



INSTITUTIONAL SELF-EVALUATION REPORT (ISER)

2025



Institutional Self-Evaluation Report in Support of an Application for Reaffirmation of Accreditation

Submitted by:

Cañada College
4200 Farm Hill Boulevard
Redwood City, CA 90461

Submitted to:

Accrediting Commission for Community and Junior Colleges

Date Submitted:

December 15, 2025

CERTIFICATION

To: Accrediting Commission for Community and Junior Colleges

From: Kim Lopez, President
Cañada College
4200 Farm Hill Boulevard
Redwood City, CA 94061

This Institutional Self-Evaluation Report is submitted to ACCJC in support of an Application for Reaffirmation of Accreditation. The Institutional Self-Evaluation Report reflects the nature and substance of this institution, as well as its best efforts to align with ACCJC Standards and policies, and was developed with appropriate participation and review by the campus community.

Signatures:

Melissa Moreno, Chancellor

November 19, 2025

Kim Lopez, President

November 19, 2025

Mike Guingona, President, Board of Trustees

November 19, 2025

Gampi Shankar, President, Academic Senate

November 5, 2025

Maria Huning, President, Classified Senate

November 5, 2025

Will Tseng, President, Associated Students of Cañada College

November 5, 2025

Karen Engel, Dean, Planning, Research, Innovation &
Effectiveness/Accreditation Liaison Officer

November 5, 2025

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FOREWORD TO THE INSTITUTIONAL SELF-EVALUATION REPORT

The Cañada College community began our self-evaluation and reflection two years ago, in the fall of 2023. This broad-based, inclusive process involved three Flex Day work sessions which engaged the whole campus, as well as dozens of work sessions in our Planning Councils, Committees, and Senates. Familiarizing ourselves with the new accreditation standards established by the Accrediting Commission for Community & Junior Colleges (ACCJC) was our first step. The focus of the new standards on continuous improvement required the College to examine closely where we do – and do not – assess the outcomes of each of our processes and practices and, learning from those assessments, change those processes or practices where needed. Not surprisingly, we learned we are strong in some areas, and in need of improvement in others.

A particular strength we found is our strategic planning processes and, more profoundly, the implementation of our strategic plans. We grounded our Educational Master Planning (EMP) process in 2021-22 in quantitative and qualitative data which allowed the planning task force to have a nuanced, complete understanding of the college's challenges and opportunities. It allowed us to refine the College mission, vision, and values around social justice to reflect the importance of education in transforming the lives of our students. It also established specific, measurable, and time-bound objectives and strategic initiatives. This has enabled the College to work systematically and effectively to implement each of the EMP's 63 initiatives. The leads of each initiative, as well as the college committee chairs tasked with overseeing our other college plans (e.g., distance education, strategic enrollment management, student equity, and professional development), report regularly to our Planning & Budgeting Council. This practice, as well as our annual Leadership Retreat during which we consider metrics and other information, keeps us accountable to each other for actually implementing our plans and – where they are falling short – reimagining them and trying again.

Aspects of our work where we found we have room to grow tend to occur when we have not fully closed the loop of the continuous improvement cycle. For example, while faculty assess student learning outcomes regularly, they do not always document or re-evaluate the changes they make – particularly curricular changes – as a result of those assessments. Academic Senate will be considering a change in this practice as a result of our self-evaluation.

In another example, the College President has long benefited from the support of her President's Advisory Council. Until this self-evaluation cycle, the focus of that support had been primarily on fundraising. Last year, the President modified the purpose of the group as a network of community leaders who provide input, feedback, and support to Cañada College more ways than financial. Since that time, the President engages the group as partners in understanding Cañada's institutional strengths, priorities, and areas for continued improvement.

As a result of our institutional self-evaluation, we feel pride in our accomplishments and in the wide range of support we offer our students as many of them struggle to make ends meet in high-cost Silicon Valley. We are also aware of the enormous challenges we face in meeting the educational needs of our ever-changing communities as our students take fewer units each term, require courses to be offered in multiple modalities, and, as our population ages, that we need to meet the needs of older, working adults. We are excited for the future and more confident we will meet our challenges given the opportunity to reflect collectively as we prepared this Report.

A. INTRODUCTION: INSTITUTIONAL CONTEXT

A brief history of Cañada College

Overlooking the San Francisco Bay, Cañada College is situated on 131 acres 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), along with the College of San Mateo and Skyline College. The three Colleges serve all of San Mateo County with an estimated population of 748,337 as of 2025. The primary service area for Cañada College is the southern third 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 first opened its doors at its current location to 2,000 students in the fall of 1968.

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’ or ‘gully’. Prior to the arrival of the Spanish, the Ramaytush Ohlone, the original peoples of the San Francisco Peninsula, numbered approximately 1,500 to 2,000 people. By the end of the Mission Period only a few families had survived. Today, the College honors their legacy and their on-going contributions to the College and the community in our [land and labor acknowledgement](#) (pdf).

To meet the educational needs of students in our service area, Cañada offers a range of degree and certificate programs that facilitate students transferring successfully to four-year universities as well as entering or returning to the workforce. As of the 2025-26 academic year, [the College offers](#) 25 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 49 Certificate of Achievement programs.

Community and student populations

Cañada has enjoyed strong support from its community for 57 years. Since 2011, the San Mateo County Community College District has been a “basic aid” District, such that the District’s funding is primarily based on local property taxes rather than state apportionment. This allows the Colleges to have access to far more resources than we would otherwise due to the high property values in Silicon Valley generating relatively high property tax revenues for the County.

Another sign of our community’s on-going support has been the fairly consistent enrollment of students. While the College’s headcount was declining prior to and during the COVID-19 pandemic, the total number of students attending during an academic year has risen subsequently. This may be principally attributable to the District’s [Free College Initiative](#) (pdf) which was launched in spring 2023 and is discussed in greater detail throughout the ISER. The total number of units the average student is taking in a year, however, has trended steadily downwards, and is not showing signs of recovering from the pandemic. As a result, the number of Full-time Equivalent Students (FTES) as a percentage of the College’s total annual headcount has steadily declined. This can be seen in Figure 1.

While the College of San Mateo and Skyline College have also seen declines in their FTES as a percentage of headcount of 20% and 25% respectively since 2010-11, Cañada’s 15-year decline of 31% is larger. In contrast, there has been no such decline across the state. Today’s statewide FTES is 56% of total headcount systemwide, same as it was 15 years ago.

One of the likely drivers of students taking fewer units at Cañada today than they did even 10 years ago is the very high cost of living in San Mateo County, and in particular, in Cañada’s service area in Silicon Valley. A single adult needs an annual salary of \$72,308 – more than double the County minimum wage – to survive. A

family with two children needs an annual salary of at least \$195,314.¹ It is no surprise, therefore, that one in four Cañada students works full time and another 55% work at least 11 hours per week.²

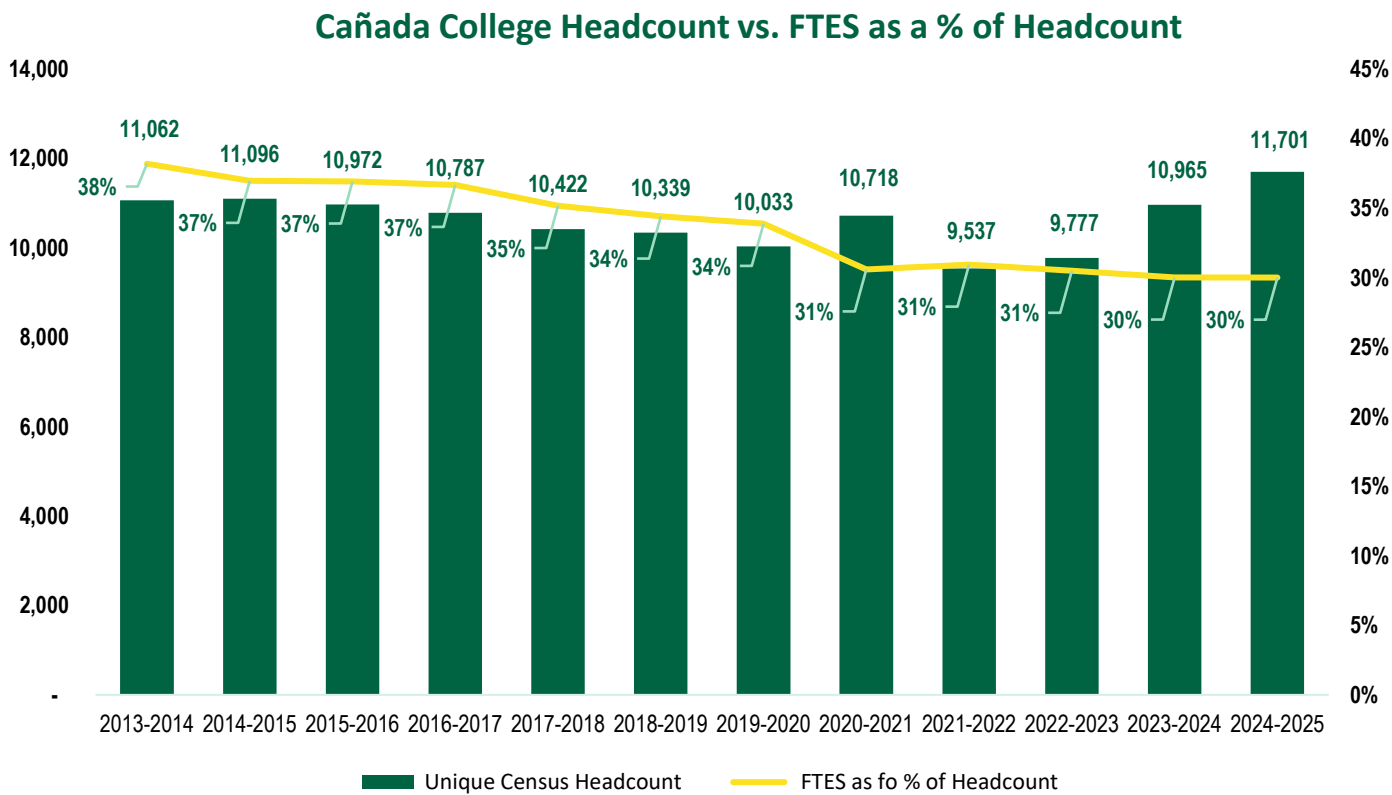


Figure 1: Cañada College Headcount vs. FTES as a % of Headcount

Sixty-two percent of Cañada students also spend at least part of their week caring for dependents who live with them, more than 7 percentage points higher than the national cohort of similar-sized community Colleges in 2024. With so many demands on their time, it is no surprise that many Cañada students enroll in only 1-2 classes per term, on average.

Cañada’s service area is seeing significant demographic shifts which are also impacting enrollment. In the last six years, Cañada’s student population has dramatically increased in the 50+ age group, up 43% over the time period. At the same time, the student population aged 25 to 29 decreased in the same time period, down 11% while the college population overall grew by 10%. This can be seen in Figure 2.

¹ M.I.T. Living Wage Calculator, San Mateo County: <https://livingwage.mit.edu/counties/06081>
² Canada College Student Responses to the Community College Survey of Student Engagement, Spring 2024.

Percentage change (and actual change) in student headcount, by age group, from Fall 2019 to Fall 2025

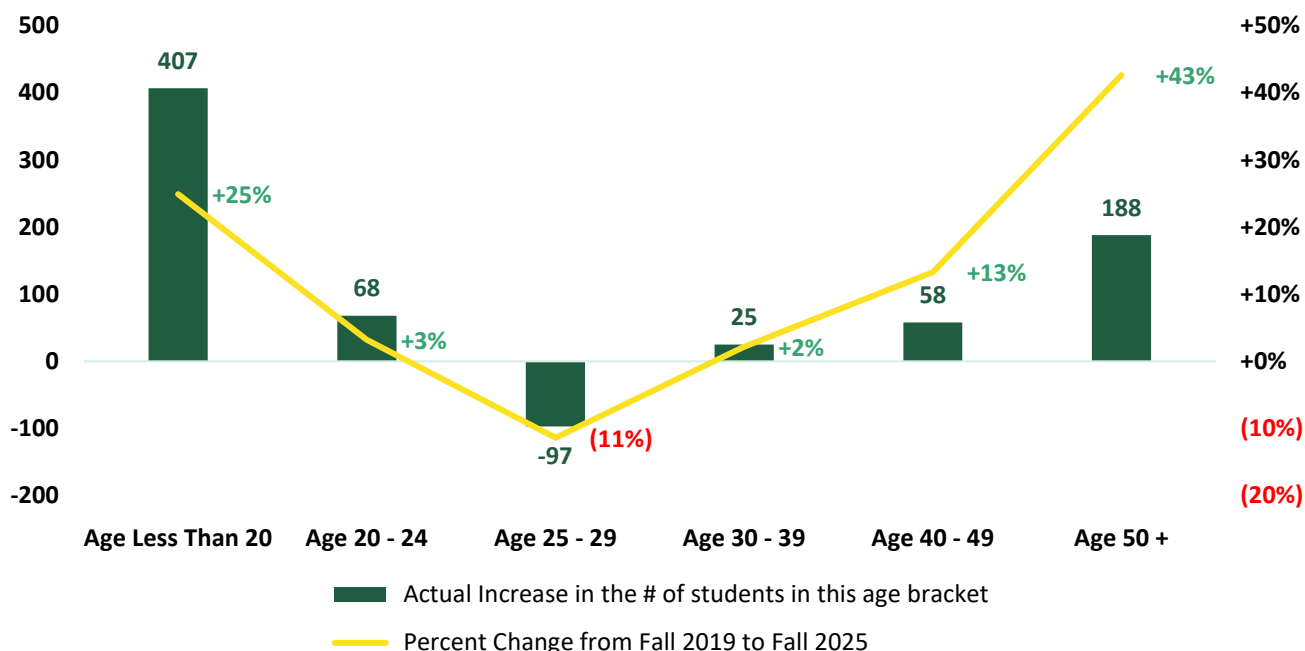


Figure 2: Percentage change in student headcount, by age, from Fall 2019 to Fall 2025

This shift in age demographics signals an overall trend that is projected to continue over the next 10 years. According to the California Department of Finance, the County’s population is expected to decline by nearly 18% by 2034. High school graduates in San Mateo County are expected to decline by 15% by 2034 – mirroring a national trend. Senior residents, aged 75 to 100, are the only age bracket projected to grow through 2034.

To create additional College-going opportunities for students in recent years, Cañada has dramatically increased the number of [dual enrollment](#) (pdf) classes it offers in local high schools by 120% since 2021. At the same time, the College has greatly expanded the number of degrees and certificates complete-able via its [College for Working Adults](#) (pdf) – recently re-branded by the Planning & Budgeting Council and President to [Cañada Nights, Online, and Weekends \(Cañada NOW\)](#) (pgs. 4-5)– which aims to serve working students. Our [Cañada de Noche](#) (pdf) initiative improved access to services, food, and community for our evening students, starting in 2023. Each of these efforts likely help contribute to the growth in those student age groups since before the pandemic. For more details on student demographics, see Figure 3.

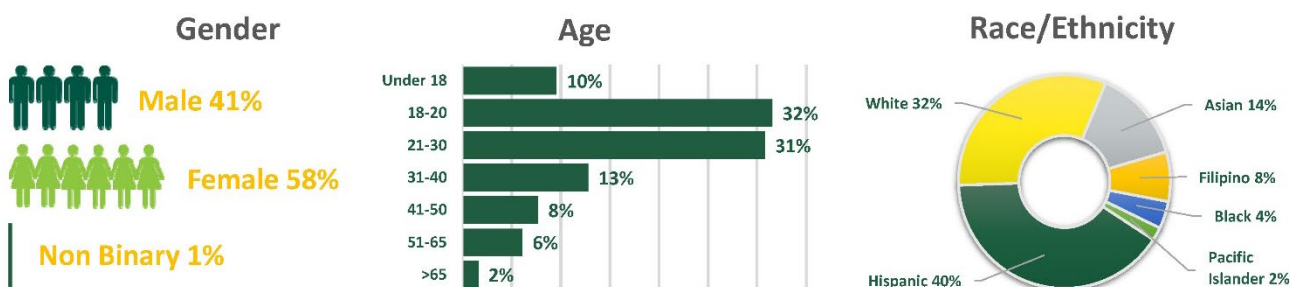


Figure 3: Cañada College Demographics - Fall 2025

The socio-economic shifts in Silicon Valley since the College’s last comprehensive review continue to deepen. The College watches the indicators in the [Silicon Valley Index](#) closely to better understand how the dynamics of the region impact our communities. As a result of the pandemic, the region lost many low and middle-income earners as the cost of living continues to climb. Wealth inequality in Silicon Valley is greatly affected by

the “ultra-high net worth” households, including the region’s 50 billionaires who together hold 17% of all liquid wealth; the bottom 50% of the wealth distribution hold a collective 1%. Childcare costs have nearly quadrupled over the past 20 years, rising twice as quickly as the regional inflation rate. Over the past decade alone, childcare costs have more than doubled in our service area.

To address the needs of those most cost-burdened in the County, the SMCCCD Board of Trustees and District staff worked closely with our state representatives to pass [California Senate Bill 893](#) in 2022. This law allows the District to use its local unrestricted general funds, in addition to funding received under the California College Promise, to provide assistance to students for the total cost of attendance. The bill defines the total cost of attendance for a student attending a community College as including the student’s tuition and fees, books and supplies, living expenses, transportation expenses, and any other student expenses used to calculate a student’s financial need for purposes of federal Title IV student aid programs. The [District is still evaluating the full impacts of this ground-breaking legislation](#), but it appears that it likely played a significant role in Cañada’s recovery from pandemic-era enrollment declines, such that the College recently surpassed its 2018 enrollment levels by 7%. In July 2025, the [Board adopted a timeline and strategy for making Free College permanent](#) in San Mateo County.

Cañada prioritizes supporting the basic needs of its students in our high-cost environment in a number of other ways as well. [Our Sparkpoint team provides financial coaching, housing support, as well as access to food \(pdf\)](#). Each week, the campus hosts a free grocery distribution, in partnership with Second Harvest Food Bank of Silicon Valley. Together, the College and the Food Bank also maintain and College Food Market which provides free nutritious food to students and community members three days a week. Starting in the fall of 2022, as part of our [Cañada de Noche \(pdf\)](#) effort to provide more hot meals on campus for our evening students, [the College built food lockers \(pdf\)](#) to which students can order free meals to be delivered and stored until they come to campus to pick it up before or after class. There are also “Grab & Go” refrigerators on campus in Building 9 (the Welcome Center) and Build 13 (where many evening classes are held) where students can grab a snack or meal for free from well-stocked refrigerators that are always open.

The cost of housing and the lack of public transportation to our main campus can also be significant barriers to our students’ success. [SMCCCD is currently building 316 below-market rate student housing units \(pdf\)](#) near the College of San Mateo. These affordable units will be available to all students enrolled district-wide. In 2026, the District will also submit a grant application to the State Chancellor’s Office to help defray the cost of building student housing at Cañada as well.

Cañada invested heavily over the years to provide alternatives to the SamTrans bus which is the only public transportation available to bring students to our main campus but which takes nearly two hours to transport a student from East Palo Alto to campus. From 2021-2025, [the College partnered with Lyft \(pg. 7\) to pay for rides for students \(pdf\)](#), particularly those in our lowest-income neighborhoods, to come to campus and go home again. As the Lyft program has proven to be too costly, the College continues to work with SamTrans to make the bus more affordable.

Race/Ethnicity of Cañada Students in 2024-25	Unique Headcount		Duplicated Headcount	
<i>American Indian/Alaskan Native</i>	14	0.10%	235	2%
<i>Asian</i>	1,795	15%	2,396	20%
<i>Black - Non-Hispanic</i>	278	2%	552	5%
<i>Filipino</i>	672	6%	1,104	9%
<i>Hispanic</i>	4,874	42%	4,874	42%
<i>Multiraces*</i>	790	7%	2,303	20%
<i>Pacific Islander</i>	137	1%	288	2%
<i>Unknown</i>	416	4%	416	4%
<i>White Non-Hispanic</i>	2,750	23%	4,486	38%

In 2001, the College received federal designation as a Hispanic Serving Institution (HSI). Since then, at least 42% of its student body has identified as Hispanic or Latine. In 2008, the College also received designation as an Asian American, Native American, Pacific Islander Serving Institution (AANAPISI). Today, at least 16% of our students identify as AANAPI. The Black, Non-Hispanic population in San Mateo County has hovered

Table 1: Cañada College Student Intersectional Identities 2024-2025

around 3% for many decades and, similarly, the share of College's student population identifying as Black, Non-Hispanic has been at 2- 3% for over twenty years.

Like much of California and the nation, the College has seen the share of our student population identifying as more than one race steadily rising. Since the fall of 2019, the percentage of multiracial students has jumped by 42%.

In 2025, the Office of Planning, Research, and Institutional Effectiveness (PRIE) [provided more insights](#) into the inter-sectional identities of our students. For more detailed analysis of this information, see Table 1: Cañada College Student Intersectional Identities 2024-2025 Table 1.

Viewed this way, with our multiracial students included in all of their identity categories, we see a slightly different, more nuanced view of the diversity of our students. When analyzing disproportionality in student outcomes, the PRIE Office disaggregates our multiracial student population whenever possible. During our annual Leadership Retreat, the PRIE Office presented and [the college leadership discussed student outcomes data and equity gap analysis that disaggregated our multiracial students](#).

While the racial and ethnic diversity of our students has largely been sustained over the last 5 years, certain student populations have seen more significant, disproportionate shifts since the pandemic.

- International students at Cañada have declined by 46% since the fall of 2019 as a result of the COVID-19 pandemic and the recent federal clampdown on international student visas.
- Concurrent and dually enrolled high school students have increased by 80% since the 2020-21 academic year, primarily due to the College creating more dual enrollment course-taking opportunities for students in collaboration with our local high schools.
- Degree holding students (who have already earned an Associate's or Bachelor's degree) have increased by 40% since the fall of 2019, likely as a result of SB 893 (Free College Initiative) as well as the re-opening of the College's athletic center which now offers an array of fitness, dance, swimming, and other classes to the community.

College priorities in support of our mission, vision, and values

To fulfill our mission, vision, and values, Cañada makes every effort to stay abreast of and respond to changes in our community and their educational needs. In 2021, we conducted a comprehensive [environmental scan](#) and [community survey](#) as we prepared to update our 5-year Educational Master Plan (EMP). In 2024-25, the College worked closely with our community partners to conduct three [listening sessions](#) in those regions of our service area experiencing significant change and whose residents were not registering at Cañada in proportion to other regions or their level of educational need. In 2025, the District conducted a [demographic scan](#) as we updated our [District Strategic Plan](#).

The College plays close attention to external and [internal data and trends](#) as we plan for the future and shape our institutional priorities. We are particularly proud of our [2022-27 Educational Master Plan](#). It lays out actionable steps over a multi-year period to build new centers, programs, and practices that help the College respond well to the changing needs of our community and we have [systematically implemented \(pdf\)](#) this Plan since 2022 in ways that have significantly improved student experiences and outcomes.

Since our last self-evaluation, we have strengthened this annual process to enable the College to hold itself accountable for accomplishing our strategic initiatives and objectives in our EMP, and thereby our goals and institutional mission. As we recovered from the pandemic, the College's leadership continued disciplined actions by [setting annual priorities \(pdf\)](#) at the start of each academic year, sustaining a focus on those priority projects during the year, and reporting out on our progress at the end of each academic year. Our most notable accomplishments since 2022 include the following metrics and achievements:

- Creation of an [Office of Equity \(pdf\)](#) and our new [Cultural Center \(pdf\)](#), which promotes dozens of professional development and culturally affirming events each year.
- Creation of our [Faculty Teaching & Learning Center and Virtual Lounge \(pdf\)](#) as well as our new Professional Development Plan which provide robust [faculty professional development \(pdf\)](#) related to the [promising](#)

[instructional practices \(pdf\)](#) of our Umoja, Puente, and other successful instructional practices as well as adapting to the changes in technology (e.g., artificial intelligence).

- Development and implementation of a robust professional development plan that focuses on equity and disseminates and encourages the promising instructional practices of our Umoja, Puente, and other successful instructional practices.
- Strengthening of our relationships with our local middle school, high schools, community organizations and local CSU's via our [Living the Promise MOU](#) signed in 2022 and responsible for greatly increasing the number of dual enrollment students at Cañada.
- Consolidation of our transfer services into a newly constructed [Colts-U Transfer Center \(pdf\)](#) which has helped increase the percentage of Cañada applicants to the California State University (CSU) system by 6 percentage points (89% to 95% between 2020 and 2024), a rate notably higher than the statewide average CSU acceptance rate of 91%.
- [Construction of a Childcare Center](#) (pgs. 22-23) which strengthens our Early Childhood Education program, as well as the College's ability to respond to the dire need for affordable childcare in our region.
- Institutionalization of new scheduling practices that help ensure that our degree programs are able to be completed within two years and that key, required courses are offered in multiple modalities and at diverse times of day to best meet the needs of our working students.
- Institutionalization of many of the [Guided Pathways promising practices \(pdf\)](#), including:
 - mapping clear pathways;
 - understanding who our "home campus" students are (students trying to earn a degree or certificate from Cañada rather than Skyline College or College of San Mateo);
 - helping our home campus students choose, enter, and stay on a pathway towards timely completion through a case-managed approach. This effort is facilitated by Interest Area Success Teams and Special Programs (such as Promise and EOPS) who align and coordinate their practices (via our Cañada Retention & Engagement Workgroup - CREW) such that every home campus student is connected and has a point person to help them.

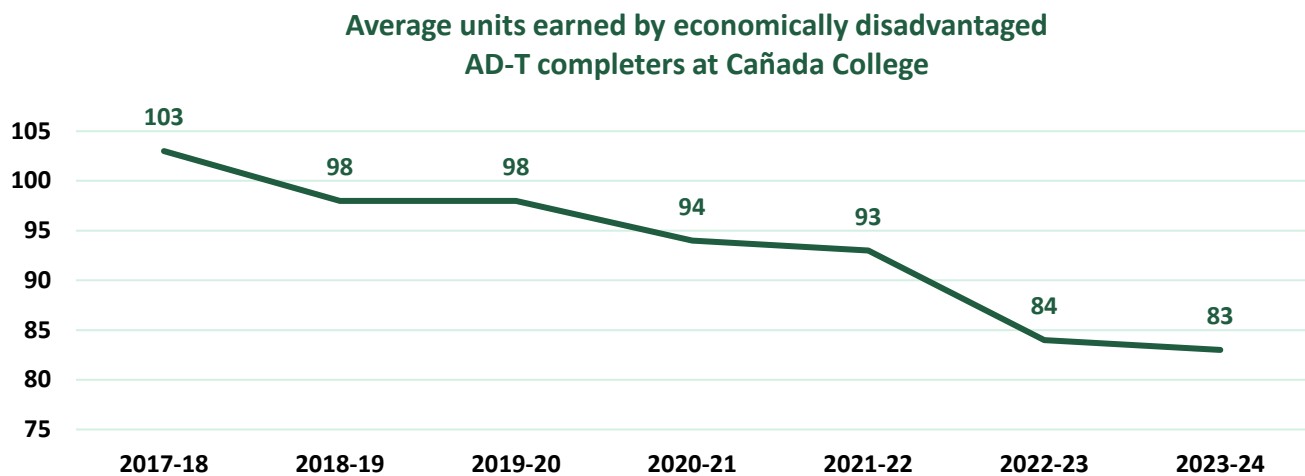


Figure 4: Cañada College average units earned by economically disadvantaged AD-T

We have designed many of these practices to address known equity gaps and improve student outcomes, especially for underrepresented and underserved students. According to the [State's Data Vista dashboard \(pdf\)](#), the average number of units earned towards an AD-T by our economically disadvantaged students since we implemented Guided Pathways has dropped by 19%. This can be seen in Figure 4 above.

Major events and developments

Since Cañada's last institutional self-evaluation in 2019, a number of significant global, national, state, and regional trends have impacted the College in profound ways. As an early adopter of online learning, the College was well-positioned to respond to the COVID-19 pandemic in 2020, and yet we continue to strive to find a healthy and appropriate balance of in-person, hybrid, and online instruction and services. The recent aggressive scrutiny of international students and undocumented residents of our region by the U.S federal government requires the College and the District to take particular care of these vulnerable populations while fulfilling our mission as a transformative, broadly accessible institution that fosters opportunity for genuine economic mobility. The California State Legislature has passed a number of significant pieces of legislation, including AB 705 and AB 1705 (Transfer-level Math and English Access and Completion); AB 893 (Free College Initiative); AB 1111 (Common Course Numbering); and AB 928 (CalGETC). These measures aim to transform the system, and the College is eager to support the equity goals driving each of these. Their impact on operations, curriculum, professional development, student experience and so much more cannot be understated.

The impact of these and other developments on the College, our community, and most importantly, our students, has been foremost in our minds throughout our self-evaluation process. We are proud of our accomplishments and how we have addressed each of these challenges and trends. These efforts are described in greater detail in this self-evaluation report. One aspect of our efforts which we believe has made us uniquely resilient and adaptive to our challenges is our ability to create and sustain a welcoming, warm campus culture which prizes connection and [a sense of belonging](#) (slides 9-11) for students, faculty, and staff. Our relatively small size allows for a level of personal attention and connection that comes through in our [culturally responsive pedagogy \(pdf\)](#) and our strong [academic \(pdf\)](#) and [student support programs \(pdf\)](#) such as Promise Scholars, EOPS, TRIO, Umoja, Puente, COLTS (athletics), in addition to our Interest Area Success Teams, which are also discussed in greater detail in this Report.

B. INSTITUTIONAL SELF-EVALUATION OF ALIGNMENT WITH ACCREDITATION STANDARDS

Standard 1: Institutional Mission and Effectiveness

- 1.1. The institution has established a clearly defined mission that appropriately reflects its character, values, structure, and unique student demographics. The institution’s mission articulates its commitment to ensuring educational opportunities and successful outcomes for all students. (ER 6)**

Clearly defined mission, vision, and values that reflect our character

Every five years, Cañada College revisits our [mission statement \(pdf\)](#) to ensure it best reflects the College’s evolving character, values, structure and unique student demographics. The College last revised our mission during the 2021-22 academic year as part of our educational master planning process. After a broad-based, [inclusive process \(pdf\)](#) that solicited input from all campus constituencies on a multitude of occasions, the College’s [Planning and Budgeting Council adopted new mission, vision, and values statements](#) (pg. 2) in May 2022; in June 2022, the San Mateo County Community College District (SMCCCD) [Board of Trustees adopted Canada’s new mission, vision, and values](#) (pg. 5) and approved its new, five-year educational master plan.

Cañada’s mission statement is as follows: “Cañada College engages and empowers students in transforming their lives and communities through quality education.” The College community deliberately chose to make our mission statement more concise and easier to remember. Our vision and values statements add more depth and are integral to our mission. The [campus community carefully crafted new vision and values statements in 2021](#) (pgs. 5-23) in order to clearly articulate our commitment to ensuring equitable educational opportunities and outcomes for all students and to create a renewed focus on our efforts to become an antiracist College.

Cañada’s [vision statement](#) is “Cañada College provides equitable education such that students from diverse backgrounds are able to achieve their educational goals and benefit the world.” [Our values statements](#), which we consider to be part of our mission, are [described and defined in detail](#). They include:

- social justice and racial equity;
- transforming lives;
- community partnerships;
- academic excellence;
- sustainability;
- transparency and authenticity;
- adaptability and resilience;
- student-centered; and,
- cultural empathy.

As both a Hispanic Serving Institution (HSI) and an Asian American, Native American, and Pacific Islander Serving Institution (ANAAPISI), Cañada’s mission, vision, and values reflect the character of the College as an agent of social change and economic mobility for all students in our service area, particularly those who have been historically marginalized in the public education system or who face barriers to higher education in our very expensive, Silicon Valley community. Our dedication to empowering our students to transform their lives and communities through quality education informs everything we do.

Commitment to ensuring educational opportunities and successful outcomes for all students

Our mission, vision, and values drive our continuous effort to understand the changing demographic trends and educational needs of our students. To assess our ability to fulfill our mission, the Office of Planning, Research, and Institutional Effectiveness (PRIE) conducted thorough [internal](#) and [external](#) scans as well as an [internal equity audit](#) in 2021, to inform our master planning process and to provide the campus community with more nuanced data for understanding the different experiences students have at Cañada and where the College faces obligation gaps in terms of meeting the needs of its diverse students.

In 2024-25, in order to “engage[s] and empower[s] students in transforming their lives and communities through quality education,” the College hosted [three listening sessions](#) (pg. 3) in East Palo Alto, North Fair Oaks and Belle Haven respectively to refresh our understanding of how our communities would like to transform their lives through quality education. As a result, the College launched [a new, credit-bearing Business Information Worker Certificate program](#) and increased staffing at our Menlo Park location. These efforts, as well as our partnerships with the Boys and Girls Club, Upward Scholars, and other community partners are described in greater detail in Standards 1.5 and 2.1. They are all living testimony to our mission, vision, and values in action.

1.2. The institution establishes meaningful and ambitious goals for institutional improvement, innovation, and successful outcomes for all students.

Institutional goals are meaningful and ambitious for Cañada College

As part of its Educational Master Planning (EMP) process every five years, Cañada College establishes new institutional goals to align with any changes in our College mission and to ensure the College continuously improves in a manner appropriate with the evolving needs of its community. In 2021, the Planning and Budgeting Council’s EMP Task Force [evaluated the goals of the prior EMP](#), reviewed [comprehensive analyses \(pdf\)](#) of quantitative and qualitative data, and began work on new goals. In 2022, the EMP Task Force presented its draft goals to the College community in a series of College-wide forums and flex days as part of its [broad-based, inclusive EMP planning process \(pdf\)](#). During the [EMP planning retreat](#) on March 11, 2022, the College developed four new institutional goal statements that establish a broad, ambitious, strategic direction in support of the College’s updated College mission, vision, and values. These goal statements are seen in Table 2:

College EMP Goal Title	College EMP Goal Statement
Student Access, Success and Completion	Cañada College ensures student access to relevant and transformative student services and instructional programs that are inclusive, diverse, equitable, and antiracist. As an institution, Cañada contributes to the financial stability of students to empower them to pursue personal, academic, professional, and civic goals. Cañada College continuously assesses processes and removes barriers to student access, success, and completion.
Equity-Minded and Antiracist College Culture	Cañada College transforms its culture to be equity-minded and antiracist. Our teaching, learning, and services create a sense of belonging among all community members so they are able to recognize that their unique selves are valued, express themselves fully, and thrive. Our educational practices reflect the fundamental importance of individualized learning experiences, the shared building of knowledge, and promoting social justice at Cañada College.
Community Connections	Cañada College establishes equity-minded partnerships with other educational institutions, employers, governments, and community-based organizations that result in seamless pathways for high school students transitioning to College, College students transitioning to university, and all community members pursuing career and lifelong educational opportunities.

Accessible Infrastructure and Innovation	College financial resources are well managed in support of the College’s values and to provide accessible physical and virtual spaces that promote continuous innovation and excellence in teaching and learning. Cañada’s investments in physical, technological and transportation infrastructure create sustainable, equitable access to the College and support equitable educational outcomes across the diverse members of the community we serve.
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Table 2: Cañada College Educational Master Plan 2022-2027 Goals and Statements

To support the achievement of these goals, Cañada’s Educational Master Plan includes key objectives and strategic initiatives tied directly to each goal. In the College’s 2022-27 EMP, [63 strategic initiatives](#) (pgs. 9-16) are defined as specific, measurable, achievable, relevant, and time-bound statements that, if accomplished, further the College’s attainment of its four, ambitious goals above. Each of the EMP’s 63 strategic initiatives has a [baseline metric in Appendix C](#) (pgs. 23-27) established in 2021-22 and against [which we measure our progress](#) in completing these initiatives and, thereby, achieving our goals.

Cañada monitors its progress to ensure improvement, innovation, and successful outcomes for all students

For each of our key performance indicators (student enrollment, success, momentum, and completion), the College reviews [state](#) (pdf) and [college-specific disaggregated student-level data](#) (pdf) to determine which student populations, if any, may be disproportionately negatively impacted in each metric. The College’s [Student Equity and Achievement Plan \(SEAP\) of 2022-2025](#) identified those groups in each of five metrics on which to focus our strategic efforts. In 2025, the Equity and Antiracism Planning Council (EAPC) reviewed and presented to the PBC on the progress the College had made in addressing [equity gaps identified in the 2022-2025 SEAP Plan](#). In addressing the gaps, the College had significantly narrowed the gaps for two of student populations in two of the five metrics (enrollment of Black students and persistence of Filipino students). In 2025, the College developed and adopted [a new Student Equity plan for 2025-28](#).

In addition to monitoring the College’s attainment of the strategic goals laid out in our EMP and SEAP, PBC also serves as the College Accreditation Oversight Committee. It establishes and publishes standards for student achievement each year. These [Institution-Set Standards \(ISS\)](#) establish minimums and stretch goals across a number of key performance indicators related to enrollment management, student momentum, student completion, guided pathways, and employment outcome metrics. For those ISS metrics closely tied to areas of strategic focus in the College’s EMP and SEAP plans, more ambitious stretch goals are set. For example, the EMP indicates an intent to “increase the number of high school students participating in dual enrollment course taking opportunities - particularly low-income, minoritized students by 300% by 2024.” This goal far exceeds the 3-5% increase over 5 years that the College sets for many of its other metrics in the ISS. Yet the College was able to achieve it via strategic investment in personnel and partnerships that grew the program from 150 students in 2021 to 695 in 2024 from seven partner high schools.

Every 4-5 years, the [PBC revises the Institution-set Standards](#) and updates the College’s acceptable floor and stretch goals. These quantitative goals are updated to align with any innovative goals or strategies identified in the new College EMP and any new statewide initiatives; this includes the Chancellor’s Vision 2030, which sets goals for each College that align with statewide goals for the system. This update also reflects ACCJC required metrics and any changes in how those are defined. As part of the most recent update of our Institution-Set Standards, [PBC reviewed the College’s achievement against the Standards](#) it set in the previous plan and [discussed an evaluation of the Standards it had not met](#) (pgs. 1-4) over the prior five years.

Cañada College also sets and monitors ambitious goals at the program level. As part of the College’s [3-year annual program review cycle](#) (pdf), each [instructional](#) and [student services](#) program is asked to reflect on the progress they’ve made on the goals they set during their last comprehensive review, and to set new goals for the coming 3 years. These goals and program plans are aligned to our institutional goals and objectives and are informed by [data dashboards](#) (pdf) and [data packets](#) provided by the Office of Planning, Research, and Institutional Effectiveness (PRIE) which include the identification of equity gaps across key metrics such as access, course success, course success by modality, and withdrawal rates. Whether or not programs are setting and meeting their program goals, especially those related to closing equity gaps, is determined by a

[rigorous peer review process led by the Instructional Planning Council](#) on behalf of the Academic Senate [using a rubric approved by Academic Senate](#). As a result of the [completed peer reviews in 2024](#), the [Academic Senate updated the comprehensive program review questionnaire](#) on April 10, 2025, to be more explicit about the equity expectations the Senate has for each program. This continual monitoring of goals and the iterative process used to address and update them is the cornerstone of planning at the College.

1.3. The institution holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningfully disaggregated data to evaluate its progress and inform plans for continued improvement and innovation. (ER 3, ER 11)

Cañada College holds itself accountable for achieving its mission and goals in a number of ways, including regular assessments of our progress achieving our Educational Master Plan (EMP) goals, Student Equity Plan Goals, Institutional-Set Standards and Stretch Goals, as well as our program-level missions and goals.

Regular review of disaggregated data and evaluation of progress

To measure progress towards achieving our College mission and goals, Cañada considers its progress in the implementation of each of the strategic initiatives that support each goal twice per year. In August, the College hosts an [annual summer Leadership Retreat \(pdf\)](#) which is open to all and at which participants are asked to review the overall, year-over-year progress in EMP implementation by considering the [EMP baseline metrics and comparing them to the current metrics](#) for each strategic initiative. Retreat participants utilize this comparison, as well as [disaggregated student outcome data](#) (slides 18-57) across metrics and qualitative information presented by those helping to implement each initiative, to help inform the selection of which strategic initiatives to focus on during the coming academic year. These priorities are then [conveyed to the entire College on Opening Day](#) (slides 9-11) by the College President and, subsequently, to the [PBC](#) (pgs. 2-4) which adopts the year's priorities as part of an [annual plan](#) for EMP implementation.

The PBC hears and discusses progress reports from each of the EMP priority project leads during the course of the academic year. These are posted on the [Cañada Collaborates \(pdf\)](#) as well as the [PBC meetings website \(pdf\)](#). In May, an [annual plan progress report](#) is prepared and presented to the PBC and to the campus community on flex day in April, describing the progress made on each of the strategic initiatives that year. In this way, our EMP is a living document. The work we do to achieve our strategic priorities are frequently highlighted and discussed, keeping the plans relevant and impactful.

The College's [2022-2025 SEAP](#) set 3-year goals to address the equity gaps identified during our planning process. EAPC [monitors our progress](#) in meeting these goals by receiving updates from those leading the various initiatives laid out in the Plan, as well as via periodic reports to the [PBC](#). When initiative leads present their progress to both EAPC and PBC, there is an opportunity to discuss barriers to progress and to reassess and realign our efforts.

For example, one of the College's four main goals is to "[t]ransform our culture to be equity-minded and antiracist. Our teaching, learning, and services create a sense of belonging among all community members so they are able to recognize that their unique selves are valued, express themselves fully, and thrive." In spring 2024, after reviewing [progress reports](#) (pgs. 3-4) to [PBC](#) regarding the College's progress towards this goal, Cañada's Professional Development Planning Committee and Faculty Equity Coordinator and proposed a [year-long partnership](#) with the [Puente Project \(pdf\)](#) to deliver a series of professional development trainings during the 2024-25 academic year. The PDPC developed this initiative in collaboration with the [AB 1705 Implementation Leads from Math and English \(pdf\)](#), our DHSI Grant Director, our [MESA \(pdf\)](#) Director, as well as [EAPC \(pdf\)](#).

The collective leadership and collaboration across these teams helped shape a meaningful and responsive set of trainings that addressed the diverse needs of our college community. At our opening day in August 2024, the Puente Project led a two-hour workshop entitled [Pedagogies of Cariño: Asset-Based Approaches and Culturally Affirming Classrooms](#). In October, the team led a workshop entitled [Counseling with Corazón](#). In April 2025, the Puente Project led a session entitled [Bringing Our Whole Selves to School: How Linguistic Justice Cultivates Belonging for Educators and Students](#) (pg. 3). These Puente sessions created valuable opportunities for faculty, staff, and peer educators to engage with culturally affirming practices and explore

strategies for dismantling institutional barriers. The Professional Development Planning Committee estimates that [several hundred faculty and staff participated in one or more of these sessions](#). We are excited to build on this momentum in the upcoming academic year and continue expanding this important work.

Another example is the College's goal of better supporting students in completing transfer-level math and English within one year of starting each course, particularly transfer-seeking Latine students. In 2023, the California legislature passed [Assembly Bill \(AB 1705\)](#) which ensures that students are placed directly into courses that prepare them for transfer-level work, with support services like corequisites or tutoring. As a result, College math and English faculty, together with Learning Center leadership, [reviewed disaggregated data](#). As a result, the Learning Center increased the number of math sections with embedded tutors from 2 in fall 2023 to 11 in fall 2025 and added instructional aides to 5 sections of our enhanced transfer-level English course in fall of 2025. In spring 2025, both the [Math](#) and [English](#) departments reviewed disaggregated data to better understand the effectiveness of their efforts. Their efforts continue as we see the course success rates of our Latine students remain disproportionately low in these gateway courses, even as the overall number of students completing them has risen dramatically since 2019.

In addition to holding ourselves accountable for achieving our institutional goals in our EMP, PBC also [reviews](#) the progress the College makes on its [ISSs every year](#). PBC [discusses](#) those metrics that show that the College is not meeting its minimum standards, and what actions, if any, need to be taken. The College also reports on its progress achieving some of these goals in its [Annual Report to the ACCJC](#).

As part of the College's [3-year annual program review cycle \(pdf\)](#), each [instructional](#) and [student services](#) program is asked to reflect on the progress they've made on the goals they set during their last comprehensive review, and to set new goals for the coming 3 years. Instructional programs are asked to provide a summary of the progress made on the program goals, as identified in the last program review. Programs are asked to identify specific and measurable goals and action plans for achieving those goals, based on their analysis of the data and their responses to the questions in the report. Programs are asked to consider goals such as, but not limited to: [updating curriculum, closing equity gaps, responding to student and community needs](#). Student Services programs are asked to describe changes that will be implemented to improve their program with an equity and antiracism lens. Via a peer review process led by our [Instructional Planning Council](#) (IPC) and [Student Services Planning Council](#) (SSPC), the College ensures that program planning and goal setting, as well as a self-assessment of goal achievement, happens on a regular basis.

Every three years, each instructional and student services program receives a variety of meaningfully [disaggregated data \(pdf\)](#) from the PRIE Office to facilitate their [comprehensive program review process \(pdf\)](#). This [example from the Biological & Health Sciences program](#) shows disaggregated data for access, course success by modality, and withdrawal rates that [helps the program understand and plan](#) for how to address any disparities in student outcomes at the program level. As of fall 2024, the Biology department had several persistent performance gaps impacting some of the most marginalized members of our College community. In their program plan, they detailed the support and interventions that could be made at the department, division, and College level to help close these gaps. As a result of these departmental discussions, Biology faculty participated in the Puente Project training sessions and other similar sessions later that year.

Student services programs review program-specific disaggregated data from the PRIE Office to conduct their comprehensive reviews, as well as the results of survey data they collect. Many programs also benefit from the results of the bi-annual Community College Survey of Student Engagement (CCSSE) which yields disaggregated data by question, including student satisfaction with certain services. The [PRIE Office creates a public-facing dashboard of CCSSE data \(pdf\)](#) where programs can apply filters and disaggregate the data themselves as well.

The College's [Institutional Learning Outcomes \(pdf\)](#) (ILO) are closely aligned with the College mission. These ILOs are assessed each year in multiple ways. Primarily, the PRIE Office administers [a survey of all graduating students every spring](#). The survey offers an opportunity for students to self-assess whether they feel they have achieved the learning outcomes set by the College during their time at Cañada. In addition, all course and program learning outcomes are aligned with the institutional learning outcomes, so programs assess and report on how well their student-level outcomes in individual courses and academic programs are supporting those set at the institutional level. The PRIE Office disaggregates the results of our ILO assessment. In fall

2025, the [PRIE Office presented the results of the prior year's assessment](#) at the Planning & Budgeting Council as well as the [Academic Senate](#) (pgs. 9-10) and [Instructional Planning Council](#) (pg. 3). In 2024, the [Instructional Planning Council](#) requested and reviewed [a special 5-year trend analysis of disaggregated ILO survey data](#) as well.

Examples of data-informed planning and continuous improvement

Cañada's participatory governance councils and committees review meaningfully disaggregated data to inform planning and implementation. Examples of this include:

- The Instructional Planning Council (IPC) and the Distance Education Advisory Committee (DEAC) review enrollment and course success rates of our students, with a particular focus on those student populations disproportionately negatively impacted in course outcomes by course modality. [DEAC considered these data](#) in its development of the key goals and strategies of the College's [Distance Education Plan](#) in fall 2023. As of fall 2025, [overall courses success rates are the same \(75%\), regardless of modality, even as equity gaps remain](#) (pgs. 41-42). [DEAC is responsible](#) for creating and monitoring the implementation of the College's Distance Education Plan and DE-specific initiatives in the College's EMP and SEAP. As a result of their analysis of disaggregated data, DEAC is working on the following actions:
 - conducting workshops on basic technology use;
 - implementing Spanish language workshops;
 - enhance computer literacy training in collaboration with EAPC;
 - integrating Diversity, Equity and Inclusion (DEI) in online teaching;
 - ensuring accessibility training through District, statewide, or CVC resources. They are also [ensuring compliance with new federal requirements related to regular and substantive interaction](#) (pdf) through their regular office hours, 1:1 work with faculty, a [Summer Showcase](#), and [Flex Day workshops](#).
- The Equity and Antiracism Planning Council (EAPC) considered and presented meaningfully disaggregated data when [presenting an assessment of the College's 2022-25 Student Equity and Achievement Plan \(SEAP\)](#) to PBC in May 2024. The original SEAP helped support the establishment of an Umoja program on campus, as well as the AANAPISI STAR Transfer Pathway program in 2023. The [EAPC updated this analysis in spring of 2025](#) as it launched its effort to craft a new SEAP plan for 2025-28. Ensuing discussions in other participatory governance meetings of the Instructional Planning Council and Planning and Budgeting Council yielded insights about strategies the College should continue or start pursuing in its efforts to address equity and obligation gaps across student outcome metrics.
- The PBC Transfer Planning Task Force considered a variety of disaggregated data as it shaped the College's [Transfer Services Plan in 2021-24](#). The team identified Hispanic students as disproportionately less likely to transfer than their peers. Low income and first-generation student groups were also less likely to transfer. From 2021-2025, with the consolidation of transfer support services in the Colts-U Transfer Center, [the transfer team developed campus partnerships](#) with TRIO, EOPS, Promise, UMOJA, Puente, the Honors Transfer Program, Interest Areas and MESA to organize workshops, university representative visits, field trips to universities, and student referrals to and from counseling in ways that were intentionally designed to support our BIPOC students, first-generation College students, working adults, part-time and disproportionately impacted student populations. To deepen this consolidation and alignment, the College [chose to focus on EMP strategic initiatives 3.7, 3.8, and 3.9](#) (pdf) during the 2023-24 academic year to further strengthen K-16 pathways and transfer. Working together, every program that touches on the transfer pathway collaborated to [make](#) and [implement](#) a series of action steps to strengthen the transfer process, particularly for our BIPOC, low income, and first generation students. When the Transfer Planning team [evaluated their progress](#) in the fall 2024 and shaped a new [Transfer Plan for 2025-28](#), they saw that some of their equity gaps had narrowed, even if they have not yet closed completely; this is particularly the case for Latine students.

1.4. The institution's mission directs resource allocation, innovation, and continuous quality improvement through ongoing systematic planning and evaluation of programs and services. (ER 19)

As described in the College [Participatory Governance Manual \(pdf\)](#), the Cañada College [mission \(pdf\)](#) is the under-pinning for all College program planning, assessment, and resource allocation decisions, as well all College long-term (educational master planning) and near-term (strategic enrollment management, distance education, professional development, technology, safety, and honors program planning) strategic plans. In the College's decision-making structure depicted in Figure 5, programs, councils, and committees create plans that help fulfill the College's mission, and resources are allocated on the basis of these data-informed, collaboratively developed plans. Recommendations are made to the president who then makes decisions that get implemented by her administrative team.

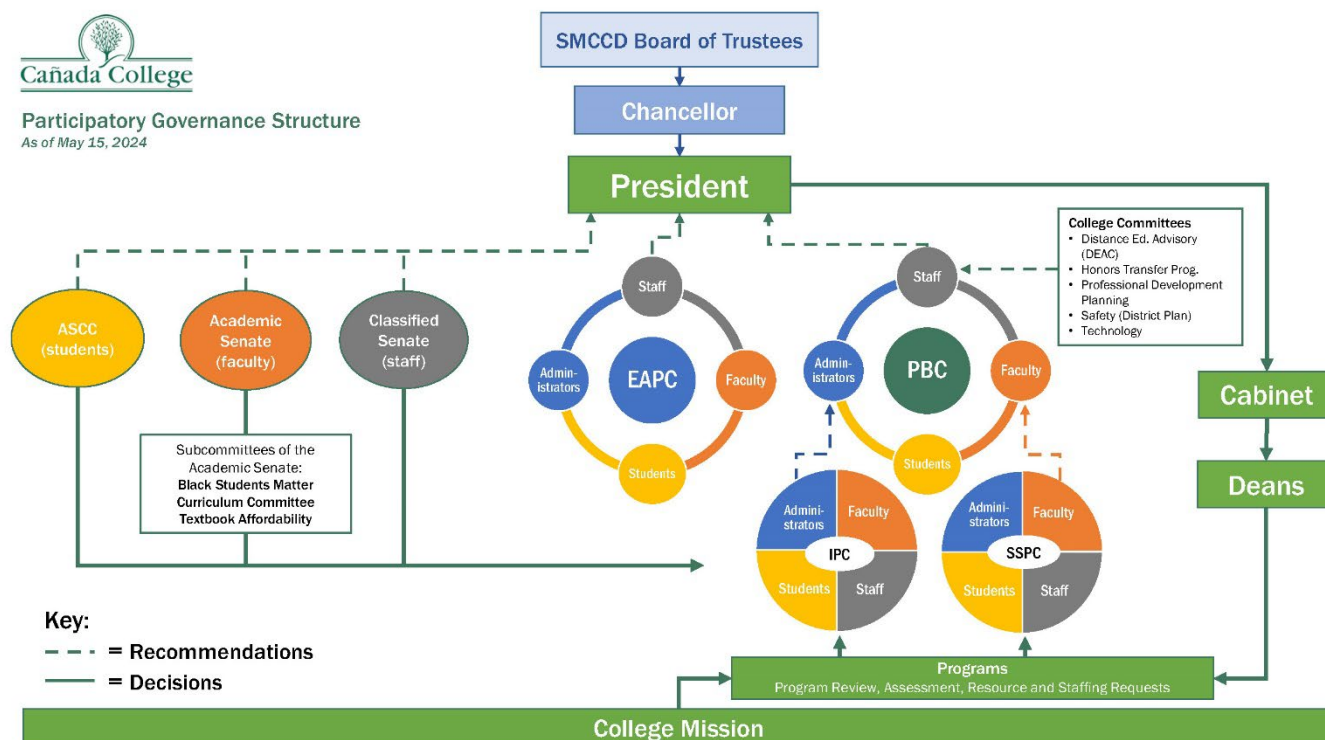


Figure 5: Cañada College Participatory Governance Process

Mission-driven systemic planning

Cañada's [strategic planning calendar](#) is shaped by our EMP that defines our College mission, vision, values, goals and strategic objectives and initiatives. Each strategic initiative is designed to support the accomplishment of the College mission and lead to institutional innovation and improvement over the course of 5 years. Within the framework of the EMP, the College creates other plans on a regular cycle, focusing on [strategic enrollment management](#), student equity and achievement, online education, professional development, technology, and environmental sustainability. These plans, in turn, facilitate the implementation of the EMP, thereby creating a cyclical planning process, as seen in Table 3.

Cañada College Strategic Planning Calendar	2022-23	2023-24	2024-25	2025-26	2026-27	2027-2028
Educational Master Plan 2022-27	Year 1	Year 2	Year 3	Year 4	Year 5	EMP Planning Year
Committee Plans:						
Distance Education Plan			Year 1	Year 2	Year 3	
Facilities Master Plan (District)	Year 1	Year 2	Year 3		Plan Amendment (2025-30)	
Professional Development Plan			Year 1	Year 2	Year 3	
Strategic Enrollment Management Plan		Year 1	Year 2	Year 3	Year 4 (extension)	Year 5 (extension)
Student Equity & Achievement Program Plan	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
Technology Plan			Year 1	Year 2	Year 3	
Transfer Plan*				Year 1	Year 2	Year 3
Committee plans operationalize and help monitor the implementation of the goals and strategic initiatives established in the Education Master Plan by topic						
*Plan developed and monitored by the Cañada Transfer Advisory Board (not a committee)						

Table 3: Cañada College Strategic Planning Calendar, 2022-2028

After leading the EMP process to define the College mission and set the direction for the College for subsequent five years or more, [PBC assigns the task of creating more detailed, issue-specific plans to College committees](#), who are [responsible for developing and monitoring the implementation of their issue-specific plans](#) (pdf). To ensure all College planning supports the achievement of the College's EMP and College mission, PBC has created [guidelines for committees](#) to follow for developing and monitoring their plans.

All College committees are required to report to PBC at least once per year to report on progress implementing their plans. This process is intended to ensure proper implementation of the plans and to share out progress on initiatives and plans that are linked to the EMP and similar overarching plans. All plans are presented at PBC; the SEAP is the lone exception that requires presentation at EAPC and PBC. And the Strategic Enrollment Management Plan is overseen by the Vice President of Instruction who presents on [progress on our SEM Plan](#) to [PBC directly](#) (pg. 3).

Examples of the progress report out process include the [Distance Education and Technology Committee](#) as well as the [Professional Development Planning Committee](#) reports to PBC from spring 2025. To ensure groups assigned to work on various EMP priority projects in a given year are accomplishing their work, PBC also requests reports from each EMP initiative group at least once per year. These reports are listed on the PBC website as well as on the [Cañada Collaborates](#) (pdf) website, where each year's EMP priorities are described and the work teams responsible for them are identified.

The [Facilities Master Planning process](#) is coordinated by the District in a manner that supports the priorities identified by each college in their Educational Master Plans.

Mission-driven program planning, evaluation, and resource allocation

Cañada's [comprehensive program review and resource request process](#) (pdf) is a critical aspect of the College's [integrated planning and budgeting cycle](#). The College follows a [3-year cycle for comprehensive program planning](#) (pdf), which involves an evaluation of each program on the basis of [five years of disaggregated outcome data](#) (pdf) and each program's review of three years of assessments (via [Student Learning Outcomes](#) (pdf) for instructional programs and [Service Area Outcomes](#) (pdf) for student services programs).

Fundamental to every [instructional program](#), [student service](#), and [administrative unit's](#) review is a reflection of how the program contributes to the College and supports the College's mission. Programs answer the prompt, "Share how your program contributes to the College or fits into the College's Mission."

In order to request any [personnel \(pdf\)](#) and [non-personnel \(pdf\)](#) resources, programs [must answer questions](#) about how their request supports the College's goals and strategic objectives, and supports closing equity gaps for our historically marginalized student populations. The College follows a [standard operating procedure](#) adopted by PBC to ensure all aspects of the program review and resource request process are followed.

A good example of our College's efforts to ensure our mission directs resource allocation and continuous quality improvement is our EMP 3.2 strategic initiative: "reach new community members in North Fair Oaks, Belle Haven, and East Palo Alto, especially BIPOC communities," which were underserved by Cañada as of fall 2021. The EMP 3.2 work group hosted community listening sessions in each of these communities in 2024 and 2025. They reported on what they were learning to [PBC](#) and the [Board of Trustees](#) in October, 2024. In November, the College's Outreach Office submitted an [Annual Update](#) via the College's program review and resource request process to request a second College recruiter who could address a number of concerns and needs expressed by residents in these communities. The [Classified Senate recommended \(pdf\)](#) to the College president that she prioritize this request and on January 6, 2025, [the president announced to the College](#) that she would be moving ahead with hiring that position. Her decision was based on a number of criteria, including support for the College's EMP and the ability of the College to achieve its strategic goals and immediate priorities. This new position, on-boarded in July 2025, is now supporting students at the College's Menlo Park location and delivering more resources and services to residents living in North Fair Oaks, Belle Haven, and East Palo Alto.

Our commitment to equitable outcomes and social justice

Cañada updated our mission, vision, and values statements in 2021 to be more explicitly anti-racist and focused on equity in student educational outcomes. In our [2022-27 Education Master Plan](#), Cañada's revised values and goal statements renewed our commitment to actively combat individual racism and to interrogate racist structures and policies. In order to provide equitable access and resources to all students, the College regularly reviews and discusses disaggregated data to identify gaps in student outcomes and to develop and implement strategies to mitigate gaps. During our [EMP planning process](#), as well as our student equity and [distance education planning](#) processes, the College engaged in dialog on student equity and crafted and implemented strategic initiatives to address our equity and obligation gaps. These initiatives include:

- Reinvigorating our [Faculty Teaching and Learning Center and Lounge \(pdf\)](#) (formerly our Center for Innovation and Excellence in Teaching and Learning) to develop, facilitate, and lead a broad range of equity-driven professional development opportunities for faculty.
- Launching a new [Equity and Antiracism Planning Council \(EAPC\)](#) (pgs. 4-8) in 2022 as one of the primary College participatory governance bodies with a mission to "disrupt and dismantle systemic racism and White supremacy for our College community in pursuit of equity, antiracism, justice and liberation."
- Hiring a first-ever Director of Equity and creating a [new Office of Equity](#) as well as a [Cultural Center](#) (pg. 4) whose programming is dedicated to "creating spaces of healing, joy, and critical engagement through learning, awareness, and advocacy that empower the campus community to become culturally responsive advocates for justice and liberation."
- Launching a new [S.T.A.R. \(Success, Transfer, Access, Relevance\) \(pdf\)](#) program in 2023 to support access, persistence, transfer and completion of our Asian American, Native Hawaiian, Pacific Islander, Low-Income, and First-Generation College students through culturally responsive support.

Each of these new entities is assessed for effectiveness regularly. The Equity and Antiracism Planning Council is assessed each year as part of our overall evaluation of participatory governance. [The Office of Equity, Cultural Center](#), and S.T.A.R. program undergo comprehensive program reviews every three years. The Faculty Teaching and Learning Center and Lounge is evaluated regularly through programmatic assessments (each workshop or session is assessed) as well as via [the College's evaluation of its overall professional development plan](#) and its effectiveness and impact.

1.5. The institution regularly communicates progress toward achieving its mission and goals with internal and external stakeholders in order to promote understanding of institutional strengths, priorities, and areas for continued improvement. (ER 19)

Communication with internal stakeholders

Cañada College prides itself on the development and active implementation of its Educational Master Plan (EMP) that details the College's mission and goals. The College community participates in and hears updates on the progress constituents are making on implementing the Plan's strategic initiatives at least three times per year. On [Opening Day](#), the president announces the priority projects selected by the Leadership Retreat for collaborative focus during the coming academic year (our [annual plan](#)). During the ensuing academic year, PBC requests EMP initiative leads to present [progress reports](#) at [PBC meetings](#) where they can seek advice for overcoming challenges. In May, the PBC considers an [Annual Plan Progress Report](#), which details all of the progress made on our EMP priority projects that year. Information about each year's EMP priority projects, the groups working on them, and the progress they are making, is available on the College's [Cañada Collaborates \(pdf\)](#) website, a tool that was created during the pandemic and is still in use.

In addition, the IPC and SSPC also discuss, work on, and review progress made on EMP initiatives like [creating a student-first schedule and offering key courses in multiple modalities](#) or [making registration easier](#). In the case of SSPC, their work successfully led to the District changing its "drop for non-payment" practices (pgs. 11-14). [EAPC also discusses and reviews progress](#) on the [Student Equity and Achievement Plan](#), which embodies many of the equity-related initiatives also included in the EMP.

Given the College's representative structure on all its planning councils, other College constituents learn of the progress made and discussed from their PBC, IPC, SSPC and EAPC representatives during a Division, Senate, or Committee meeting as well. In this way, participatory governance is upheld as a norm in the College's governance structure.

The College President sends a [Weekly Update \(pdf\)](#) email to the entire campus community that frequently highlights the progress made on the College's EMP initiatives and goals. The College President also provides [monthly reports \(pdf\)](#) and special presentations to the Board of Trustees that include information on a wide range of the College's priority projects, from the [construction of a Childcare Center](#) (pg. 6) to the [improvement of services to the College's under-served communities](#).

Communication with external stakeholders

The [President's Advisory Council \(pdf\)](#) is one of the primary ways the College president engages with the College's community partners and keeps them apprised of our strategic priorities and our ability to make progress in achieving them. For example, on March 12, 2025, the President [shared the actions the College is planning to take to address the challenges and needs of our communities in East Palo Alto, North Fair Oaks, and Belle Haven](#) with the President's Advisory Council.

Council members discussed her proposals and [provided feedback](#) and suggested ways they could collaborate to make the changes envisioned as a result of the College's community listening sessions in 2024-25. This discussion continued at [the Council's meeting on September 17, 2025](#).

In 2022, Cañada and our K-16 partners launched an effort named *Living the Promise* to expand and improve K-16 pathways in our region. The signatories collaborate on many levels to complete the goals and intentions of the [MOU](#). The [leads meet regularly to track our progress](#) and, periodically, the President presents this [progress to the Board of Trustees](#). The President also [keeps the President's Advisory Council updated](#) on the partners' progress.

President Lopez is a board member of the [San Mateo County Chamber of Commerce Education and Workforce Committee](#), where she gives regular updates on the College's progress towards achieving its mission and goals. She also serves on the [Board of JobTrain \(pdf\)](#), one of the College's most important community partners; our only off-campus location for programs and services is co-located with JobTrain in Menlo Park/East Palo Alto. The president's role helps facilitate the collaboration between the College, JobTrain, and other workforce partners in the region in pursuit of the College's goal of creating "seamless pathways for high

school students transitioning to College, College students transitioning to university, and all community members pursuing career and lifelong educational opportunities.”

College staff, including the College President, have served on the Leadership Council of [Redwood City Together](#) (pdf), another important network of community partners. Each year, Cañada hosts the [Orgullo y Educación \(OYE\) Conference](#) (pdf) in collaboration with the City of Redwood City, the Redwood City Parks & Arts Foundation, Redwood City Together, and many other local community organizations. At this event, the College showcases its programs and services and engage partners in fulfilling its mission and goals.

Other organizations with whom the College has memoranda of understanding or data sharing agreements to facilitate collaboration and achievement of shared goals include [Upward Scholars](#) (pdf), [Family Connections](#) (pdf), the [San Mateo Police Activities League \(PAL\)](#) (pdf), [Street Code](#) (pdf), and the [Redwood City’s Economic Mobility initiative](#) (pdf). This is in addition to [San Mateo County’s Adult-Education, College, Career, Educational Leadership \(ACCEL\) New Futures Consortium](#) (pdf), which consists of five adult schools and the three community Colleges in San Mateo County. Our work with the [Boys and Girls Club of the Peninsula](#) (pdf), in particular, has increased the number of middle-school- and high-school-aged students who have visited the College on campus tours, programs, conferences, and workshops. Starting with just 60 middle school students in spring 2024, the number is increasing over time; this can be seen in Figure 6.

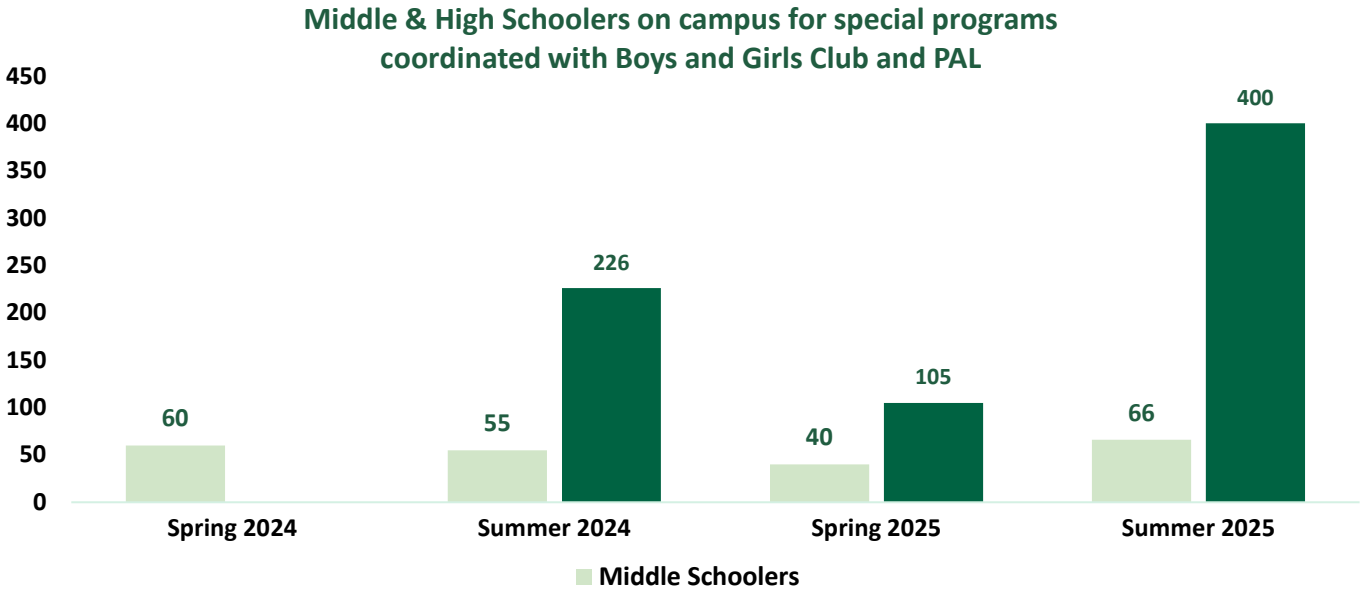


Figure 6: Participants from the Boys and Girls Club of the Peninsula and the San Mateo Police Activities League, Spring 2024–Summer 2025

The College’s Marketing Department also has an [extensive social media presence](#) (pdf) where it posts regularly about the College’s programs, priorities, and accomplishments. In collaboration with the District’s Executive Director of Community and Government Relations and the Public Information Officers (PIO) at Skyline College and College of San Mateo, Cañada’s PIO develops and issues [press releases](#) (pdf) on important issues and milestones. When the [District launched its Free College Initiative in 2023](#) (pdf), the District issued press releases, and each College launched a media campaign to help fulfill the College’s goal of contributing to “the financial stability of students to empower them to pursue personal, academic, professional, and civic goals.” Additionally, the Marketing Department implemented a marketing campaign, initiating media blasts in low-enrolled courses each semester, including showcasing information on zero-cost and low-cost courses. Correlated results show an increase in enrollment for both fall 2024 and spring 2025, including students from our most financially impacted areas in East Palo Alto and the Districts of East Menlo Park and Belle Haven.

In creating our EMP, Cañada College identified key areas to help us succeed in addressing the needs of our students. The process also allowed us time to deeply reflect on our values and goals, allowing us to note gaps in our work. As we address these strategic initiatives, we are engaging in critical conversations that allow us to listen to our community and act accordingly, even proactively when able. As we complete this ISER and initiate

work on the next EMP soon, we will look to build on these successes as we continue to engage our entire community in building partnerships with local businesses and non-profits. In this way, we will continue to engage and empower our students and our community in transforming their lives and communities through quality education.

Standard 2: Student Success

In alignment with its mission, the institution delivers high-quality academic and learning support programs that engage and support students through their unique educational journeys. Academic and learning support programs promote success for all students, and the institution evaluates student learning and achievement data to inform improvements and advance successful outcomes for all students.

2.1. Academic programs at all locations and in all modes of delivery are offered in fields of study consistent with the institution's mission and reflect appropriate breadth, depth, and expected learning outcomes. (ER 3, ER 9, ER 12)

Academic programs are consistent with college mission

Consistent with our [mission \(pdf\)](#) to “engage and empower students in transforming their lives and communities through quality education,” Cañada offers [126 diverse programs of study](#) at our campus in Redwood City that support a variety of educational goals. To engage our community, many of whom work and care for dependents while attending school, the College also ensures that [81 of its degree and certificate programs are completable online](#) and through a [combination of courses offered in the evening and on weekends \(pdf\)](#).

The College offers 27 Associate Degrees for Transfer (ADTs) in programs that directly articulate to bachelor's degrees in highly sought-after fields in the Bay Area. We also offer 49 professional certificates in fields such as Digital Art and Animation and Interior Design, which provide access for students to a variety of in-demand careers in our region.

To ensure that our academic programs empower our students in transforming their lives, each academic discipline [reviews labor market information](#) for our region during their [comprehensive program review](#) and adapts their curriculum or program offerings ([see Comm. Studies on pg.14](#)) to ensure our programs prepare students to excel in the highly competitive economy of Silicon Valley.

Curriculum processes reflect generally accepted practices

As specified in [Board Policy 6.13](#), the College's Curriculum Committee, a sub-committee of the Academic Senate, ensures that all of our programs remain current and reflect appropriate breadth, depth, and learning outcomes regardless of location or mode of delivery. It also ensures compliance with all regulations in the California Community College Chancellor's Office (CCCCO) [Program and Course Approval Handbook](#). Faculty assess and modify, as necessary, each curriculum for each course and program every two years for career technical education (CTE) courses and every five years for all other courses, as described in the College's [curriculum review cycle](#) and the [Curriculum Handbook](#).

This review process begins with discipline faculty reviewing and updating course outlines of record to reflect evolving pedagogical and curricular standards and current textbooks. These reviews include important modifications to reflect best practices in each discipline. In 2024-25, for example, [Dance faculty revised courses](#) to enable students to take half-unit courses, which can be healthier for beginner dancers and athletes. In 2023-24, [Math faculty developed](#) a new co-requisite support course (MATH 851) for Calculus I (MATH 251) to help ensure that all students placed in that course have access to augmented assistance to help them succeed. This was done on the basis of a similar co-requisite support course that was created for the Introduction to Statistics (STAT C1000, formerly MATH 200).

Once faculty have reviewed and modified the course outlines of record and submitted them to our curriculum platform, [CurricUNET \(pdf\)](#), the technical review team reviews the curriculum to ensure that it complies with all federal and state regulations as well as articulation and CTE advisory board requirements. This technical review team is composed of the Vice President of Instruction, the curriculum specialist, the chair of the Curriculum Committee, the articulation officer, the distance education coordinator and the honors' coordinator. Finally, course outlines of record are reviewed and approved by the entire Curriculum Committee, a subcommittee of the Academic Senate composed of two faculty from each division as well as the vice president of instruction, student services coordinator, counselors, and articulation officers. Upon

Curriculum Committee approval, courses and their corresponding program changes are presented to the Board of Trustees for approval. Our process ensures that our courses provide sufficient depth and breadth of learning to enable students to achieve their educational goals.

Beyond the College, transfer courses are articulated with the California State University and University of California systems, which validate that our courses equate with parallel courses at those institutions. For CTE programs, [industry advisory boards \(pdf\)](#) guide curriculum development and modification, ensuring that courses conform with industry credentials and technical requirements. The College’s Business, Design, and Workforce Division Dean, Workforce Development Director, and CTE faculty leads also participate in the [Bay Area Community College Consortium \(BACCC\) \(pdf\)](#) to engage in regional curricular and programmatic changes and alignment with industry and other colleges in the region.

Programs in all locations and all modalities

The College strives to offer programs and courses in a variety of instructional modalities. Since the pandemic, the [Office of Instruction has sought to determine the best balance between in-person and online instruction](#). The PRIE Office has conducted [multiple student surveys \(pdf\)](#), the most recent in fall 2024, that sought to [better understand student modality preferences](#). These show that a portion of our students prefer in-person modalities, especially for lab classes. A portion prefer online, asynchronous learning. The majority, however, prefer a balance between the two to provide the most course-taking opportunities possible so they can manage their busy schedules and many demands on their time.

Starting in 2025 with the development of the PRIE Office’s [complete-ability dashboard \(pdf\)](#) which allows instructional deans and department coordinators to monitor whether their programs are complete-able in different modalities. In 2024, the College completed a comprehensive [Distance Education Substantive Change Application](#) to the ACCJC as well as a new [Distance Education Plan \(2024-27\)](#) to ensure all of our academic programs available online are offered in fields of study consistent with the institution’s mission and reflect appropriate breadth, depth, and expected learning outcomes. These efforts are overseen by the College [Distance Education Advisory Committee \(pdf\)](#) as well as the [Instructional Planning Council](#) (pgs. 2-5) and [Planning & Budgeting Council](#) (pgs. 16-18).

Considering the College’s [trends in enrollment by instructional modality](#) since the pandemic, we see that the proportion of enrollment in asynchronous courses has not changed between 2019-20 and 2024-25. Rather, the largest shift has been from face-to-face enrollment to hybrid enrollment:

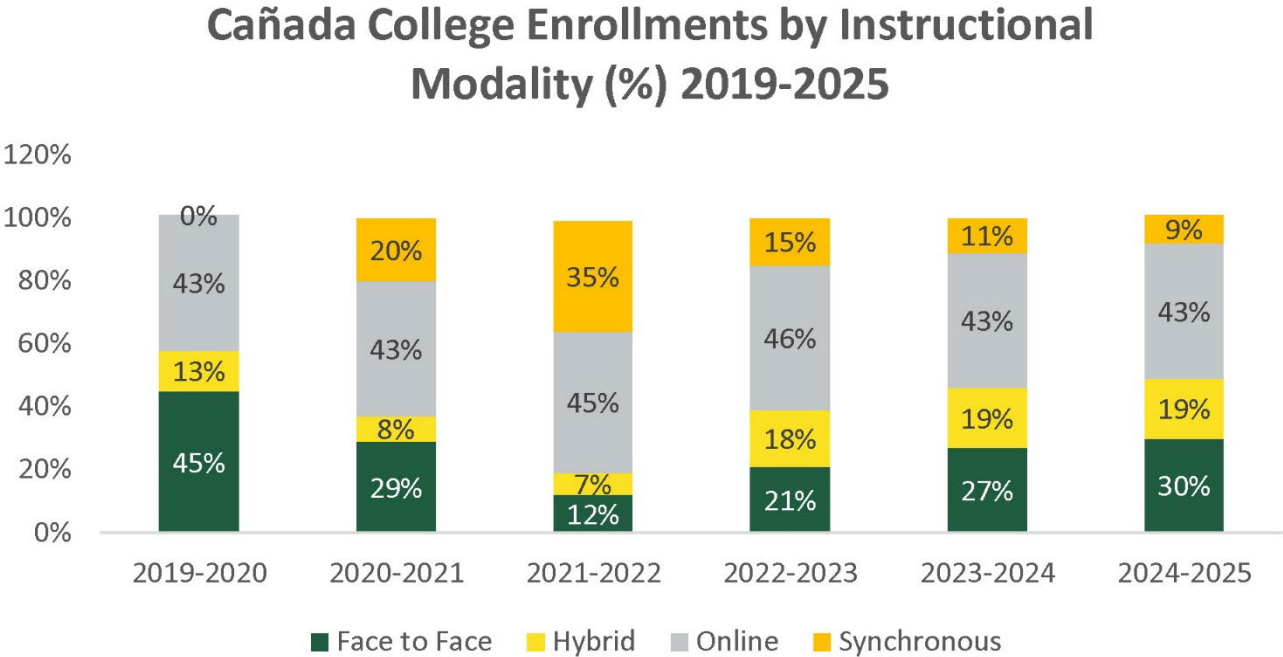


Figure 7: Cañada College Enrollments by Instructional Modality (percentage) 2019-2025

The College only has one location in addition to its main campus. Since 2018, the [College's Menlo Park site \(pdf\)](#) has offered exclusively not-for-credit offerings in a variety of fields such as water treatment, optometry, and other occupations in demand in our region. As of fall 2025, the College also began offering a new for-credit program at this location as part of its effort to better serve our East Palo Alto, Belle Haven, and North Fair Oaks communities ([EMP 1.7](#)). The [new Business Information Worker certificate](#) offers program completers a chance to improve their skills at work or to access new work opportunities. It stacks to another, state-approved certificate as well. This new program gets assessed every two years as part of the Business Departments program review process.

2.2. The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support attainment of learning outcomes and achievement of educational goals for all students. (ER 3, ER 9, ER 11, ER 14)

Faculty leadership of academic program design reflects discipline and industry standards

In accordance with the College's [Compendium of Participatory Governance Bodies](#) and the [Academic Senate Bylaws](#) (Article VII, Section 6), the Senate has a standing Curriculum Committee that is responsible for coordinating and monitoring the College's curriculum and making recommendations to the Academic Senate about policies, degree and certificate requirements, and program/course modifications.

The Board of Trustees, in accordance with [Board Policy 6.13](#) and [Title 5, Section 53200 \(pdf\)](#), has established procedures for the development and review of new, modified, or discontinued curricular offerings, which are described in detail in Cañada's [Curriculum Handbook](#).

Per the [Curriculum Handbook](#) (p. 8), departments and/or the dean identify faculty with discipline expertise to review course outlines of record (CORs) and, as appropriate, programs. If there are no Cañada discipline experts in the faculty service area (FSA), the dean will seek an expert from the College of San Mateo or Skyline College to consult with Cañada faculty from related disciplines to update the COR. If no District discipline experts are available, the dean may seek experts from other Colleges or the private sector, subject to the approval of the Cañada Academic Senate.

Before proposing new curricula, faculty who have [minimum qualifications](#) in the field are required to meet with the Dean and District discipline colleagues to ensure that the proposal corresponds to discipline and industry standards and fills a need such that students in the District will benefit from taking the course or earning the degree or certificate. If the dean and District colleagues are in favor of the proposal, the faculty member works with the College's curriculum technical review team (the Curriculum Committee Chair, Articulation Officer, Curriculum Specialist, and Vice President of Instruction) to create the new curricula.

Once the curriculum has been created or modified, faculty upload it to CurricUNET, our curriculum platform, where it is reviewed by the dean and the Curriculum Committee's Technical Review Committee, ultimately being reviewed by the full committee. Both committees include faculty representatives as well as the College's articulation officer; they ensure that all components of the course or program are in alignment with state and/or local expectations and requirements, including the course objectives, student learning outcomes, distance education and honors' addenda, and transfer or Career Technical Education (CTE) advisory board requirements. In addition, the committees may offer editing suggestions to help ensure that our student-facing curriculum descriptions are easy to read, and dismantle barriers to student and public understanding.

Cañada's Curriculum Committee [ensures the College's CTE programs abide](#) (p. 8) by California [Education Code § 78016](#) by requiring them to review their course outlines of record (CORs) every two years. The Academic Senate also requires CTE programs to undergo a "[mid-cycle](#)" review every two years, between their 4-year comprehensive program reviews. This process helps our CTE programs remain current and responsive to changing industry needs and standards. Any curricular or program additions or modifications are submitted by our CTE programs to their advisory boards for approval. Any new programs or program modifications also must be approved by the Bay Area Community College Consortium ([BACCC \(pdf\)](#)) before being adopted by our college.

The College's CTE programs consult regularly with workforce and industry partners, as appropriate for the institution's mission and program discipline. [Cañada's CTE industry advisory boards \(pdf\)](#) are instrumental in guiding curriculum development and refinement, keeping our CTE programs up-to-date with the current needs of industry and helping to guide programs that support industry credentials as well as technical skill requirements.

Once curricular changes are [approved by the College Curriculum Committee](#), the Office of Instruction prepares for final review and approval by the [Board of Trustees](#) (pg. 4). Once approved by the Board, the College Curriculum and Instructional Systems Specialist submits all approved changes to the CCCC for inclusion in the Chancellor's Office Curriculum Inventory (COCI) and the Articulation Officer begins the process of building or revising articulation agreements, as needed.

Academic programs support attainment of learning outcomes and goals for all students

Cañada's [instructional program review process \(pdf\)](#), and the assessment of both Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs), are the main processes for analyzing student equity and achievement gaps in student achievement at Cañada. A recent analysis of [three years of SLO and PLO assessments](#) demonstrated a culture of evidence-based decision-making and continuous improvement across instructional programs.

To support faculty in conducting these reviews and assessments, the Office of Planning, Research, and Institutional Effectiveness ([PRIE \(pdf\)](#)) provides [course and program level data dashboards \(pdf\)](#) and [data packets](#) and aids faculty in using these data to identify disproportionality in course success, persistence, and degree and certification attainment rates for a variety of student populations. As part of the process, instructional disciplines are [required to develop plans to close equity gaps](#) (questions 6-7) and are encouraged to collaborate with the Office of Equity.

For example, the College's [Math Department has narrowed but continues to face equity gaps](#) in their course success rates for Latine students in particular. [As a result, math faculty, support staff, and student tutors from across the District participated in a lesson study](#) modeled on "Building Thinking Classrooms" (BTC) in October 2024. A BTC expert led a teaching observation while Professor Ray Lapuz conducted a class at Sequoia High School and other faculty, staff, and tutors observed. The semester following this training saw the Math Department narrow the gaps in course success rates significantly: Latine students overall saw a narrowing of their course success gap from 10% in 2024 to 7% in spring 2025. More significantly, the gap for Latina female students fell to 5.4% in spring 2025. Equity gaps in math success persist, which has led to the faculty collaborating on projects such as creating instructional materials that incorporate competency-based and equity-based grading practices, which will be ready for Spring 2026. The department plans to continue to pursue this type of intervention as well as related professional development opportunities as part of their AB 1705 and zero textbook cost (ZTC) efforts. A third-year Mathematics major recently said during a Student Senate meeting, "math faculty do a really good job in instilling their passion for math in their students. Faculty also expand the history of math, demystifying the Eurocentric history of mathematical history."

Our [Art History program](#) offers another example. As a result of shifting a number of their classes to an online modality, the program realized they needed to also shift their assessment methods. They replaced slide-identification exams with reflective writing assignments. For example, instead of the students writing an essay in class, they are now required to read articles about current pressing issues in the period of art history we are studying and evaluate (and reflect upon) how we interpret the art we are studying. The student learning outcomes about critical thinking, using the language of art history, and identifying monuments and objects are the same, but the assignments are different. What is particularly encouraging from evaluating the SLO's is that students are responding favorably to the new assignments, and the outcomes are stronger.

To ensure our academic programs meet student needs and support the attainment of learning outcomes for all students, the Academic Senate approved a [Program Improvement and Viability Process](#) on [September 12, 2024](#) (pgs. 4-5). During spring 2025, we used this newly approved process to review the viability of our Funeral Services Education (FSE) AS degree program after it failed to secure accreditation from the American Board of Funeral Services Educators (ABFSE) due to the ABFSE changing their standards to require two full-time faculty instead of one. The FSE PIV Task Force, appointed by the Academic Senate, conducted [a rigorous, 6-month](#)

[review of the program \(pdf\)](#) and presented [its recommendations](#) to the Instructional Planning Council (IPC) on [March 7, 2025](#) (pgs. 3-4). Following the Senate's PIV process, [IPC provided its recommendations](#) and the Task Force report to the Academic Senate, the Curriculum Committee, and the Planning and Budgeting Council, which ultimately made [recommendations to the College President](#) (pg. 7). As a result of this process, [the president recommended to the Board of Trustees](#) her decision to discontinue the FSE program due to lack of institutional viability and meager job and wage prospects for students. In July 2025, the [Board of Trustees acted to discontinue the program](#) (pg. 4) , based on the President's recommendations.

2.3. All degree programs include a general education framework to ensure the development of broad knowledge, skills, and competencies related to communication, quantitative reasoning, critical thinking, information literacy, civic responsibility, and the ability to engage with different viewpoints. (ER 12)

General education philosophy and institutional learning outcomes

Cañada College follows [Board Policy 6.10](#), Philosophy and Criteria for Associate Degree and General Education, as well as [Cal. Code Regs. Tit. 5, § 55061 \(pdf\)](#) to ensure our students gain broad knowledge as well as essential skills and competencies beyond their major field of study. Our Board policy states "General Education is designed to introduce students to the variety of means through which people comprehend the modern world.... [a]n Associate Degree represents more than an accumulation of units. It is awarded to a student who successfully completes learning experiences designed to develop specific abilities and insights...[and to help them] to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live." This information is also highlighted in the [Requirements: Associate in Arts \(AA\)/Associate in Science \(AS\) Degree \(pdf\)](#) section of the catalog.

To implement this philosophy, Cañada's Academic Senate has established procedures to assure that courses used to meet general education and associate degree requirements meet the standards in this policy. First, the Senate established the following [Institutional Learning Outcomes \(pdf\)](#):

- **Critical Thinking and Information Literacy:** Select, evaluate, and use information to investigate a point of view, support a conclusion, or engage in problem solving.
- **Creativity:** Produce, combine, or synthesize ideas in creative ways within or across disciplines.
- **Communication:** Use language to effectively convey an idea or a set of facts, including the accurate use of source material and evidence according to institutional and discipline standards.
- **Community, Civic Responsibility, and Ability to Engage with Diverse Perspectives:** Understand and interpret various points of view that emerge from a diverse world of peoples and cultures. Understand the civic duties and obligations as a member of society to participate in the life of their community, society, and the world.
- **Quantitative Reasoning:** Represent complex data in various mathematical forms (e.g., equations, graphs, diagrams, tables, and words) and analyze these data to draw appropriate conclusions.

To regularly determine how students completing degrees at Cañada self-assess themselves with respect to these outcomes, the Office of Planning, Research & Institutional Effectiveness (PRIE) administers an [annual survey of graduates](#). The [disaggregated results of these surveys](#) are reviewed by the Academic Senate as well as the Instructional Planning Council. Following their review of ILO assessments in the fall of 2024, the [Academic Senate](#) (pg. 6), [IPC](#) (pg. 7), and [PBC](#) (pg. 11), revised the ILO statements to provide greater clarity on the goals of civic engagement and information literacy.

To ensure that all degree-applicable college courses and program learning outcomes align with and support student development of our ILOs, the Academic Senate requires that [each department establish a 3-year plan for assessing each course and program learning outcome \(pdf\)](#) at least once per 3-year cycle. These plans [require programs to map](#) their Program Learning Outcomes (PLOs) to our ILOs.

For example, Cañada's ten social sciences disciplines (anthropology, communication studies, economics, ethnic studies, geography, history, philosophy, political science, psychology, and sociology) have created [a general analytic rubric](#) to be used to assess writing assignments for their shared PLOs, [which directly align with and support the College's ILOs](#). These PLOs are social science concepts and theories, diverse viewpoints, and

evidence-based arguments. The [Comprehensive PLO Assessment Report for the Social Sciences](#) following the last three year cycle illustrates this method and alignment.

Examples at the course level include Cañada's philosophy program in which courses emphasize critical thinking skills, especially argument analysis. [This emphasis is evident in SLOs the program evaluated between 2019 and 2022](#) (pgs. 10-12). In our academic and learning support programs, there is a focus on helping students to achieve the College's institutional learning outcome of information literacy. This is included and assessed in our information literacy course ([LIBR 100](#)), [library instruction sessions](#) ([pdf](#)) and [workshops](#) ([pdf](#)).

General education framework

As of fall 2025, Cañada and all other California community colleges are [updating their general education framework](#) in keeping with the California Student Transfer Achievement Reform Act of 2021 ([AB 928](#)). This requires the implementation of the new [California General Education Transfer Curriculum \(Cal-GETC\)](#), the singular general education pathway for students planning to transfer to either the California State University (CSU) or University of California (UC) systems or complete a local degree. The Cal-GETC framework requires 34 units of general education that include courses in English Communication, Mathematical Concepts and Quantitative Reasoning, Arts and Humanities, Social and Behavioral Sciences, Physical and Biological Sciences, and Ethnic Studies.

[As of fall 2025](#), students who wish to complete a local Associate degree (AA/AS) at Cañada College can choose to complete our [local General Education requirements](#) or the Cal-GETC requirements. Students who wish to complete an Associate for Transfer Degree (AA-T/AS-T) are required to complete the Cal-GETC requirements.

Cañada's [Curriculum Review Process](#) ensures that the College's general education philosophy and general education framework are reflected and consistently applied to academic programs and awards. Courses and programs are approved by the Curriculum Committee under the purview of the Academic Senate and are developed in alignment with statewide articulation standards and policies. In 2026, College programs will begin assessing learning outcomes in the context of the Cal-GETC framework as well.

2.4. The institution communicates clear, accurate, and accessible information regarding programs, services, and resources that foster success in students' unique educational journeys. (ER 20)

Communicating clearly, accurately, and accessibly

Cañada College follows [Board Policy 2.35](#), which identifies parameters for required student communication. The District communicates essential information to students via several communications systems: U.S. mail, District-provided email, or the student's personal telephone number. These essential communications may include important information related to the student's enrollment, financial aid, attendance, grading, emergency communications, and other information critical to student success.

The College website is the primary front-facing communications tool Cañada uses to communicate clear, accurate, and accessible information to current and prospective students. It is organized by tabs that lead students to information on [Admissions](#) ([pdf](#)), [Academics](#) ([pdf](#)), [Student Life](#) ([pdf](#)), [Student Services](#) ([pdf](#)), and [About Cañada](#) ([pdf](#)). The [front page](#) ([pdf](#)) includes information about [How to Apply](#) ([pdf](#)), [Basic Needs Assistance](#) ([pdf](#)), [Interest Areas](#) ([pdf](#)), and [Online Degrees and Certificates](#) ([pdf](#)) as well as contact information for different services, departments, and programs.

Cañada College maintains an [online catalog](#) ([pdf](#)) as well as [a printable version of the catalog](#) which include degree and certificate requirements, course information, and information on student services such as tutoring, financial aid, the Cultural Center, academic counseling, among others. The online catalog is also available in [Spanish](#) ([pdf](#)), thus allowing us to directly communicate this information to our Spanish-speaking community. The online course schedule is available through [WebSchedule](#) ([pdf](#)), including information about course modality, location, time, pre-requisites, and spaces available. Additionally, Cañada College's [Student Support website](#) ([pdf](#)) acts as the online hub for services and resources that support students along their educational journey.

Since 2019, one of the most important ways the College communicates with currently enrolled students is through our Constituent Relations Management system (CRM), called [Student Success Link \(SSL\)](#) ([pdf](#)). Active

[students are able to choose their preferred method of communication](#) via the SSL; the system facilitates the work of special programs and others in knowing the preferred mode of communication for students. [The SSL also guides students](#) as they complete their registration, [connect with their success team](#) to make or follow-up with counseling appointments, or make changes to or [monitor their progress on their program of study](#).

Marketing and various programs across campus directly and indirectly connect with students and the community in engaging ways. The marketing team uses [social media](#) (Instagram and Facebook), [press releases](#) and text messaging to connect with students. The College sends out a weekly [“What’s Happening at Cañada”](#) email newsletter to inform students about college events, resources, and services. To ensure style guide and accessibility standards, all physical fliers for campus must be approved by Marketing and follow [specific design guidelines \(pdf\)](#) to ensure accessibility, and all campus groups are encouraged to have their digital media also checked by the Marketing staff.

The [College Syllabus Guide](#), published by the [Faculty Teaching and Learning Center \(pdf\)](#), provides clear guidance for Cañada faculty on how to clearly present information on faculty expectations and learning outcomes to students on their syllabi and course outlines of record. The faculty of record is responsible for including SLOs on their syllabus and syllabi are collected by each Division office, where they are made available to anyone upon request. Degree and certificate program faculty communicate Program Learning Outcomes (PLOs) to current and prospective students in [the online catalog \(pdf\)](#), on their program [websites \(pdf\)](#), and in the public-facing [Program Maps \(pdf\)](#) which can be found for each of the [Interest Areas \(pdf\)](#) as well as under the Student Tools shortcut on the [college homepage \(pdf\)](#).

As part of Cañada’s student-centered College redesign to build Guided Pathways, the College built a [program mapper \(pdf\)](#) tool to help students determine requirements for each degree and certificate program and the recommended course sequence. Prospective students can explore potential majors, degrees, and certificates, and career possibilities related to each program, including labor market information. Students meet with a counselor to discuss and choose a pathway. The College has aligned program maps with Student Education Plans (SEP) in [DegreeWorks \(pdf\)](#) so students can easily develop an educational plan that will allow them to meet their goals efficiently and confidently and track their progress.

To help students stay on their educational pathway, retention specialists and counselors from special programs, such as Promise, EOPS/CARE/CalWORKs, TRIO, Umoja, Puente, STAR and others, monitor student enrollment and achievement data provided weekly from the PRIE Office. Program staff use the data to [reach out to students](#) to offer and [provide targeted support](#). As part of the College Guided Pathways redesign, all non-special admit students who are not part of a special program are assigned a retention specialist from their Interest Area (meta major). All special program and Interest Area retention specialists meet bi-weekly to align services and monitor [Early Alerts \(pdf\)](#) submitted by faculty to signal that a student may be struggling or falling behind in a class. This group, the Cañada Retention and Engagement Workgroup (CREW) team, works to catch students early before they fall into academic probation ([now named Academic Notice](#)) and refer them to important student services. [Academic Notice staff \(pdf\)](#), who also participate in the bi-weekly CREW meetings, work closely with students to help get them back into a good academic standing.

The College’s learning management system, Canvas, is another important vehicle for communicating with students. Special Programs and Interest Area staff use personalized emails and Canvas Course Shells to communicate with students. The Interest Area retention team is working on expanding visibility through [presentations at college governance committees](#), tabling, class visits, social media, and [Canvas messaging](#). The [Colts-U Transfer Center uses Canvas Announcements](#) to send students information about the transfer process and deadlines.

Assessing information and communicating effectively

To determine the best communication channels for reaching students, the College marketing team conducts a [Media Preferences Survey](#) every few years. The results of this survey inform our media-buying strategy (e.g. radio, social media, television) and the marketing team’s allocation of staff resources (web, social media, graphic design). The College marketing team also monitors the use of the College website through Google analytics and runs accessibility checks on the website to ensure all pages are accessible to all audiences. This set of principles allowed the College to pivot efficiently during the COVID-19 pandemic, with the marketing

team updating the College website with the active involvement of students so it could act as a [virtual campus \(pdf\)](#) hub.

To assess what students know about college programs and resources and where they find this information, the PRIE Office administers the Community College Survey of Student Engagement (CCSSE) every other year. Response rates are high and the survey helps indicate student awareness, usage, and opinions of a number of campus programs and services including counseling, the financial aid office, the library, and others. In 2024, the PRIE office created a [CCSSE dashboard \(pdf\)](#) so all campus constituencies could see and be informed by the students' responses.

In spring 2024, the PRIE Office collaborated with Cañada's Phi Theta Kappa (PTK) Honors Society students to try to assess how students access information regarding programs, services, and resources, particularly students taking few units or who may otherwise be less connected on campus. PTK students presented [the results of their study](#) to the [Planning and Budgeting Council](#) (pg. 1) and College president. Their study provided valuable insights into where students get their information and how full-time and part-time students differ in terms of their sources of information.

2.5. The institution holds itself accountable for students' success by scheduling courses in a manner that ensures degree and certificate programs can be completed in the expected period of time. (ER 9)

Program complete-ability drives student-centered course scheduling

The main objective of the College's [Strategic Enrollment Management Plan](#) is to maximize the probability that each student is able to achieve their educational goal(s) at Cañada within two years. It does not intend to serve only full-time students, rather, it seeks to ensure no institutional barriers exist to prevent students from making academic progress. To ensure this, the Vice President of Instruction (VPI) works closely with all instructional deans, CTE program coordinators, and other instructional managers to ensure that course schedules optimize course-taking opportunities for students by offering courses in multiple modalities and at various times of day, including the evening. Over the past four years, the College's instructional team has made great strides in this area to ensure that all programs can be completed within two years.

The College has institutionalized several key practices to better hold ourselves accountable for scheduling courses in a manner that guarantees degree and certificate programs can be completed in the expected period of time. This is a key pillar of the Guided Pathways framework that the College implemented in 2019.

The instructional team, in collaboration with the PRIE Office, developed a [Course Availability pattern \(pdf\)](#), so that students can clearly see the offer pattern of all core and selective courses. Since 2019, this pattern has been published in the course catalog each year; deans make sure to offer courses in their division according to this pattern. This ensures that students know when a course will be offered to allow them to plan their program of study accordingly with their counselors.

The PRIE Office also created a degree and certificate [Program Complete-ability Dashboard \(pdf\)](#) for the instructional team that provides detailed, course-level data so that deans and program coordinators can determine if their programs are able to be completed and the day, time and modality they should offer classes each term. By comparing two years of the course schedule to the upcoming term's schedule, deans can see the impact of their scheduling decisions across divisions and make adjustments accordingly. They can also monitor which programs are able to be completed 100% online.

To proactively ensure program complete-ability, the Office of Instruction (Vice President and Instructional Deans) has moved beyond reactive scheduling to a protocol of pre-emptive conflict resolution. Before each semester's schedule is finalized, Instructional Deans use the Program Complete-ability Dashboard to [collaboratively resolve scheduling overlaps for high-demand courses](#) and conduct modality audits to guarantee students can complete their program in two years. We further protect student progress by prioritizing the scheduling of essential capstone courses, running them even at lower enrollments to prevent graduation delays

Additionally, Deans offer courses in [various modalities](#) to create wide pathways for students to complete their educational plans in an appropriate sequence and a timely manner. This is regularly reviewed both within divisions and across divisions with the assistance of the Office of Instruction. Further support is granted by ensuring that upper-level and capstone courses run even if the enrollment is below the usual minimum enrollment requirements.

Minimizing class cancellations is a top priority for Cañada's instructional team, as well as the District. To support this effort, the District Academic Senate and District Participatory Governance Council reviewed the effectiveness of the Board's existing policy for Minimum Class Size during the fall of 2024. As a result of their work and recommendations, the [Board of Trustees adopted revised Board Policy and Administrative Procedures](#) regarding [criteria for making class cancellation decisions](#). Cañada implemented these guidelines immediately. Cañada's Vice President of Instruction produced [a detailed class cancellation timeline](#) for each term and each modality in spring 2025. The District process and its impact on program complete-ability will be evaluated in 2026.

Innovative scheduling practices that support completion

One of the strategies the College has pursued for years is to provide more late-start course-taking opportunities, particularly for those late to register or for those who drop a course and need another one. To determine the effectiveness of this practice, [the IPC](#) (pgs. 2-6) reviewed [analysis on late start classes](#) from the PRIE Office to determine the best course start dates that work with students' schedules. This analysis revealed that there may not be an ideal date to start late-start classes or even if the College should offer more of them. As a result of this analysis, the Humanities and Social Sciences Division [piloted a mini-mester program](#) in the fall of 2023, strategically offering late start classes to support students who need to register late or who dropped a class earlier in the term but would still like to attempt it. An [initial evaluation](#) from the PRIE Office shows this could be a promising practice, but the decision was made to extend the pilot period for at least another year or two to gather more evidence.

Since 2022, a top priority for Cañada College has been the expansion of its evening program, the College for Working Adults to better serve students who are working full-time and who can only come to campus in the evening and/or online. The Educational Master Plan (EMP) (1.2) includes a strategic focus on [expanding CWA and creating a hub on campus](#) where students can find food, counseling, other support services and a sense of community and belonging in the evening on campus. In 2023-24, the College launched [Cañada de Noche](#) (pdf) and in spring 2024, the [PRIE Office evaluated the College's initial efforts](#). In 2024-25, adjustments to the course schedule were made and in spring 2025, [the College rebranded](#) (pgs. 4-6) the College for Working Adults to [Cañada N.O.W.](#) (pdf) (nights, online, and weekends). The hope is to better serve a large portion of the campus community and our service area to achieve their educational goals.

California [Assembly Bill 1705](#) requires that a community college district or college maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one-year timeframe. In spring 2024, the PRIE Office analyzed [completion rates](#) of AD-T seeking students to determine if this goal is being met. The results showed that the reasons why transfer-seeking students hadn't completed math or English in their first year included: anxiety around math, lack of clarity that they needed to take these classes early in their career, or inability to work the course(s) into the student's schedule.

As a result of this analysis, Promise and Guided Pathways Success Teams provided outreach to students who had not yet completed transfer level math or English. [Using the AB 1705 implementation grant](#), English has been focused on Writing Center, Promise Scholars Program, and Learning Center collaborations, in addition to professional and organizational development around English. In addition to their own work, Math experimented with a two-credit corequisite (soft-link and hard-link) to support Calculus I. They also used Math Jam and collaboration with the STEM Center to support students. They are currently building a study skills course called "Just In Time Math" that is broad enough to cover not only math topics for math students, but also students in courses that utilize math, such as Medical Assisting and Chemistry. The AB1705 leadership team [reports on their progress to the Planning and Budgeting Council](#) (pg. 5) as well as the [Equity and Antiracism Planning Council](#).

2.6. The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote learning and achievement for all students.

Regularly evaluate the effectiveness of delivery modes

To meet student needs, the College utilizes [various delivery modes \(pdf\)](#) including in-person, hybrid, synchronous online, and asynchronous online, as well as offering night and weekend classes where appropriate to allow students to have maximum access to their classes. Class modalities are regularly [evaluated](#) and [success rates by modality by course are provided to programs](#) as part of their program review. The PRIE Office provides [outcomes by modality at the Division level](#) at the Division level as well.

In September 2025, the [Academic Senate passed a resolution](#) supporting alignment of distance education courses with Regular and Substantive Interaction (RSI) Standards as well as a new [Faculty Handbook for Online Teaching and Learning](#) to support the delivery of high-quality, equitable, and accessible online and hybrid instruction. As part of [Instructional Program Review](#), the Academic Senate requires all instructional programs to evaluate course outcomes by modality using disaggregated data provided by [PRIE's Equity Dashboard \(pdf\)](#) and [data packets](#). These tools provide information about disparities in student course success by modality. Disciplines must propose actions they plan to take to reduce those gaps as part of their review submission, which is then considered and evaluated by their peers.

The PRIE Office surveyed students on their [course modality preferences in spring 2023](#) and in [fall 2024](#). In fall 2025, these results were discussed in both the [Instructional Planning Council](#) (pg. 4) and [Student Services Planning Council](#) (pgs. 6-7) to inform faculty and student services programs about the effectiveness of different types of courses and services by modality. Cognizant of student survey trends showing a student body preferring a balanced mix of modalities, the instructional team strives to offer core and general education courses, as well as key selective courses, in a balance of modalities, while keeping course fill rates and success rates in mind using the [Program Complete-ability Dashboard \(pdf\)](#). The College also uses other institutional reports, such as our [Institution-Set Standards](#) (pg. 12), our disaggregated [CCSSE survey results \(pdf\)](#) and [other student surveys \(pdf\)](#), to monitor the effectiveness of delivery modes and teaching methodologies.

The Office of Instruction and Instructional Deans [review courses](#) (October 1) that have a [significant impact on students yet exhibit low success rates \(pdf\)](#). Each year, the instructional deans as well as IPC [review data regarding high-impact, low-success rate courses](#). Deans and key faculty members collaborate with the Learning Center to provide supplemental support in these courses to help students stay on track to complete their educational goals in a timely manner. This is also folded into the overall faculty evaluation process, which is further explained in Standard 3.3.

Regularly evaluate the effectiveness of teaching methodologies

The Distance Education team monitors student enrollment and success (in collaboration with the PRIE Office) in online courses using [a weekly SAP report](#). The DE team (Instructional Designer, Instructional Technologist, and Faculty DE Coordinator) works with faculty to improve their online teaching with a deep focus on [Regular and Substantive Interaction \(RSI\) \(pdf\)](#) and other mandated requirements.

The Distance Education Advisory Committee ([DEAC \(pdf\)](#)), in collaboration with the PRIE Office, monitors student success in various distance education modalities by program, subject, and course. When data reveals a significant success gap in a particular modality, the DE Team works with the Professional Development Planning Council and the Faculty Teaching & Learning Coordinator to develop and offer [professional development \(pdf\)](#) and [student learning support interventions](#) for those courses, thereby addressing the gap without removing a vital access point.

As part of its responsibilities, DEAC develops and regularly updates Cañada College [Distance Education Strategic Plan](#). The latest plan outlines a three-year commitment to achieving the following objectives:

- Gather and analyze data to accurately assess the state of the DE program at Cañada.
- Enhance Training and Professional Development for Online Teaching.
- Enhance the Quality of Distance Education (DE) Course Offerings.

- Eliminate Equity Gaps in Accessibility and Technology Usage.
- Streamline Committee Work, Enhance Physical Space Access, and Foster Collaboration.

The College employs a variety of local guidelines to establish expectations for effectiveness and quality in distance education. Before teaching online for the first time, there is a recommendation and expectation for the online faculty to complete [the District's Quality Online Teaching and Learning facilitated training course \(pdf\)](#) that covers the basics of online teaching and design ([QOTL 1 \(pdf\)](#)) or equivalent training from another institution. Instructional Deans verify that this training has occurred via the [faculty availability form](#) each term. Additional courses in the [QOTL series \(pdf\)](#) include the advanced QOTL 2 course and the introductory QOTL Essentials (QOTL-E) course, valuable to instructors that teach hybrid and Canvas-facilitated in-person courses. Cañada College has established [effective processes to connect with new instructors](#) at the time of hire and provide them with distance education support and training. Returning faculty are encouraged to update their online teaching training every 3 years, and there are many ways to do that depending on where faculty currently are at and what they're interested in learning more about. Our [Online Teaching Certification Pathways \(pdf\)](#) outline all the options.

To enhance the quality and accessibility of online courses, Cañada College actively participates in the California Virtual Campus (CVC) Peer Online Course Review ([POCR \(pdf\)](#)) initiative. In 2023, a team of POCR-certified reviewers led the College to achieve [Local POCR Certification \(pdf\)](#). Since then, the POCR team has awarded quality-reviewed badges to courses across multiple disciplines, including Biology, Business, Communication Studies, Early Childhood Education, Digital Art and Animation, and Sociology. The specific POCR quality-reviewed courses are listed in the CVC's [Cañada College Dashboard \(pdf\)](#).

Each course with an online component is required to meet the federal Distance Education requirements. Instructors work with the Distance Education Coordinator to update the Distance Education Addendum included in the Course Outline of Record. This must be done at minimum every two years for CTE courses and every five years for non-CTE courses. The review and the edition process are supported by clear guidance documents, including [video tutorials \(pdf\)](#) and [written guidelines](#).

Additionally, both online synchronous and asynchronous courses must meet the federal Regular and Substantive Interaction (RSI) requirements, which are currently evaluated using the [ACCJC's RSI Rubric](#). Since the release of the rubric's latest version in early 2025, Cañada's Distance Education Team has been working to align its criteria with existing processes and training. This includes updating the QOTL training and online faculty evaluation forms. Cañada's Distance Education Team offers [regular RSI-focused professional development, training sessions, and events](#) where online faculty share strong [examples](#) of effective RSI practices. These resources, activities and recordings are documented in the College's [RSI repository \(pdf\)](#) on Cañada's Teaching and Learning website. Our goal is to engage with every online instructor to ensure that their RSI practices are effectively implemented to enhance student engagement and success. Toward that end, the Academic Senate passed a [resolution](#) on September 25, 2025 to support the alignment of our DE courses with the RSI standards.

As a regular part of [faculty evaluations \(pdf\)](#), faculty who teach online are assessed on RSI, accessibility, course design, and instructional design of their course. Cañada's [online class observation form](#) (sections 8e and 11) indicates how the College assesses each of these aspects of the learning experience with respect to student equity and achievement. All forms and processes are continuously updated to reflect the latest federal and state guidelines, with current emphasis on the ACCJC's RSI Rubric and the updated CVC-OEI Rubric, which is expected to launch as a pilot in fall 2025.

Cañada College offers a variety of professional development opportunities to allow faculty to learn about and experiment with different teaching methodologies. In collaboration with the Equity and Antiracism Planning Council, the [Faculty Learning Program \(pdf\)](#) and the [Faculty Teaching and Learning Lounge](#), faculty are offered a range of professional development opportunities.

To support instructional technology needs, including multimodal teaching methodologies, Cañada College is implementing both its [Facilities Master Plan](#) and [Technology Strategic Plan](#), developed and overseen by the [Technology Committee \(pdf\)](#). During the pandemic, many classrooms were upgraded to support multimodal instruction in accordance with these plans.

2.7. The institution designs and delivers effective services and programs that support students in their unique educational journeys, address academic and non-academic needs, and maximize their potential for success. Such services include library and learning resources, academic counseling and support, and other services the institution identifies as appropriate for its mission and student needs. (ER 15, ER 17)

Committing to effective student support for all students

The [Welcome Center](#) is the central hub where new and current students receive impactful and directed guidance. It offers new student orientations, placement services, and schedules and maintains counseling appointments and sessions. With the [new Student Success Link](#), the Welcome Center staff have become student success [navigators](#), assisting students from initial application through the entire matriculation and registration process. The [SSL sends out messages in English](#) and [Spanish](#) to help connect first-time students with a success navigator and other resources. Along with Financial Aid, Counseling, and other programs, the Welcome Center collaborates closely with the [Outreach team \(pdf\)](#) to host the College's [Priority Engagement and Super Registration events \(pdf\)](#). Staff and student ambassadors collaborate to ensure all students leaving these events are registered for their classes and able to connect with future classmates and friends and have access to information about where to come for further assistance. The Outreach team also monitors the [College Request for Information form \(pdf\)](#) and directs prospective students and others as needed.

[Admissions and Records \(pdf\)](#) (A&R) provides critical services to our students and the public, providing access to [online forms \(pdf\)](#), departmental contact information, and in-person and online Zoom appointments to support student navigation of key processes. A&R also offers bilingual English and Spanish services and videos on [the College's YouTube webpage \(pdf\)](#). In response to student need, [Admissions and Records](#) and the Financial Aid Office increased their evening hours to 7pm on Tuesdays and Wednesdays. A&R and Financial Aid also offer extended hours during the first few weeks of each major term.

Our [Financial Aid Office \(pdf\)](#) continues this student-centered work by offering both in-person, virtual, and scheduled appointments in addition to financial aid workshops. The Financial Aid Office offers outreach presentations at local high schools in both English and Spanish, and presentations to campus learning communities and classrooms in both languages. The [Financial Aid Team](#) also redesigned their website prior to fall 2023 to make it more accessible to students and the community.

The District provides an online [Financial Aid Handbook \(pdf\)](#) that is linked to the College's Financial Aid website. Information concerning the Family Educational Rights and Privacy Act (FERPA) is included on the [Financial Aid website \(pdf\)](#), in the Financial Aid Handbook, and in the A&R Office during normal business hours. The College also has [automated CRM messages](#) related to admission, counseling, orientation, registration, and Financial Aid to streamline the matriculation process.

Guiding students through academic, career, and personal development

The mission of the Cañada [Counseling Department \(pdf\)](#) is to guide, motivate and empower students to achieve their educational, career and personal goals. Cañada counselors provide academic, career, transfer, and personal counseling, in addition to instruction, in a safe and supportive environment. Counselors provide counseling services to new and current students through multiple methods, from initial contact and throughout their academic progress. Students receive direct access to the counselors connected to their programs and general counselors; they can schedule their own in person, phone, or zoom appointments through the Student Success Link, by contacting the Welcome Center, or through their program front offices.

The [Counseling](#) program ensures access to all students by:

- Ensuring Welcome Center staff are able to help student access counseling programs and services
- Offering both day and evening counseling services that include in-person and remote (virtual) counseling availability to better serve the needs of students
- Providing academic, personal, career, and transfer counseling in the [California Work Opportunity and Responsibility for Kids \(pdf\)](#), [Cañada NOW \(pdf\)](#) (formerly College for Working Adults), [Community of Learning through Sports \(COLTS\) \(pdf\)](#), [Cooperative Agencies Resources for Education \(pdf\)](#), [Disability Resource Center \(pdf\)](#), [English as a Second Language \(pdf\)](#), [Extended Opportunity Programs and Services \(pdf\)](#), [International](#)

[Student Program \(pdf\)](#), [Personal Counseling Center \(pdf\)](#), [Promise Scholars Program \(pdf\)](#), [Success, Transfer, Access, and Relevance \(pdf\)](#), [S.T.A.R. \(pdf\)](#), [Colts-U Transfer Center \(pdf\)](#), [Puente \(pdf\)](#), [Umoja \(pdf\)](#), and [Veterans Resource & Opportunity Center \(pdf\)](#)

- Promoting counseling services and programs in College Division meetings and Outreach

The College catalog provides information about academic support for students including academic and behavior policies, procedures and information about program requirements and transfer. This information is on the Cañada College website about [Admissions and Records \(pdf\)](#), [Financial Aid \(pdf\)](#), [Academic Counseling \(pdf\)](#), and other student services websites.

The [Disability Resource Center \(DRC\) \(pdf\)](#) is a vital component of the institution's commitment to providing equitable and effective services that empower all students, particularly those with disabilities, to succeed in their unique educational journeys. The DRC provides individualized accommodations, comprehensive academic support, and advocacy services that align with students' academic and non-academic needs. The DRC collaborates with faculty, staff, and other student services to design inclusive learning environments. Services include assistive technology, alternative testing arrangements, note-taking support, and one-on-one disability counseling. In partnership with academic counseling, the DRC helps students develop educational plans that account for their specific needs and strengths, promoting both persistence and retention.

[The Career Center \(pdf\)](#) supports students and alumni who need assistance with making career decisions, researching majors, and preparing for employment. The Career Center team has been [braiding various student supports together](#) to make sure that our student, alumni, and employer databases are consistent and talk to each other. When connecting with our students, the Career Center offers scheduled appointments, drop-ins, and virtual appointments via Zoom, phone, and email. While the Center still helps a majority of students online, increasing on-campus attendance has shown improvement in student traffic to the center.

[Colts-U-Transfer Center \(pdf\)](#) plays a key role in guiding students through the process of transferring to four-year institutions, supporting their academic goals and long-term success. The Colts-U Transfer Center offers equitable access to personalized transfer counseling, application assistance, university representative visits, and workshops on transfer planning and requirements. In addition, students benefit from tools like Transfer Admission Guarantees (TAG), CSU/UC application support, and access to up-to-date resources that demystify the transfer process. These services are designed to meet the diverse needs of our student population, many of whom are first-generation or from underrepresented backgrounds. The Center maintains a robust [transfer website \(pdf\)](#), organizes [transfer workshops](#) throughout the year, hosts Transfer Day, and works closely with the Curriculum Committee and Articulation Officer. The Center also has a formal university partnership with the San Francisco State University through the [AANHPI S.T.A.R. \(Success, Transfer, Access, Relevance\) Program \(pdf\)](#) and [Notre Dame Da Namur through University Programs. \(pdf\)](#) To further support transfer success, and in collaboration with the Counseling Department, Counseling faculty teach courses on transfer essentials and planning, life and career planning, scholarships, exploration of careers, majors, transfer, career assessment, and college success.

The [Veterans Resource and Opportunity Center \(VROC\) \(pdf\)](#) plays a vital role in delivering effective services that honor the unique needs of veteran and military-affiliated students. The VROC offers a welcoming space where veterans, active-duty service members, reservists, and their dependents can connect, study, and access dedicated support. The Center provides personalized assistance with admissions, priority registration, and VA benefits certification—spanning educational, vocational, medical, and psychosocial areas, linking students to academic counseling, financial aid, scholarships, and work-study programs. VROC provides book vouchers, technology resources, transportation and food assistance enabling students to focus on their education. Biweekly workshops connect students with veteran services staff and community partners. Cañada College is approved to certify veterans under the GI Bill® for AA/AS degrees, transfer programs, and certificates. Military service credit (e.g. basic training) can be applied to associate degrees and general education requirements.

Integrating academic support and resources

The College's academic support services are coordinated by the Academic Support and Learning Technology (ASLT) Division and the Counseling Division. [The Cañada College Library \(pdf\)](#) is home to many learning support services, including the College's technology loan program. Library staff monitor the usage of available

technology closely to determine whether students are accessing it in an effective, equitable manner. [Library Instructional services \(pdf\)](#) also include [reference \(pdf\)](#), [asynchronous research guides \(pdf\)](#), Canvas modules, [workshops \(pdf\)](#), and course specific information literacy instruction both in-person and online. Since opening back up for in-person services following the pandemic, there has been more need and demand for library instruction. After hiring a bilingual English/Spanish librarian in Spring 2023, the Library has provided Spanish language reference help and has been offering Spanish language workshops on technology and information literacy. The Library measures the use and effectiveness of their instruction, resources, and services through the [program review process](#).

The Learning Center integrates instruction and support services to facilitate student academic achievement and to address gaps in learning support services. This is done through the delivery of student-centered services and resources, drop-in and appointment-based tutoring, supplemental instruction, embedded tutoring, learning resources, and educational technology support. To support AB 1705 initiatives, the [Learning Center \(pdf\)](#) partnered with math faculty to craft a semester-long program of support for students taking math which includes planned [workshops](#), exam reviews, and just-in-time topics for students. For English support, the Learning Center increased the percentage of time the Writing Center Instructional Aide was working from .48 (18 hours per week) to .91 (34 hours per week). Working with English faculty, the Writing Center has also put together a variety of [workshops](#) which cover both grammar topics and the broader writing process.

Canvas is the learning management system (LMS) for Cañada's academic classes; students are familiar with it, using it regularly to interact with their class material and other requirements. For this reason, the College utilizes Canvas in addition to email and other methods as a means of communicating with students to help them find support services to meet their various areas of need and to connect to those who can help. [Cañada Interest Area Success Teams](#) and [Learning Communities like S.T.A.R. and Umoja](#) have [Canvas shells \(pdf\)](#) to provide a hub for students to find information and access services. It also allows for push announcements to targeted groups to announce information about events and enrollment in these groups; these push announcements are done in collaboration with the Instructional Technology team.

Cañada's Career Education programs each have a designated coordinator with [reassigned time \(pdf\)](#) who manages the specific types of support that students in their area need to be able to take advantage of various career opportunities. This includes coordinating advisory boards with industry partners and keeping up with industry and employer needs. They work one-on-one with students with specific career guidance for their particular field of study, and in many cases managing internships and externships or other work-based learning opportunities for students.

Supporting wellness, mental health and basic needs support

There are numerous ways that Cañada College supports our students beyond their educational goals. This support of basic needs is central to the College's mission of supporting the needs of our students and our community. By offering a wide array of wellness and basic needs services, we enable our students to achieve their educational goals, no matter their circumstances.

[SparkPoint \(pdf\)](#) is a one-stop financial coaching and education center where students and community members access a full range of FREE services. The [Sparkpoint Food Market \(pdf\)](#) and the SparkPoint Outdoor Food Distribution provide free food to the campus community. In 2023-24, approximately 11,000 pounds of food were distributed per week to more than 330 individuals. In addition:

- Grab and Go Sandwiches provide free sandwiches to students and are located in high traffic areas. In 2023-24, 13,831 sandwiches were provided to students.
- Study Snacks are available to students who would like a quick snack. Twenty baskets of snacks are located throughout student service areas on campus. In 2023-24, 104,353 snacks were provided to students.

SparkPoint also works with students on their personal financial goals by providing [financial coaching and education \(pdf\)](#). This includes Cañada Cash, a financial education program that rewards students for smart money management. Students choose their financial behaviors with a financial coach, and each month they exhibit a positive financial behavior, they are rewarded with \$25 for a total of \$100.

SparkPoint connects students to both on-campus and off-campus financial resources, including the College's Financial Aid office, Woodside Giving Circle, and career and job coaching partners. SparkPoint provides

housing support through the Rapid Response Hotel Stay Program, referrals to county CORE agencies, and referrals to community resources (e.g., food, housing, rental assistance, legal assistance, domestic violence, childcare).

The [Personal Counseling Center \(PCC\) \(pdf\)](#) plays a central role in the institution's efforts to support students holistically by addressing their emotional and psychological well-being. As part of the College's comprehensive student services, the PCC provides equitable, confidential, and culturally responsive mental health support that meets students where they are in their educational and life journeys. Through free, short-term individual counseling, crisis support, and mental health referrals, the PCC helps students manage stress, anxiety, depression, and other personal challenges that may impact their educational journey. To further support student access, the College offers 24/7 mental health support through TimelyCare, an online platform that connects students with licensed counselors anytime and from anywhere.

[Health Center \(pdf\)](#) provides accessible, equitable, and student-centered health services that support students' academic success and overall well-being. The Center offers free or low-cost services including physical health assessments, first aid, reproductive health services, immunizations, and referrals to community providers. We offer both virtual and in-person appointments, as well as welcome walk-ins. The Center also promotes wellness through outreach, health education, and preventive care initiatives tailored to the needs of a diverse student population.

Promoting student equity programs and services

The Cañada College Office of Equity: [Cultural Center](#), [Brothers Achieving Milestones \(pdf\)](#), [Womxn of Color Collaborative \(pdf\)](#), and [Brave Space Collective \(pdf\)](#) provides programming, training, and community-building for students and the campus community. Student Ambassadors are involved at every level when it comes to planning and execution of student engagement activities and assessment of programs. During its first year of operations in the Fall of 2023, the Office of Equity partnered with student and community organizations over 197 times, providing student, faculty, and staff trainings and discussions regarding the Undocumented community, LGBTQIA+ community, anti-racism, and a number of other identity-based discussions. Topics included cultural competency, anti-racism actions, mental health, financial literacy, bodily integrity, politics, and career-exploration. Eighty seven percent of participants reported learning something new about cultural identities and practices from Cultural Center programming. A third-year Mathematics Major shared that "the programs [at the Cultural Center] help expose many students to the diverse cultures present on campus."

[The Undocumented Community Center \(UCC\) \(pdf\)](#) specifically addresses the needs of undocumented students and those from mixed-status families, who often face unique barriers in accessing and completing higher education. The Center provides critical non-academic services, including connections to mental health support, legal resources, and scholarships that do not require citizenship. In addition, it fosters a strong sense of belonging through community-building events, leadership development, and advocacy opportunities.

2.8. The institution fosters a sense of belonging and community with its students by providing multiple opportunities for engagement with the institution, programs, and peers. Such opportunities reflect the varied needs of the student population and effectively support students' unique educational journeys. (ER 15)

Cañada takes pride in its efforts to create and sustain a vibrant, close-knit College community in which every student feels a sense of belonging and connection to people and programs on campus dedicated to supporting them on their unique educational journey.

Cañada's vision for building community and a sense of belonging

Cañada College has launched a number of innovative initiatives over the past 10 years to help foster a strong sense of belonging and community for our students, particularly for our most historically marginalized students. In 2018, we launched the [Promise Scholars Program](#) based on the CUNY-ASAP model to provide comprehensive, wrap-around support services to students. In 2023, Cañada became the first College in the District to allow part-time students into the program. Today, the program serves 568 full-time students and 81 part-time students. Approximately 75% of students in the program are first-generation College students and

68% are Latine. The Promise Scholars Program consistently results in high persistence rates (91%) and completion rates (68%), as do many of our learning community programs like EOPS /CARE/CalWORKs and TRIO. A third-year Psychology student recently reported at Student Senate that she “is thankful for the financial contributions that Promise has given to its members [and] that she benefited greatly from personalized counseling, especially from the Promise program counselors.”

Over the years, Cañada has tried to expand access to the kind of high-touch supports that characterize these programs. When we launched our comprehensive [Guided Pathways College redesign \(pdf\)](#) effort in 2019, a core design principle was to foster a stronger sense of belonging and community for all of our home campus students. We established [Interest Area Success Teams \(pdf\)](#) composed of counselors, retention specialists, data coaches, and [peer mentors \(pdf\)](#) who work together to create a community for each student based on their program of study. Via [Canvas communications](#), [peer mentor socials](#), [speaker series workshops](#), and other activities, these Success Teams engage students with resources and connect them to faculty, work experience opportunities, resources, and, most importantly, to each other. In spring 2023, in [a survey of our home campus students](#), we found 57% of students rated their sense of belonging at Cañada as excellent or good. Another 36% rated it as average. Our Black and Latine students rated their sense of belonging even higher, with 73% and 67% respectively rating it as excellent or good.

Today, we strive to serve all our home campus students by either an Interest Area Success Team or one of our other student support programs that are discussed in the following section. We have created a new coordinating body for this work, the Cañada Retention and Engagement Work Group (CREW), which is led by our Dean of Counseling and Director of Student Supports and Guided Pathways. Staff from each of our Interest Area Success Teams and special programs meet to coordinate their efforts with respect to common goals for students (e.g. re-enrollment, career exploration, transfer services). In doing this, the CREW connects all our students to someone on campus, beyond their faculty, so they can make deeper connections to our community and feel supported throughout their educational journey at Cañada. The CREW monitors early alerts submitted by faculty and periodically assesses their efforts by considering [early alert data](#) and the College’s [Guided Pathways Data Dashboard \(pdf\)](#). This allows us to compare student outcomes by level of support and other metrics.

Learning communities and success teams

Cañada College has many opportunities for students to engage with college programs and peers. There are five Learning Communities on campus including our [Cañada NOW \(pdf\)](#) (formerly College for Working Adults (CWA (pdf))), [Umoja \(pdf\)](#), [Puente \(pdf\)](#), [COLTS Learning Community for Athletes \(pdf\)](#), and our new [AANHPI S.T.A.R. \(Success, Transfer, Access, and Relevance\) Program and Learning Community \(pdf\)](#). According to the College’s [Guided Pathways Data Dashboard \(pdf\)](#), thirty-six percent of Cañada’s home campus students are supported by one or more of these learning communities and/or one of our special support programs, which include [Promise Scholars \(pdf\)](#), [EOPS \(pdf\)](#)/CARE/CalWORKs, [TRIO \(pdf\)](#), [MESA \(pdf\)](#), [NextUp/FYSI \(pdf\)](#), [Project Change \(pdf\)](#), our [International Student Center \(pdf\)](#), or our [English as a Second Language ESL Program \(pdf\)](#). All other home campus students who are not special admit students are supported by one of our Interest Area Success Teams. Our special admit students are followed closely and supported by our [Office of Dual Enrollment and High School Transitions team. \(pdf\)](#)

Our high-achieving students have two main outlets to express their creativity and expand their scholarship in engaging ways. The [Cañada Honors Transfer Program \(pdf\)](#) has successfully expanded over the last several years in terms of the number of [honors courses and sections \(pdf\)](#), honors contracts completed (75% in 2024) and students who have participated in the program ([up 80% since 2019](#)). Starting in Fall 2021, students working on honors contracts in their courses have had the opportunity to receive direct guidance through the honors research seminar course ([IDST 150 \(pdf\)](#)), a 1-unit UC- and CSU- course that paces students through the research process.

The Phi Theta Kappa Honors Society (PTK) also allows students to explore honors service projects outside of their coursework. Cañada’s [Beta Zeta Nu chapter \(pdf\)](#) of this prestigious group has been regularly recognized as one of the best chapters in the country, often placing highly in national and international awards. Each year, Cañada’s PTK chapter participates in the Honors in Action service-learning projects that provide opportunities for students to connect with the campus community in deep and meaningful ways. Many students participate

in both the Honors and PTK programs, and both groups actively recruit all eligible students to be as inclusive as possible.

Cañada College's [Community of Learning Through Sports \(pdf\)](#) (COLTS) consists of a cohort of intercollegiate student athletes who want to achieve success in both the classroom and in their respective sport. Participation in COLTS is designed to help student athletes take advantage of academic resources on campus, and to help them to build strong study skills, communication skills, and writing abilities with the goal of improving their overall educational performance. A [recent evaluation by PRIE](#) indicates that student outcomes for COLTS participants exceed those of other athletes as well as those of non-athletes who are also taking more than 9 units in a term.

The English as a Second Language (ESL) Department has traditionally [created events](#) to bring ESL students from our off-site partner campuses to the main campus. Examples include ESL 921 classes visiting the Library and off-campus ESL classes visiting another ESL class on campus. These visits allow ESL students to feel connected and supported in their educational journeys. The Retention Specialist visits regularly off-campus classes as a way to support students and their needs.

Students engaged in leadership a creating community and belonging

The [Office of Student Life and Leadership \(pdf\)](#) serves and supports all Cañada students, the office is intentional around creating necessary cross-campus partnerships to better serve its disproportionately impacted and BIPOC students. The Office also oversees the Lyft Rideshare program, the Vending Commission, student IDs, as well as providing a range of leadership development experiences for students including Student Senate and various student clubs.

The [Associated Students of Cañada College \(pdf\)](#) (ASCC) is active and involved on campus, and bolsters student voice on everything from Board of Trustee meetings to EMP planning to various participatory governance committees. The student perspective is sought in numerous areas so that the College can plan effectively to meet student needs, and the College makes an active effort to have students involved on [various participatory governance committees \(pdf\)](#) including IPC, EAPC, PBC, and SSPC.

College [Student Clubs \(pdf\)](#) are [very active](#) on campus. Student clubs host guest speakers, film screenings, events, and more. The Black Student Union (BSU) has hosted a variety of activities, including Poetry Night, game nights, and campus-wide collaborations, while also presenting at the National Conference on Race and Ethnicity (NCORE) in New York City. Through these efforts, BSU fosters community, dialogue, and cultural awareness across Cañada College. The Educators Now Club is active in the community, working with our Phi-Theta-Kappa Honors Society on a book drive that collected over 100 books for local youth. They have also [published two children's books](#), one about Covid-19 and another about autism.

2.9. The institution conducts systematic review and assessment to ensure the quality of its academic, learning support, and student services programs and implements improvements and innovations in support of student achievement for all students. (ER 11, ER 14)

Engaging in a comprehensive program review process

Cañada College conducts a comprehensive [program review \(pdf\) process](#) on a 3-year cycle (2 and 4 years for Career Technical Education programs). This process involves all [instructional and learning support \(pdf\)](#) as well as [student services \(pdf\)](#) programs to assess their effectiveness in improving student learning and achievement. These reviews ensure that programs remain effective, responsive to student needs, and align with the College's mission and equity goals. As discussed in Standard 1.3, program reviews also serve as a critical mechanism for identifying college-wide patterns and launching strategic initiatives.

Our program review process uses templates created for [instructional, library and learning support](#), as well as [student service](#) areas. All areas follow the synchronized [Program Review Cycle \(pdf\)](#), and each provides an overview of their program, reviews data and outcomes assessments, reviews progress made since the last comprehensive review, creates and updates goals, and makes resource requests, if needed.

Since Cañada's last Institutional Self Evaluation in 2019, the College has made great strides in updating and aligning its program review processes across the College. In 2020, the [Planning and Budgeting Council](#)

[established](#) a [Program Review Work Group \(pdf\)](#) composed of representatives from instruction, student services, and administration. This group [made recommendations](#) that [PBC adopted in spring 2021](#) to improve the program review process. [PBC made the group a permanent Sub-Committee of PBC in 2023](#). Each year this group [conducts](#) and [disseminates the results of a survey](#) to help identify areas of continued improvement in the program review process which it then oversees addressing.

For all programs undergoing a comprehensive program review, the [PRIE Office provides disaggregated student success](#) and completion data, including a consideration of a variety of student characteristics (e.g. race, ethnicity, gender, age, and educational goals) to identify any equity gaps that programs should address in their program planning. These data are provided via Cañada College's [Program Review Dashboards \(pdf\)](#) as well as via [data packets customized for each program](#). Faculty also analyze course success rates by modality and meeting time to evaluate student learning across different instructional formats and to analyze course offerings and scheduling in collaboration with their dean. Student services programs work one-on-one with the PRIE Office to pull [student outcome data for their program](#) or service area, as well as to conduct assessments of their services in accordance with their stated Service Area Outcomes (SAOs).

Instructional program review including library and learning support

Instructional comprehensive reviews are conducted every [three years \(pdf\)](#) for non-Career and Technical Education (CTE) programs and every four years for CTE programs, with biennial “mid-cycle” updates. In a year, one third of non-CTE programs undergo a comprehensive evaluation and one quarter of CTE programs do. Faculty in each department engage in discussions to review their outcome data, address each of the questions posed in the Senate's questionnaire, and to address the [peer feedback they received from IPC](#) during the prior cycle. [Comprehensive program reviews are submitted](#) in the fall by the programs listed for that year, with its [program review presentations \(pdf\)](#) being held in the spring. When requesting resources in years when their comprehensive program review is not due, programs are required to submit an [Annual Update](#) with their planning and resource requests.

Since 2022, all the College's active instructional programs have completed a comprehensive program review at least once. In collaboration with the Academic Senate, [IPC supports](#) instructional faculty and deans to make sure each discipline completes their program review in a timely manner. If the program cannot make the deadline, IPC and the Program Review PBC Sub-Committee ensure faculty and deans follow the College's [extension and deferral process \(pdf\)](#). The IPC faculty co-chair also organizes the [peer review](#) and [feedback process](#), as well as the annual instructional program review presentations. The [IPC peer review feedback form](#) is available on the [program review website \(pdf\)](#), is provided to peer reviewers, and, once completed by each peer review team, is sent to each program (via email and [on the web \(pdf\)](#)) for their information and follow up. Programs must address IPC peer feedback ([example from Physics – by 5A](#)) by no later than their next comprehensive review.

In accordance with the College's [program review timeline](#), Division Deans review each program's submission and provide feedback within one week on the program's needs, growth expectations, resources, and alignment with the College's mission and strategic goals. Finally, non-personnel resource needs identified at the program level and [prioritized at the Division level \(pdf\)](#) are forwarded for funding consideration as discussed in Standard 3.5. Personnel resource needs identified at the program level are [presented at a College-wide forum organized \(pdf\)](#) by PBC, and forwarded to the Academic Senate for prioritization and recommendation to the College President in accordance with the College's [Participatory Governance Manual \(pdf\)](#).

To help fulfill the College's EMP objective of “strengthen[ing] the College culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps” ([EMP 2.12](#)), IPC [requested](#) that the Academic Senate revise the Instructional Program Review questions to infuse equity considerations more clearly during spring 2025. The request was brought to the Academic Senate, which then formed a program review questions task force. [The Academic approved the revised questions Senate in April 2025](#) and implemented them in the Nuventive system and on the program review website in June 2025, ahead of the fall 2025 program review cycle.

Examples of instructional program improvement from 2021-24

The [Biological & Health Sciences](#) Department expanded online and hybrid course offerings, shifting from 63% face-to-face in 2019–2020 to 72% online/hybrid/synchronous by 2023–2024. This change accommodated students with work obligations and increased scheduling flexibility and resulted in increased average enrollment (from 55 to 73 students per term) and improved retention rates (from 76% to 84%). As a result of the pandemic, the Department also introduced a new course, Biology 133: Emerging Infectious Diseases, which covers historical and modern diseases (e.g., AIDS, Ebola, COVID), includes topics on antimicrobial resistance, globalization, and climate change, and reflects a proactive approach to evolving scientific and societal challenges.

The [English Program](#) worked with the Learning Center to organize, launch, and staff a [Writing Center](#) (pdf). The Writing Center now has a coordinator, instructional aides, and offers [regular](#) (pdf) [workshops](#) (pdf). The Center is positioned to support writing across the curriculum, especially in first-year math and English courses.

The [Kinesiology Program](#), with the grand opening of the [Cañada Athletic Center](#) (pdf) in 2022, revised its Fitness Professional Certificate of Achievement to align with nationally accredited standards and to take advantage of the emerging partnership between the Kinesiology program and the new, co-located, Community Fitness Center. The latter provides an opportunity for students to access internships, mentorships, and paid employment opportunities on site.

Student services program review

Student Services comprehensive program reviews are conducted every three years. One of the main responsibilities of the [Student Services Planning Council](#) (SSPC) is to “oversee the implementation of a comprehensive process for planning and assessing student services based on program review, the effective integration of student learning outcomes into program activities and services, and alignment with the College’s mission and strategic goals.” A representative of SSPC serves on the PBC Program Review Sub-Committee in order to align the student services program review processes and timelines with those of instructional and administrative programs.

To continuously improve, the SSPC actively gathers feedback on the program review process and implements changes accordingly. In 2025, [as a result of the feedback gathered in fall 2024](#), SSPC implemented five action items addressing suggestions about questionnaire content, leadership, peer review, data collection, and technology, demonstrating the council’s commitment to responsiveness and improvement. SSPC updated their [comprehensive program review questions](#) and their [peer review assessment and feedback form](#) in preparation for the 2025 review cycle.

Example of student services program improvement

In an effort to broaden access to the program’s supportive services, the [Promise Scholars Program](#) welcomed their largest full-time cohort in Fall 2024 (243 students), marking a 16% increase since Fall 2021. The Program also launched and grew the program for part-time students. Piloted in Fall 2023, the part-time Promise program expanded to 88 students by Fall 2024—a 50% increase in one year.

Cañada’s Extended Opportunity Programs and Services (EOPS) continues to make significant strides in advancing equity, access, and student success for disproportionately impacted, underserved, and racially minoritized students. Through intentional outreach and strengthened collaborations with campus and community partners, EOPS increased its student enrollment by 62% from 198 in 2022–23 to 321 in 2024–25. High-touch retention efforts, such as EOPS Power Hour, Open House, and Hugs for Mugs community events, foster a sense of belonging and connection—critical factors for persistence among racially minoritized and first-generation students. EOPS course success rates remain on par with our non-EOPS comparison group and EOPS course retention rates are several percentage points higher. EOPS student degree completion rates are 7 percentage points higher than the comparison group.

Comprehensive learning assessment process

In 2017, the Academic Senate adopted a [three-year cycle](#) (pdf) for the assessment of student learning outcomes (SLOs) as well as program learning outcomes (PLOs). Each academic discipline submits a 3-Year Assessment Plan consistent with the [Senate’s template](#) (pdf). These plans are posted on the [College’s assessment website](#) (pdf).

Despite a pause in assessments during the pandemic, each of the College's academic programs are now assessing their courses and submitting the results of those assessments in Nuventive, the College's system of record for program review and assessment (SLO, PLO, and SAO). The College's faculty SLO Coordinator monitors this activity via his administrator access to all programs in Nuventive and by periodically pulling monitoring reports from the system. In 2025, to better support programs with their assessments, IPC identified one faculty lead per Division to work with faculty one-on-one, as needed, to update and complete their assessments. During an [SLO Retreat in June 2025](#), the team determined action steps for summer and fall 2025 in support of program mapping and accreditation efforts. The retreat focused on clarifying faculty responsibilities for SLO and PLO assessment, enhancing communication and onboarding, and identifying programs in need of targeted support.

As part of the instructional comprehensive program review process, [programs are asked to reflect on 3 years' worth of SLO and PLO assessments](#) (questions 9A-9C) and to ensure all active courses are systematically assessed and to summarize the dialogue that results from the programs course SLO assessments. In spring 2025, the SLO team conducted [a comprehensive analysis of three years' worth of SLO and PLO assessments](#) and has been able to identify a number of actions programs have taken as a result of their assessments. For example, the Communications Studies faculty collaboratively developed a cross-disciplinary rubric for oral communication assignments with other social science faculty. This has created consistency with National Communication Association standards and has consistently yielded excellent results in the College's [Institutional Learning Outcomes assessment](#) for communication.

Since 2021, the Student Services Planning Council has implemented a [transformational antiracist leadership framework](#) into its [comprehensive program review questionnaire](#). The PRIE Office provided [training workshops in 2023](#) and [2025](#) on how to write and assess effective Service Area Outcomes (SAO) statements, particularly in the context of that framework. Between 2023 and 2024, [SSPC](#) (pg. 20) and PRIE supported all student services programs in [updating their SAOs](#) and began a more concerted cycle of annual assessments, with a particular focus on supporting equitable student outcomes. An example of this can be seen in how the Admissions & Records Office conducts [an annual survey](#) of everyone who requests help via their online help request form. Each year, they [upload the results of the survey in Nuventive](#), along with other evidence of their Service Area Outcome assessments.

As part of the College's overall assessment cycle, the PRIE Office conducts a survey of graduates to assess the College's [Institutional Learning Outcomes](#) ([pdf](#)). PBC, IPC, and the Academic Senate review the disaggregated results of this survey to address any issues that surface in the outcomes. ILOs are further discussed in Standard 2.3.

Through robust and intentional planning, Cañada College creates and maintains a highly engaging learning environment that incorporates its mission in all areas. We infuse equity and inclusion in our planning and practices with an aim to close known gaps and discover new ones to address. Systematic review of all areas guides us in our analysis and the modifications that result from it.

Standard 3: Infrastructure and Resources

3.1. The institution employs qualified faculty, staff, administrators, and other personnel to support and sustain educational services and improve student success. The institution maintains appropriate policies and regularly assesses its employment practices to promote and improve mission fulfillment. (ER 8, ER 14)

Hiring qualified personnel to sustain services and improve student success

To abide by [Board Policy 2.10 Selection Procedures](#), and to ensure the identification and hiring of diverse, highly qualified personnel to support our mission and continuously improve student success, Cañada College partners with the San Mateo County Community College District Human Resources Department to manage all aspects of the hiring process. College hiring committee chairs are given support from Human Resources to ensure that hiring committees comply with all District policies and procedures. This includes the requirement that all employees complete a District-specific [unconscious bias training](#) every three years before they can serve on a hiring committee.

[Board Policy 3.15](#) and [Administrative Procedure 3.15.3](#), along with collective bargaining agreements with AFT and CSEA, govern employment requirements. Job descriptions are reviewed and approved to be consistent across all three District Colleges, and positions are broadly advertised with a focus on diversity and inclusion. All job announcements include a “Who We Want” statement that reflects the District’s expectation of cultural competence and its commitment to serving students from diverse academic, socioeconomic, ethnic, neurodivergent, and LGBTQIA+ backgrounds.

The District’s commitment to equity and diversity is reflected in [Board Policy 2.20](#), the [Equal Employment Opportunity \(EEO\) Plan](#), and the work of the [Equal Employment Opportunity Advisory Committee \(pdf\) \(EEOAC\) \(pdf\)](#) which oversees the implementation of the EEO Plan. These structures promote inclusive hiring aligned with the [Board’s Affirmation and Commitment to Social Justice](#). In compliance with Title 5 §53005, the [EEOAC meets at least four times annually](#) to assess EEO efforts, training, and progress toward diversity goals. The EEOAC has different subgroups (pre-hire, hire, and hiring, to address diversity, equity, inclusion, and accessibility (DEIA) throughout the hiring selection process. Our EEO Plan, Unconscious Bias Training, [District Anti-racism Council \(pdf\)](#), sending employees to [National Conference on Race and Ethnicity \(pdf\)](#) (NCORE), and EEOAC members’ participation in [Equity Advocate training through Oregon State University \(pdf\)](#) are evidence of learning and assessing the District’s EEO efforts. In spring 2025, [the District surveyed employees \(pdf\)](#) and included questions to help evaluate the District’s EEO and DEIA efforts. Many of these efforts are described in greater detail in Standard 3.2.

Cañada College and the District use a structured hiring process to ensure candidates meet job qualifications. Job announcements include clearly defined duties, minimum and desirable qualifications, and are reviewed by hiring committees using [a rubric of Key Response Elements \(KREs\)](#). Committees receive an [orientation](#) as well training on [screening procedures](#), [bias awareness](#), and evaluation standards.

Applicants [apply online \(pdf\)](#) and submit their materials through an online tracking system, where they answer specific questions to demonstrate eligibility. Human Resources verifies final candidates’ transcripts and experience. For adjunct hires, verification is completed by the division dean.

Institutional approaches to determining staffing levels

To ensure the College has appropriate staffing levels to support its mission, Cañada College follows an [annual integrated planning and budgeting cycle](#). The cycle begins with the [program review process](#). Each year, a third of instructional, student services, and administrative programs undergo a comprehensive program evaluation and planning process, during which they can request additional College resources - including staffing resources - to support their program goals and the College goals and mission. Programs wishing to request any kind of resources (including personnel) during a year they do not conduct a comprehensive review must submit an Annual Update.

Once programs have identified the need for personnel, the College then follows its process according to the type of hire (e.g. [new hire \(pdf\)](#), [replacement hire \(pdf\)](#), [grant-funded hire \(pdf\)](#)). Programs request personnel in the Nuventive system using the [relevant Personnel Resource Request Form](#) to explain how the request will further the mission and goals of the college. By using these processes, we verify that the appropriate levels of staffing are maintained. For new hires, proposals are [presented publicly via open forums \(pdf\)](#) hosted by the Planning and Budgeting Council (PBC) and the [Academic and Classified Senates prioritize \(pdf\)](#) these positions on the basis of [published criteria \(pdf\)](#). They then forward their prioritized lists to the College President.

As detailed in the [New Position Request and Decision Timeline \(pdf\)](#) section of our [Participatory Governance Manual \(pdf\)](#), the Academic Senate and Classified Senate prioritize requests for new personnel in their respective areas and provide their priorities to the College President by December each year. The President then has until early January to make hiring decisions based on criteria published early in the process which include consideration of the overall organizational structure and needs of the College. The hiring rationale is then [published via email](#) and sent to the campus community.

Continuously improving oversight of policy and process

Cañada College works in close collaboration with the SMCCCD Human Resources Office to ensure consistent, equitable, and legally compliant hiring practices across all three Colleges, as governed by [Board Policy 2.11](#). They provide policy oversight, hiring committee training, and equity-focused processes that support institutional mission and values.

The District uses a centralized applicant tracking [system](#) to standardize screening, ensuring that applicants meet published qualifications or demonstrate equivalency under [Administrative Procedure 3.05.1](#). Human Resources verifies final candidate credentials.

The College and the District share a commitment to hiring excellence and alignment with institutional values and student success goals. All hiring policies for [faculty](#), [classified professionals](#), [administrators](#), [College presidents](#), and the [District Chancellor](#) are developed through participatory governance and are available on the District's website. These policies guide screening committees and ensure fair and transparent recruitment. Faculty hiring aligns with the State Chancellor's Office [Minimum Qualifications for Faculty and Administrators in California Community Colleges](#). Hiring announcements list both required and desirable qualifications, emphasizing experience with diverse student populations.

3.2. The institution supports its employees with professional learning opportunities aligned with the mission and institutional goals. These opportunities are regularly evaluated for overall effectiveness in promoting success for all students and in meeting institutional and employee needs.

Providing District-wide and College-wide professional learning opportunities for all employees

Cañada College, as part of the San Mateo County Community College District, offers robust and inclusive professional learning opportunities that directly support its mission of promoting equitable student success. These offerings are aligned with institutional priorities and regularly assessed for effectiveness in meeting employee and institutional needs.

At the District level, [Board Policy 2.11](#) affirms that personnel are the District's most valuable resource and mandates ongoing professional learning for all employees. Initiatives include [Unconscious Bias Training](#), Title IX, [Screening Committee Training](#), Workplace Violence Prevention, and [Professional Development Academy \(pdf\)](#) (PDA). Signature programs that support equity-minded development include the District delegation to the [Museum of Tolerance \(pdf\)](#) and NCORE, with over [130 District employees](#) participating in NCORE in 2024.

At the College level, the [Professional Development Planning Committee \(pdf\)](#) (PDPC) coordinates [professional development \(pdf\)](#) (PD) initiatives and works with the Office of Planning, Research, and Institutional Effectiveness (PRIE) to assess needs and impact. Following a [comprehensive needs assessment](#) in March 2023, the College developed and adopted its [Professional Development Plan 2024-27](#), which is aligned with the

College's [Educational Master Plan](#), [Strategic Enrollment Management Plan](#) and [Student Equity and Achievement Plan](#).

As part of this comprehensive planning process, the PDPC and other campus PD leaders worked with a Chancellor's Office sponsored Institutional Effectiveness Partnership Initiative team to develop an [Institutional Effectiveness Plan focused on professional development](#). This work contributed to the College's implementation of its 2024-2027 Professional Development Plan. [PBC adopted this Institutional Effectiveness Plan](#) (pg. 3) on October 17, 2024. As a result, the professional learning opportunities at the college level are wide-ranging and address the needs of all sectors of the campus community.

Campus-wide professional development opportunities

Cañada College provides appropriate professional and technical development training to support faculty, staff, and administrators through the PDPC, which serves as a hub of innovation and professional development where faculty, staff, and administrators can find resources and opportunities on the effective use of technology and technology systems to help strengthen student learning, engagement, support, and success. The [Faculty Teaching and Learning](#) (pdf) program and [Distance Education](#) (pdf) team provide one-on-one help, facilitated workshops such as [QOTL](#) (pdf) [training](#) (pdf) and presentations. This support aids faculty, staff, and administrators in distance education, [RSI](#), [educational technology](#), pedagogy, curriculum design, assessment design, multimedia training and production, accessibility, and equity. Campus members participate in and lead these professional development activities.

Cañada offers six [Flex Days](#) (pdf) per academic year. Programming is coordinated by [PDPC](#) (pdf), [EAPC](#) (pdf), Academic Senate, and Classified Personnel work schedules, the College closes during April and October flex days so that classified staff can participate fully in activities planned with them in mind. Session recordings and materials are made available on the [Flex Day website](#) (pdf) so personnel who miss a session can still benefit from the recording. Flex Day activities are evaluated using post-event feedback, which directly informs future planning, as evidenced by: [Fall 2024 Flex Feedback Summary and Analysis](#).

The [Equity and Antiracism Planning Council](#) (pdf) (EAPC) and Office of Equity provide support at regular college workshops such as onboarding sessions for new faculty and classified staff, and collaborative training with community partners. Topics include LGBTQ+ support, challenging microaggressions, Supporting Undocumented Students, and culturally responsive teaching ([Counseling](#), [Free Speech and Bullying](#)). AANHPI STAR Program through the AANAPISI ARC grant funds provide professional development opportunities through the [yearly ARC Learning Institute](#) and attendance at the annual Asian Pacific American in Higher Education conference. Additional PD examples include the [Puente Training](#), [Course Equity Audits](#), and [Cañada College Peers Empowered](#).

Every year, the College President funds three college personnel (one faculty, one staff, one administrator) to participate in [Leadership San Mateo County](#) (pdf), organized by the San Mateo County Chamber of Commerce. This broad-based, year-long training "equips [participants] with the knowledge, tools and opportunities to evolve their skills to the next level in service of their community."

During the 2024-26 academic years, a team of 8 classified staff and faculty from Cañada are participating in the state's [Leading from the Middle Academy](#) (pdf) ([February 11](#)) The primary goal of the LFM Academy team is to design and implement [a framework for evaluating the College's professional development efforts](#). The evaluation will help ensure all employees—from faculty to staff and administrators—are trained in both the skills required to perform their jobs and the principles of equity and anti-racism. This includes creating job-specific modules covering operational tasks, college processes, and the application of equitable practices in day-to-day interactions with students and colleagues. By focusing on this dual approach to job training and equity, the College aims to ensure consistent, high-quality support for all students.

Faculty professional development opportunities

Faculty are supported through the [Faculty Professional Development Fund](#) (pdf), which is funded by the District as outlined in [Article 13 in the AFT contract](#) (pg. 36) which provides funding for long- and short-term training, research, and conference participation. In addition, the [Faculty Teaching and Learning Center \(FTLC\)](#)

(pdf) creates workshops and trainings on a variety of topics including: new faculty orientation, instructional pedagogy, course design, accessibility, assessment, and best equity practices. In 2025, the Faculty Learning Coordinator and Office of Instruction published an updated [Faculty Handbook](#) which describes policies, basic procedures, and general practices at Cañada College for new and existing faculty.

Ongoing professional learning is regularly offered to faculty on numerous topics, including [Quality Online Teaching & Learning \(QOTL\)](#), (pdf) [Faculty Learning Program](#), (pdf) [AB 1705 implementation](#) (pdf), [equitable grading](#) (pdf), and [SLO assessment](#) (pdf). Faculty participate in [Quality Online Teaching and Learning](#) (pdf), [Peer Online Course Review training](#) (pdf), through the Distance Education program, which is supported by the Distance Education Advisory Committee ([DEAC](#) (pdf)), and [ZTC program](#) (pdf), the latter of which is connected to the [Textbook Affordability Subcommittee of the Academic Senate \(TAS\)](#) (pdf).

Cañada College recognizes that students' inability to afford textbooks and course materials is an equity issue that can be addressed by converting courses to [zero textbook cost \(ZTC\)](#) and [low textbook cost \(LTC\)](#) (pdf). The TAS regularly offers workshops through the FTLC on topics aimed to support both awareness and customization of open educational resources (OER), search strategies, and fair use and copyright. Through District funding and ZTC funding from the State Chancellor's Office, the College provides professional development support and incentive funding for faculty to convert courses currently using traditional for-cost materials to no-cost course materials (e.g. OER, Library electronic resources, instructor-create resources).

Classified staff professional development opportunities

Classified professionals are supported through the [Classified Professional Development Fund](#) (pdf), which is funded by the District. Classified professionals may apply for and receive up to \$2,500 annually for a combination of conferences and workshops on a first-come, first-served basis. Details and applications are available via the [Classified Professional Development Fund](#) (pdf) website. Additional professional development opportunities may also be available at the college program level and through various state and federal grants. Classified professionals are encouraged to work with their supervisors to explore and access these funding sources. They are also encouraged to participate in the District's [Professional Development Academy \(PDA\)](#) (pdf), a resource sponsored by SMCCCD Human Resources in partnership with CCCE Corporate Training Solutions. The PDA offers valuable opportunities in areas such as Working Smart, Office Technology, Leadership, Customized Training, and Safety. These trainings help staff stay current with evolving workplace practices, including new technologies and AI-related etiquette, and are designed to support success in both individual and team roles.

In 2024-25, the Classified Senate collaborated with the PDPC to develop [a set of resources to support a new classified staff orientation](#) that are available online as well as in-person during April and October flex days, as appropriate. In response to Fall 2024 Flex Day feedback, the College launched an [intercultural assessment inventory](#) and summer coaching initiative in collaboration with the District, our Developing Hispanic Serving Institutions grant, and the Business Office.

Twice per year, in October and in April, [the college closes for a day](#) to allow all classified staff to participate in Flex Day sessions, some of which are tailored to their needs and interests.

Administrator professional development opportunities

Administrators are supported through professional development funds provided by the District, like those available for faculty and classified professionals. They engage in ongoing training through monthly District and College leadership meetings, which address topics such as recruitment, compliance, management, and HR-related issues. An initiative to [on-board administrators](#) was organized in summer 2024. The [Application for Administrative Professional Development](#) (pdf) mirrors the process and funding available to classified professionals. Additionally, the Human Resources Department has partnered with [Liebert Cassidy Whitmore \(LCW\)](#) (pdf) through the Bay Area Community College Educational Resource Consortium (BACCC) to offer specialized training for administrators, supervisors, and managers. Workshops have included topics such as "Managing the Marginal Employee", among others focused on supervisory skills, labor relations, and legal compliance. Registration and funding for these opportunities are managed by the HR Department.

Evaluating the overall effectiveness of professional development

Cañada regularly evaluates the professional development opportunities listed above for overall effectiveness in promoting equitable student success in a variety of ways. [PDPC collects feedback](#) at every Flex Day and after each Flex Day session. [It then discusses and seeks to address that feedback](#). The PDPC also embeds a [regular review and data-informed \(pdf\)](#) adjustments into all PD planning cycles. Annually, the [PDPC reports to PBC](#) on the progress the College has made in implementing the Professional Development Plan. This helps hold the campus accountable to its goals and objectives in the Plan.

As of the writing of this self-evaluation, PDPC, the Equity and Antiracism Planning Council (EAPC), the Leading from the Middle Leadership Group as well as the PRIE Office are [identifying the most useful metrics](#) for evaluating the effectiveness of the investments and actions outlined and implemented in the [Professional Development Plan 2024-27](#).

Effectively meeting institutional and employee professional development needs

At the outset of the College's professional development planning process in 2023, the PRIE Office, in collaboration with the Academic Senate, the Classified Senate and the College Cabinet, administered professional development needs assessment surveys that were tailored to each campus constituency group. [The result of these assessments](#) were presented to each constituency group and the campus as a whole in April of 2023. The PD needs identified via this assessment along with corresponding Senate and Flex Day discussions helped inform the College's 2024-2027 Professional Development Plan. In 2027, as the College prepares to evaluate this plan, a similar assessment will be conducted to determine if the actions taken from 2024-27 were effective at meeting the needs expressed in 2023.

3.3. The institution evaluates its employees regularly, using clear criteria that align with professional responsibilities and reflect the institution's mission and goals.

Employee evaluation processes and criteria

Cañada College, in collaboration with the District, implements a comprehensive, policy-based evaluation process for all employee groups. These evaluations are designed to reflect the College mission, vision, and values, and to support individual development and professional growth. Evaluations are guided by board policies, administrative procedures, and collective bargaining agreements, ensuring alignment with job responsibilities and the mission of the College.

District Human Resources oversees performance evaluations as outlined in [Board Policy 3.20](#) (Faculty), [Board Policy 5.56](#) (Classified Supervisory Employees), [Board Policy 5.16](#) (Managers), and [Board Policy 5.26](#) (Supervisors). [Administrative Procedure 2.09.1](#) outlines the frequency and expectations of employee evaluations across all classifications.

Evaluation processes vary by employee group, and evaluation forms for each are published on the [District human resources webpage \(pdf\)](#). All performance evaluations include discussions between supervisor and employee regarding job performance strengths, expectations, and areas for improvement. The District monitors the completion of management, faculty, and classified evaluations, [sending email reminders](#) to managers until the evaluation is submitted. Managers can access [District guides](#) that include annual evaluation timelines for the employees who report to them. Managers are expected to complete evaluations in the required timeframe and submit them to human resources at hreval@smccd.edu. If a manager does not complete an evaluation, the next-level administrator is notified, and corrective action is taken.

Faculty evaluations

Faculty evaluations are guided by [Board Policy 3.20](#) and [AFT Local 1493 contracts](#), specifically those outlined in [Appendix G of the AFT contract](#). The [District maintains a website \(pdf\)](#) with resources and information on the evaluation procedures and forms. The College is responsible for monitoring the completion of faculty evaluations. This monitoring occurs through each division office and is overseen by the Vice-President of Instruction. Faculty evaluations assess both teaching effectiveness and institutional engagement, such as the use of student learning outcomes (SLOs) and curriculum improvement based on assessment results.

Faculty evaluations may include observation by peers and deans. Faculty teaching distance education courses are evaluated for effectiveness in teaching online as part of the performance evaluation. When indicated, an improvement plan may be developed, including specific goals for improvement and timelines for achieving them. All evaluations are reviewed and recorded by supervisors and maintained in personnel files. The COVID-19 pandemic caused delays in regular evaluation cycles with the [District and faculty union \(AFT\) agreeing to postpone evaluations](#) until in-person instruction resumed. By fall 2022, with [the new 3-year contract](#), evaluations resumed their regular evaluation cycle.

The Vice President of Instruction and Vice President of Student Services maintain [evaluation schedules for full-time](#) and [part-time faculty](#) each term and [communicates evaluation timelines](#) to division deans and assistants for implementation. The Academic Senate has an [Evaluation Guidance Committee \(pdf\)](#) and includes information and resources related to the faculty evaluation process on its [website \(pdf\)](#) and its [Faculty Evaluation Orientation](#).

Classified staff evaluations

Classified professionals, including confidential and supervisory employees, are evaluated per [Board Policy 5.56](#) and the [CSEA collective bargaining agreements](#). Permanent employees with two consecutive satisfactory evaluations move to a biennial schedule. Probationary employees are evaluated in the 3rd and 5th months of the first year. Evaluations use the standard [Performance Evaluation Form](#), assessing criteria like quality/quantity of work, planning, decision-making, communication, and alignment with College goals.

Academic supervisors and administrator evaluations

Administrators and non-represented Classified (managers) are also regularly evaluated, with everyone at the Dean level and above receiving [360-degree evaluations](#) for their comprehensive evaluations. Professional responsibilities are clearly spelled out and evaluated as part of these [procedures](#). Evaluations for these roles follow [Board Policy 5.16](#) and [Board Policy 5.26](#), with procedures detailing evaluation cycles:

- Year 1: Comprehensive evaluation
- Year 2: Regular evaluation (if Year 1 was satisfactory)
- Year 3+: Alternates between Regular and Comprehensive if satisfactory
- Less than satisfactory: Annual comprehensive until two consecutive satisfactory ratings

Key evaluation criteria include leadership, management, job knowledge, communication, collaboration, innovation, and integrity. Comprehensive evaluations incorporate self-assessment and peer/staff feedback.

3.4. The institution develops, maintains, and enhances its educational services and operational functions through the effective use of fiscal resources. Financial resources support and sustain the mission and promote achievement of success for all students. (ER 18)

Effective use of fiscal resources for educational and operational excellence

One of Cañada's four [college goals \(pdf\)](#) is "college financial resources are well managed in support of the College's values and to provide accessible physical and virtual spaces that promote continuous innovation and excellence in teaching and learning." Cañada's [integrated planning and budgeting cycle](#) allows for our financial resources to be allocated effectively and equitably in support of student success and the institutional mission. The College's [program review and resource request process \(pdf\)](#) is the primary mechanism for identifying and prioritizing financial needs in a manner that maintains and enhances educational services and operational functions effectively. It provides all programs the opportunity to request financial resources such as facilities, maintenance, staffing, resource and equipment needs through Comprehensive Program Reviews (CPRs) and Annual Updates [each year](#). [All requests are submitted in Nuventive](#), the College's program review, learning assessment, and resource request repository. [Personnel requests follow the process \(pdf\)](#) laid out in the Participatory Governance Manual. Non-personnel requests follow [PBC's Non-Personnel Resource Request Process \(pdf\)](#).

The process [requires that programs detail how they have used funds](#) (question 8A) allocated during previous cycles. Each program's response to 8A is reviewed by their Dean as well as by their peers. This process, along

with the Vice President of Administrative Services' regular meetings with Division Deans, help validate the effective use of resources.

The College's [Program Improvement and Viability \(PIV\) process](#), developed by Academic Senate, is another mechanism the College uses to ensure its educational programs are an effective use of fiscal resources. As discussed in Standard 2.2, the College's Funeral Education Services program recently underwent this process and, as a result, the Board of Trustees decided to discontinue the program on July 30, 2025.

To ensure that college-wide planning and budgeting support the achievement of the college mission and goals, [PBC is responsible](#) for making sure that expenditures are prioritized according to [clear criteria](#) (pdf) that help to advance college goals and address gaps in student outcomes. It also [maintains transparency](#) (pdf) in the resource allocation process (described further in Standard 3.5). This process includes monitoring both programmatic requests and allocations, but also college-wide resources allocated to strategic initiatives under the [Educational Master Plan](#), [Strategic Enrollment Management Plan](#), or to operational functions such as those identified in the [Technology Plan](#), [Professional Development Plan](#) or [Distance Education Plan](#). While PBC monitors the [District Facilities Master Plan](#), a Cabinet-level group [meets regularly with the District facilities team as part of the Capital Improvement Planning team](#) to monitor construction projects and other campus needs for capital improvements to ensure that educational facilities align with instructional and student services program needs.

The [Instructional Planning Council \(IPC\) is responsible for reviewing and providing feedback on faculty reassigned time](#) applications to the Vice President of Instruction (VPI). The VPI, in collaboration with the Academic Senate and Division Deans, then makes the final decision to allocate funds for program-level and College-wide coordination on efforts such as department coordinator, distance education, educational equity, professional development, and assessment. [This robust and transparent process](#) (pdf) to ensure the effective use of fiscal resources for educational and operational excellence is an important way that the College develops, maintains, and enhances its educational services and operational functions through the effective use of fiscal resources.

Budgeting to support and sustain the mission and promote achievement of success for all students

Cañada College is one of the three Colleges within the San Mateo County Community College District (SMCCCD). It follows [Board Policy 8.00 Fiscal Management](#) and [Board Policy 8.11 District Budget](#) and administrative procedures to guide the effective management of fiscal affairs in a manner that develops, maintains and enhances Cañada's services and operations. These procedures include [Administrative Procedure 8.00.1](#) regarding accepted accounting practices in managing its assets, cash, revenues and expenses as specified in and [Administrative Procedure 8.11.1](#) regarding budgeting processes.

The District employs the California Community Colleges [Sound Fiscal Management Self-Assessment Checklist](#) included in the supplemental section (pages 88-92) of the annual adopted budget, as a benchmark to gauge long-term and short-term financial sustainability. Annual third-party audits document the District's adherence to prudent financial management standards. [Audit results](#) are presented to the Board of Trustees each year and [posted on the District website](#) (pdf).

Cañada College maintains a balanced budget and uses year-end savings for one-time needs such as equipment or capital outlay. Grant-funded activities and externally funded projects are governed by [Board Policy 6.30](#) and aligned with college and district plans. Each year the Board of Trustees [adopts a tentative budget](#) for the following year in June. Together, these practices ensure that financial resources are managed responsibly, allocated strategically, and used to enhance educational services, promote equity, and sustain institutional effectiveness.

The Business Office offers regular training and guidance regarding what funding options are available for particular types of needs/expenditures. The Vice President of Administrative Services (VPAS) works closely with deans and directors to certify that funds are being used in ways that support the College's mission and promote equity, primarily through program review. Ongoing fiscal needs are individually assessed and addressed by the appropriate department, such as ITS, and supported by the VPAS and the Business Office.

[The District Adopted Budget](#) and, specifically, [the District's resource allocation model](#) (pages 82-83), provides for the general operating expenses of the College. Personnel costs are anticipated to comprise 95% of the College's unrestricted general fund budget, and the remaining 5% is allocated for supplies, materials, other operating costs and capital outlay. The cost of facilities maintenance, utilities, public safety and other property, plant, and other capitalized asset costs are managed and funded directly by the District and allocated by site as part of the full absorption budget that is part of [the adopted budget \(pages 84-85\)](#).

The District Restricted General Fund accounts for specially funded federal, state or local grants or agreements, which have specific purposes and must be spent accordingly. Funding sources are often blended with District resources for board and/or state initiatives. One such example is the [Cañada College Promise Scholars Program \(pdf\)](#) that blends funds from California AB 19, the SMCCCD Foundation, San Mateo County and District unrestricted resources to provide programming and support services for student completion and success. The Promise Scholars program is coordinated throughout the District by the Vice Chancellor of Educational Services and Planning to ensure that the program is consistent at all three Colleges.

The acceptance of externally funded special projects and programs is governed by [Board Policy 6.30](#). Prior to application and during the effective period of any award, College leadership utilizes its [Intent to Apply form and process](#) to evaluate grant objectives and guidelines to certify that activities are aligned with the College's mission, vision, and values, along with other College plans. Restricted and unrestricted fund sources sustain the financial support for instructional programs, student services, and enhanced institutional effectiveness.

The District annually provides the College with three-year projections to facilitate short-term and long-term planning and are part of the [resource allocation model](#). Starting in 2018-19, the District reached its goal of setting aside 15% reserves. The District adopts budgets that maintain and continues to plan to maintain a reserve to satisfy two months of operational expenses per the State Chancellor's Office recommendation, which is buttressed by best business practices as adopted by the Government Finance Officers Association (GFOA).

The [District Committee on Budget and Finance \(pdf\)](#) (DCBF), a subcommittee of the District Participatory Governance Council (DPGC), focuses on budget planning, reviewing State Budget proposals, and assisting in developing District income assumptions and budget allocations. DCBF meets [monthly](#) between September and May; members receive regular updates on state and District budget and finance issues. Each member contributes, participates, and is responsible for sharing information to their respective constituencies.

Expanding the Free College Initiative

Essential to the College's mission and vision is the idea that students can transform their lives and communities through access to equitable education such that students from diverse backgrounds are able to achieve their educational goals. To help fulfill that mission, the District pursued a change in California law that would allow us, as a basic aid, community-funded district, to use our general fund resources to help pay for student fees, books, and transportation. In the fall of 2023, Governor Newsom signed Senate Bill 893 (SB 893), which provides greater flexibility to the District to use existing local revenues to reduce costs for students furthering their education.

SB 893 is a five-year pilot program, requiring reports to the California Community Colleges Chancellor's Office, the California Department of Finance, and the appropriate committees of the legislature. In spring 2024, the board of trustees received a [report](#) on the first year of implementation of SB 893. Each year, the report demonstrates how SMCCCD is using local unrestricted general funds to support implementation of the California College Promise and assist students with total cost of attendance. The report also includes an analysis of the fiscal impact of the pilot program and demographic information on the students served by the funds allowable under the bill. On July 30, 2025, the Board of Trustees discussed a [legislative strategy](#) for making the legislation permanent.

The District's Free College Initiative returns a substantial portion of the significant investment made by the communities of San Mateo County to the students enrolled in its three Colleges. By using the funds that primarily come from property tax collected in San Mateo County to pay for enrollment and registration fees, as well as additional educational support for students who demonstrate financial need, the College is able to sustain our mission and promote the achievement of all students, regardless of their economic standing. In a

[report to the Board in October of 2024](#) (slide 6), the College was able to show the increases in enrollment from our most economically impacted communities: East Palo Alto, North Fair Oaks, and Belle Haven, as a result of the Free College Initiative.

3.5. The institution's mission and goals are the foundation for financial planning. Financial information is disseminated to support effective planning and decision-making and provide opportunities for stakeholders to participate in the development of plans and budgets.

Financial planning driven by the College's mission

[Cañada College's mission, vision and values \(pdf\)](#) underpin our participatory governance and decision-making structure, as they form the basis upon which all [program review \(pdf\)](#), [assessment \(pdf\)](#), and [personnel \(pdf\)](#) and [non-personnel resource prioritization processes \(pdf\)](#) are conducted. The College mission and goals, as articulated in the [Education Master Plan \(EMP\)](#), are also the foundation of the College's [integrated planning and budgeting cycle](#) in that they serve as the foundation for all program review and resource allocation decisions. This connection between mission and all planning is seen in the Participatory Governance Structure, seen below in Figure 8.

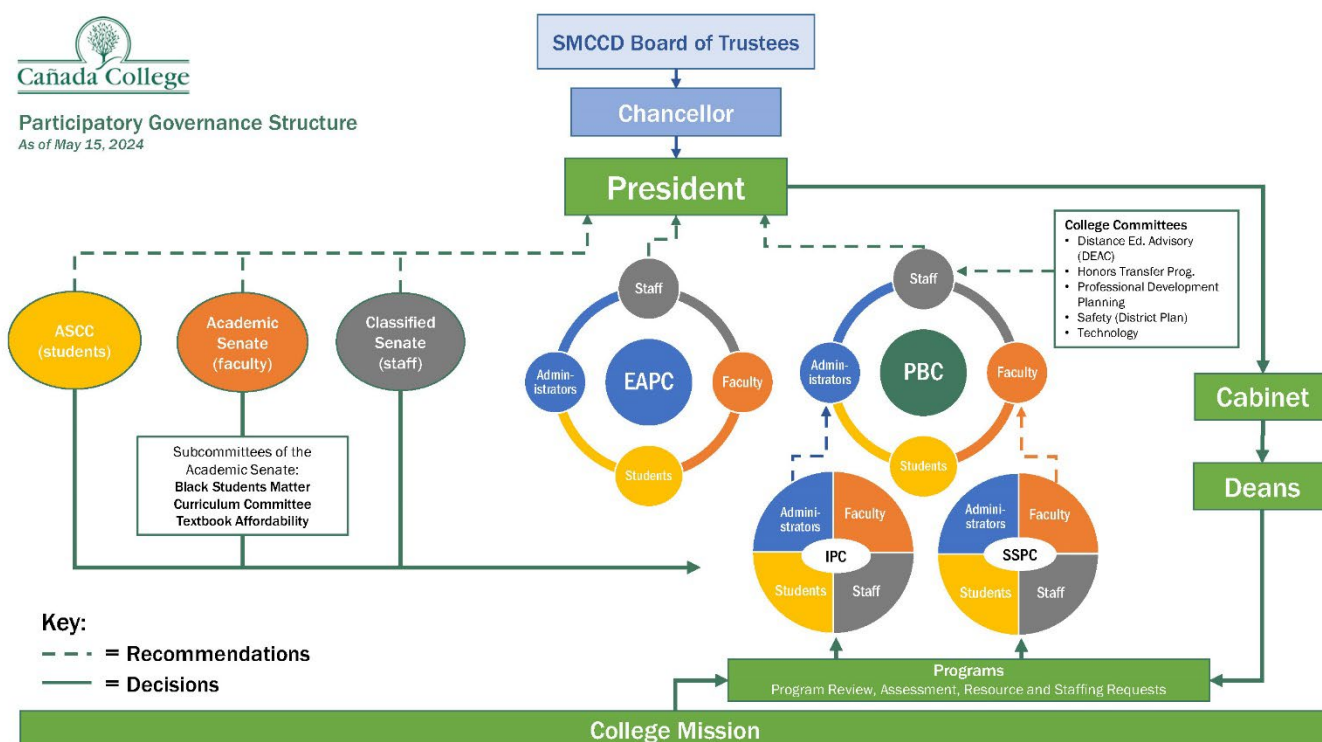


Figure 8: Cañada College Participatory Governance Structure

PBC is the participatory governance body most specifically focused on financial planning matters. The VPAS and District personnel provide [regular reports to PBC \(pdf\)](#) regarding proposed and [adopted budgets, state and local tax revenues and related funding fluctuations and projections](#) each year. The VPAS also works closely with the [DCBF \(pdf\)](#) to understand and share with PBC trends in available funding, thus informing the outcomes of the College's annual [personnel \(pdf\)](#) and [non-personnel resource prioritization process \(pdf\)](#).

An example of this planning and budgeting cycle can be seen with the Chemistry department. During their [fall 2024 comprehensive program review](#), the Chemistry faculty, like all programs, began their self-evaluation with a reflection on how their program contributed to the College and/or fit into the College mission. They then considered a variety of other historic and projected student enrollment and outcome trends as they charted their course forward. The [Chemistry Program's request](#) for two additional full-time faculty members was then mapped to the College goals and strategic initiatives it supports (pages 14-15), and the program demonstrates how the resources requested would help close equity gaps and further the work of the College as a Hispanic

(HSI) and Asian American and Native American Pacific Islander Serving (AANAPISI) Institution. As a result, the [department was awarded the opportunity to hire one new, tenure-track faculty](#).

The College's comprehensive program review process for [instructional and learning support programs](#) as well as [student services](#) programs allows mission alignment, goal attainment, and resource prioritization to channel upwards into [Senate \(pdf\)](#) and [Division-level prioritization processes \(pdf\)](#). In March of each year, once divisions have had a chance to meet and prioritize non-personnel resource requests, division deans, faculty and staff [present both the process they used and their resulting priorities to PBC](#) which then validates that the process has been followed and forwards the requests to the College President. The President applies [further criteria](#) to ensure that funded positions in particular support the College's strategic priorities and the goals and strategic initiatives of the Board of Trustees.

Once Division priorities have been determined for the following year, the VPAS and/or the College Business Officer meet with every Division Dean and Vice President to develop their budget for the coming fiscal year. Division Deans and Assistants manage their budgets to hire staff and purchase equipment and supplies using Banner, the District's system of record. The College Business Officer and/or the VPAS provides training resources for [division \(pdf\)](#) and [grant \(pdf\)](#) budget administrators.

In cases where urgent and unforeseen matters arise that were not included in the program review process, the following procedure is followed to ensure that critical needs are met:

- The department identifies the urgent need and submits a formal request to the Division Dean.
- The Division Dean reviews the request and submits it to the appropriate Vice President.
- The Vice President evaluates the request and forwards it to the College President for approval.
- If approved, the necessary resources are allocated to address the urgent need.

It is strongly encouraged that the requesting department includes the item in the next program review cycle to ensure it is captured in future budget planning.

An example of this process in action involves the Cañada soccer team, which advanced to the state championship, requiring additional funding for travel, accommodations, and other related expenses. To support the team and ensure their participation, a one-time budget augmentation was approved using this process. This enabled the team to have the necessary resources in a timely fashion, while also highlighting the importance of incorporating such potential needs into future program review cycles for the Athletics program and the Kinesiology, Athletics and Dance Division.

Financial planning at the district level

To develop financial plans and create detailed budgets, College financial staff work closely with District personnel to follow clearly defined policies and procedures for transparent financial planning in budget development and to provide constituent groups with an opportunity to participate in developing plans through the participatory governance process.

The [DCBF \(pdf\)](#), a subcommittee of the [District Participatory Governance Council \(pdf\)](#), is a District-wide participatory governance committee with [representation from all constituencies](#) at the three Colleges. Members review the District general fund budget, state budget, revenue projections, budget assumptions and the resource allocation for the District's tentative and final adopted budgets. DCBF makes recommendations to the Chancellor and Board of Trustees on resource allocation policies and [budget processes](#). It receives information concerning enrollment, ongoing commitments, trends in revenues and expenditures, cash flow, insurance, reserves, and long-term liabilities. The Committee meets monthly during the fall and spring semesters. Meeting minutes, agendas, and reports are posted on the [DCBF \(pdf\)](#) website.

The DCBF uses a [Resource Allocation Model](#) (pp. 82-83) to determine the distribution of unrestricted general fund resources among the three Colleges, the District Office, Facilities and District-wide services. The [DCBF's role](#) is to ensure the balanced allocation of resources in alignment with College, District and state priorities.

As a community supported basic aid District, general unrestricted revenue has been relatively stable and predictable. The District Resource Allocation Model is designed to be simple, predictable and stable to protect the integrity of base funding, accommodate both strong and lean fiscal years, and be in accordance with the District's mission and goals. Three-year financial projections allow the three Colleges, District Office, and

Facilities to forecast their allocations and expenditures. The Resource Allocation Model also has built-in adjustments for cost increases due to inflation, facilities funding as square footage changes, compensation and benefit adjustments, and District wide initiatives and needs such SB 893 and Scheduled Maintenance.

On behalf of the DCBF, the District Executive Vice Chancellor of Administrative Services and the Chief Financial Officer (CFO), presents regular [budget information](#) to the Board of Trustees, including updates that apprise the Board at all stages of the budget planning cycle and the [tentative](#) and [adopted](#) budgets. The [Board approves the annual budget](#), quarterly reports and [external audit reports](#) in an [open public session](#).

The [District Budget Planning Calendar](#) is developed in consultation with the DCBF and adopted by the Board in January each year. The District calendar provides timelines for planning at the Colleges, District, and Board, as well as when discussions and decisions are made by the Board. The calendar encompasses the whole fiscal year and concludes with the Board of Trustees' adoption of the final budget in September. Budget development at the College is completed within the timeline and submitted to the District.

Cañada's financial planning process allows representatives from all constituencies to participate at both the College and District level in understanding the College's fiscal outlook, setting priorities consistent with the College mission, vision, values as well as the strategic goals of the College and Board of Trustees.

3.6. The institution ensures the integrity and responsible use of its financial resources and regularly evaluates its fiscal outcomes and financial management practices to promote institutional mission fulfillment.

The College and District ensure the financial integrity and responsible use of its financial resources through an internal control structure. This structure has appropriate mechanisms for widely disseminating dependable and timely information for sound financial decision-making that supports the realization of the College mission. Financial management practices are evaluated routinely and the results are used to improve internal control systems.

Regularly performing internal audits and controls

The [District-wide College Internal Audit Group \(pdf\)](#) (CIAG) monitors internal controls on the District fiscal processes, such as Banner information access, procurement card usage, cash handling processes, and equipment inventory control. The District also recently created the Performance Audit Unit (PAU), a group that is headed by the performance auditor. An example of the audit function in action occurred at the [May 22, 2024 Board Meeting](#) when they approved the Internal Auditor's proposed [Performance Audit Plan for 2024-25](#). On [October 23, 2024](#), the Internal Auditor presented his audit findings and recommendations with respect to the [District's Vendor Management system](#) to the Board, which they adopted.

At their [August 28, 2024 meeting](#), the Board of Trustees approved [Board Policy 6401](#) and [Administrative Procedure 6401](#), which outline the authority and scope of the performance audit function for the District and provide standards and guidelines for the PAU. They also authorize the performance auditor to provide the Board of Trustees and Chancellor with an independent assessment of the quality of the District's internal controls and administrative processes. They further authorize the performance auditor to make recommendations to the Board and the Chancellor for ongoing and continuous improvement.

At the College level, the Banner system includes modules to manage student enrollment, human resources, payroll, financial aid and finance. Banner Finance records transactions continuously, providing up-to-date data that the Colleges use in budgeting and resource allocation decisions. Organizational administrators, program managers and staff have access to Banner's [WebSMART \(pdf\)](#) module to run reports that provide timely and accurate data for financial management. The Business Office also provides reports on program-level financial data to enable each program or division to review expenditures and budget.

All expenditures go through a structured approval process to ensure accountability and compliance with financial policies. Before any expenditure is processed, it must first be approved by the fund administrator and then reviewed and finalized by the College Business Officer. Once approved at the College level, the request is submitted to the District for final processing.

Additionally, organization administrators are responsible for reviewing and approving expenditures related to their departments, including:

- [Procurement card](#) (P-Card) transactions.
- [Reimbursements](#), including travel expenses for attending a conference, purchasing necessary items for an event, or mileage for work-related travel.
- Personnel Requisition Forms (PRF), including hiring a new staff member or requesting additional temporary help.
- Personnel Action Forms (PAF), including approving changes in employee status, such as promotions, salary adjustments, or job reclassifications.
- Journal entries, including moving funds between department budgets to align with spending needs.
- Requisitions, including purchasing new lab equipment, software licenses, or classroom technology.

This multi-layered approval process ensures that all expenditures are properly reviewed, align with budgetary guidelines, and support the College's financial stewardship.

To maintain data integrity, all Banner modules are protected by multi-factor authentication, including unique user IDs and passwords, ensuring secure access to system data and promoting the responsible and appropriate use of the College's financial information.

The College Business Officer reviews and evaluates requests for Banner access, determining the appropriate level of permissions before forwarding the request to the District Budget Officer for final authorization. Depending on their role, some users may have limited access, such as query-only permissions, allowing them to view financial data without the ability to make changes.

The Banner Finance requisition system flags accounts with insufficient funds, requiring resolution before purchases proceed. Budget transfers must be approved by the department administrator and College Business Officer before District approval. Capitalized equipment is [tagged and inventoried](#) upon purchase. A physical audit is conducted annually at each site and records updated by [District General Services](#) (pdf).

Personnel updates occur regularly throughout the fiscal year. [Administrators review position control](#) for permanent positions during budget development. The College Business Officer and VPAS [meet regularly](#) with Division Deans to develop and monitor budgets.

After the final college budget is adopted, any changes are processed through the [Personnel Requisition Form and/or Personnel Action Form](#). These requests undergo the College's approval process before being forwarded to District Human Resources and Payroll for final action.

Regularly performing external audits and controls

The District also contracts the services of independent external auditors to conduct [annual audits](#) (pdf) during which internal control processes are evaluated. District and College staff use audit findings, commendations and recommendations for areas of improvement to strengthen and improve existing internal control processes and implement new ones. The annual audit report is available on the [District website](#) (pdf).

The annual external audit evaluates internal controls to ascertain compliance with generally accepted accounting principles, Title 5 of the California Code of Regulations, and the Contracted District Audit Manual. Financial management processes are reviewed after each audit to identify areas of improvement. The audit examines the District's and College's financial management processes and provides recommendations to strengthen the institution's financial processes, internal controls, and accountability. [Bond expenditures](#) (pdf) are also regularly reviewed and are administered in a manner consistent with regulatory and legal restrictions.

Special fund expenditures, such as grant and categorical funds, are made according to the [strict guidelines](#) (pdf) of the project as authorized by the funding agency. The College provides processes, guidelines, and support to ensure funds are used in a manner consistent with the intent and requirements of the funding source.

The annual independent audit of the District includes all financial records of the District, including District funds, student financial aid, bookstore, and Associated Students funds. The independent auditor presents the annual audit report to the Board of Trustees, including findings and management's response. At the December

2024 Board of Trustees meeting, the receipt and acceptance of five separate audits were [approved](#). The only material finding was related to [Education Code 84362 \(pdf\)](#), commonly known as the “50% Law”, with no findings or recommendations regarding the financial management of grants or special funds.

The District closely monitors the requirements of the 50% Law and proactively evaluates spending options in an effort to address the gap from compliance. The District and Faculty Union (AFT 1493) entered an MOU under which the District placed part-time instructional faculty on a schedule that included the same number of columns and steps that appear on the regular salary schedule.

The District also negotiated cost of living increases of 7%, 5% and 3% for full-time certificated employees for three years (2022-23, 2023-24, and 2024-25, respectively) and cost of living increases for instructional adjuncts on qualified schedules (9.5%, 7.5%, 5.5%) during the same period. The District is striving to comply with the [50% law](#) by identifying new, ongoing funding that can bring the District closer to compliance.

To ensure that funds are properly allocated while also supporting compliance with the 50% Law, the Colleges and the District review categorical programs, with a specific lens on Financial Aid and EOPS/CARE/CalWORKs. This is done to ensure that unrestricted Fund 1 resources are transferred to a specific Fund 3 account where appropriate.

3.7. The institution ensures financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities and future obligations to ensure sustained fiscal stability. (ER 18)

Cañada College adheres to Board policies, administrative procedures, and standard accounting practices to ensure sound financial management. This includes oversight of assets, cash flow, revenues, and expenses as specified in [Board Policy 8.00 Fiscal Management](#), [Board Policy 8.11 District Budget](#), Administrative Procedure [8.00.1](#), and Administrative Procedure [8.11.1](#). The institution regularly reviews past financial performance to inform current and future fiscal planning.

Budgeting, financial monitoring, and risk management

The California Community Colleges Sound Fiscal Management Self-Assessment Checklist, included in the annual [District Adopted Budget 2024-25](#) (page 88), serves as a benchmark for evaluating financial sustainability. Independent external audits confirm adherence to fiscal management standards, with results presented to the [Board of Trustees](#) (Item 14.5 Receipt and Acceptance of the 2023-24 District Audit Report) and posted on the [District website \(pdf\)](#).

To ensure short-term and long-term financial solvency, the District conducts the following financial planning:

- Provides three-year financial projections for budget planning as part of the [Resource Allocation Model](#), ([District Adopted Budget 2024-25](#), page 82).
- Maintains a 15% reserve goal since 2018-19.
- Adopts budgets with a reserve covering two months of operational expenses, per State Chancellor’s Office recommendations and GFOA best practices ([District Adopted Budget 2024-25](#), page 12-13).
- Maintains contingency reserves for emergency response and cash flow needs, though not as a budgeted line item ([District Adopted Budget 2024-25](#), page 15).
- Regularly assesses financial risks and ensures adequate insurance coverage for employees, property, and liabilities. Operates a state-approved self-insured workers’ compensation program with reinsurance beyond actuarial-defined limits ([District Adopted Budget 2024-25](#), pages 20-21).

Long-term liabilities and capital planning

The institution ensures reasonable planning for long-term liabilities, including retiree health benefits, insurance costs, and capital improvements. The Futuris Other Post-Employment Benefits (OPEB) Trust helps manage retiree health benefit liabilities. It is overseen by the [Retirement Board of Authority \(pdf\)](#) and allows for investment flexibility while reducing unfunded liabilities. As of June 30, 2024, [an actuarial valuation](#) estimates an OPEB liability of \$127.8 million, with assets of \$150.3 million (a 17.6% overfunded status).

The 2014 voter-approved \$386 million [Measure H \(pdf\)](#) general obligation bond funds major facility repairs, upgrades, and new construction across the [District Bond Project List as of June 30, 2024. \(pdf\)](#) The Measure H Bond [Oversight Committee \(pdf\)](#) ensures proper use of funds. With Measure H nearing depletion, the Board of Trustees ([Board Report, November 20, 2024](#), Item 12.1, [CIP Needs](#) and [10 years look ahead](#)) is exploring short, medium, and long-term strategies for ongoing capital and maintenance needs.

Debt management policies, [Board Policy 8.07](#), ensure locally incurred debt repayment does not adversely impact financial obligations. The District's Debt Service Fund has a 2024-25 budget of \$65,960,519, covering both principal and interest, with revenue matching expenses, [District Adopted Budget 2024-25](#) (page 53). The beginning balance is \$67,951,294, with long-term debt service details provided in the adopted budget, [District Adopted Budget 2024-25](#) (page 94).

Financial stability and cash flow management

Since achieving basic-aid status, the District no longer relies on State General Apportionment, now called the Student-Centered Funding Formula (SCFF). Historically, Tax Revenue Anticipation Notes (TRANs) were used for short-term borrowing, but the District's strong financial position has eliminated this need.

To manage seasonal cash flow fluctuations, The Board of Trustees annually authorizes interfund borrowing of up to \$25 million from non-bond capital funds for a maximum of six months to cover potential shortfalls before receiving December property tax revenues, [Board Report, June 26, 2024](#), Item 12.1 Adoption of [Resolution No. 24-11](#) Authorizing Internal Borrowing. While administration monitors assessed valuation changes for 2025-26, short-term borrowing is unlikely, [District Adopted Budget 2024-25](#) (page 12).

3.8. The institution constructs and maintains physical resources to support and sustain educational services and operational functions. The institution ensures safe and effective physical resources at all locations where it offers instruction, student services, and/or learning supports.

Cañada College's campus sits on 131 acres, 80% in the town of Woodside and 20% in Redwood City. The building core of the campus covers 17 acres; campus infrastructure includes 34 buildings, athletics and recreational facilities and 11 parking lots, as seen on our [campus map \(pdf\)](#). The gross area for the campus infrastructure is 451,207 square feet; the assignable area is 291,840 square feet.

For many years, the College has also shared space in the Menlo Park offices of our workforce development partner organization, JobTrain. Since 2018, the College has offered primarily non-for-credit courses and programs at its [Menlo Park Site \(pdf\)](#). As of fall 2025, to increase our offering of credit-bearing courses and programs at the site, the College began offering a new Business Information Worker Certificate in person at this community facility and will be launching additional programs of immediate workforce relevance to our local community in that part of our service area. [The ACCJC approved this new location on April 14, 2025.](#)

The College's current physical resources are sufficient to support effective use and high-quality programs and services.

Aligning facilities planning to support and sustain educational services and operational functions

Cañada College plans and maintains its physical resources in alignment with our [mission and goals \(pdf\)](#) and the needs of programs and services. These needs can be initially identified via the college [integrated planning and budgeting process](#) which allows all programs to request facility and equipment needs through the [annual program review and resource request process \(pdf\)](#). Facilities requests are prioritized at the Division level and presented at the [PBC which certifies that appropriate steps were taken to prioritized requests](#) based on [established guidance](#) such as the college mission and strategic goals. Once PBC completes the certification, the recommended prioritization lists are sent to the College President for final decision and action.

Additional planning for physical resources occurs during our five-year strategic planning process. One of the College's key four strategic goals is "accessible infrastructure" such that College "investments in physical, technological and transportation infrastructure create sustainable, equitable access to the College and support

equitable educational outcomes across the diverse members of the community we serve.” The 15 strategic initiatives identified under Goal 4 of our [Educational Master Plan](#) (EMP) and implemented during the 2022-27 academic years seek to ensure that the physical campus is accessible, that students and employees have adequate access to technology, and that we manage our resources effectively.

The district-wide [Facilities Master Plan](#) is closely aligned with and supportive of these strategic objectives and, together, our EMP and the Facilities Master Plan guide strategic decision-making regarding infrastructure improvements for the College.

As a result of this planning, the College has developed several important spaces during the last four years. The [Cultural Center](#) ([pdf](#)) is a dedicated space designed to support diverse cultural activities, fostering student engagement and inclusivity. Opened in fall 2023, it has been a central space for events, activities and community. The [Child Development Center](#) (CDC) will enhance early childhood education and childcare services, ensuring an optimal learning environment. Construction of the CDC was [approved](#) by the Board in February 2024 (Item 14.5), and is slated to open for the Spring 2027 semester.

Planning for facility safety and maintenance procedures

Cañada College follows established procedures to maintain safe, secure, and well-kept facilities. [Board Policies 6.80](#) and [8.13](#), along with [Administrative Procedure 8.13.1](#), provide the framework so that all College activities, both on and off-campus, meet safety, security, and adequacy standards. The District employs a [centralized structure](#) to oversee the planning, construction, and upkeep of physical resources. The facilities, maintenance, and operations teams play a crucial role in supporting the College by ensuring accessibility, safety, and an optimal environment for both learning and work.

Cañada College and SMCCCD have well-defined procedures to ensure that all facilities remain safe, secure, and well-maintained. Employees report facility issues through the [Onuma Electronic Work Order System](#) ([pdf](#)), ensuring timely responses to repair and maintenance needs. Urgent concerns, such as broken glass or facility hazards, can be reported via telephone or UHF radio for immediate response. [Monthly quality assurance inspections](#) are conducted to assess the condition of building systems, classrooms, labs, offices, and student spaces, ensuring preventive maintenance needs are addressed before they impact College operations.

Local and regional participatory governance safety committees hold regular meetings. The [Cañada College Safety Committee](#) ([pdf](#)) [meets monthly](#) (except summer) to review campus [safety concerns and recommend improvements](#). The [District Managers’ Health and Safety Committee](#) ([pdf](#)) meets quarterly to oversee District-wide security measures and share best practices. The [Office of Emergency Management \(OEM\)](#) ([pdf](#)) oversees emergency preparedness, coordinates response efforts, and manages crisis communications. It develops, distributes, and evaluates the [Emergency Action Plan](#) and [emergency communications](#) ([pdf](#)) while actively [educating](#) ([pdf](#)) and [coordinating](#) ([pdf](#)) emergency operations across the campus and District.

The College also has implemented various campus security enhancements, including:

- The establishment of a Crisis Action Team (CAT) by campus executive leadership. This team collaborates with the Emergency Preparedness Manager, Chief Facilities and Operations Manager, Chief Information Officer, Campus Public Safety Captain, and Campus Facility Manager to respond to crises such as power outages or campus closures due to environmental conditions.
- Installation of emergency phones, [AEDs](#), and clearly designated evacuation zones across campus.
- Upgraded door locks in classrooms and offices to enhance security.
- Implementation of emergency alert systems, including [Rave Alerts](#) ([pdf](#)) and the [Emergency Announcement System](#) ([pdf](#)), to promptly inform the campus community of crises or safety incidents.

Regularly evaluating facilities and equipment effectiveness

Cañada College systematically evaluates the effectiveness and sufficiency of its facilities using data-driven assessments and strategic planning processes. The College President, Vice Presidents, and the Communication Manager [meet monthly](#) with the District and College Facilities teams to review facilities planning, maintenance, and operations (Cañada Capital Improvement Program (CIP)).

Facilities planning and maintenance involves multiple steps. The [Facilities Master Plan](#) (pp. 25-36) guides long-term infrastructure improvements based on programmatic and institutional needs. At the College, the [Annual Scheduled Maintenance Report](#) from our Onuma WO System identifies routine preventive maintenance tasks at the campus to minimize unexpected downtime, reduce repair costs and improve overall operational efficiency. At the District, a [Facilities Project Report](#) is prepared annually and submitted to the State, identifying the College's needs for scheduled maintenance and requesting State funds for prioritized projects such as the Building 3 Performing Arts Center Modernization (to improve instructional and performance spaces). The District Facilities team [shares these reports](#) with the campus community.

Sustaining and improving physical resources

To sustain the long-term functionality and effectiveness of its physical resources, the College conducts a multi-pronged approach. We invest in modernization and sustainability projects, including the recent renovation of Building 13 (a multiple program instructional center) and the new construction of Building 23 (math and science) and Building 1 (the Kinesiology and Wellness Center). The College has implemented [District-wide sustainability programs](#) (pdf), including the [Campus as a Living Laboratory Initiative](#) (pdf) that promotes social equity and environmental sustainability. The facilities team maintains APPA Standards for Custodial, Engineering, & Grounds Maintenance, with regular facility inspections to ensure high service levels and compliance. There have been [upgrades to campus infrastructure](#), including recent facility investments in the athletic facilities (fields, tennis courts, fencing upgrades) and central plant upgrades (HVAC, water systems, fan motors, condenser pumps). These efforts demonstrate the College's commitment to maintaining safe, modern, and functional physical resources that support student learning and operational effectiveness. A second-year bio-chemistry student noted in a recent Student Senate meeting that "our facilities crew is always helping out – making sure bathrooms, labs, and safety equipment are working. They work really hard to ensure things stay clean and available to students."

Maintaining campus security and emergency preparedness

Cañada College maintains a comprehensive safety framework to protect students, faculty, and community members. The District's [Public Safety Department](#) (pdf) has a District Director and each campus has its own Captain who oversees security operations, emergency response, and traffic control on campus. The Departments' [annual security reports](#) (pdf) are published on the College's [Student Right-to-Know and Campus Security Act website](#) (pdf) as well as in the Catalog, in compliance with the Clery Act.

On the Cañada campus, the [Cañada CARES Team](#) (pdf) (Assessment, Response and Evaluation of Students) works with Public Safety to address student behavioral concerns. There is an [anonymous safety report](#) (pdf) that allows community members to report behavioral concerns to the CARES Team. These initiatives support the College's mission to provide a secure and accessible learning environment.

3.9. The institution implements, enhances, and secures its technology resources to support and sustain educational services and operational functions. The institution clearly communicates requirements for the safe and appropriate use of technology to students and employees and employs effective protocols for network and data security.

Cañada College is governed by [Board Policy 2.34](#) Computer and Network Use, [Board Policy 2.35](#) Use of District Communications Systems, and [Administrative Procedure 2.35.1](#) Access to District Email Procedure, all of which are specifically designed to ensure the safe and appropriate use of technology within the District. Other policies and procedures in effect that directly speak to safeguarding and protecting documentation include:

- [Board Policy 2.40](#) and [Administrative Procedure 2.40.1](#) regarding Public Records
- [Board Policy 6.32](#) Intellectual Property
- [Administrative Procedure 6.32.1](#) Educational Materials: Distribution of Academic Presentations
- [Board Policy 6.33](#) – Use of Copyrighted Materials

Planning and maintaining technology at the College level

At the College level, planning and decision-making regarding technology is guided by the [College mission, vision, and values \(pdf\)](#), the [Education Master Plan \(pdf\)](#), and the Cañada College [Technology Strategic Plan](#), which is developed by the [Technology Committee \(pdf\)](#) to provide research, guidance, and recommendations for technology supporting institutional effectiveness, teaching and learning. Technology needs and resources are assessed through the lens of the Education Master Plan, program reviews, the technology replacement practices, technology surveys, college-wide communication, institutional effectiveness, operational systems, equity, student access, and student success.

Cañada's Technology Committee creates and maintains the [Technology Strategic Plan](#), while the Distance Education Advisory Committee (DEAC) does the same with respect to the Cañada College Distance Education [Strategic Plan](#). DEAC strengthens Cañada's online education program and advises the campus on priorities for improving the online teaching and learning experience for all stakeholders.

Cañada College manages its technology resources in accordance with accreditation standards and utilizes a five-area framework to ensure the technology needs of students, faculty, staff, and administrators are met adequately. The five areas of the framework are as follows:

- supporting the institution's operations, academics, teaching, learning, and support services (see [Technology Committee Minutes](#));
- planning, updating, replacing technology infrastructure to support the College mission;
- ensuring reliable access, safety, and security throughout the College ecosystem;
- providing technology training and [support](#) for faculty, staff, students, and administrators; and,
- adhering to policies and procedures regarding technology in teaching and learning.

The College's operation is undergirded by its student information system, Banner, a suite of productivity tools, Microsoft Office 365, Zoom, Class Search, WebSMART, and other software. Academics is supported by Accudemia, OneSearch, and other academic software. Teaching and learning is supported by Canvas, Panopto, Ease Learning (Canvas Tech Support) and other educational technologies. Student Services is supported by Salesforce (CRM), Degree Works, MyMajors, and other subscription software. For a complete list of software that supports our technology infrastructure, the [District ITS website lists all of their services \(pdf\)](#).

Full-time employees are provided with standard District issued technology that is requested by their hiring manager via a "Manager's Request" in [the ITS Helpcenter \(pdf\)](#). ITS recommended peripherals are optional items that can be purchased by the division or department office of the employee. Part-time employees will have access to similar technologies in offices conveniently located around campus and in the library. Cañada Classrooms are outfitted with standard technologies for teaching and learning. They include projectors, screens, A/V with HDMI cables and a control panel.

Students have access to borrow technology equipment through the [Library Technology Loan Program](#), or a specific program or department. In the College library, Chromebooks, laptops, graphing calculators, wi-fi hotspots, headphones, adapters, and more are available at the Circulation Desk. The District provides learning technology support for certain issues when utilizing [Zoom \(pdf\)](#), [WebSMART \(pdf\)](#), [student Gmail \(pdf\)](#), or [Canvas \(pdf\)](#). Students can access technology support during scheduled [library hours \(pdf\)](#) or through the technology support [website \(pdf\)](#). These services were expanded based on a [2021 Student Technology Needs survey](#), which found that 35% of students felt that they needed access to a laptop and 16% access to a Chromebook to be able to participate in a multimodal class. An additional 31% of students reported that internet speed affected their ability to complete courses. As a result of these findings and [their own analysis](#), the College library created the [Technology Loan Program \(pdf\)](#), which provides students with [semester-length loans \(pdf\)](#) of Dell laptops, Chromebooks, Wi-Fi hotspots, and specialty technology based on specific program needs. These are heavily used by [first-generation and Hispanic students](#), who are populations of significant impact with respect to technology gaps. In order to meet student needs and reduce the equity and technology gap, the library purchases additional technology to loan out to students and to replace outdated/broken/lost technology.

Planning and implementing technology with the District

The College and the District provide the technology infrastructure and resources to support the operations and enhance the effectiveness. These resources include the following:

- Hybrid and Smart classrooms,
- moveable technology stations that can be placed in non-hybrid and non-smart classroom spaces,
- wireless access throughout the campus,
- computer labs for instruction,
- library and student services,
- a [Learning Center \(pdf\)](#) equipped with a variety of technologies for faculty and students to use
- individual and shared computers and printers,
- campus-wide digital signage system,
- campus-wide security camera network,
- campus-wide emergency announcement system (EAS),
- a laptop computer check-out program, and
- a set of software services to assist with communication, budget, planning, research, and scheduling.

At the District level, the Information Technology Services (ITS) department is a centralized service organization dedicated to providing information technology leadership, support staff, training, policies and procedures related to technology, strategies for the effective deployment and utilization of information technology, and assisting Cañada College with local technology initiatives, projects, and planning. District ITS informs and provides direction related to technology and its best use in support of the student experience.

The Director of ITS serves on [the College's Technology Committee \(pdf\)](#); ITS staff work with the College in helping with the planning, deployment, and support of information technology initiatives. Decisions about services, professional support, facilities, hardware, and software are collaborative. Before decisions are made concerning technology, ITS is consulted to ensure that any acquisition and/or implementations are consistent with District standards and will be supported by District ITS.

This collaboration is exemplified by the [rollout](#) of the District-wide [printing solution \(pdf\)](#) for students and the upgrade of 13 multi-modal classrooms completed in 2022 when the [College invested](#) more than \$1.1 million in HEERF funds to convert 13 classrooms for multi-modal instruction or face to face and synchronous online teaching capabilities. The College also has 29 classrooms that house a [Neat Board \(pdf\)](#) to facilitate multi-modal meetings and instruction. Usage is regularly [evaluated](#) and Neat Boards [re-allocated to optimize access](#).

District ITS provides services to the College for administrative systems, network services and infrastructure, construction support, instructional technology and web services, computers (hardware and software), media support, video systems, disaster recovery, emergency contact, building management and security, and telephone and voicemail systems. [District ITS is divided into five units](#) which include information security, web services, information technology support services, constituent relationship management (CRM) system and administrative information systems.

Maintaining the technology infrastructure

The College [website \(pdf\)](#) and its subdomains are overseen by the [Cañada Marketing Department \(pdf\)](#). While the website's general architecture, user experience, style, and functionality are managed by Marketing, updating the informational content is a collaborative effort with our various departments and campus groups. Departments are tasked with regularly reviewing their websites to ensure that all information provided is accurate, useful, and up-to-date. Employees can request edit access to the Modern Campus (Omni) content management system in order to make changes to their department's or group's web content or they can assemble a list of [updates and request that the Marketing team make these changes \(pdf\)](#) on their behalf.

Technology replacement planning for the College is supported by the District's ITS office in collaboration with the VPAS and is described in the [College's Technology Refresh Process](#), overseen by Cañada's Technology Committee. According to the [District ITS Strategic Plan \(pdf\)](#), ITS provides equipment replacement strategy recommendations based on college funding and inventory. Computer labs are upgraded or replaced based on academic needs in consultation with deans and faculty. The criteria for replacement of devices includes whether faculty, staff or students are unable to efficiently perform tasks because of an outdated computer; if the computer is 4 or more years old and/or is experiencing performance issues and no longer meets the minimum ITS specifications; or the computer has a history of work orders and service requests.

The District ITS ensures reliable access, safety, and security for the College's technology infrastructure. The College campus connects to CENIC's high-speed research and education network through primary and back-up routes. The College has many wireless access points in both classrooms and open areas. ITS regularly assesses campus needs and adds access points as necessary. Network security is provided using a variety of tools and techniques. The current firewall offers various functions, including enhanced perimeter protection from denial of service (DoS), virus, zero-day attacks and malware attacks.

To maintain the reliability of services that ITS hosts at the District Office, the facilities department maintains an emergency generator to provide backup power to the building for as long as necessary during a power outage. ITS conducts backups for all administrative data stored on its servers daily, and has a comprehensive backup strategy to guarantee that all server-based data are recoverable. For quick recovery, these data are written weekly to high-density tapes and disk-based systems stored in an off-site location. Most of the administrative systems servers have been migrated to the Oracle Cloud Infrastructure (OCI), where database and application data is backed up in multiple ways. Our systems are set up to use Oracle Database Zero Data Loss Autonomous Recovery Service for disaster recovery and protection from ransomware attacks. The database or any application can be restored any time even if production systems are compromised.

3.10. The institution has appropriate strategies for risk management and has policies and procedures in place to implement contingency plans in the event of financial, environmental, or technological emergencies and other unforeseen circumstances.

Cañada College, together with the District, implements comprehensive risk management strategies and policies to ensure financial stability, environmental safety, technological security, and institutional resilience.

Financial risk management

SMCCCD maintains financial reserves in compliance with [Board Policy 8.11](#), ensuring sufficient funds to meet obligations and emergency needs. The [2024-25 Adopted Budget](#) (pg. 13) shows that the District maintains a 17.66% reserve, covering two months of operating expenses per State Chancellor's Office recommendations and [Government Finance Officers Association \(GFOA\) best practices](#) (pdf). The District ensures liquidity for operations before receiving property tax revenues, avoiding the need for Tax and Revenue Anticipation Notes (TRANS) by adopting an Interfund Transfer Resolution in June. The Board of Trustees receives quarterly cash flow reports, ensuring transparency and stability through financial oversight.

The District is committed to maintaining the highest standards of integrity, transparency, and accountability. To support this commitment, the District introduced a new [Whistleblower Reporting System](#) (pdf) for fraud, waste, and abuse on September 9, 2025. This system, established along with newly [revised Administrative Procedure 2.12.1 – Fraud, Waste, and Abuse Hotline Administration](#) provides a secure and confidential way for employees and members of our community to report concerns through a third-party platform. It ensures that all reports are reviewed promptly and handled with care, reinforcing our shared responsibility to safeguard district resources and uphold the public's trust. Employees can access the system via the [Whistleblower Reporting webpage](#) (pdf).

Environmental and safety risk management

The San Mateo County Office of Emergency Management (OEM) develops and assesses the District Emergency Action Plan, coordinates emergency functions, and provides preparedness training. Campus leadership collaborates with emergency preparedness personnel, public safety officers, and facilities managers to respond to incidents, such as power outages and environmental hazards; this team is known as the Crisis Action Team (CAT). In accordance with [Board Policy 8.40](#), the District manages risk through self-insurance for property, liability, workers' compensation, cyber liability, and crime, with additional excess liability coverage provided by external insurers. The Self-Insurance Fund (addresses risk-related expenses, with a detailed table of policies, carriers, and coverage included in the [2024-25 Adopted Budget](#) (pg. 21).

Technological risk management

The District ITS Department safeguards technology infrastructure with [next-generation firewalls, denial-of-service \(DoS\) protection, and malware defense](#). It provides daily backups of administrative systems which are stored in the cloud and replicated to remote sites. It also [performs daily migration of administrative systems to the Oracle Cloud Infrastructure \(OCI\)](#), utilizing Zero Data Loss Autonomous Recovery Service to protect against ransomware and data loss.

The [District also maintains a 24x7 Security Operations Center, managed by CIS Security](#), which provides continuous monitoring of IT systems. To safeguard data, data loss prevention is enforced with [Varonis](#) on all servers. Additional security measures include scanning of all attachments in Outlook and cloud storage with Cloudlock, as well as external email notices and suspicious email alerts through Office 365 and Phish Alert.

All full-time employees complete mandatory [“Security Awareness Training” via KnowBe4](#). Additional training is assigned to users whom ITS has identified as exhibiting higher risk behaviors. ITS also required a “Phish Button Training”, a brief introduction to the Phish Alert Button (PAB) in Outlook. In 2025, [ITS simulated phishing campaigns and monitors the results](#). The District’s risk is slightly higher than industry averages.

To provide further IT continuity and infrastructure, the following measures are taken:

- CENIC high-speed network connectivity with primary and backup routes.
- Emergency power generator at the District Office for IT operations.
- VESDA (Very Early Smoke Detection Apparatus) in the Data Center for fire protection and automatic shutdown in case of overheating.

Governance and oversight

Risk management policies are embedded in [Board Policy 8.11](#) (and its [Administrative Procedure 8.11.1](#)) and in [Board Policy 8.40](#) (and its [Administrative Procedure 8.40.1](#)), ensuring compliance with state and federal regulations. The District conducts annual risk evaluations and updates mitigation strategies to enhance institutional resilience. Through these comprehensive strategies, SMCCCD and Cañada College proactively manage risks, ensuring fiscal responsibility, environmental safety, technological security, and institutional stability.

Cañada College provides and maintains rigorous standards for hiring qualified employees, maintaining their professional needs, and providing them with the technology and infrastructure they need to successfully carry out the mission. Through robust and detailed financial planning and fiscally responsible actions, we continue to plan appropriately for the short and long term of the College and the campus community.

Standard 4: Governance and Decision-Making

The institution engages in clear and effective governance practices that support the achievement of its mission. Governance roles and responsibilities are delineated in widely distributed policies, and institutional decision-making processes provide opportunities for meaningful participation by relevant stakeholders.

4.1. The institution upholds an explicit commitment to principles of academic freedom, academic integrity, and freedom of inquiry. (ER 13)

Academic freedom is supported and promoted at Cañada College

Academic Freedom is a cornerstone of the College and the District. We follow [Board Policy 6.35](#) and its relevant [procedures](#). According to the [SMCCCD statement on academic freedom \(pdf\)](#), “The District’s faculty have the right to express their informed opinions which relate, directly or indirectly, to their professional activities, whether these opinions are expressed in the classroom, elsewhere on campus or at College-related functions. In a search for truth and in a context of reasoned academic debate, students also have the right to express their opinions and to question those presented by others.”

At the College’s [January 10, 2025 Flex Day](#), Academic Senate Leaders and the Director of Equity gave a session entitled [Free Speech, Academic Freedom, Bullying, and Many Other Kinds of Speech in our Cañada Community](#) to remind faculty and staff of their rights, address concerns about bullying and free speech and other topics surrounding freedom of inquiry. This Flex Day session was followed by a [survey](#) that allowed the college community to provide feedback on the topic. The Academic Senate passed a [resolution](#) on upholding academic freedom and supporting student mental health in relation to the Israel-Gaza crisis. They [drafted another resolution](#) in 2025 to work with AFT 1493 to negotiate having Academic Freedom as part of the faculty contract.

Academic integrity is upheld and reinforced

The District and the College regard academic integrity with the highest importance. [Board Policy 7.69](#) Student Conduct, along with its [Administrative Procedure 7.69.1](#) Standards of Student Conduct, Prohibited Actions and Disciplinary Procedures, are the underpinning of all college policies with respect to student conduct, including “[dishonesty] (such as cheating, plagiarism, or knowingly furnish false information to the College and its officials” (AP 7.69.1, number 16) and “[infringement] or violation of copyright laws” (AP 7.69.1, number 17). Student disciplinary procedures and sanctions are outlined in [Administrative Procedures 7.69.2](#) and [7.69.3](#), respectively.

The College has an [Academic Integrity Policy \(pdf\)](#) that was updated in [Fall 2018](#) (pg. 5) in accordance with the updating of Board Policy 7.69 and related Administrative Procedures. The College’s Academic Integrity Policy is communicated to students through the College website and [the College Catalog \(pdf\)](#). Faculty are required to include [course policies](#) on their syllabus. As members of the College community, students at Cañada are expected to demonstrate integrity in all academic endeavors.

Any act which gains or is intended to gain an unfair academic advantage or which compromises the integrity of the academic standards of the College may be considered an act of academic dishonesty, including the prohibited use of General Artificial Intelligence (AI) in a given course. Consequences for violating the Academic Integrity policy are outlined in the [College Catalog \(pdf\)](#). Faculty submit an [Academic Integrity Violation Form](#) when issues of academic integrity violation arise; these issues are addressed by the Vice President of Student Services.

To address the issues that artificial intelligence has brought to academic integrity, the District Teaching and Learning Committee (DTLC) created guidance around plagiarism and artificial intelligence. The [District Academic Senate approved and adopted this guidance](#) (pg. 5) at their December 9, 2024 meeting and created [a new District website \(pdf\)](#) with the guidance, useful tools, and other resources for faculty. DTLC and District Academic Senate agreed that the current Academic Integrity policy is sufficient for classroom usage, instead encouraging faculty to delineate permissible use and unauthorized use of AI clearly in the syllabus. The Cañada Instructional Design team has created a [Syllabus Design Guide template](#) that incorporates language on academic integrity and the use of AI, and their [Syllabus Design Guide webpage](#) offers other examples for

faculty to utilize. In this way, faculty are encouraged to think critically about AI use while also modeling good behaviors to their students.

Faculty and staff receive training on academic integrity

Cañada College has been addressing academic integrity in a variety of ways, particularly as society has adapted to new technology. In collaboration with District partners, we are committed to providing training and opportunities for everyone on campus to improve their knowledge and understanding of how artificial intelligence, academic integrity and academic freedom intersect.

The [Faculty Teaching and Learning Center and Lounge \(pdf\)](#) (FTLCL) has sponsored numerous [trainings \(pdf\) related to AI](#) and these new resources since its relaunch in 2023. The Textbook Affordability Subcommittee of the Academic Senate (TAS) regularly offers their presentation, “[How Not to Be an Accidental Pirate,](#)” to educate all employees, particularly faculty, on proper dissemination of copyrighted materials and the Fair Use Act. There are plans to expand this training to more employees and to expand the current Library workshops for students in the same manner. These trainings and workshops are not limited to the FTLCL; individual departments have been taking strides in addressing academic integrity in the classroom. The English as a Second Language (ESL) Department identified an ongoing issue with students not understanding plagiarism in the context of academic norms at an American College. They worked with the Library to integrate lessons on plagiarism and citation into information literacy sessions for those courses and the Library created [Canvas modules \(pdf\)](#) or ESL classes.

As the technology continues to evolve, the College and the District are expanding their efforts to address academic integrity and digital literacy. In the 2025-2026 academic year, DTLC will be hosting its first communities of practice around artificial intelligence (AI). These communities will allow all employees to better understand the use of AI in their classrooms, their work lives, and in the lives of their students.

4.2. Roles, responsibilities, and authority for decision-making are clearly defined and communicated throughout the institution. The institution’s structure for decision-making provides opportunities for stakeholder participation and ensures the consideration of relevant perspectives.

Decision-making structures are clearly defined and communicated

[Board Policy 2510](#) describes the governance and decision-making bodies and their respective roles and responsibilities for the District and the College, per Title 5 Sections 53200-53206, 51023.5, and 51023.7 as well as Education Code Sections 70901.2 and 70902 (b)(7).

Cañada’s online [Participatory Governance Manual \(PGM\) \(pdf\)](#) further defines the roles, responsibilities, and authority for decision-making at the College. The College’s [Compendium of Participatory Governance Bodies](#), which describes all College Council, Senate, and Committee responsibilities, membership, and bylaws, is a part of the PGM. The relationship between these various bodies and the way they work together to make recommendations to the College President is communicated to campus constituencies in several ways each year.

The [College’s decision-making structure](#) also specifies to which Planning Council or Senate committees report. Most report to PBC and make their recommendations via PBC to the President. Each committee regularly updates PBC with respect to changes in their bylaws and [plans](#). Examples include the updates to the [Distance Education Plan](#) (pg. 16), [Technology Plan](#), the [Strategic Enrollment Management Plan](#), the [Professional Development Plan](#), and the [OER/ZTC Implementation Plan \(pg. 5\)](#), as well as the bylaws of the [Distance Education Advisory Committee \(DEAC\)](#) (pg. 2), the [Technology Committee](#), and [Equity & Antiracism Planning Council bylaws \(EAPC\)](#) (pg. 1). All Senates as well as the EAPC make their recommendations directly to the President.

The Participatory Governance Manual specifies the definition of planning councils, senates, and committees which supports effective collaboration across groups because the work of issue-specific college committees is distinct from that of the planning councils and senates. PBC and Academic Senate monitor the work of their

respective committees as well as the effectiveness of each committee in furthering the work of the campus in achieving our strategic goals and objectives.

The College evaluates processes periodically to assess their efficacy and the degree to which each constituency group is engaged meaningfully. One such example is the work of the [PBC Program Review Subcommittee \(pdf\)](#), which conducts an [annual feedback survey](#) to assess the efficacy of that year's program review processes. Survey results are disaggregated by constituency groups and discussed by IPC (pg. 23), [SSPC](#) (pgs. 6-7), and both Academic Senate and Classified Senates. From there, discussions lead to implementation of potential improvements, thereby closing the loop of the program review process.

Participatory governance opportunities are open for all

The Planning and Budgeting Council (PBC) organizes and conducts a [Participatory Governance Orientation](#) open to all each September (as required in the [PBC bylaws](#)). An invitation to the Orientation is published in the President's Weekly Update and all Council, Senate, and Committee Co-Chairs invite all of their members; it is required for all members of PBC. The Orientation presentation is then posted on the [PBC website \(pdf\)](#) and linked to the [PGM home page \(pdf\)](#). Additionally, the College's participatory governance and decision-making structure is communicated to new faculty as part of the [new faculty orientation \(pdf\)](#). The Classified Senate, working closely with CSEA, helps [communicate opportunities for participation to classified staff \(pdf\)](#) and makes appointments to Councils and Committees in consultation with CSEA. As a result of our college-wide work on Standard 4 of this report on Flex Day in January, 2025, [an Orientation was also held on Opening Day](#), during Flex Day on August 12, 2025. These presentations are recorded and provided after the event, on the [Flex Day Follow-Up Resources website \(pdf\)](#).

Each of the College's Planning Councils, Senates, and Committees maintain their own websites ([PBC \(pdf\)](#), [EAPC \(pdf\)](#), [Instructional Planning Council \(pdf\)](#), [Student Services Planning Council \(pdf\)](#), [Academic Senate \(pdf\)](#), [Classified Senate \(pdf\)](#), and [Student Senate \(pdf\)](#)), where they regularly post their roles and responsibilities in College decision-making and their meeting agendas and minutes, detailing any recommendations they make. The [Planning and Budgeting Council Bylaws](#), for example, detail how it provides an opportunity for all groups on campus to participate in developing recommendations and priorities for the College on various matters, which include advising and making recommendations to the President on matters pertaining to accreditation and the program review process, as well as prioritizing expenditures to advance the College goals and addressing College-wide planning.

At Cañada, institutional constituency groups work together in various councils and committees to make decisions. The Instructional Planning Council (IPC) members work closely with the Academic Senate and its division representatives to determine [faculty reassignments \(pdf\)](#) each year, while PBC works closely with both the Academic and Classified Senates to [publicize \(pdf\)](#) and [prioritize \(pdf\)](#) requests for new positions each year. The Academic and Classified Senates, IPC, and Student Services Planning Council (SSPC) collaborate closely via the [PBC Program Review Subcommittee \(pdf\)](#) to help coordinate and support an effective program review process each year across instructional, administrative, and student services programs. This regular reporting between all participatory governance bodies to PBC and/or IPC and SSPC, along with regular reporting to Academic Senate and Classified Senate, ensures that there is a high level of collaboration across the campus.

4.3. The institution's decision-making structures are used consistently and effectively. Institutional decision-making practices support a climate of collaboration and innovation that advances the mission and prioritizes successful outcomes for all students.

Decision-making structures are used consistently and updated as necessary to advance our mission

To ensure the College's decision-making structures are used effectively, PBC works in collaboration with the Office of Planning, Research, and Institutional Effectiveness (PRIE) to evaluate the College's participatory governance processes each year. As described in their [bylaws](#) and in the [Participatory Governance Manual \(pdf\)](#), PBC is responsible for [developing an evaluation tool](#) (pg. 4; e.g. [survey instrument](#)) to ensure continuous quality improvement in broad-based participation and collective decision-making. In the fall of each year, the

PRIE Office [presents the results of the evaluation to the PBC](#) (pgs. 3-4) and shares the results broadly with all College constituents for discussion, deliberation, and possible action.

Academic decision-making resides with the Academic Senate's Curriculum Committee, which are described in the College's [Curriculum Handbook](#). The Curriculum Committee meets regularly, reviews proposals for new and current courses and programs, performs technical review work with respective faculty, and ultimately approves them. After the Committee approves curricula, the College submits curricular updates to the Board of Trustees' consent agenda for final approval, as referenced in the Board of Trustees' Policies and Procedures Chapter 6 ("Educational Program"). The Board of Trustees approves curriculum at the [Board of Trustees Regular Meeting](#) (pdf) each month.

The [College's decision-making structure](#) also specifies to which Planning Council or Senate committees report. Most report to PBC and make their recommendations via PBC to the President. Each committee regularly updates PBC with respect to changes in their bylaws and [plans](#). Examples include the updates to the [Distance Education Plan](#), [Technology Plan](#), the [Strategic Enrollment Management Plan](#), the [Professional Development Plan](#), and the [OER/ZTC Implementation Plan](#) (item 5), as well as the bylaws of the [Distance Education Advisory Committee](#) (DEAC) and the [Technology Committee](#).

The [Participatory Governance Manual](#) (pdf) specifies the definition of planning councils, senates, and committees which supports effective collaboration across groups because the work of college committees is issue-specific and distinct from that of the planning councils and senates. PBC and Academic Senate monitor the work of their respective committees as well as the effectiveness of each committee in furthering the work of the campus in achieving our strategic goals and objectives.

The College evaluates processes periodically to assess their efficacy and the degree to which each constituency group is engaged meaningfully. One such example is the work of the [PBC Program Review Subcommittee](#) (pdf), which conducts an [annual feedback survey](#) to assess the efficacy of that year's program review processes. Survey results are disaggregated by constituency groups and discussed by [IPC](#) (pgs. 10-13) and [SSPC](#) (pgs. 5-8). From there, discussions lead to implementation of potential improvements, thereby closing the loop of the program review process.

Cañada College has also engaged in this process at a systematic level, specifically with reference to decision making and planning and based on college-wide reflection and analysis. In May 2022, as a result of the College's [2021 Internal Equity Audit](#), the PBC recommended to the President the creation of a new [Equity and Antiracism Planning Council \(EAPC\)](#) (pdf) to disrupt and dismantle systemic racism and White supremacy for our college community in pursuit of equity, antiracism, justice and liberation. In December, 2022, the [PBC adopted bylaws for the new EAPC](#) (pg. 1).

In the proposed bylaws, the decision about whether the EAPC would report to PBC or report directly to the College President was debated. To accommodate different views, the PBC recommended to the President that the EAPC reporting structure be in place as a pilot for one year and then evaluated. In 2024, the PRIE Office's [Participatory Governance Survey](#) (pgs. 7-12) evaluated the pilot reporting structure for EAPC. On [May 1](#) (pgs. 6-7) and September 18, 2024, [PBC reviewed the results of the evaluation](#) (pgs. 3-4) that strongly supported ending the pilot and took action to make the new reporting structure permanent. On May 24, 2024, [PBC adopted revised bylaws for itself](#) (pg. 3) which reflected the creation of EAPC and modified PBC's roles and responsibilities accordingly.

In these ways, we have undertaken the serious task of reflection and action with respect to decision-making at all levels of the College. By regularly performing these actions, we aim to address rising concerns and gaps that impact all members of our campus community.

Cañada's strong climate of collaboration strengthened by shared decision-making

The College's culture of collaboration and shared decision-making is perhaps best represented at the [annual Leadership Retreat](#) (pdf). As part of Cañada College's [annual planning cycle](#), student, faculty, classified staff, and administrative leaders convene just before the start of each academic year to determine the strategic priority projects on which they will collectively focus during the coming year. They [review the progress the College has made to date on its Educational Master Plan](#) (EMP) and identify those areas of strategic importance for the year ahead. These priorities are presented to the College on Flex Day and to PBC at its first

meeting of the year for adoption and monitoring. This annual plan is posted on the [College planning website \(pdf\)](#) and those responsible for leading EMP priority projects are identified on the [Cañada Collaborates \(pdf\)](#) website.

One of the best sources of innovation at Cañada is our students. Each year, Associated Students of Cañada College (ASCC) leaders share their annual priorities at the [College's annual Leadership Retreat \(pdf\)](#). In recent years, they have spear-headed efforts to create a land and labor acknowledgement statement for the College, address the rising costs incurred by students, particularly with respect to instructional materials, launch a Cultural Center, and build a Childcare Center on campus. Many of these ideas have made their way into the College's EMP.

The first three of these initiatives have become reality at Cañada. The road to the creation of a Childcare Center has been a long one, starting on October 5, 2022, when the PBC, at the suggestion of the Student Senate and PTK honors society, [proposed the formation of a Childcare Center Task Force](#) (pg. 3).

Composed of students, faculty, staff, and administrators, the taskforce determined the feasibility of creating a Childcare Center on campus. On April 19, 2023, the [Childcare Task Force made its recommendations to PBC and the College President](#) (pgs. 3-5). On May 10, 2023, the [Board of Trustees reviewed the Task Force's recommendations](#) (pg. 3) expressed their support, and on May 24, 2023, [the Board approved a resolution \(pg. 6\)](#) in support of the College applying for additional funding to finance the construction of the Center. As of February 5, 2025, the Childcare Center Task Force informed PBC that [construction of the Center should be complete in 2026](#) (pg. 7).

Cañada's newly updated and implemented [Program Improvement and Viability \(PIV\) process](#) is another example of how the College's decision-making practices support a climate of collaboration and innovation that advances the mission and prioritizes equitable student outcomes. The program failed to be accredited by the American Board of Funeral Services Education (ABFSE) and, correspondingly, the value it presented to students came into question. The [program Dean presented this information](#) to the Board of Trustees on [June 26, 2024](#) (pg. 7) and to the [Academic Senate](#) on [August 22, 2024](#) (pgs.8-10). As a result, the Academic Senate [placed the Funeral Services Program into a PIV process](#) and established a PIV Task Force led by faculty and composed of representatives from faculty, classified staff, and administration. The Task Force then presented their recommendations to IPC that provided feedback to the Task Force and [made its own recommendations to the Academic Senate](#). Together, the Academic Senate and IPC made a joint recommendation to PBC, who [made recommendations](#) (pg. 7) to the College President for implementation. [The final decision was presented to the Board of Trustees in June 2025](#) (pg. 9), with the [final approval to discontinue](#) (curricular deletions, pg. 4) the program made at the Board's July 2025 meeting.

Discontinuing the Funeral Services Education program was not an easy decision. Working collaboratively via a clear process that included broad participation from faculty, staff, students, industry partners and our larger community, campus constituencies worked well together to make an informed decision in the best interest of our students. The Academic Senate continues to innovate and refine their PIV process. Based on the experience of the Funeral Services Education program going through the PIV process, the Senate is exploring possible revisions to the process. On September 25, 2025, [the Senate formed a new workgroup that would identify these revisions](#) (pg. 10) and submit them to the Academic Senate for approval at a future meeting this year.

4.4. Acting through policy, the governing board takes responsibility for the overall quality and stability of the institution, and regularly monitors progress towards its goals and fiscal health. (ER 7)

The Board has clear responsibilities

The SMCCCD Board of Trustees (Board) is an independent, policy-making body elected by the citizens of San Mateo County and charged by [California Education Code, Section 70902](#), with responsibility for establishing academic standards, approving courses of instruction and educational programs, and determining and controlling the operating and capital budgets of the District. [Board Policy 2200](#) outlines the duties and responsibilities of the Board, including oversight of "educational quality, integrity, legal matters, financial

stability, and for ensuring that the District’s mission is implemented.” The Board generally meets once per month, with an additional three study session meetings per year that allow the Board to more thoroughly review and discuss topics generally those relating to student success, and to become more familiar with issues facing students, faculty and staff. [Board Policy 2310](#) describes the regular meetings of the Board and the [schedule of Board meetings](#) is posted on the Board’s website. These practices are also detailed in the [Board of Trustees Handbook](#).

The District mission of providing a breadth of high-quality educational opportunities, programs and services is set forth in [Board Policy 1200](#). The Board has approved policies, [set priorities, established goals](#) (pg. 2) and [revised goals](#) (pg. 4) that describe the Board of Trustees expectations for quality, equity, integrity, and improvement of the District administration, and of student learning programs and services at the Colleges. The Board ensures the District mission is at the heart of the planning process through its role in guiding the development of the [SMCCCD Strategic Plan](#), as described in this fall [2024 Board Report regarding District Strategic Plan Development](#).

The Board fulfills its responsibilities

The Board ensures fulfillment of its mission by holding the District Chancellor accountable for implementing the [District Strategic Plan](#) along with a set of [annual Board goals and priorities](#), and by monitoring key indicators of student learning and achievement, as outlined in [Administrative Procedure 2.75.1](#) on Institutional Planning and Effectiveness. The Board tracks progress toward student outcome metrics via the [SMCCCD Strategic Plan Metrics Tableau Dashboard \(pdf\)](#), which includes 5-year trends on key metrics such as course success rates, persistence rates, enrollment and completion of transfer-level math and English, unit accumulation, graduation rates, time to graduation, and transfer to 4-year College rates, all disaggregated by gender, race-ethnicity, and other student demographics. This [updated District strategic plan was adopted by the Board in June 2025](#) (pg. 9).

In addition to District planning and metrics, the Board reviews and approves College plans, including Cañada College’s [EMP](#) and the [Student Equity Plan](#) which detail goals and strategies for improving academic quality and equitable student outcomes. College-level outcome metrics are presented to the Board along with these plans and are available for review at any time through various publicly accessible [Cañada College Tableau Dashboards \(pdf\)](#).

The Board ensures financial stability and dissemination of information

The Board of Trustees’ role and responsibility in ensuring the financial stability of the institution is clearly delineated in the [Board of Trustees Handbook](#). Policies specific to the Board’s fiscal responsibilities include [Board Policy 8.0](#) covering fiscal management and [Board Policy 2430](#) delegating authority to the Chancellor to supervise and carry out the business of the District in accordance with all laws and the California Community Colleges Budget and Accounting Manual. [Board Policy 8.05](#) covers external financial audits, District budgets and financial planning, and investment of District funds, among other items designed to ensure fiscal accountability. [Board Policy 8.11](#) details the Board’s role in managing the District’s Budget. [Board Policy 8.06](#) outlines the Board’s role in investing District funds.

In addition to reviewing and approving an Annual Budget, the Board consistently examines financial reports and related documents to monitor the institution’s fiscal health. Regular reports presented and discussed at Board meetings include [budget updates](#), detailed [mid-year budget reports](#) and a [District Financial Summary](#) for each quarter. The Board also receives and [accepts an annual District audit \(pgs. 4-5\)](#) prepared by an independent certified public accountant, as well as independent performance audits of bond measures.

In accordance with [Board Policy 2410](#), the Board regularly reviews and assesses all Board policies for effectiveness in fulfilling the District’s mission. The policy requires the administration, in conjunction with the appropriate constituencies, to review each policy on a six-year schedule. In November 2023, the District embarked on an ambitious overhaul of the entire Board Policy Manual that includes review, updating and conversion of Board policies to the numbering and titling system recommended by the Community College League of California. Note that this is a multi-year process, and this Institutional Self Evaluation Report includes Board policies that have been converted to the new numbering system, as well as policies that are still numbered in accordance with the legacy system. During this transition process, the District maintains a

[legacy web page which shows the crosswalk \(pdf\)](#) between legacy numbered Board Policies alongside the newly numbered Board Policies.

4.5. The governing board selects and evaluates the institution's chief executive officer (CEO). The governing board gives the CEO full authority to implement board policies and ensure effective operations and fulfillment of the institutional mission.

The Board selects and evaluates the Chancellor

The Chief Executive Officer of the San Mateo County Community College District (SMCCCD) is the Chancellor. [Board Policy 2431](#) specifies that the Board "shall employ a full-time Chancellor to serve as chief executive officer of the District, whose principal responsibility is leadership of the educational program." [Administrative Procedure 2.02.1](#) provides detailed guidance as well as general principles to guide screening and selection, development of the job announcement, search committee membership and orientation, development of an assessment plan, close of the recruitment process, screening of application materials, screening of interviewees, and final interviews and reference checks. The Board sets clear expectations for the Chancellor in the [position description](#) and in their annual [Board Goals](#) which enumerates the support the Board expects from the Chancellor in achieving their goals and priorities in the given year.

Since 2019, the Board has hired two chancellors. During the 2019-20 academic year, the Board conducted a national search for a new Chancellor and ultimately chose long-time College of San Mateo President, Michael Claire, who transitioned to his new role just as the COVID pandemic forced the closure of all three Colleges in spring 2020. Chancellor Claire retired in June 2023. Upon his retirement, the Board hired then Skyline President Melissa Moreno as Interim Chancellor.

The Board conducted a [national search \(pdf\)](#) for a new Chancellor during the 2023-24 academic year. On July 26, 2023, the [Board first discussed the process and timeline for their search](#) (pg. 5). On September 13, 2023, the [Board adopted a revised selection process and timeline](#) (pg. 4) for their search process. By April 24, 2024, [the Board approved an employment agreement with Melissa Moreno](#) (pg. 4), who had been serving as the interim Chancellor at the time of the search and who had served as President of Skyline College prior to that.

[Board Policy 2435](#) specifies that:

"[T]he District Chancellor will be evaluated by the Board annually based upon goals which are mutually agreed upon by the Board of Trustees and the District Chancellor...using an evaluation process...based on board policy, the District Chancellor's job description, and performance goals and objectives developed in accordance with BP 2430 Delegation of Authority to the District Chancellor...the criteria for evaluation of the District Chancellor shall also include performance goals and objectives related to the District's commitment to diversity, equity, and inclusion."

[AP 2.02.2](#) Chancellor of the District: Evaluation lists the performance areas for evaluation and references where to find an [evaluation instrument](#). The Board has a standing closed session agenda item to discuss the Chancellor's performance. In the case of Chancellor Moreno, the Board discussed her performance every month for the first six months and now reviews it every few months, as in this June 2025 [Board agenda](#) (item 2).

The Board delegates authority to the Chancellor

[Board Policy 2430](#), specifies that the Board of Trustees shall delegate to the Chancellor of the District the executive responsibility for administering policies adopted by the Board and executing all decisions of the Board requiring administrative action and that the District Chancellor shall perform all duties specifically required of or assigned to the Chancellor by the statutes of the State of California and by the Board of Trustees of the San Mateo County Community College District.

4.6. The governing board functions effectively as a collective entity to promote the institution's values and mission and fulfill its fiduciary responsibilities. The governing board demonstrates an ability to self-govern in adherence to its bylaws and expectations for best practices in board governance. (ER 7)

The Board functions effectively and is self-governing

The San Mateo County Community College District (SMCCD) has a robust [mission statement](#) that it reviews every three years via a broad-based participatory governance process. This mission guides the Board's work as a collective unit and provides a framework for District strategic planning, prioritization, and resource allocation decisions in a manner consistent with the values of the three Colleges. [Board Policy 2330](#) outlines how the Board makes decisions.

[Board Policy 2200](#) clearly lays out the duties and responsibilities of the Board. This includes provisions for assuring the District's fiscal health, stability, and transparency as well as advocating for and protecting the District from undue influence or pressure. [Board Policy 2715](#) defines the Board's Code of Ethics and Standards of Practice.

When it is called upon to do so, the Board acts in decisive and meaningful ways. In 2019, when allegations of fraud came to light concerning the then long-time chancellor, the Board promptly took action to remove him under suspicion and minimize risks to the Colleges. This was an instance when the Board acted quickly and in the best interest of the District and its Colleges.

In 2023 and 2024, the Board hired and worked with a facilitator tasked to update Board policies to make them compliant with legal updates, usable and clear, and compliant with the California League of Community Colleges numbering system. The facilitator was also contracted to develop a new [Board of Trustees Handbook](#) and Board goals; this new handbook was [adopted by the Board in October 2023](#), and, after more than a year of discussion and refinement, the [Board adopted new goals in August 2024](#).

As new members join the Board, they are oriented on the basis of the [SMCCCD Board of Trustees Orientation](#) as well as the [Student Trustee Orientation](#). [Board Policy 2745](#) governs how the Board evaluates itself. In August 2024, the Board [discussed](#) (pg. 5) the results of the Board of Trustees [Self Evaluation 2024](#), including areas of progress and areas of improvement.

Every five years, the Colleges review and update their mission, vision, and values statements. The Board reviews and approves them. June 22, 2022 Board of Trustees [meeting minutes](#) (pg. 5) approving Cañada's EMP, mission, vision and values). The Board then uses these elements in the creation of their own goals and strategies, thus ensuring regular collaboration and connection to the College.

In these ways, governance at Cañada College, and by extension the San Mateo County Community College District, is transparent and collaborative, from the Board to the Chancellor to the College. We endeavor to keep this as our ethos as we move forward in connecting and educating our students and our community.

C. REQUIRED DOCUMENTATION

Standard 1: Mission and Institutional Effectiveness

Required Item	Documentation
i. Documentation of institution's authority to operate as a post-secondary educational institution and award degrees (e.g., degree-granting approval statement, authorization to operate, articles of incorporation) (ER 1)	ACCJC Reaffirmation Letter January 2020
ii. Procedures/practices for periodic review of mission/mission-related statements, including provisions for revision (if/when revisions are needed) that allow for participation of institutional stakeholders, as appropriate for the character and context of the institution	Educational Master Planning Process (pdf) (pgs. 9-10) Educational Master Plan (pgs. 1, 6, 9-12, 15-16, 18, 29, 42, 47, 54, 64) Planning & Budgeting Council Minutes, approval of mission May 18, 2022 (pg. 2) Board Policy 1.01 District Mission
iii. Documentation of the governing board's approval of the institutional mission (ER 6)	SMCCCD Board Minutes - Approval of College Mission and Educational Master Plan June 2022 (pg. 5) Planning & Budgeting Council Minutes – Approval of College Mission and Educational Master Plan May 18, 2022 (pg. 5)
iv. Procedures/practices for setting institutional goals, including provisions for the inclusion of input from relevant institutional stakeholders, as appropriate for the character and context of the institution	Educational Master Planning Process (pdf) (pgs. 9-10) Participatory Governance Manual (pdf) (pgs. 15, 37, 41, 45, 61, 63) Planning & Budgeting Council Bylaws (pg. 63) Strategic Enrollment Management Process (pdf) (pgs. 16, 28)
v. Documentation that the institution has established standards and goals for student achievement (i.e., institution-set standards), including but not limited to standards and goals for successful course completion, certificate completion, degree completion, transfer rates, job placement rates, and licensure examination pass rates, at the institutional and program levels (ER 2, ER 11)	Institution-Set Standards (pgs. 11, 30) Planning & Budgeting Council Minutes updating Institution Set Standards, February 5, 2025 (pg. 11) Annual Report to ACCJC April 11, 2025 (pg. 13) Educational Master Plan (pgs. 1, 6, 9-12, 15-16, 18, 29, 42, 47, 54, 64)

Standard 2: Student Success

Required Item	Documentation
i. Documentation that the institution's practices for awarding credit reflect generally accepted norms in higher education, including: - Commonly accepted minimum program lengths for certificates, associate degrees, and baccalaureate degrees - Written policies for determining credit hours that are consistently applied to all courses, programs, and modalities - Adherence to the Department of Education's standards for clock-to-credit hour conversions, if applicable (ER 10) - Methodology to reasonably equate the direct assessment program to credit or clock hours, if applicable (See Commission Policy on Competency Based Education and Policy on Credit Hour, Clock Hour, and Academic Year)	California Code of Regulations Title 5 § 55002.5. Credit Hour Definition California Community Colleges Term Length Multipliers Fiscal Year 2024-25 Board Policy 6.05 Academic Calendar Board Policy 1.10 Philosophy and Criteria for Associate Degree and GE Board Policy 6.12 Definition of Credit Courses Board Policy 6.13 Curriculum Development, Program Review, and Program Viability (pgs. 21, 23) Cañada College Annual Curriculum Approval Certification Form Cañada Catalog Unit of Credit Cañada College Curriculum Handbook (pgs. 22, 25, 63) Cañada College Faculty Handbook (pg. 43)
ii. Documentation that the institution's transfer of credit policies include the following: - Any established criteria the institution uses regarding the transfer of credit earned at another institution - Any types of institutions or sources from which the institution will not accept credits - A list of institutions with which the institution has established an articulation agreement - Written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning See Policy on Transfer of Credit	Board Policy 6.18 Credit for Prior Learning Board Policy 6.24 Articulation Board Policy 6.26 Transfer of Credit and Graduation and/or Certificate Program Requirements for Students Who Transfer among the District's Colleges Cañada College Catalog (pgs. 26-28, 33, 56, 61, 62) Cañada College Catalog Examination Credit Cañada College Level Examination Program (CLEP) Cañada College Military Service Credit Cañada College Defense Language Proficiency Test (DLPT) Cañada College Advanced Placement (AP) Policy Cañada Course Substitution Petition International Baccalaureate (IB) Policy Transcript Evaluation Process Cañada Catalog Academic Standards Policy Transfer Center Articulation Website (pdf) District Accepted Accreditation (pdf) District Credit for Prior Learning Policies and Information List of Institutional Articulation Agreements
iii. Documentation of the institution's advertising and recruitment policies, demonstrating alignment with the Policy on Institutional Advertising and Student Recruitment (ER 16)	Board Policy 2.35 Use of District Communications Systems (pgs. 26, 56) Administrative Procedure: 2.35.1 Access to District Email (pg. 56) Board Policy 3.15 Employment Requirements (pg. 40) Board Policy 7.01 Admissions and Concurrent Enrollment Board Policy 7.23 Athletics Board Policy 7.37 Open Enrollment

	Cañada College Catalog Admissions Policies and Procedures
iv. Documentation of clear policies and procedures for handling student complaints, including: • Evidence that these policies/procedures are accessible to students in the catalog and online; • Evidence that that institution provides contact information for filing complaints with associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs	Board Policy 7.73 Student Grievances and Appeals Cañada College Student Complaint Process Cañada College Catalog Student Grievances Cañada College Catalog Student Conduct Policy (pg. 61) Cañada College Student Code of Conduct (pg. 61)
v. Verification that the institution maintains files of formal student complaints received throughout the current accreditation cycle (i.e., since the last site visit), demonstrating: • Accurate and consistent implementation of complaint policies and procedures • No issues indicative of noncompliance with Standards	No link required; to be verified by the team during in-person site visit
vi. Verification that student records are stored permanently, securely, and confidentially, with provision for secure backup	No link required; to be verified by the team during in-person site visit
vii. Documentation of the institution's policies and/or practices for the release of student records	Interim Board Policy 5040 Student Records, Directory Information, and Privacy District Transcript Request Process Release of Records Form Canada College Policy Student Rights to Privacy Cañada College Transcript Request Process
viii. Documentation that the institution's policies and procedures for program discontinuance provide enrolled students with opportunities for timely completion in the event of program elimination	Board Policy 6.13 Curriculum Development, Program Review, and Program Viability (pgs. 21, 23) Administrative Procedure 6.13.1 Curriculum Development, Program Review, and Program Viability Cañada College Academic Senate Procedures for Program Discontinuance (pgs. 24, 47, 65) District Procedure for Program of Study Inactivations and Teachouts
For Title IV participants:	
ix. Documentation of institution's implementation of the required components of the Title IV Program, including: Findings from any audits and program/other review activities by the U.S. Department of Education (ED) Evidence of timely corrective action taken in response to any Title IV audits or program reviews See Policy on Institutional Compliance with Title IV	Board Policy 7.56 Collection of Delinquent Loans and Other Financial Obligations CC Title IV Programs Recertification Measure H Financial Audit Report 2024 Measure H Performance Audit Report 2024 SMCCCD Foundation Audit Report 2024 No federal audits have been conducted at Canada College.
For institutions with distance education and/or correspondence education:	
x. Documentation of institution's:	Administrative Procedure 6.12.1 Distance Education Cañada College AP4105 Distance Education

- Procedures for verifying that the student who registers in a course offered via distance education or correspondence education is the same person who participates in the course and receives academic credit - Policies and/or procedures for notifying students of any charges associated with verification of student identity (if applicable) - Policies regarding protection of student privacy See Policy on Distance Education and on Correspondence Education	Cañada College Policy Student Rights to Privacy Conflicting Information and Resolution Census Verification Financial Aid Standard Operating Procedure – Academic Qualification High School Financial Aid Policy and Procedures Manual (pg. 16 and 21) Catalog Admission Policy & Procedure R2T4 Policy 2025 Refund Policy SAP and Appeal Process 2025 Cañada College Faculty Handbook (pg. 43) Cañada College Faculty Handbook for Online Teaching & Learning (pg. 29)
Required only if applicable	
xi. Documentation demonstrating how the institution distinguishes its pre-collegiate curriculum from its College-level curriculum	Cañada College Catalog Course Descriptions (side window Course Numbering & Transferable Credit) Example Course
xii. Documentation of policies and/or procedures for awarding credit for prior learning and/or competency-based credit	District Credit for Prior Learning Policies and Information Board Policy 6.18 Credit for Prior Learning Cañada College Catalog Cañada College Catalog Examination Credit Cañada College Level Examination Program (CLEP) Cañada College Military Service Credit Cañada College Defense Language Proficiency Test (DLPT) Cañada College Advanced Placement (AP) Policy International Baccalaureate (IB) Policy
xiii. Documentation of agreements with other external parties regarding the provision of student and/or learning support services	Link Systems Agreement with the Foundation for California Community Colleges STAC Program Agreements (NetTutor, Proctorio) Labster Agreement Peninsula Library System Joint Powers Agreement
xiv. Policies and/or other documentation related to institutional expectations of conformity with any specific worldviews or beliefs	Board Policy 7.69 Student Conduct (pg. 61) Administrative Procedure 7.69.1 Standards of Student Conduct, Prohibited Actions and Disciplinary Procedures (pg. 61) CSEA Contract (pg. 45) AFT Faculty Contract (pg. 42, 44)

Standard 3: Infrastructure and Resources

Checklist Item	Documentation
i. Written policies and procedures for human resources, including hiring procedures	Board Policy 2.10 Selection Procedures Administrative Procedure 2.10.1 Selection Procedures Board Policy 2.20 Equal Employment Opportunity (pg. 40) Administrative Procedure 2.20.1 Equal Employment Opportunity Administrative Procedure 2.20.2 Equal Employment Opportunity – Service Animals Board Policy 3.05 Designation of Faculty and Faculty Qualifications Administrative Procedure 3.05.1 Minimum Qualifications, Faculty Service Areas and Equivalency to Minimum Qualifications (pg. 41) Board Policy 3.15 Employment Requirements (pg. 40) Board Policy 5.10 Managers: Employment and Reassignment Administrative Procedure 5.10.1 Administrative Retreat Rights Board Policy 5.20 Academic Supervisors: Employment and Reassignment Board Policy 5.50 Classified Professional/Supervisory Employees: Employment and Transfer Board Policy 5.60 Confidential Employees: Employment and Transfer SMCCCD Employment Policies SMCCCD Equity Employment Opportunity Plan (EEO) 2023-26 (pg. 40) Selection Committee Handbook Selection Procedures for: • Chancellor (pg. 66) • President • Faculty • Classified/Administrative • Equivalency (Classified)
ii. Employee handbooks or similar documents that communicate expectations to employees	Cañada College Business Operations Resource Manual Cañada College Curriculum Handbook (pgs. 22, 25, 63) Cañada College Faculty Handbook (pg. 43) Cañada College Faculty Handbook for Online Teaching & Learning (pg. 29) Human Resources Overview (pdf) Human Resources Guides and Trainings (pdf) Human Resources Forms and Documents (pdf) Human Resources Evaluation Procedures (pdf) Participatory Governance Manual (pdf) (pgs. 15, 37, 41, 45, 61, 63) SMCCCD Facilities Planning, Maintenance & Operations Employee Handbook SMCCCD New Hire Welcome Packets Website (pdf) CSEA Contract (pg. 45) AFSME Contract

	AFT Faculty Contract (pg. 42, 44)
iii. Annual financial audit reports - 3 prior years (include auxiliary organizations, if applicable) (ER 5)	2021-2022 Audit Report (pg. 51) 2022-2023 Audit Report (pg. 51) 2023-2024 Audit Report (pg. 51) Measure H Financial Audit Report 2024 Measure H Performance Audit Report 2024 SMCCCD Foundation Audit Report 2024 District Audit Report Webpage (pdf) (pg. 51)
iv. Practices for resource allocation and budget development (including budget allocation model for multi-College Districts/systems)	District Budget Process (pg. 49) District Resource Allocation Model (pg. 47, 48, 50, 53) Adopted Budget Report 2025-26 (pgs. 47-51, 53-4, 59) Budget Calendar 2025-26 Budget Development Tasks (pgs. 50-52) Guidelines for Development Organization Budget Guidelines for Development Program Budget
v. Policies guiding fiscal management (e.g., related to reserves, budget development)	Board Policy 8.00 Fiscal Management (pgs. 47, 53) Administrative Procedure 8.00.1 Fiscal Management (pgs. 47, 53) Board Policy 8.11 District Budget (pgs. 47, 53, 59, 60, 66) Administrative Procedure 8.11.1 District Budget (pgs. 47, 53, 59, 60) Board Policy 8.05. District Financial Audits (pg. 66) Administrative Procedure 8.05.1 Audits Board Policy 8.06 Investment of District Funds (pg. 66) Administrative Procedure 8.06.1 Investments Board Policy 8.07. Debt Issuance and Management (pg. 54) Board Policy 8.14 Bond Oversight Committee and Accountability Measures Administrative Procedure 8.14.1 Bond Oversight Committee
vi. Policies, procedures, or agreements (e.g., AUAs) related to appropriate use of technology systems	Board Policy 2.34 Computer & Network Use (pg. 56) Cañada College Technology Plan (pg. 47, 62, 64) Cañada College Distance Education Plan (pg. 14, 17, 22, 47, 62, 64) Library Technology Loan Program (pg. 57) District Information Technology Services website (pdf) District ITS Strategic Plan 2025-30 draft (pdf) (pgs. 57-59) District ITS Strategic Plan 2019-2024 (pg. 58)
For Title IV participants:	
vii. Documentation that the institution's student loan default rates are within the acceptable range defined by ED, or – if rates fall outside the acceptable range - documentation of corrective efforts underway to address the issue	Cañada College NSLDS Official Cohort Default Rate
Required only if applicable	
viii. Documentation of any agreements that fall under ACCJC's Policy on Contractual Relationships with Non-accredited Organizations	Board Policy 8.03 Authorized Signatures Board Policy 8.15 Purchasing Board Policy 8.16 Construction Bids

ix. Written code of professional ethics for all personnel including consequences for violations	<u>Board Policy 2.21 Professional Ethics</u> • <u>Faculty</u> • <u>Classified</u> • <u>Students</u>
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Standard 4: Governance and Decision-Making

Checklist Item	Documentation
i. Governing board policies/procedures for selecting and regularly evaluating its chief executive officer	Board Policy 2431 Selection of the Chancellor (pg. 66) Board Policy 2435 Evaluation of the District Chancellor (pg. 66) Administrative Procedure 2.02.1 Selection Procedures for Chancellor (pg. 66) Selection Procedures for College President Performance Evaluation Procedures for Administrators and Academic Supervisory Employees Administrator Performance Evaluation Checklist Board Policy 2.03 College Presidents Administrative Procedure 2.03.01 College President Selection Procedure
ii. Documentation or certification that the institution's CEO does not serve as the chair of the governing board (ER 4)	Board Policy 2010 Board Membership Board Policy 2210 Officers Board Policy 1.02 Organization of the Board
iii. Governing board policies/procedures/bylaws related to Board Ethics	Board Policy 2715 Board Code of Ethics/Standards of Practice (pg. 68) Board Policy 2430 Delegation of Authority to the District Chancellor (pg. 67) Board Policy 2.21 Policy on Professional Ethics
iv. Governing board policies/procedures/bylaws related to conflict of interest	Board Policy 2710 Conflict of Interest Board Policy 1.35 Board Member Conduct Board Policy 2.21 Policy on Professional Ethics

Other Federal Regulations and Related Commission Policies

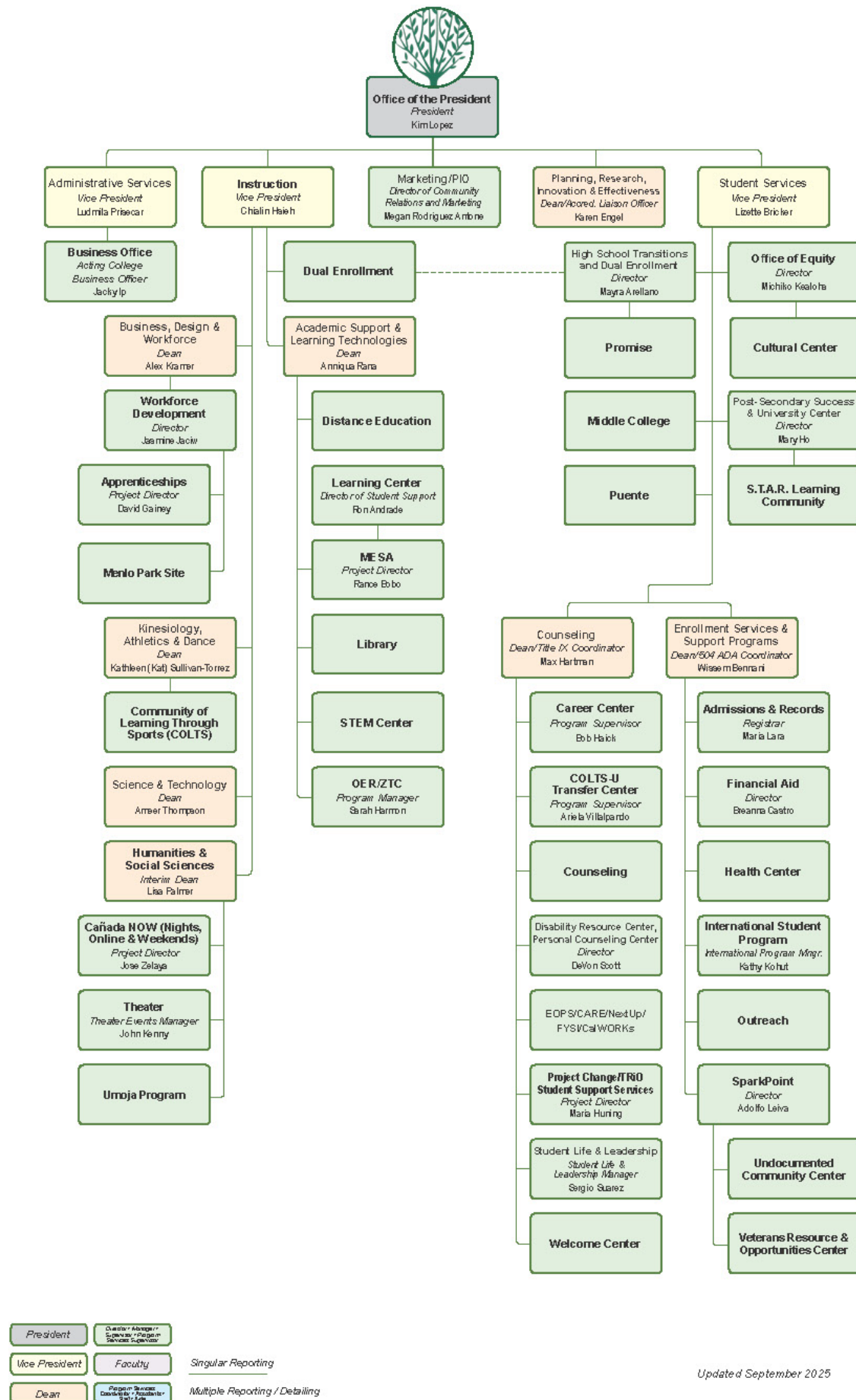
Checklist Item	Documentation
i. Documentation of the institution's appropriate and timely effort to solicit third party comment in advance of the Focused Site Visit and – if applicable - cooperate with the review team in any necessary follow-up See Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions, Section D	Third Party Comments Information on the College Website President's Advisory Council Presentation & Invitation to Comment, September 17, 2025 (Foreward)
ii. Documentation that the institution provides accurate information for the public concerning its accredited status with ACCJC on its institutional website, no more than one page (one click) away from the home page See Policy on Representation of Accredited Status	Cañada College Home Page

D. APPENDIX 1: VERIFICATION OF CATALOG REQUIREMENTS (ER 20)

Required Element	Catalog location
General Information	
Official Name, Address(es), Telephone Number(s), and Website Address of the Institution	• About Cañada College
Educational Mission	• About Cañada College/Mission
Representation of accredited status with ACCJC, and with programmatic accreditors, if any	• Accreditation
Course, Program, and Degree Offerings	• Degree and Certificate Programs • Courses
Student Learning Outcomes of Programs and Degrees	• Program Learning Outcomes are provided on each Program webpage (see Business Administration AS example (pdf) as well as on each Program Map in the Program Mapper Tool
Academic Calendar and Program Length	• Academic Calendar
Academic Freedom Statement	• About Cañada/Statement of Academic Freedom
Available Student Financial Aid	• Financial Aid • Scholarships
Available Learning Resources	• Learning Center • Learning Communities
Names and Degrees of Administrators and Faculty	• Faculty and Other Academic Personnel • Campus Directory
Names of Governing Board Members	• Board of Trustees San Mateo County Community College District
Requirements	
Admissions	• Admissions • Residency Requirements • International Students • Registration
Student Tuition, Fees, and Other Financial Obligations	• Fee Policies • Fee Types • Non-Payment of Fees
Degrees, Certificates, Graduation and Transfer	• Overview: Associate in Arts (AA)/Associate in Science (AS) Degree • Overview: Associate Degrees for Transfer • Overview: Certificates • Requirements: AA-T/AS-T • Graduation Requirements
Major Policies and Procedures Affecting Students	
Academic Regulations, including Academic Honesty	• Academic Standards Policy • Academic Integrity • College Policies

Nondiscrimination	• Policy of Non-discrimination
Acceptance and Transfer of Credits	• Credit for Prior Learning • Advanced Placement Exams (AP) • International Baccalaureate Exams (IB) • College Level Examination Program (CLEP) • Defense Language Proficiency Test (DLPT) • Additional Information on External Exams • Credit by Examination • Military Service Credit Policy
Transcripts	• Transcripts
Grievance and Complaint Procedures	• Types of Student Grievances • Formal Process for Non-Grade Grievances • Grade Grievances
Sexual Harassment	• Sexual Assault Prevention Policy and Sexual Harassment Policy
Refund of Fees	• Refunds
Locations or Publications Where Other Policies May be Found	
• Campus Assembly Guidelines • Academic Integrity Policy • Consequences of Academic Dishonesty • Attendance Regulations • Policy of Non-discrimination • Policy on Americans with Disabilities Act • Sexual Assault Prevention Policy and Sexual Harassment Policy • Policy on Smoking • Policy on a Drug-Free Campus • Additional Redress	

E. APPENDIX 2: ORGANIZATIONAL STRUCTURE



F. APPENDIX 3: APPROVED LOCATIONS

Students may complete 50% or more of a degree or certificate program at the following locations:

Cañada College Main Campus:

4200 Farm Hill Blvd.

Redwood City, CA 94061

Cañada College Menlo Park Site:

1200 O'Brien Drive

Menlo Park, CA 94025



CANADACOLLEGE.EDU

4200 Farm Hill Blvd. Redwood City, CA 94061

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