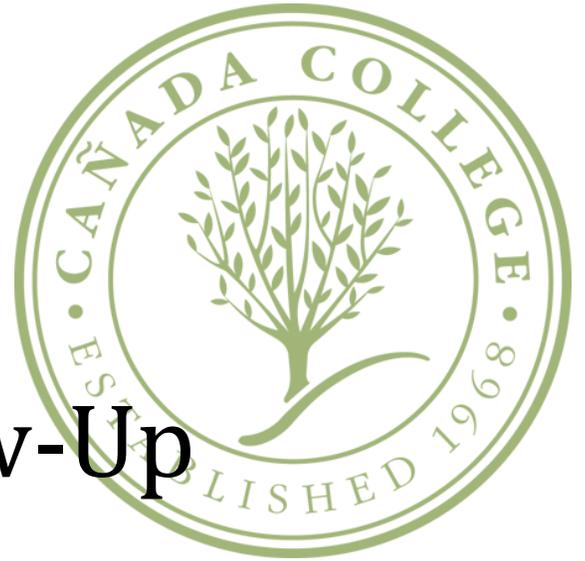


SMCCCD

ACCJC Follow-Up Report 2008

Cañada College
4200 Farm Hill Boulevard
Redwood City, California 94061



10/15/08



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STATEMENT ON REPORT PREPARATION

This report was written with broad input from all faculty and staff constituent groups. The work was done collegially and was widely reviewed by the entire college community for input prior to submission to the Governing Board for approval on September 24, 2008 (approval granted). Overseeing the project was the Accreditation Oversight Committee. Three separate Steering Committees were formed to address each recommendation made by the ACCJC. All committees had representation from faculty, staff and administration. We are grateful for the time and energy committed to this effort.

Accreditation Oversight Committee

- Martin Partlan, Academic Senate President
- Joan Murphy, Classified Senate President
- Katie Townsend-Merino, Accreditation Liaison Officer
- Tom Mohr, President, Cañada College

Student Learning Outcomes Steering Committee

- Carol Rhodes, SLOAC Coordinator
- Rita Sabbadini, Learning Center Manager
- Martin Partlan, Academic Senate President
- Patty Dilko, District Academic Senate President
- Ray Lapuz, Immediate Past SLOAC coordinator
- Jessica Einhorn, Professor of Anthropology
- Linda Hayes, Dean, Business, Workforce and Athletics
- Katie Townsend-Merino, Dean, Humanities and Social Sciences

Educational Master Plan Steering Committee

- Tom Mohr, President
- Phyllis Lucas-Woods, Vice President of Student Services
- Martin Partlan, Academic Senate President
- Joan Murphy, Classified Senate President
- Patty Dilko, District Academic Senate President
- Katie Townsend-Merino, Accreditation Liaison Officer

Student Support Services Staffing Plan Steering Committee

- Phyllis Lucas-Woods, Vice President of Student Services
- Melissa Raby, Dean of Counseling and Enrollment Services
- Jeanne Gross, Dean of the University Center and Academic Support Services
 - Leonor Cabrera, Professor of Accounting
 - Margie Carrington, Director of Financial Aid
 - Jennifer Castello, Professor of ESL
 - Patty Dilko, Professor of ECE
 - Linda Haley, Professor of ESL
 - Ray Lapuz, Professor of Math
 - Phyllis Lucas-Woods, Vice President Student Services
 - Thomas Mohr, President
 - Martin Partlan, Academic Senate President
 - Melissa Raby, Dean, Counseling and Enrollment Services
 - Anniqua Rana, Professor of English and ESL
 - Rita Sabbadini, Learning Center Manager
 - Michael Stanford, Professor of History
 - Kathy Sammut, Professor of Counseling

Editors of the Follow-Up Report

- Lisa Palmer, Professor of English
- Anniqua Rana, Professor of English and ESL

Thomas Mohr, President

Date



Recommendation 1

In order to increase institutional effectiveness, the team recommends that the college build upon its strategic planning efforts to develop an Educational Master Plan. The Educational Master Plan should incorporate recommendations from the program review process and serve as the foundation for the integration of student learning programs and services, technology, human resources, facilities and budget to support the mission of the college. The college should ensure that all plans are reviewed, evaluated, and updated on a regular basis. (Standards I.B.2, I.B.3, I.B.6, I.B.7, II.A.1b, III.C.2, III.D.1.a, IV.A.5, IV.B.2, and IV.B.2.b) This issue was identified by the 2001 evaluation team.

Upon notification by the Accrediting Commission for Community and Junior Colleges that Cañada College must formulate an Educational Master Plan, Cañada College President Thomas Mohr brought together an executive level Master Plan Steering Committee consisting of himself; Marilyn McBride, Vice-President of Instruction; Phyllis Lucas Woods, Vice-President of Student Services; Martin Partlan, Academic Senate President; Joan Murphy, Classified Senate President; and Patricia Dilko, District Academic Senate President. This committee focused on facilitating the college's creation of the Educational Master Plan through eliciting college-wide input, discussion, and effort, and overseeing data collection, composition, and dissemination of the Plan.

In order to be certain that the highest standards of an Educational Master Plan were applied, in March 2008 the Steering Committee and the Planning and Budget Committee contracted with Maas Company, a firm with extensive experience in the California Community College system in the area of Educational and Facility Master Plans. (minutes at <http://canadacollege.edu/inside/planning-budget/index.html> and minutes at http://canadacollege.edu/inside/college_council/index.html) Doing so brought forward national and state perspectives that complemented the extensive regional external scan we had already completed during our Strategic Planning process. Our Strategic Plan, which was developed with the full representation of our campus community and governing bodies between fall of 2005 and spring of 2007 called for us to revisit and articulate our mission, values, goals and action plans. The College asked Maas Co. to build upon the existing broad based work we had done to develop our Strategic Plan <http://www.canadacollege.edu/inside/strategicplanning/index.html>, our Goals/Strategies/Action Plans as defined by our Strategic Plan <http://www.canadacollege.edu/inside/strategicplanning/Strategic-Plan-final.pdf>, as well as our Progress Report for the 07-08 Academic Year <http://www.canadacollege.edu/inside/strategicplanning/progress-reports/0708-Strategic-Plan-Progress-Report.pdf>.

For the next several months the Steering Committee worked with Maas to outline the scope of the Master Plan to meet WASC Commission expectations and to follow modern planning standards, and to develop a timeline so that all planning efforts would be integrated in advance of the ACCJC deadline.

To promote college and community input and understanding of the Educational Master Plan, the Steering Committee provided regular electronic updates and community discussion of its progress including presentations to the Planning and Budget Committee, the College Council, the Academic and Classified



Senates, and at division and department meetings. In addition, a college-wide survey of faculty, staff and students was conducted, and two all-college forums were held inviting comment from all components of the college. These conversations ensured that all bodies of the shared governance system of Cañada College understood, supported, and were able to contribute to the development of an effective Educational Master Plan.

Two reports to the Governing Board of the district, one at a regular session and one at special study session, kept our Board of Directors abreast of the progress of the Plan as well as of the development of our Student Learning and Assessment cycle.

(<http://www.SMCCCD.edu/accounts/SMCCCD/boardoftrustees/minutes.shtml>) Finally, during the public hearing phase, the Educational Master Plan was uploaded to the college website, where the public was invited to provide comments and suggestions.



HIGHLIGHTS OF EDUCATIONAL MASTER PLAN

- An external scan of the local, state and national environment affecting Cañada College;
- An internal scan of student demographics;
- A synopsis of the planning culture and process within the college and its effectiveness;
- An analysis of our instructional program, including Program Reviews, FTES, course offerings and enrollment management, and the progress of the student learning and assessment process;
- An analysis of Student Support Services, including Program Reviews and the progress of the student learning outcomes and assessment process specifically designed to evaluate support services;
- A description of the college Technology Plan;
- A description of the changes in Student Support Services staffing to address concerns raised by the ACCJC/WASC visiting Committee;
- A description of the integrated internal planning processes which result in staffing plans for both instructional and non-instructional positions;
- Projects at Cañada, which cost \$150 million from local bond proceeds and how they enhance the teaching and learning environment at the college;
- An analysis of projected space requirements to accommodate student growth by projected program growth and type of space needed;
- A description of the Resource Allocation Model at the college level and at the district level;
- A description of the District Strategic Planning Process and the draft recommendations being considered by the Board of Trustees;
- A description of the total cost of ownership and how that concept will apply to all facility construction and technology.
- An entire section on Strategies for the 11 broad College Goals
- A Master Plan implementation and Evaluation process



INTEGRATION OF PLANNING EFFORTS

The Educational Master Plan built upon the Strategic Plan to delineate the strategic direction of the college and to more fully integrate the many components of institutional planning. The Educational Master Plan provides a planning process for divisions and departments that incorporates the vision and goals of the college; the information generated in Program Reviews; the priorities elucidated in the Strategic Plan; and the fiscal and hiring processes and realities of our college. As a result of this work, the Educational Master Plan has become the springboard and guidance system for all institutional planning.

The Steering Committee began work on the Educational Master Plan by verifying the external and internal scans of 2007-08 and requesting periodic data and analysis of such factors as the composition and needs of Cañada's broader community as well as an internal evaluation of the needs and composition of Cañada's student body.

As it developed the Master Plan, the Steering Committee became concerned that during the facilities and construction initiative launched by the District, the College allowed the Technology Committee to lapse. Since the appropriate use of technology is essential to our mission and planning, the Steering Committee and the Planning and Budget Committee directed that the Technology Committee be revitalized. This committee, which is composed of James Petromilli, District Technology Liaison; Mike Tyler, Instructional Technology Technician; Linda Hayes, Dean of Business, Workforce and Athletics; Daniella Castillo, Professor of Multimedia; Nathan Staples, Professor of Science; Mario Pena, Operations Assistant I; Alejo Vasquez, Alternate Media Specialist; Robert Haick, Matriculation and Career Services Coordinator; Bart Scott, Research Analyst; Mike Sinkewitsch, Instruction Technology Technician, and Thomas Mohr, College President, formulated eight strategic goals and made deliberate connection with the recently modified District Technology Plan. The Technology Plan of the College gives direction to the technology decisions of the College and ascertains that technology use assists in the fulfillment of the vision of the college. <http://www.canadacollege.edu/inside/ed-master-plan/Technology-Plan-Draft-06-25-08.pdf> Even as we were developing our Educational Master Plan at Cañada College, the San Mateo County Community College District was engaged in the development of the District Strategic Plan, a project jointly headed by Vice-Chancellor Jing Luan and the District Academic Senate President, Patty Dilko. Three members of Cañada's Educational Master Plan Steering Committee served on the District Planning Committee: Thomas Mohr, President; Martin Partlan, Academic Senate President; and Patricia Dilko, Professor of Child Development at Cañada and President of the District Academic Senate. Our involvement in the district planning effort helped us to connect productively the two different perspectives, one informing the other. For example, much of the data in the District Strategic Plan informed our Educational Master Plan, and our planning cycle is synchronized with that of the district and the other two colleges. (<http://www.SMCCCD.edu/edservplan/ssp/default.shtml>)

The Educational Master Plan functions as a living document in which each component will be modified over time to reflect current needs and trends, enabling the College to coordinate and integrate its institutional planning. The Planning and Budget Committee ensures that departments, divisions, and administrators review and follow the processes delineated in the Master Plan before making instructional, student support, or administrative plans.



At present, the Planning and Budget Committee is implementing the recommendation cited in the last section of the Educational Master Plan, namely assessing the state of all planning processes. It will present that assessment to the College Council and to the entire college community, along with the progress of the goals and actions called for in the Strategic Plan.

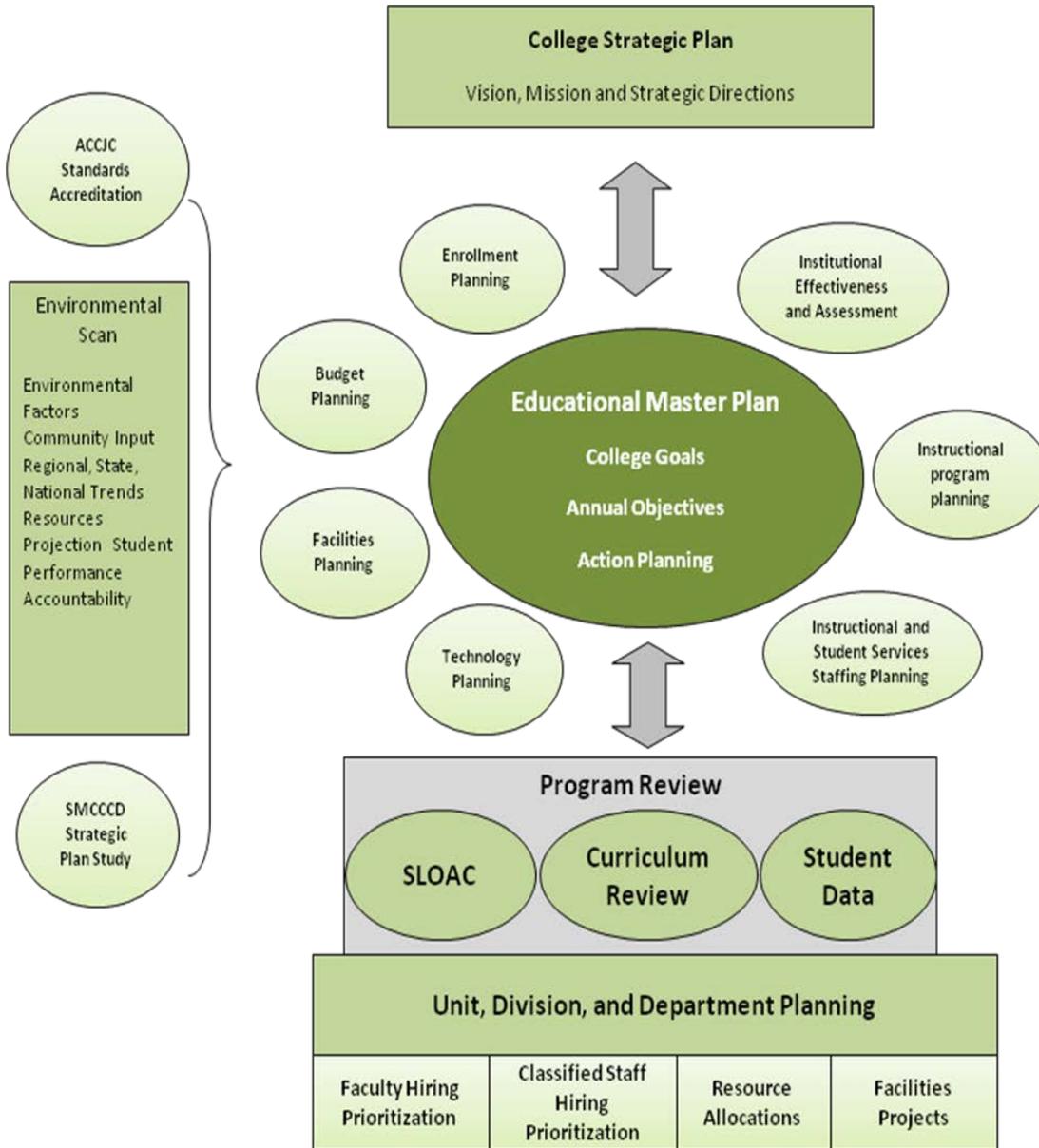
One of the primary results of the development of the Educational Master Plan was to integrate the individual planning components of the college and establish an integrated planning calendar (see graph and chart immediately following this section). All Unit Plans will be grounded in Program Review and will serve as the primary planning documents for all resource allocation, including human resources, instructional equipment requests and facilities requests. These Unit Plans will be responsive to the eleven broad goals of our Strategic Plan. In addition, as is suggested in the Plan itself, we have proposed two new planning councils, an Instructional Planning Council and a Student Services Planning Council, in order to increase institutional effectiveness and integrate all planning efforts.

In the attention devoted to developing the Educational Master Plan and the effort to solicit the input and the support of interested people from across the college, district, and community, Cañada shows its commitment to creating a more transparent, integrated, and effective institutional planning process. The College has incorporated this process into its ongoing operation, and it has put into place checks and balances to ensure that the process remains fruitful.

We have included the Educational Master Plan itself as evidence of our response to this recommendation and it can also be found at here <http://www.canadacollege.edu/inside/ed-master-plan/index.html> In that document, our proposed integrated planning processes and calendars are fully presented.



COLLEGE PLANNING STRUCTURE



COLLEGE PLANNING CYCLE

Rooted in Program Review, the Planning Calendar allows for integration of all college and district plans and is aligned with the Accreditation Cycle.

CAÑADA COLLEGE PLANNING CALENDAR						
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Accreditation	Oct. 2008 Progress Report due	Oct. 2009 Progress Report due	Oct. 2010 Mid Term Report due		Self Study	Fall 2013 Comprehensive Team visit
SMCCD District Strategic Plan	Implement Plan		Environmental Scanning	Planning Assumptions and Recommendations	Implement Plan	
Cañada College Strategic Plan	Implementing 07-08 Strategic Plan	Implementing 07-08 Strategic Plan	Implementing 07-08 Strategic Plan	Review/Modify Strategic Plan		
Cañada College Educational Master Plan	Approving Educational Master Plan October 2008	Implementing Educational Master Plan October 2008	Implementing Educational Master Plan October 2008	Update College Educational Master Plan		
Program Review	Staggered, 6 year recurring cycle for each department					
Facilities Master Plan (FMP)			Update FMP			
District Technology Master Plan (TMP)	Adopt TMP				Update District TMP	
District Resource Allocation Plan	Reviewed and evaluated		Reviewed and evaluated			
College Student Equity Plan		2005 Plan Revision	Implement Plan			2009 Plan Revision
College Technology Plan	Implement Plan		Revise Plan	Implement Plan		



Recommendation 2

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

Prior to receiving the letter of warning from ACCJC in January 2008, Cañada College had a Student Learning Outcome Coordinator with 3-units of release time who had worked with faculty and divisions to develop course-level SLOs for approximately 20% of our courses. At that time the College promoted course level SLO development by requiring faculty who were updating their Course Outline of Record to submit course level SLOs in a separate document that was then housed on a website. In addition, the Curriculum Committee had proposed a set of General Education Student Learning Outcomes, which were adopted by the Academic Senate during fall 2007.

During February of 2008, immediately following the receipt of the letter of warning from ACCJC, the college engaged in earnest and widespread faculty-centered discussions regarding how best to implement a new framework to support the development of a meaningful and user friendly Student Learning Outcome Assessment Cycle.

Minutes from the Academic Senate meetings reflect the beginnings of the discussion regarding the development of an SLO Committee on February 28, 2008, the final approval of the composition of the advisory committee on May 8, 2008, and the approval of both the committee members and a Student Learning Outcome and Assessment Cycle (SLOAC) Coordinator, with 6-units release time, on May 22, 2008.

http://canadacollege.net/inside/academic_senate/index.html

As reflected in its minutes, the College Council began reflection regarding the warning letter from ACCJC on February 7, 2008. Dialogue regarding the college plan to respond to the three recommendations occurred on February 21, 2008. On March 6, 2008, the plan for the SLO Summit days for Instruction and Student Services was communicated to the College Council. Finally, on April 17, 2008, the College Council received the reports regarding the SLOAC Summits. http://canadacollege.net/inside/college_council/index.html

The Planning and Budget Committee reviewed the plan for SLOAC institutionalization on February 2, 2008 and heard a report regarding the instructional SLOAC Summit on April 16, 2008. In addition, in order for faculty and staff to have access to the necessary expertise needed for institutional effectiveness, the Planning and Budget Committee agreed to elevate the Research Analyst position to a Director of Institutional Research and Planning. <http://canadacollege.net/inside/planning-budget/index.html>

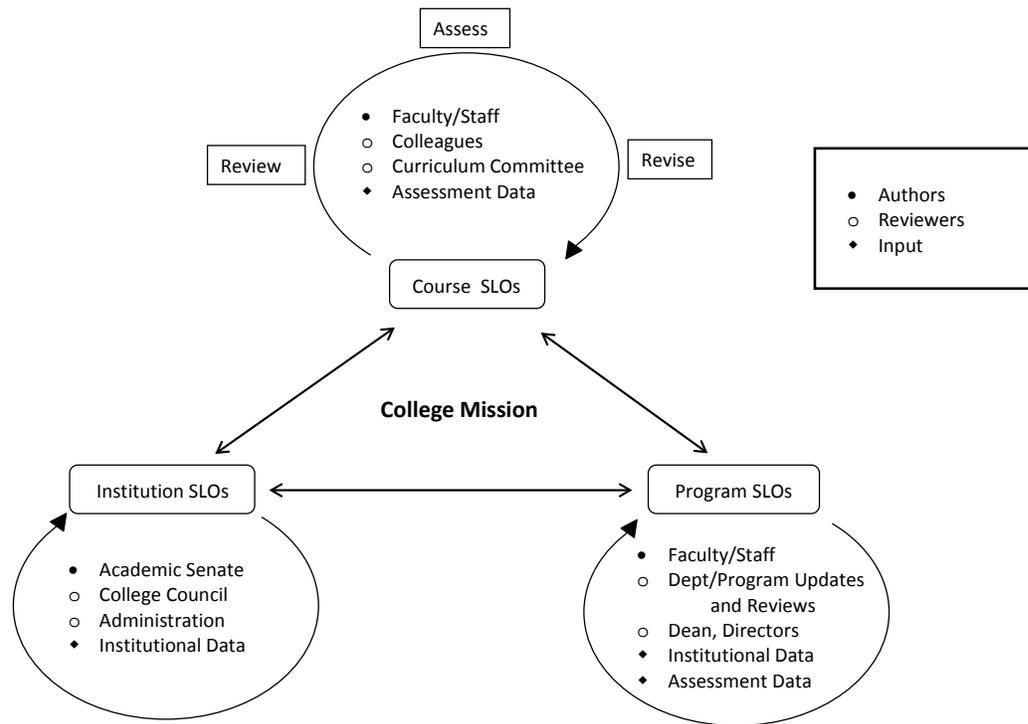
In August 2008, in support of the effort to improve planning, research and assessment at Cañada, the college hired Gregory Stoup as Director of Planning, Research and Student Success. His most recent position was as the Director of College Research at Foothill College.



The newly established SLOAC Advisory Committee met throughout the summer and accomplished several important goals.

1. Planned, developed and implemented the second instructional SLOAC summit for August 15, 2008.
2. Developed and refined user-friendly forms for faculty to use to submit their course SLOs and assessment tools, to submit the data they collected and to provide an opportunity for faculty to reflect on their assessment data (<http://canadacollege.edu/inside/slo/forms.html>)
3. Backward mapped a timeline such that Cañada College will be in the advanced “proficiency” phase of SLOAC , as defined by ACCJC, by October 2009.
4. Developed a new interactive website to facilitate the processes of SLOAC at the college(<http://canadacollege.edu/inside/slo/index.html>)
5. Developed a visual representation of our SLOAC process and how it is integrated into the college.

STUDENT LEARNING OUTCOMES: THE ASSESSMENT CYCLE WITHIN CAÑADA COLLEGE



6. Developed a set of assumptions and recommendations in order to institutionalize SLOAC that will be vetted at Academic Senate meetings and will be widely disseminated for dialogue. Recommendations from the Academic Senate will be adopted by December 2008. The document, as sent to the Academic Senate Governing Council, is below:



ASSUMPTIONS REGARDING SLOAC

In order to institutionalize SLOAC into the life of Cañada College, the SLOAC Advisory Committee has made these assumptions and sends these recommendations to the Academic Senate Governing Council:

1. We reaffirm our commitment to the SLOAC philosophy document that was adopted by the Academic Senate in October 27 2005 and can be found at <http://www.SMCCCD.net/accounts/canslo/handouts/SLOAC-Philosophy-FINAL.pdf>
2. Course level student learning outcomes and assessments will be developed and approved by faculty who teach in that discipline.
3. Student Service Learning Outcomes will be developed and approved by faculty and staff who do their work in that area.
4. Any data that is publicly available will be presented in the aggregate such that individual faculty or staff will not be identifiable.
5. The process we develop will be user friendly and as streamlined as possible.
6. The engagement of part-time faculty in developing and assessing outcomes and reflecting on the data is central to the success of this initiative at Cañada College. Part time faculty will be compensated at the special rate for their participation in meetings for the development of outcomes and reflecting on data.
7. The college will provide adequate resources to successfully engage in this endeavor:
 - a. Release time for a Faculty Coordinator
 - b. An identified faculty or staff member to be the Student Services SLOAC Coordinator
 - c. Staff support with web expertise
 - d. Funding for Part Time participation
 - e. Funding for Professional Development
 - f. An institutional researcher



RECOMMENDATIONS

1. We recommend the college revisit the SLOAC Framework. That dialogue should include a new definition of institutional and program level student learning outcome and assessments. We recommend that “program” be defined more broadly than “department” and suggest these definitions: Transfer/Basic Skills, Workforce, Student Services, and Administrative Services.
2. We recommend that Student Services SLOAC and Instructional SLOAC be integrated.
3. We recommend that the “Assessment of Student Learning” handbook that was developed for the first SLOAC Summit be revised and updated during the 08 – 09 academic year and include the Student Services SLOAC. The handbook can be viewed in two parts. The two links are below
<http://www.canadacollege.edu/inside/accred-oversight/Assessing%20Student%20Learning%201.pdf>
<http://www.canadacollege.edu/inside/accred-oversight/Assessing%20Student%20Learning%202.pdf>
4. We recommend that our GE (Institutional) outcomes assessment process be re-evaluated. Course and program level outcomes should be clearly linked to our GE/Institutional Outcomes.
5. Course level SLOAC should be a yearly process that should be linked to both Program Review (every 6 years, with a biannual interim review) and the Curriculum Committee (Course Outline of Record, COR, submission is every 6 years). Program Review and Curriculum Review processes should be revised to support student learning outcomes and assessment cycles.
 - a. Program Review: We recommend that this process be updated and revised to include a presentation by faculty regarding the impact of SLOAC on their courses (content and pedagogy) and programs.
 - b. Curriculum Committee (new courses): We recommend that this process be updated and revised to include a review and discussion of student learning outcomes and assessments for each new course. When new courses are proposed at least three SLOs and assessments will be submitted at the same time as the COR. The SLOs will be clearly linked to the objectives of the course.
 - c. Curriculum Committee (revised courses): We recommend that this process be updated and revised to include a review/revision and discussion of the SLOs to verify they are still linked to objectives and that any reflection on past assessment that has led to curriculum or pedagogical changes has been included in the revised COR.

All faculty were paid for their SLOAC Committee work in the summer in order to ensure that they would have the time available to commit to this endeavor.

Documentation of SLOAC Advisory Committee work:

<http://canadacollege.net/inside/accred-oversight/meetings.html>



SLOAC ADDITIONAL PLANS

In order to fully integrate the SLOAC into the life of the college, as we have recommended, the SLOAC advisory committee has adopted the following timeline. The timeline reflects the development of program level SLOs and Assessments for instruction, a third all-day SLOAC Summit, plus many other professional development opportunities scheduled throughout the year.

Date	Campus SLOAC	SLOAC Steering Committee
Oct '08	Assessment workshop	Definition of "program" approved by campus Modify Program Review forms to include SLOAC Modify curriculum process re: SLOAC
Nov '08	Assessment workshop Begin draft of program SLOs	Framework proposal reviewed by campus
Jan '09	Reflection on Fall 08 data Institutional reflection Division/Unit plans, reflection Framework approved	Plan for March FLEX Day goal: Program SLOs approved goal: assessment plans for Program SLOs Plan to implement framework
Feb '09	Assessment Workshop	
Mar '09	FLEX Day	lead and participate in FLEX Day
April '09		budget requests due for institutional SLOAC
May '09	Assessments completed on Program SLOs Assessment Workshop	
June '09	submit course and program data	compile data, draft report to ACCJC/WASC Reviewed as before
Sept '09	Framework integrated in campus	Assess SLOAC progress and identify areas needing improvement
Oct '09	Final report submitted to ACCJC/WASC	

The quarterly assessment workshops listed above provide SLOAC-focused professional development for faculty. The topics include rubric building, using embedded assessment techniques, classroom assessment techniques (e.g., *Angelo and Cross*), self-assessment by students, assessing group work, and e-portfolios. In addition, the SLOAC Advisory Committee sends a monthly electronic newsletter of SLOAC events and progress with "tickler" reviews of resource material (web site, podcast, book or other resource). The goal is to direct faculty to useful resources and keep them focused on SLOAC throughout the year.



STUDENT LEARNING OUTCOMES AND ASSESSMENT CYCLE: COURSE LEVEL

The first all-day SLOAC Summit held March 28, 2008, was well-attended and positively received by faculty and administrators. It achieved multiple measures of success including:

1. Over 90% of all full-time faculty participated as did approximately 50% of our part time faculty (see following chart).
2. Faculty developed SLOs and assessments for more than 60% of the courses taught during Spring 2008. This represents a 100% increase in the number of courses with at least one SLO and assessment.
3. Four assessment experts worked individually and with groups of faculty to devise measureable and quantifiable SLOs and means of assessment.
4. In division discussions, faculty reported valuing the time that had been set aside for them to spend with colleagues discussing teaching and student learning.



PARTICIPATION OF INSTRUCTIONAL FACULTY: MARCH 2008

<i>Division</i>	<i>Total FT faculty</i>	<i>Total FT Participating</i>	<i>% FT participating</i>	<i>Total PT faculty</i>	<i>Total PT faculty participating</i>	<i>% PT participating</i>
<i>Business, Workforce and Athletics</i>	14	13	93%	73	36	49%
<i>Humanities/Social Sciences</i>	24 (2 on leave)	20	91%	66	21	32%
<i>Science and Technology</i>	13	12	92%	35	18	51%
<i>Instructional Student Services faculty**</i>	4	4	100%	4	3	75%

** this includes only those Counselors and Librarians who taught classes Spring 08.

SLOAC STATUS FOR COURSES TAUGHT SPRING SEMESTER '08

	<i>Number of Courses</i>	<i>Percent of Courses</i>
<i>Courses Offered Spring '08</i>	382	100
<i>Courses with SLO's</i>	235	61.5
<i>Courses with Planned Assessments for at least one SLO</i>	210	55



SLOAC STATUS FOR COURSES LISTED IN 07 – 08 CATALOG

	<i>Number of Courses</i>	<i>Percent of Courses</i>
<i>Courses Listed in 07 – 08 Catalog</i>	759	100
<i>Courses with SLO's</i>	298	39.3
<i>Courses with Planned Assessments for at least one SLO</i>	267	35.2



The complete report from the SLOAC Summit in March is available at <http://canadacollege.net/inside/accred-oversight/meetings.html>

Our second all-day SLO Summit was held on August 15, 2008. Although the format was similar to the initial summit, with the addition of a skit that humorously presented reasons for SLOAC, the agenda responded to the faculty request for small workshops on specific, pertinent, aspects of SLOAC development. During this event, knowledgeable faculty guided workshops on SLO writing, assessment, and reflection. In addition, faculty who had completed a Student Learning Outcome Assessment Cycle for both one course and an entire program presented their processes, assessments, and results to the entire faculty. In the afternoon, faculty again spent time in small departmental groups developing SLOs and assessments for their courses, and departments that had completed an assessment during Spring 2008 reflected on their results and revised their SLOs and/or curriculum accordingly. The attendance at our second SLOAC Summit is presented below.

PARTICIPATION OF INSTRUCTIONAL FACULTY: AUGUST 2008

<i>Division</i>	<i>Total FT faculty</i>	<i>Total FT Participating</i>	<i>% FT participating</i>	<i>Total PT faculty</i>	<i>Total PT faculty participating</i>	<i>% PT faculty participating</i>
<i>Business, Workforce and Athletics</i>	17	15	88%	69	34	49%
<i>Humanities/Social Sciences</i>	23	19	83%	79	14	18%
<i>Science and Technology</i>	12	11	92%	37	13	35%
<i>Instructional Student Services Faculty who could attend*</i>	2	2	100%	0	0	0%

**counselors will have their own Summit mid-semester, this date was during peak registration time. The only instructional faculty from student services who could attend were Librarians.*



The following chart indicates our accomplishments during August '08 in creating SLOs for each of our courses. The college now has multiple SLO's written for over 60% of courses taught last Spring and this Fall. This is particularly significant because, as a small college, a large number of our courses only are taught once a year. In addition, a small number of departments were able to complete an entire assessment cycle since last March. The college expects that all departments will have completed one cycle by the end of this semester.

SLO PROGRESS FOR COURSES IN FALL '08 SCHEDULE OR TAUGHT SPRING '08		
	<i>Number of Courses</i>	<i>Percent of Courses</i>
<i>Courses Offered in Fall 2008</i>	364	100
<i>Fall 2008 Courses with SLO's</i>	232	64%
<i>Courses Taught Spring '08 with Assessment Data</i>	55	11%
<i>Courses Taught Spring '08 with Reflection Data</i>	50	10%

Comments by participants on the Flex Day evaluation forms indicated that the most useful activities were the presentations by three faculty, Jenny Castello, Anniqa Rana and Julia Mannheimer, on their complete SLOAC process. Judged equally worthwhile were the workshops with departmental colleagues, which allowed instructors to coordinate assessment plans and reflect on data together. This was also the most-requested format for future SLOAC days. Several participants mentioned that paid time for PT faculty was key to getting adjuncts involved.

Selected comments from the evaluation surveys are listed here:

I was very impressed by the amount of momentum the ESL department was able to generate in reaching their SLO goals. Strong leaders who have a positive attitude make a huge difference in how this process is perceived. I sensed that they had clear goals and deadlines and a few key staff to oversee them.



There is great value in gathering consensus on the objectives being addressed. If I don't teach certain objectives that are stepping stones to the next class, then the student's next teacher and the student have a problem – a problem that could have been easily avoided.

This will get so much easier, faster than we think.

Crafting these SLOs really makes you consider what are the most important parts of a course, even if you've been teaching it for years.

If the SLOAC Committee was willing to take a risk by presenting that skit, then that shows how important this SLOAC process is to the college. I will do my part to move it forward.



STUDENT LEARNING OUTCOMES AND ASSESSMENT CYCLE: INSTITUTIONAL/DEGREE

In September of 2007, the faculty, under the auspices of the Curriculum Committee and Academic Senate, adopted six Institutional/General Education SLOs. These outcomes were developed using what the college had previously adopted as the purpose of earning an AA or AS degree at Cañada College, which can be found on page 44 of the 2007 – 08 catalog at this link: <http://canadacollege.net/catalog/0708/0708Catalog-pps43-45.pdf>.

Upon reflection, the faculty modified these purposes, and the Academic Senate adopted the learning outcomes listed below.

Upon completion of an AA/AS degree, students will effectively:

1. Apply basic knowledge of the arts, math and sciences to solve everyday problems and to comprehend the ideas of others.
2. Use communication skills and technology to interact with others and to express ideas in a diverse society.
3. Find, evaluate, document, and use ideas derived from a variety of information sources.
4. Use critical and constructive thinking for solving problems and making informed decisions on ethical issues.
5. Cultivate a set of values for personal and civic life as a responsible participant in a global society.
6. Recognize and evaluate practices that contribute to lifelong wellness.

These Institutional/General Education SLOs can be found at:

http://www.SMCCCD.net/accounts/canslo/handouts/CanGE_SLO20070913.pdf

The courses required to earn an AA or AS degree at Cañada College reflect the GE Outcomes as elucidated above and are demonstrated in the rubric below. Thus, because graduating students must have completed and passed courses under each GE SLO, all 173 students who earned degrees during the 2007-08 academic year have met the GE SLOs.



Apply basic knowledge of the arts, math and sciences to solve everyday problems and comprehend ideas of others	Use communication skills and technology to interact and express ideas in a diverse society	Find, evaluate, document and use ideas derived from a variety of information sources.	Use critical and constructive thinking for solving problems and making informed decisions on ethical issues	Cultivate a set of values for personal and civic life as a responsible participant in a global community	Recognize and evaluate practices that contribute to lifelong wellness
ART 100, 101, 102, 103, 104, 125, 126, 127, 201, 204, 214, 301 DRAM 141, 142, 151, 152 MUS 132 PHYS 210, PHYS 250, PHYS 260, PHYS 405 CHEM 100, CHEM 112, CHEM 192, CHEM 210, CHEM 220, CHEM 234, CHEM 235, CHEM 237, CHEM 238, CHEM 410 GEOL 100, GEOL 110, GEOG 100 ECI 100 OCEN 100, OCEN 101 ASTR 100, ASTR 101, ASTR 110 ANTH 125, ANTH 350 BIOL 100, BIOL 103, BIOL 110, BIOL 130, BIOL 225, BIOL 230, BIOL 240, BIOL 250, BIOL 260, BIOL 310 HSCI 100, HSCI 104, HSCI 105, HSCI 108PALN 100	SPCH 100, SPCH 105, SPCH 120 ANTH 360, ANTH 370, ANTH 105, ANTH 110, DRAM 101, DRAM 140, FILM 110, MUS 115, MUS 240, MUS 250, FREN 139, 140, 161, 162 SPAN 110, 111, 112, 120, 130, 131, 132, 140, 150, 152, ENG 400, 110, 165, 836, PLSC 103, 150, HIST 245, HIST 422, HIST 245 ART 100, 125, 126, 127, 201, 204, 214, 301	BIO 100, BIO 110, BIO 130 PLSC 130, PLSC 150, PLSC 170, PLSC 200 ECON 100, ECON 102, ECON 200 HIST 102, HIST 242, HIST 245, HIST 319, HIST, 315, HIST 421, HIST 422, LIT 101, 111, 142, 143, 151, 152, 200, 231, 232, 233, 251, 252, 266	PHIL 100, PHIL 240, PHIL 300, PHIL 240, PHIL 300 PLSC 150, PLSC 130, PLSC 200, PLSC 170, PLSC 103, PLSC 210 BIO 100, BIO 110, BIO 130 ECON 100, ECON 102, ECON 200	PLSC 150, PLSC 130, PLSC 200, PLSC 170, PLSC 103, PLSC 210 ECON 100, ECON 102, ECON 200 HIST 102, HIST 242, HIST 245, HIST 319, HIST, 315, HIST 421, HIST 422 ANTH 360, ANTH 370, ANTH 105, ANTH 110 BIO 100, BIO 110, BIO 225 FILM 110	HSCI 100, HSCI 104, HSCI 105, HSCI 108, HSCI 430 BIO 130, BIO 260, BIO 240, BIO 310, BIO 110, BIO 260 HMSV 100, HMSV 264 MUS 115, MUS 202. PHIL 100, PHIL 240, PHIL 300 PSYC 100, PSYC 106, PSYC 110, PSYC 340 ANTH 110, SOCI 100, SOCI 105, SOCI 141

Although we are proud of the work we have done thus far in articulating and assessing Student Learning Outcomes as they pertain to the General Education degree , we understand the benefit of continuing to revise and modify our SLOs and assessments—we are already appreciating the necessity of the SLO *cycle*. Indeed, since one of the recommendations of the SLOAC Advisory Committee is to re-examine the definition of “program,” we anticipate that this will entail a further revision of both the Outcomes and Assessments of our Institutional/General Education program.

As our efforts and timeline reveal, Cañada College has made an institutional commitment to infusing SLOAC into the life of the college. The college has committed many resources toward this effort: we now have a faculty SLOAC Coordinator with 40% release time; we have administrative support from the Instruction Office; we have a Director of Planning, Research and Student Success; and we have committed to paying adjunct faculty for their efforts towards this initiative. Our data shows that faculty have increased the development of course level SLO’s threefold, faculty have begun assessment and/or reflection in over 60% of courses, and faculty have made plans for curricular and pedagogical changes based on the data they have gathered. In addition, we have assessment workshops multiple times per semester, a user friendly website, and an electronic newsletter to inform faculty and staff of SLOAC activities.

STUDENT LEARNING OUTCOMES ASSESSMENT CYCLE: STUDENT SERVICES

In June of 2005, all Student Services personnel were invited to the first Student Services retreat, in which they were introduced to various methods of assessment, including Student Learning Outcomes and Service Area Outcomes (SAOs). During the retreat, faculty and staff created drafts of Student Learning Outcomes and Service Area Outcomes as well as mission statements for 38% of the College's student service areas.

In September of 2005, the Vice President of Student Services, Student Service Deans, and many Student Services supervisors attended the SLO Informational Workshop offered by the San Mateo County Community College District SLOAC coordinators at the Marriott Hotel in San Mateo.

In January of 2007 the Learning Center Manager, began working with the Vice President of Student Services to bring Student Services current with SLOs. Since SAOs were no longer being used in California, faculty and managers reviewed SLOs from numerous two and four year schools as well as the leading research on the development of SLOs in Student Services. On February 6, 2008, the Vice President of Student Services, the Dean of Counseling and Enrollment Services, the Dean of the University Center and Academic Support Services, the Learning Center Manager, and the Vice President of Student Services' Staff Assistant met with Paul St. Roseman, of Sakhu and Associates, LLC to discuss how he might assist us in drafting a final report on the work done for the 2008 SLO cycle.

At the February 11 Student Services Supervisory Council meeting, however, the Student Services division determined that with the assistance of the campus Research Analyst in data analysis, the faculty and staff would benefit from having each Student Services program complete the assessment and reflection. Shortly thereafter, many Student Services managers gained insight into how to proceed at the February 29, 2008 *Enhancing the Learning Experience Through Assessment* workshop held for the Northern Region at the College of San Mateo.

STUDENT SERVICES SLO/ASSESSMENT RETREAT

Student Services held its SLO/Assessment retreat on March 14, 2008. In a sign of the College's commitment to the process and to widespread participation, student services offices were closed at 11:00a.m., enabling everyone to attend. Forty-five people participated including at least one representative from every program/department except MESA, which reports to the Science/Technology Division.

Student Services developed Student Learning Outcomes centered on the central themes of our work: Critical Thinking, Communication (oral, written or technological), Self-efficacy/Self-advocacy, and



Personal/Community Responsibility. The themes were aligned with specific Institutional SLO as defined by the GE SLO's adopted by the college). Each program chose a theme to assess during the 07-08 cycle, and groups began formulating SLOs for their respective areas.

For our initial cycle, Student Services decided to have every program use a rubric as the assessment tool. After a larger discussion about Bloom's Taxonomy, and affective, cognitive, and psychomotor domains, the groups developed the rubrics.

The retreat evaluations were very positive. 95% of participants indicated that they learned more about SLOs, understood how to assess them in their own areas, and saw the value of engaging in the process. A quarter of participants felt they would have liked more time.

SURVEY IMPLEMENTATION

As of April 8, 2008, all programs had completed their SLOs and rubrics. Bart Scott, the College's research analyst, provided guidance for the rubrics. At the Student Services Supervisory meeting, the supervisors determined that many areas would offer their assessments in both English and Spanish. Given the time needed for correct translations, the point-of-entry student assessment began April 21, 2008 and was concluded on May 16, 2008. **100%** of Student Services programs completed their assessments. The resulting data were entered into a spreadsheet and analyzed by the research analyst.

REFLECTION

The research analyst met with the Student Services SLO coordinator to go over the results format, and he also attended the Student Services Supervisory Council retreat, held on June 30, 2008. Each program was given the data results for its individual survey, Student Demographic Comparisons for Fall 2005 – 2007, and a compilation of all Student Service SLO results. In October 2006, the college had conducted a Noel Levitz Student Satisfaction Inventory. Questions from that survey that pertained to each SS program were aligned with the results of our student learning outcomes to provide further information. The college plans to repeat this survey in October 2008 so further comparisons and additional information can be deduced.

CYCLE COMPLETION

Currently, each program is following the SLOAC Faculty Reflection Form when writing its reflection and plans for next year. These documents may be viewed at <http://www.smccd.edu/accounts/canslo/> With the exception of the Counseling Department, whose full-time counselors are not available in summer, 50% of the



Student Services programs completed its reflection and plans for the 2008-09 academic year by the end of Summer '08.

During August 2008, the Student Services SLO coordinator met with the research analyst to prepare a comprehensive report for all of Student Services including discussion about the survey demographics and SLOs.

At the September 9, 2008 Student Services Supervisory Council meeting, the 2009 cycle plans were discussed and the Noel-Levitz questions were finalized for the 2008 Satisfaction Survey to be administered in October of 2008.

The "Student Services SLOAC Results" are filed at <http://www.canadacollege.edu/inside/accred-oversight/meetings.html>



2008 CYCLE OF SLOAC ASSESSMENT FOR STUDENT SERVICES

Program	Mission Statement	SLO written	Assessment Matrix developed	Assessment Completed	Report Written
A & R	X	X	*X	X	
Career Services	Embedded in Counseling	X	*X	X	
Counseling	X	X	*X	X	
DSPS	X	X	*X	X	X
EOPS	X	X	*X	X	X
Financial Aid	X	X	*X	X	
Health / Wellness	X	X	X	X	X
Learning Center	X	X	*X	X	X
Library	X	X	*X	X	X
Matriculation (Testing)	X	X	*X	X	
MESA	X	X	X	X	X
Outreach		X	X	**X	
Psychological Services		X	X	X	
Student Activities	X	X	X	**X	
Transfer Center	Embedded in Counseling	X	X	X	X
TRiO SSS	X	X	*X	X	X
TRiO Upward Bound	X	X	X	X	X
UC & ASS	X	X	X	X	X

* Spanish translation included

** due to the survey focus, there were a limited number of surveys completed. Their results were not included in the 07/08 SLOAC Results document.



Recommendation 4

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

In response to the January 31, 2008 letter from the ACCJC informing the College that it must address three recommendations from the report of the Visiting Team, the Student Services administrators, supervisors, faculty and staff met to formulate the College's response plan. Additionally, recommendation 4 was discussed at the following meetings to ensure that the ensuing plan was comprehensive:

- Student Services Programs, Departments and Divisions
- Student Services Supervisory Council Meetings
- Student Services Supervisory Council Retreat (<http://www.canadacollege.edu/inside/accred-oversight/meetings.html>)

In order to develop the Student Services Staffing Plan, administrators reviewed the College's current and projected student demographics, the current Student Services processes, the College's on-site and off-site services and needs; assessed the status of newly-acquired positions; and discussed the College's additional hiring needs.



COLLEGIAL INPUT

The Student Support Services Staffing Plan was drafted by Student Services faculty, staff, and administrators. To ensure broad collegial input, a Student Services Staffing Plan Review Committee was convened in July to review the data and preliminary findings. Further, the plan was presented to the following College shared governance bodies early in the fall 2008 semester for input and recommendations:

- College Administrative Council
- College Planning & Budget Committee
- College Council
- College Educational Master Plan Steering Committee
- Academic Senate Governing Council
- Associated Students of Cañada College (ASCC)

The committee includes faculty teaching on campus as well as those teaching off site in programs such as CBET, Distance Education, and in high school concurrent enrollment programs. It also includes key representatives from Counseling and Enrollment Services and Academic Support Services, as well as student representatives. Ongoing modifications to the plan will be made in concert with institutional planning and budgeting processes.

The committee includes:

- Phyllis Lucas-Woods , Vice President of Student Services
- Melissa Raby, Dean of Counseling and Enrollment Services
- Jeanne Gross , Dean of the University Center and Academic Support Services
- Leonor Cabrera , Professor of Accounting
- Margie Carrington , Director of Financial Aid
- Jennifer Castello , Professor of ESL
- Patty Dilko, Professor of ECE
- Linda Haley , Professor of ESL
- Ray Lapuz, Professor of Math
- Thomas Mohr, President
- Martin Partlan, Academic Senate President
- Anniqua Rana, Professor of English and ESL
- Rita Sabbadini, Learning Center Manager
- Michael Stanford , Professor of History
- Kathy Sammut, Professor of Counseling



IMMEDIATE RESPONSES TO SUMMARY LIST OF FINDINGS

Programs and departments in Student Services have made immediate and concerted efforts to increase services to afternoon/evening, second language, on-and off-site students, and to increase outreach to the broader community. These efforts include new hires, an increase in evening services on and off campus, and increased bilingual support on-line and in person. In addition, as is evidenced in the Educational Master Plan, a new planning council, the Student Services Planning Council, has been recommended to the college this Fall to assess the changes that have been implemented this year in staffing, to continue the detailed analyses we have completed in response to the Letter of Warning, and to be sure that the Student Services plans are integrated with all other college-wide plans.



STUDENT SERVICES 2007-2008

The needs of all students, including afternoon, evening, and weekend students are typically addressed through the services listed in the table below. In response to our newly adopted Educational Master Plan and integrated planning cycles, the College's recently hired Director of Planning, Research and Student Success, Gregory Stoup, is currently assessing how well these services meet the needs of our students. His analysis of the qualitative and quantitative data as it relates to the College's Educational Master Plan (<http://canadacollege.net/inside/ed-master-plan/index.html>) will guide adjustments and changes in processes and personnel in Student Services.

Service	AM	PM	Weekend
ADMISSIONS & RECORDS OFFICE	X	M – TH 4:30-8:00	
ASSESSMENT CENTER	X	AS NEEDED	AS NEEDED
BUSINESS SKILLS CENTER	X	M – TH 4:30-10:00	WHEN COURSES ARE IN SESSION, OTHER ROOMS ARE USED
CAFETERIA/FOOD SERVICE	X	M – TH UNTIL 8:00	
CAMPUS SECURITY		M – TH	X
CASHIER'S OFFICE	X	AS NEEDED	
COLLEGE BOOKSTORE	X	M – TH UNTIL 9:00	
COUNSELING CENTER	X	M – TH UNTIL 8:00	First Sat. of the semester 9 - 3
DISABLED STUDENTS PROGRAMS AND SERVICES (DSP&E+S) ALT MEDIA	X	ON ROTATION AS NEEDED	
EXTENDED OPPORTUNITY PROGRAMS & SERVICES (EOPS)/COOPERATIVE AGENCIES RESOURCES FOR EDUCATION (CARE)	X	M: UNTIL 7PM; T- TH: UNTIL 6PM F: UNTIL 4:30PM	AS NEEDED
EVENING ADMINISTRATIVE ASSISTANT		X	X
FINANCIAL AID OFFICE	X	T & W UNTIL 8:00	
HEALTH CENTER	X	M – TH UNTIL 8:00	
LEARNING CENTER	X	M – TH UNTIL 8:00	
LIBRARY	X	M – TH UNTIL 8:00	
PSYCHOLOGICAL SERVICES	X	T – TH until 7:00	



ACTIVITIES IMPLEMENTED SINCE THE OCTOBER 2007 ACCJC VISIT

In response to the ACCJC Report of 2007, Student Services identified activities to serve off-site, evening and ESL students, many of which are listed in the chart below. The assessment of the impact of these activities on students and Student Services will be addressed by the proposed Student Services Planning Council in collaboration with the college researcher and integrated with the Student Learning Assessment Cycle. The College's plans and analysis may be found at <http://canadacollege.net/inside/slo/plans.html>.

Activity	AM/PM & WKD	ESL Students	Distance Ed	Off-site
1. Super Saturday, a registration day held on May 17, 2008 in Downtown Redwood City included placement testing/ assessment, counseling, financial aid information and applications assistance, and registration. Plan to repeat in Fall 2008 for Spring 2009 semester. (link to flyer)	X	X		X
2. E-Counseling offering counseling services to students on- line begins Fall 2008	X	X	X	X
3. Appointments available for Assessment Testing, Counseling, and Tutoring available on-line. (dates, links)	X	X	X	X
4. In-person counseling in English and Spanish offered on as-needed basis to off-campus sites. Fall 2008.	X	X		X
5. Development of Student Services Information packet for off-site faculty; contains descriptions of the services (including bilingual) provided by Counseling, Enrollment Services, EOPS, DSPS, Financial Aid, Learning Center, the Library and other student supportive services. Fall 2008		X		X
6. On-site counseling session and math tutoring for County of San Mateo Accelerated Degree program as it nears goal of offering necessary coursework toward the AA in University Studies, and revised associates degrees. Fall 2008	X			X
7. Financial Aid "I Can Afford College" promotions – one at the Hotel Sofitel for the Chicana Latina Foundation and one at the HP Pavilion during a local hip-hop concert. (dates, flyers)		X		X
8. Financial Aid High School Parent Night – at Sequoia High School and Burlingame HS (for Latino parents). (dates, flyers)		X		X



Activity	AM/PM & WKD	ESL Students	Distance Ed	Off-site
9. Financial Aid “Cash for College Workshop” in January and February (evening and Saturday). (flyers)	x	x		
10. Enrollment Services event, Midnight Madness, on August 1, 2008 offered full enrollment services to serve students with difficulty completing registration services during normal business hours. Plan to repeat annually. (flyers)	x	x		
11. Priority Enrollment Services (PEP) including Orientation, Financial Aid presentations, and Placement Testing held on Saturdays for graduating Seniors. (date/ link to flyers)	x	x		
12. Expanded Outreach Information Sessions. (See Attached Matrix)*	x	x		x
13. A Spanish Bilingual Instructional Aide II has been trained to administer placement tests on an as-needed basis at Menlo Park OICW Center.	x	x		x
14. Saturday Financial Aid FAFSA Workshop. *	x	x		
15. Associated Students of Cañada College Evening Event (date/ flyer?)	x			
16. Information competency workshops and classes in English/Spanish for off-site locations. Fall 2008	x	x		x
17. EOPS/CARE has translated all of its materials into Spanish*; materials include admission application, brochures, orientation presentations (currently working on translating its website in its entirety to Spanish).	x	x	x	x
18. Added 6 hours of Saturday Counseling	x			

* Continued from before ACCJC visit in 2007



ACTIVITIES IDENTIFIED TO IMPROVE STUDENT SERVICES TO BE IMPLEMENTED 08-09

To further support off-site, evening and ESL students, Student Services plans to implement the following activities in 2008/2009. The proposed Student Services Planning Council will assess the effectiveness of these activities using student and faculty surveys, focus groups and longitudinal data.

Activity	AM/PM & WKD	ESL Students	Distance Ed	Off-site
1. Development of Summary of Student Services Best Practices, Trends, and Directions (including a review of how other colleges provide services at off-site locations) at the conclusion of the Annual Student Services Summer Retreats. Fall 2008				
2. Development and administration of Student Survey Questionnaire to identify students' needs for additional services. Fall 2008. Analysis of survey data gathered and modification of services provided. Spring 2009.	x	x	x	x
3. Updating and appropriate linking of all Student Services websites as part of 2008-09 College plan to address College website.	x	x	x	x
4. Survey of students and provision of appropriate evening events every semester.	x	x		



COUNSELOR OFF-SITE ASSIGNMENTS

Additionally, to meet the needs of off-site students, counselors have been assigned to the following locations:

Assignment		Total Hours
<i>East Palo Alto Academy</i>	<i>Teach a 3 unit Career Course (CRER 140 in Fall, and CRER 137 in spring), counsel students for 2 hours per week providing orientation and information about programs and services at the College, also acts as liaison with faculty</i>	5
<i>Carlmont HS</i>	<i>Teach 3 unit CRER 137 (fall) providing instruction and support for students in the Academy Program</i>	3
<i>Woodside HS</i>	<i>Counseling support for students in HSCI 115; liaison with students and faculty</i>	5
<i>E-counseling (on-line counseling)</i>	<i>E-counseling services will begin Fall 2008 providing counseling to students via Internet and phone conversations</i>	5
<i>Total Hours per Week</i>		<i>18</i>

In addition, through the "PreSchool for All" grant, the Early Childhood Education/Child Development (ECE/CD) Program Services Coordinator meets with ECE/CD majors in East Menlo Park where ECE/CD courses are held, on a bi-monthly basis. She advises the students on their student education plans, courses required for the ECE certificate and degree, four year transfer requirements for the Child and Adolescent Development program at SFSU, and reviews the matrix requirements for the Child Development Permit to meet the minimum requirements for specific employment positions within the ECE/CD field.



BILINGUAL/EVENING COUNSELING

In response to the need for bilingual student support for evening students, bilingual counselors have been scheduled in the late afternoon and evening. The College plans to assess the impact of this change and add more bilingual counseling support according to student needs. "E+S" indicates faculty/staff member is Spanish Bi-lingual and "E" indicates faculty/staff member does not speak Spanish.

Time	Mon	Tues	Wed	Thurs	Fri	Sat
8	1 E	1 E (EOPS) 1 E+S	(EOPS) 1 E+S		(EOPS) 1 E+S	
9	3 E 2 E+S	3 E 1 E+S (EOPS) 2 E+S	1 E 1 E+S (EOPS) 2 E+S	1 E 1 E+S (EOPS) 1 E+S	2 E 2 E+S (EOPS) 1	
10	3 E 2 E+S (EOPS) 1 E+S – 10:30	3 E 1 E+S (EOPS) 1 E+S	1 E 1S (EOPS) 2 E+S	1 E 1 E+S (EOPS) 2 E+S	2 E 2 E+S (EOPS) 1 E+S	
11	4 E 2 E+S (EOPS) 1 E+S	3 E 1 E+S (EOPS) 2 E+S	1 E 1 E+S (EOPS) 2 E+S	2 E 1 E+S (EOPS) 1 E+S	2 E 2 E+S (EOPS) 1 E+S	
12	4 E 2 E+S (EOPS) 1 E+S	3 E 1 E+S (EOPS) 2 E+S	1 E 0 E+S (EOPS) 2 E+S	2 E 1 E+S (EOPS) 2 E+S	2 E 2 E+S (EOPS) 1 E+S	
1	3 E 2 E+S (EOPS) 2 E+S	3 E 2 E+S (EOPS) 2 E+S	2 E (EOPS) 2 E+S	2 E 1 E+S (EOPS) 2 E+S	2 E 2 E+S (EOPS) 1 E+S	
2	2 E 2 E+S (EOPS) 2 E+S	3 E 2 E+S (EOPS) 1 E+S	2 E 2 E+S (EOPS) 1 E+S	2 E 1 E+S (EOPS) 2 E+S		
3	0 E 2 E+S (EOPS) 2 E+S	4 E 2 E+S (EOPS) 1 E+S	2 E 2 E+S (EOPS) 1 E+S	3 E 1 E+S (EOPS) 2 E+S		
4	1 E+S (EOPS) 2 E+S 1 E+S *	2 E 2 E+S (EOPS) 1 E+S – until 4:30	2 E 2 E+S (EOPS) 1 E+S – until 4:30	3 E 1 E+S 1 E+S * (EOPS) 2 E+S – until 4:30 (EOPS) 1 E+S beginning 4:30		
5	1 E 1 E+S (EOPS) 2 E+S 1 E+S *	3 E 1 E+S	2 E 1 E+S	3 E 1 E+S (EOPS) 1 E+S 1 E+S *		
6	1 E 1 E+S 1 E+S * (EOPS) 2S	3 E 1 E+S	2 E 1 E+S	1 E 1 E+S 1 E+S *		
7	1 E 1 E+S *	3 E	2 E	1 E 1 E+S 1 E+S *		

*Indicates increased services since October 2007 ACCJC visit.



BILINGUAL/EVENING SUPPORT IN ADMISSIONS AND RECORDS

A new Admissions and Records Assistant (Spanish bilingual) was hired at .60 (22.5 hrs/wk) to provide evening information, admissions, registration, and enrollment services at the Enrollment Services front counter. This doubles the evening staff. "E+S" indicates faculty/staff member is Spanish Bi-lingual, and "E" indicates faculty/staff member does not speak Spanish. There is at least one bilingual staff member scheduled to work at all times.

Time	Mon	Tues	Wed	Thurs	Fri	Sat
8	3 E 1 E+S	3 E 1 E+S	3 E 1 E+S	3 E 1 E+S	3 E 2 E+S	
9	3 E 1 E+S	3 E 1 E+S	3 E 1 E+S	3 E 1 E+S	3 E 2 E+S	
10	3 E 1 E+S	3 E 1 E+S	3 E 1 E+S	3 E 1 E+S	3 E 2 E+S	
11	3 E 2 E+S	3 E 2 E+S	3 E 2 E+S	3 E 2 E+S	3 E 2 E+S	
12	3 E 2 E+S	3 E 2 E+S	3 E 2 E+S	3 E 2 E+S	3 E 2 E+S	
1	3 E 2 E+S	3 E 2 E+S	3 E 2 E+S	3 E 2 E+S	3 E 2 E+S	
2	3 E 2 E+S	3 E 2 E+S	3 E 2 E+S	3 E 2 E+S	3 E 2 E+S	
3	3 E 3 E+S*	3 E 3 E+S*	3 E 3 E+S*	3 E 3 E+S*	3 E 2 E+S	
4	3 E 3 E+S*	3 E 3 E+S*	3 E 3 E+S*	3 E 3 E+S*	3 E 2 E+S	
5	2 E+S*	2 E+S*	2 E+S*	2 E+S*		
6	2 E+S*	2 E+S*	2 E+S*	2 E+S*		
7	1 E+S	1 E+S	1 E+S	1 E+S		
8						

*Indicates increased services since October 2007 ACCJC visit.



BILINGUAL/EVENING SUPPORT IN LIBRARY

Since October 2007 the Library has increased its services by 0.2 FTE from 1.8 to 2.0 through the hiring of a second full time librarian who will begin in January 2009. ***For the first time in over five years, the library will have two full time librarians.*** The new librarian, who is bilingual in Spanish and English, is experienced in serving second language learners and distance learners. Until the new FT librarian begins we have filled the position with a one-semester, full-time leave replacement.

Time	Mon	Tues	Wed	Thurs	Fri	Sat
8	1 E 2 E+S	2 E 1 E+S	1 E 2 E+S	2 E 1 E+S	1 E 2 E+S	
9	1 E 2 E+S	2 E 1 E+S	1 E 2 E+S	2 E 1 E+S	1 E 2 E+S	
10	1 E 2 E+S	2 E 1 E+S	1 E 2 E+S	2 E 1 E+S	1 E 2 E+S	
11	2 E 2 E+S	3 E 1 E+S	2 E 2	3 E 1 E+S	3 E 2 E+S	
12	2 E 2 E+S	3 E 1 E+S 1 E+S*	3 E 1 E+S 1 E+S*	3 E 1 E+S	3 E 2 E+S	
1	3 E 1 E+S 1 E+S*	3 E 2 E+S	3 E 1 E+S	3 E 1 E+S 1 E+S*	3 E 1 E+S	
2	3 E 1 E+S 1 E+S*	3 E 2 E+S	3 E 1 E+S	3 E 1 E+S 1 E+S*	3 E 1 E+S	
3	2 E 2 E+S	1 E 2 E+S	2 E 1 E+S	2 E 1 E+S 1 E+S*		
4	2 E	1E 1 E+S	2 E	1E 1 E+S		
5	2 E	1E 1 E+S	2 E	1E 1 E+S		
6	2 E	1E 1 E+S	2 E 0 E+S	1E 1 E+S		
7	2 E	1E 1 E+S	2 E	1 E 1 E+S		
8						

*Indicates increased services since October 2007 ACCJC visit.



BILINGUAL/EVENING SUPPORT IN LEARNING CENTER

With the hiring of a .66 Instructional Aide II and a bilingual MESA program assistant, the Learning Center has been able to shift staff in order to offer tours, orientations, workshops, and additional tutoring support until 8pm Monday through Thursday. Additionally, workshops and orientations are provided for 8pm to 10pm classes as requested.

“E+S” indicates faculty/staff member is Spanish Bi-lingual, and “E” indicates faculty/staff member does not speak Spanish. There is at least one bilingual staff member scheduled to work at all times.

Time	Mon	Tues	Wed	Thurs	Fri	Sat
8	1 E 1 E+S 1 E+S*	2 E 1 E+S 1 E+S*				
9	2 E 2 E+S 2 E+S*	3 E 2 E+S 2 E+S*				
10	2 E 2 E+S 2 E+S*	3 E 2 E+S 2 E+S*				
11	2 E 2 E+S 2 E+S*	3 E 2 E+S 2 E+S*	2 E 2 E+S 2 E+S*	2 E 2 E+S 2 E+S*	3 E 2 E+S 2 E+S*	
12	3 E 2S 1 E+S*	3 E 2 E+S 1 E+S*	3 E 3 E+S 1 E+S*	3 E 3 E+S 1 E+S*	3 E 3 E+S	
1	2 E 3 E+S	3 E 3 E+S	2 E 3 E+S	3 E 3E+S	3 E 3 E+S	
2	2 E 3 E+S	3 E 3 E+S	2 E 3 E+S	3 E 3 E+S	3 E 3 E+S	
3	3 E 3 E+S					
4	2 E 2 E+S	1 E 2 E+S	1 E 2 E+S	2 E 2 E+S		
5	2 E 1S	1 E 1 E+S 1 E+S*	1 E 1 E+S*	2 E 1 E+S		
6	2 E 1 E+S	1 E 1 E+S 1 E+S*	1 E 1 E+S*	2 E 1 E+S		
7	2 E 1 E+S	1 E 1 E+S 1 E+S*	1 E 1 E+S 1 E+S*	1 E 1 E+S		
8						

*Indicates increased services since October 2007 ACCJC visit.



NEW HIRES

After an in-depth assessment of student needs through Program Review of the Learning Center (http://canadacollege.edu/inside/program_review/learning-center-program-review-0203.pdf) and the Library (http://canadacollege.edu/inside/program_review/Library-Program-Review-0102-0304.pdf), as well as consultation with Admissions and Records and Counseling, key personnel and system needs were identified to improve and increase the services provided to afternoon and evening, off-site and ESL students.

To increase the effectiveness of student support off-campus, in the afternoon and evenings and to provide bilingual support in Spanish, Student Services has filled several positions within the last year and will fill more positions in the fall 2008. The following is a list of the Student Services positions which have been filled or approved for hiring and the impact each will have toward providing quality and equitable student access to support services. Of particular note is that seven of the nine positions have been filled by individuals who are bilingual (English/Spanish). In relation to the development of new planning cycles, the impact of all changes will be assessed for their ability to meet the needs of afternoon and evening, off-site and ESL students.

FACULTY

1. .80 Adjunct Counselor (Counseling) – is needed to provide counseling and orientation at off-site locations and for on-campus evening services for second language learners. This position will create *an increase of 24 student contact hours* as well as improving the on-line orientation for off-campus students <http://canadacollege.edu/admissions/orientation.html>. The detail assignments for this Counselor are listed below:

	Assignment	Total Hours
<i>Evening On-Campus</i>	<i>Spanish/Bilingual counseling will be provided to second language learners three evenings a week, four hour shifts. This will ensure adequate Spanish speaking counseling coverage.</i>	12
<i>Job Train (WIA)</i>	<i>Provide counseling and orientation to students at Job Train location four hours, every other week. Review progress and complete Student Educational Plans (SEP), provide career guidance.</i>	4 (every other week)
<i>San Mateo County Office</i>	<i>Counsel students in the accelerated degree program providing information on services and program requirements, completing SEPs</i>	4 (every other week)
	<i>Additional 8 hours per week will be used to meet the needs of off-campus sites on a rotating cycle.</i>	8
<i>Menlo-Atherton HS Sequoia HS</i>	<i>Classroom presentations, counseling meetings and other outreach events; liaison to faculty if classes are offered.</i>	
<i>CBET Locations</i>	<i>Classroom presentations, promotion of College's services and program orientations.</i>	
<i>Coastside</i>	<i>Provide counseling and SEP one day a month to students in Half Moon Bay and Pescadero.</i>	
<i>EPA Phoenix/Aspire Academy</i>	<i>New school; concurrent classes will be offered beginning fall 2008, counselor will act as liaison with students and faculty regarding programs and services.</i>	
<i>Total Hours per Week</i>		24



2. Basic Skills Counselor – provides bilingual (English/Spanish) general counseling services as part of Basic Skills Student Retention Programs. As a collaborative player in the “Crossing Borders” learning communities, the counselor will teach five new sections of college success courses and provide added support to the basic skills students and ESL students in the program.
<http://canadacollege.net/crossingborders/>
3. 1.0 Counselor– provides bilingual general counseling services with increased off-site and evening services.
4. 1.0 EOPS/CARE Counselor– provides bilingual (English/Spanish) counseling services to EOPS students.
5. 1.0 Reference & Instruction Librarian (New) – provides afternoon and evening bilingual (English/Spanish) Reference Librarian and instructional services.

CLASSIFIED

1. .60 Admissions & Records III (New) – provides evening information, admissions, registration, and enrollment bilingual services at the Enrollment Services front counter.
2. .66 Instructional Aide II (New) – provides evening coordination and bilingual (English/Spanish) tutorial assistance in Learning Center.
3. .80 Library Support Specialist (New) – improves collection development processing ability and web page design/links. This position was created to assist evening, off-site and ESL students to use on-line Library resources.
4. Office Assistant II (Information Desk) (New) – provides information at One-Stop Center entry point; provides College phone directory information.
5. .60 Financial Aid Assistant (BFAP Funds) (New) – provides bilingual information and assistance; assists with services at off-site locations.
6. .52 Office Assistant II (DSPS) (New)—assists with providing information and services for disabled students

HIGHLIGHTS OF THE IMPACT OF NEW HIRES

- *Increase of 24 Hours of off-campus and evening student contact hours with counselor*
- *One Bilingual Reference Librarian*
- *Bilingual support in Career Center in the evening*
- *Increased EOPS/CARE bilingual counseling*
- *Increase in bilingual intrusive counseling for Basic Skills Students*
- *Increase in bilingual and evening support in Admissions, Records and Enrollment Services*
- *Library Support Specialist to improve web-based support for off-site and ESL students. <http://canadacollege.net/library/web/esl.html>*
- *Expand Financial Aid Services to off-site locations and web-based orientations.*



FUTURE PLANNING

Student Services examined the Accreditation Team’s recommendation for a Student Services Staffing Plan and analyzed data from the Student Demographic Comparisons Fall 2005 – Fall 2007, Program Review documents, and the 2007 – 2008 Student Services SLOAC Survey Results, among other sources to, identify student equity and access concerns as well as the appropriate Classified and Faculty positions to address the needs. This information will be used as part of Position Justifications for the 2008 – 2009 College planning and resource allocation processes.

With the current California budget crisis, Student Services recognizes that the College’s resource allocation is likely to be severely limited, and, consequently, new hiring is likely to be minimal. The College intends to meet the needs of students as through scheduling changes, eCounseling, testing and other online services as the digital technology is further developed.

Finally, the proposed Student Services Planning Council will continue the detailed analyses of student services, developing an overarching Student Services Plan that will be based upon Program Reviews and will contain assessments of all action plans. The Student Services Planning Council will be responsible for integrating the Student Services Plan with all other college wide plans.



DISTRICT RESPONSE

In addition to the three recommendations that the college was asked to respond to by October 15, the Letter of Warning asked the District to respond to three additional recommendations. Although the District response is not due until October 2009, it is important to the District that the commission remains aware of their current progress. The report of the resolution of each District recommendation, the progress in addressing the resolution and what further plans are made to address each recommendation are presented below.

PROGRESS: INCLUSION OF THE PRODUCTION OF SLO'S IN EVALUATION PROCEDURES

District Recommendation 6

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

Resolution of the Recommendation: The Trust Committee will be reconstituted during Fall 2008 with the task of revising the following faculty evaluation procedures and tools: Tenure Review Evaluation Forms, Regular Faculty Evaluation Forms, and Adjunct Faculty Evaluation Forms. As a part of this process, the incorporation of the production of SLOs in faculty evaluation will be discussed and negotiated with AFT. The Trust Committee will consist of administrative representation from all three colleges and both full-time and part-time faculty representation from AFT and the College Academic Senates. In addition, during the 2008-2009 academic year, the District will propose to CSEA consideration of a way to incorporate the accreditation standard for production of SLOs as a part of the performance evaluation for those classified employees who impact student learning. The District will identify management positions where SLO development is applicable; the positions will have the inclusion of SLOs and their assessment as part of the performance evaluation for affected managers.

Evidence of Results and Analysis of the Results Achieved To Date: The District is working with the AFT and the College Academic Senates to identify participants on the Trust Committee.

Additional Action: The Trust Committee will be charged to revise the faculty evaluation tools: Tenure Review Evaluation Forms, Regular Faculty Evaluation Forms and Adjunct Faculty Evaluation Forms and to consider incorporating the production of student learning outcomes in the evaluation tools. The District will propose to the CSEA a way to modify the performance evaluation tool to address the production of student learning outcomes for those classified positions that impact student learning outcomes. Management performance evaluation tools also will be revised.



District Recommendation 7

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

Resolution of the Recommendation: On June 11, 2008, the Board of Trustees added Rules and Regulations Section 2.03, College President (see immediately below) to address evaluation of the College Presidents. In July, 2008, the annual evaluation of the Presidents was conducted in accordance with this new policy.

Evidence of Results and Analysis of the Results Achieved To Date: The newly adopted policy and completion of one cycle of annual evaluation of the Presidents is the evidence of results.

Additional Action: No additional action is necessary.

2.03 College President

1. The Board of Trustees and Chancellor shall employ a President at each of the three Colleges within the District.
2. The Chancellor shall delegate to each College President the executive responsibility for leading and directing the College operations including Administrative Services, the Office of the President, the Office of the Vice President of Instruction, the Office of the Vice President of Student Services, Research, Marketing, and Public Relations.
3. The College President shall establish administrative procedures necessary for the operation of the College.
4. The College President shall perform all duties specifically required or assigned to him/her by the statutes of the State of California, by the Chancellor and by the Board of Trustees of the San Mateo County Community College District.
5. The College President will be evaluated by the Chancellor and Board of Trustees annually based upon goals previously established and agreed upon by the Chancellor, Board of Trustees and the College President and in accordance with any other provision of the Contract for Employment for College President.
6. The compensation of the College President shall be in accordance with the pay schedule established for the College President and placement of the salary in the range shall be made by mutual consent between the Chancellor and the College President.

(7/08)



District Recommendation 8

In order to fully meet Accreditation Standards and improve effectiveness of evaluation in the college and district, it is recommended that:

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

Resolution of the Recommendation 8a: On August 13, 2008, the Board of Trustees adopted the amended version of District Rules and Regulations Section 2.08 (see immediately below), which establishes a two-year schedule for review of each of the eight chapters in Rules and Regulations. In collaboration with the Academic Senate, a decision was made to start with Chapter Six (Academic Programs) due to the fact that a number of changes in Title V have been made recently that require changes in the District policies. This Chapter has been under review by the Academic Senate since April, 2008.

The District also contracted with the California Community College League for its Policy and Procedures Update Service. This service provides a model set of policies and a regular update service. This service will be consulted for all reviews of District Rules and Regulations.

Evidence of Results and Analysis of the Results Achieved To Date: The District Academic Senate has completed its review of 19 sections of Chapter Six (out of total of 33 sections) and granted its approval for the amendment of 14 sections and the deletion of four policies. One additional section was found not to need amendment. The results of the Academic Senate’s review will be presented to the District Shared Governance Council in mid September for information and will be presented to the Board of Trustees for approval on September 24, 2008.

The remaining sections of Chapter Six continue to be reviewed by the Academic Senate; it is expected that these sections will be ready for Board approval in October or November, 2008.

Additional Plans: District Staff has also started a preliminary review of Chapter Seven; it is expected that this Chapter will be ready for Academic Senate and administrative review in late October, with a goal to gain Board approval by the end of the calendar year. When staff concludes its preliminary review of Chapter Seven, it will begin work on Chapter Five, as called for in the newly revised policy 2.08.



2.08 Rules and Regulations

1. The Rules and Regulations adopted by the Board for the District have been written to be consistent with the provisions of law, but do not encompass all laws relating to the District’s activities. All District employees shall be expected to know and shall be held responsible for observing all provisions of law pertinent to their activities as District employees.
2. Any rule or regulation may be suspended by a majority vote of the Board, which vote shall be taken by roll call and shall be entered in the minutes of the meeting.
3. The Rules and Regulations governing the District may be amended by a majority vote of the Board at any meeting. Amendment shall be made by repeal of the existing rule and, if required, the enactment of a new rule.
4. Additions, amendments, or deletions in Rules and Regulations which directly affect students or staff members are ordinarily introduced for first reading at one Board meeting and acted on at a subsequent meeting.
5. The Board will review and update each chapter of Rules and Regulations on the following two-year schedule:

Fiscal Year 1, Quarter 1: Chapter 6
Fiscal Year 1, Quarter 2: Chapter 7
Fiscal Year 1, Quarter 3: Chapter 5
Fiscal Year 1, Quarter 4: Chapter 4
Fiscal Year 2, Quarter 1: Chapter 3
Fiscal Year 2, Quarter 2: Chapter 2
Fiscal Year 2, Quarter 3: Chapter 1
Fiscal Year 2, Quarter 4: Chapter 8
6. District Rules and Regulations Section 2.06 assigns responsibility to the Academic Senate to advise the Board on eleven different areas of “academic and professional” matters. Rules and Regulations changes which impact any of the eleven areas will be reviewed by the Academic Senate prior to being sent to the Board for approval.
7. District Rules and Regulations Section 2.09 assigns responsibility to the District Shared Governance Council (DSGC) to advise the Board on nine different governance matters. Rules and Regulations changes which impact any of these nine areas will be reviewed by the DSGC before being sent to the Board for approval.
8. District Rules and Regulations will be posted on the District’s website.
9. Administrative procedures implementing Board-adopted policies shall be developed by designated administrators subject to approval of the Chancellor. Procedures shall be consistent with and not in conflict with policies adopted by the Board.

Reference: Education Code 70902

(Rev.8/08)



Resolution of the Recommendation 8b: The District Accreditation Coordination Committee, consisting of members from the Colleges and the District Office, reviewed this recommendation and met on August 13 to review the proposed process for evaluating the delineation of functions using the “function map” created for the 2007-2008 accreditation self-study (Standard IV.B.3.g), see proposal immediately below. The process will require the Colleges and District to review the function map on a regular basis so that findings can be documented and communicated widely in order to enhance the college’s effectiveness and institutional success.

Evidence of Results and Analysis of the Results Achieved To Date: The proposed process below is evidence of results.

Additional Action: Following approval (and the proposal is being vetted this semester) of the attached proposed process, the evaluation of the delineation of functions will begin in February 2010 and the results of this review will be widely communicated to the College community.

Proposed Process for Evaluating Delineation of Functions

Background

In the 2007-2008 Accreditation Self Studies, the three Colleges incorporated a Function Map, which had been developed and adopted by the District Accreditation Coordination Committee* based on the Accrediting Commission for Community and Junior Colleges (ACCJC) policy directives. The Function Map was reviewed by the District Shared Governance Council in April 2007 and was later adopted by the Chancellor’s Council. At the conclusion of the 2007 Accreditation site visits, one of the recommendations from ACCJC states that

“The district and colleges should collaborate to implement a process to regularly evaluate the delineation of functions and widely communicate those findings in order to enhance the college’s effectiveness and institutional success. (Standard IV.B.3.g)”.

The District Accreditation Coordination Committee met on Wednesday August 13, 2008 to address this recommendation. The committee recommended that the Colleges and the District review the Delineation of Functions Agreement every three years with the first round of review commencing during the spring 2010 semester and before the three Colleges Mid-term Accreditation Report period (Reports due to the Commission Oct 15, 2010). The committee further recommended that a committee, tentatively named “Delineation of Functions Review Committee” (DFRC) be established that coordinates the Districtwide delineation of function review efforts, including communicating findings and seeking approval.

Process

The District Accreditation Coordination Committee proposes that the following **review process** be adopted by the College Councils and the District Shared Governance Council (DSGC)**:

February 2010 – each College Council appoints a representative to the Delineation of Functions Review Committee (DFRC) and begins review of the Delineation of Functions at the College level.

Mid-spring 2010 - DFRC convenes to communicate the findings made by the individual College Councils and to prepare one coordinated response. The results of their work will be sent back to both the College Councils and the District Shared Governance Council for review and information and dissemination to their respective constituents. Following the review, the findings will be forwarded to the Chancellor for adoption by the Chancellor’s Council.

Fall 2010 – findings are widely communicated to the Colleges and the District Office for the purpose of enhancing the institution’s effectiveness and success.

Spring 2013 - the next review process convenes and will continue on a three-year cycle.

*Consisting of College and District Accreditation Liaison Officers (ALOs) and Self-Study Co-chairs.

** Board Policy 2.09 District Shared Governance Council, section 5.c “Appropriate roles and involvement in accreditation.”



CONCLUSION

Cañada College has engaged in collegial and extensive assessment, planning and resource allocation in order to fully address the three recommendations received from ACCJC. In our concerted effort to respond to each recommendation we have:

- Adopted an Education Master Plan to lead us into an era of integrated, cyclical planning and assessment
- Created faculty-centered processes that embrace SLOAC and institutionalize the cycle into the life of the college
- Increased the number of courses with SLO's three fold.
- Developed staffing of student support services to provide equitable support to evening, off-site and second language learners enrolled at Cañada College.

In a clear effort to respond immediately to the recommendations made by ACCJC, San Mateo Community College District has, as recommended:

- Developed and implemented new rules and regulations regarding College President evaluation
- Developed new rules and regulations regarding the timely review of rules and regulations
- Proposed a process to regularly review the delineation of functions between the District and the Colleges
- Developed processes to attempt to negotiate the inclusion of the production of SLO's in the evaluation procedures of faculty and staff.

