (IV.A.5)

Decision-making processes for the College, along with decisions undertaken, are shared electronically by email and website messaging. The team confirmed that the College utilizes multiple communication modalities to disseminate decision-making processes and the associated results. The College also relies on representatives to communicate with their constituencies and utilizes communication from the President as well as the Marketing Department to inform the campus. Minutes are documented and communicated throughout the organization, and evaluative tools such as the climate survey and governance survey are communicated on the college website and through planning councils. (IV.A.6)

The PRIE Office evaluates governance processes through an annual online survey, which is shaped by the PBC and shared with the campus community. Climate surveys have identified near-majority agreement that processes are in place to allow involvement in college decisions, but there was also a majority that responded that communication and decision-making transparency could be improved. The PRIE Office oversees the generation and administration of these survey instruments to campus stakeholders, and the analysis of results occurs in the various participatory governance groups. PRIE staff and planning council members clarified that research staff first analyze survey results, present detailed findings to PBC, and then distribute the information to the campus community and website. The President also agendaized the discussion of survey results as part of an annual summer retreat, which led to several action priorities such as a facilities forum, a redesigned campus weekly email update from the President, and open office hours to address communication and transparency concerns. The leadership role of the President is evaluated by the Board of Trustees and the Chancellor, the Chancellor is evaluated annually by the Board, and administrators complete annual evaluations. The team noted that the procedures for Administrative Performance Evaluations, last revised 2015, also includes peer feedback during comprehensive reviews. PRIE surveys are cited as primary tools to identify improvement opportunities. The College has identified an improvement plan to address dissatisfaction with communication and decision-making transparency. (IV.A.7)

### Conclusions:

The College meets the Standard and related Eligibility Requirements.

## **IV.B. Chief Executive Officer**

### General Observations:

The President at Cañada College has primary responsibility for the College, instructional quality, and the leadership of planning, organizing, budgeting, personnel, and institutional effectiveness. The District Chancellor has delegated this authority to the College President through Board Policy 2.03. The President has served in this position since 2016 and is currently the longest-serving college CEO in the District. The President is actively involved in sharing ideas and providing counsel to campus leaders, and participates in a wide variety of governance, department, and community meetings. The President has improved leadership in planning and institutional effectiveness through concerted efforts to increase transparency, clarify planning roles, and increase the breadth and effectiveness of communication.

### Findings and Evidence:

The President is the ultimate decision-maker for the College and communicates regularly with the entire campus community through a President's Weekly Update. The organizational chart for participatory governance bodies from PBC denotes the President as the pinnacle of college decision-making, who both informs and is informed by campus groups while reporting to the Chancellor. The President also helps to establish tone and expectations for the campus community and promotes the use of institutional research to support planning. The President also leads an annual retreat--most recently in July 2019--with Cabinet, staff, and faculty. The retreat was used as a vehicle to document accomplished work while also addressing action priorities for the year. The President's fall 2019 welcome letter to the campus described accomplishments while also connecting college work to district goals. The team noted that the President is dedicated to monitoring institutional quality, supporting student learning, and assessing and improving institutional effectiveness. (IV.B.1)

The President supervises the Vice President of Administrative Services, the Vice President of Student Services, the Vice President of Instruction, in addition to the Dean of PRIE and the Director of Community Relations and Marketing. Division Deans report up to vice presidents and inform the work of the College. The team noted that staff confirmed appropriate delegation of authority from the CEO to other positions consistent with their roles and responsibilities. The President provides sufficient direction and flexibility to staff to accomplish their work. (IV.B.2)

The team found that the President supports integrated planning, the use of data analytics, and the regular review of shared governance processes and college goals. The President both leads and is informed by the PBC as an ex officio member, establishes College initiatives and strategies, meets regularly with direct reports and governance bodies, and conducts campus dialogues with the three administrative areas among other groups. The President directly supervises the Dean of PRIE and is very familiar with data and analyses of institutional performance and uses them to support improvement. (IV.B.3)

The team noted that the President is actively involved in accreditation matters, both directly and through supervision of the accreditation liaison officer. The President was involved throughout

the development of the institutional self-evaluation report and provided leadership to the Oversight Committee for accreditation. The team also observed that College staff and students were well informed about accreditation and the institutional self-evaluation report. (IV.B.4)

The President provides direction regarding operation and implementation of statutes, regulations, and policies to the vice presidents, deans, and staff. The President also participates in the Chancellor's Cabinet at the district level, and communicates regularly regarding institutional mission and budget with the campus community through both formalized and spontaneous meetings and correspondence. The team noted that the PBC process describes how budget and resource recommendations are subject to approval by the President, and the President represents College issues and needs at District Board of Trustee meetings. (IV.B.5)

The President is actively involved in the community and relevant professional associations. Regular campus communications, community visits, and contact with local stakeholders is a recurring part of the President's work, and includes appropriate depth and breadth of involvement with both internal and external groups. The team observed that the President is also working to improve communication and transparency at the College according to an identified improvement plan. Weekly updates from the President include relevant information on matters of college interest, actions and trajectories of planning councils and governance committees, and information designed to demystify and clarify college decision-making and functions. The President has also established as President's Advisory Group composed of college and community members to provide a forum for community input as well as an opportunity to raise funds for student scholarships. (IV.B.6)

#### Conclusions:

The College meets the Standard and related Eligibility Requirements.

### **IV.C. Governing Board**

#### General Observations:

The San Mateo County Community College Board of Trustees is the policy-making body for the District and assures academic quality, integrity, effectiveness of student learning programs and services, and the financial stability of the District. The Board is comprised of five elected trustees on staggered four-year terms, each of whom represent discrete areas of San Mateo County, along with a non-voting student trustee who is elected annually. In 2017, the District moved to regional board seats in lieu of at-large trustees. The newest trustee was elected in 2018. The Board has policies delegating duties to the District Chancellor and to the College Presidents, as well as a code of ethics, and conflict of interest policies.

## Findings and Evidence:

The District Peer Review Team Chair interviewed two Board members and the Interim Chancellor regarding this standard to amplify the evidence and garner additional input for this report. The team appreciates the Board and Chancellor's time and contributions to the report.

Board Policy 1.10 outlines the Board's oversight of policy, assurance of fiscal health and stability, monitoring performance, and representing the public interest. The Board is an independent policy-making body with responsibility for the aforementioned functions. The Board adopts key documents such as the District's Strategic Plan focused on "students first," and it reviews and approves major planning documents from the Colleges. (IV.C.1 and ER 7)

Board Policy 2.21 outlines a policy on professional ethics to "act in the best interests of students, the community and the District's mission over other competing interests" and Board Policy 1.02 notes that trustees exercise authority only as a board (1.02) to function as one voice. (IV.C.2)

The Board Policy 2.02 defines the selection and evaluation of the CEO. College Presidents are evaluated annually by the Board and the Chancellor, as established by BP 2.03. (IV.C.3)

BPs 1.10, 1.35, and 2.45 assure that the independence, public interest, and conduct of trustees avoids conflict of interest and personal interest (IV.C.3). The board organization, described in BP 1.02, includes the change to district areas in 2017. (IV.C.4 and ER 7)

Board Policy 1.10 describes essential duties and responsibilities of the Board and BP 1.01 defines the mission of "sustaining open access for students and being responsive to community needs" as part of the Board's responsibility for educational quality, financial integrity, legal matters, and stability. (IV.C.5)

Bylaws and policies for the Board are published and accessible through the District website, and appropriately respond to the requirements to specify the size, duties, responsibilities, structure, and procedures for the Board. (IV.C.6)

The Board reviews policies and procedures on a six-year cycle; evidence provided confirmed these processes are carried out per BP 2.06 and 2.07 and described in AP 2410. (IV.C.7)

The Board also reviews key indicators of student learning and achievement, and plans for improving quality, as noted in Board approval of a 2015 Strategic Plan, and subsequent plans that included related success indicators such as the Student Equity and Achievement Plan, Student Success & Support (3SP) Plan and the Educational Master Plan. The team found that the District Strategic Plan also included priorities and metrics for success, equity, and social justice. Full discussions including Board presentations by the colleges related to these plans are evident in Board minutes and describe robust engagement by the Board in student success measures. (IV.C.8)

The team noted that the Board provides ongoing board development and orientation for new members, along with staggered board terms to support continuity of membership. Board terms are for four years, and staggered with two or three seats up for election every two years. BP 1.10

describes the process for ongoing development through study sessions, reading materials, and conference attendance. The Board meets twice a month, and one session is committed to studying specific information and professional development opportunities. (IV.C.9)

Self-evaluation practices for the Board are found in BP 1.35, which take place each calendar year to assess effectiveness and suggest improvements, and the results are discussed in public session. Evidence of assessments reveal that the assessments have been done within each of the academic years, however they have been done in different months and semesters. (IV.C.10)

Board conduct, conflict of interest, and code of ethics policies are clearly defined in BPs 1.35, 2.21, and 2.45 and APs 2.45.1 & 2, and annual Form 700 certifications are filed by each board member. The College noted that a review of Board actions during the accreditation cycle period found no policy violations (IV.C.11 and ER 7)

Board Policy 2.02, delegates the day to day responsibility as the chief executive officer for the District with authority to implement and administer board policies without interference, and the Chancellor is evaluated against annual performance goals. The team noted that the current acting Chancellor was appointed by the Board in August 2019. (IV.C.12)

The Board supports District improvement efforts related to accreditation, and is informed about Accreditation Standards, Eligibility Requirements, policies, and the status of the District. The Board reviews annual ACCJC reports, substantive change proposals, and reviewed and adopted the ISER report in July 2019 (IV.C.13)

#### Conclusions:

The College meets the Standard and related Eligibility Requirements.

### **IV.D. Multi-College Districts or Systems**

#### General Observations:

The San Mateo County Community College District consists of three colleges: Cañada College, Skyline College, and the College of San Mateo. The current Chancellor for the District is serving in an interim capacity following the departure of the previous Chancellor, who had served in this position for approximately 20 years. The Board of Trustees is in the process of establishing the timeline for the search for the new permanent Chancellor.

#### Findings and Evidence:

The District has three leadership teams: the Chancellor's Cabinet, Chancellor's Council, and the Chancellor's Staff. The Chancellor meets bi-weekly with the college presidents, and weekly with vice chancellors and senior staff. Board Policy 2.02 clarifies that the Chancellor is the CEO for the District with final responsibility for leadership alongside of delegation of administrative authority to the college presidents. BP 2.03 delineates the roles of the presidents and the

executive leadership. Interviews with the Chancellor and evidence provided during the team visit demonstrated these policies are in place with the interim executive assignments. (IV.D.1)

In Board Policy 8.02, the Board of Trustees delegates authority to the Chancellor to supervise general business, administration of property and contracts, budget and accounting, equipment, property, and protection of assets and persons. This policy also notes the further delegation to the college presidents of development of educational and student services programs for the colleges and administration and operations. The Chancellor regularly evaluates the presidents on performance goals related to this delegated authority and does not interfere in the implementation of these duties. District plans distinguish between college and district level responsibilities. Central services provided by District offices ensure fair and effective allocation of resources. (IV.D.2, IV.D.4)

The team found that the District uses an equitable resource allocation model to assign resources to the three colleges. District level discussion of resources is guided by the District Committee on Budget and Finance, which reviews and assesses the model. The District also adopts and uses as guidance their 2015-2020 District level Strategic Plan, which includes a specific goal for assurance of necessary resources. (IV.D.3)

The District and the Board of Trustees reviews the key performance of all indicators in the Strategic Plan, including disaggregated data revealing progress towards identified group achievement. (IV.D.5).

The team noted a variety of methods of timely communication utilized to ensure effective operations and between the District and the three colleges, such as the Districtwide Participatory Governance Council, Cabinet meetings, Council meetings, Board meeting agendas and meeting matter, and website resources. The District provided evidence of evaluation of roles, governance, and decision-making processes through participatory governance groups and regular program review. (IV.D.6, IV.D.7)

### Conclusions:

The District meets the Standard and related Eligibility Requirements

## Quality Focus Essay

Cañada College identified a number of actionable Guided Pathways activities to achieve a culture of continuous quality improvement and student success and a focus on successful entry and first year experience. The College's specific action activities in the Quality Focus Essay (QFE) include:

- Implementation/expansion of various high school engagement strategies: early college experiences such as dual enrollment, summer programs, and related outreach events
- Streamlining the application process
- Scaling Proactive Registration
- Modification of the current Priority Enrollment Program (PEP) to better serve incoming students
- Providing support for completion of FAFSA and CA Dream Act documentation
- Increasing accuracy of Student Education Plans which can better inform course scheduling
- Developing a First Year Experience program
- Grouping degree programs into 'Interest Areas' or 'Meta Majors'
- Optimizing the class schedule to avoid class cancelations and conflicts
- Ensuring all degree and certificate programs are complete-able within the specified timeframe
- Aligning support services with interest areas and timing to fit student needs
- Expanding Bridge Programs preceding fall and spring terms
- Expanding cohorts via learning communities

The College anticipates impacts on student learning and achievement at Cañada because of the College's Guided Pathways efforts to include: greater rates of degree completion and transfer achieved more efficiently, with fewer extraneous units earned, while improving employment outcomes and dramatically reducing any equity gaps in these achievements across sub- populations that have been disproportionately negatively impacted in the past.

The team finds that the QFE's Guided Pathways project actions are reasonable and based on assessment of the College's long-term goals with respect to improving student learning and achievement. As a mandated reform, the institution is developing institutional supports to help Cañada College meet its goals.