

Cañada College
ACCREDITATION RESPONSE
Draft Reviewed by College Council on Sept. 19, 2002

Recommendation 1: Cañada College should integrate all planning processes, and especially the Educational Master Plan, with the college's mission and goals.

Cañada College Council, with members from all constituencies, is the shared governance body which discusses planning issues and makes recommendations to the President. The President brings to College Council for consultation and discussion all significant matters affecting the college; the discussion is framed within the context of the college's mission and goals. Many topics are brought back to College Council multiple times. Examples of issues discussed last year at College Council included: the possible location of a charter high school on the campus; organizational impact of Child Development Center; facilities renovation and planning for a new Library/Learning Center/Student Services Center; calendar reform; program review; recommendations for new faculty and staff hires; budget development; and the development of the University Center at the College .

In order to align planning processes with mission and goals, a draft planning framework has been developed and is currently under review by the College Council. The framework, which integrates planning by instruction and student services, would provide the information and context for Cañada's planning and would be grounded in both the college's own mission and goals and that of the California community colleges. In several discussions on campus this year about program development and direction, the President and Vice Presidents have emphasized mission and goals so as to clarify expectations and to refocus instructional directions.

The College Council has adopted the planning framework and will be working with the Senates to appoint a Strategic Planning Committee to begin its work this fall. The Strategic Planning Committee will use the principles identified in the new accreditation standards to guide its work and will incorporate elements of student, curriculum, and institutional assessment and analysis that are key to good planning.

Recommendation 2: Cañada College should fully develop its research capabilities with adequate structures, staffing, technical support and resources to fully support institutional planning and decision-making.

The college is still caught in a serious dilemma about how to provide adequate structures and resources for institutional research and has not yet been able to resolve the issue. The college simply does not have the resources to provide the

necessary staff for research; additionally, even if staffing were available, the District has not provided all of the necessary software tools to query the database and do student longitudinal studies.

Discussions have been going on with the District for considerable time about centralizing or decentralizing research. For the college to move ahead and hire its own research staff before this discussion was resolved seemed counterproductive; however, by late fall 2001 the issue was still not decided so the college went ahead and re-advertised the college researcher position with the position focus being on student outcomes and assessment of learning. Unfortunately, we were unable to attract a suitable candidate and we are now considering whether to elevate the position to a classified administrative position. The college does plan to move ahead and advertise this position again in the very near future. Funds from the Title V grant will be used to partially fund this position. In the meantime, the District is still reviewing the overall structures and functions of research and has yet to determine how to differentiate the roles for the district and the colleges.

Equally important is the issue of data warehousing. The District has investigated several data warehouse programs, but, because of cost, has not yet decided whether to proceed.

The College President has appealed to the President of the College of San Mateo, who has an administrator assigned to institutional research, for assistance. An agreement has been reached to allow Cañada College to contract with this researcher to do the basic research needed at this college until better solutions are identified.

The College recognizes the seriousness of the situation and is proactively attempting to resolve the situation. Without adequate staffing and support, the college cannot carry out any substantive research and is unable to document program and student outcomes.

Recommendation 3: Cañada College should revise its current Educational Master Plan and regularly update that plan with consistent and on-going support from the District.

The SMCCCD has started the process of revising its Educational Master Plan by first creating a new Facilities Master Plan. In November, 2001, the voters of San Mateo County approved a \$209 million facilities bond for the San Mateo County Community College District. For Cañada, this provides for a new Library/Learning Center/Student Services building as well as for renovation and renewal of all other facilities. Therefore, the college community has been engaged in extensive facilities planning with wide campus involvement. The District facilities unit has contracted with architects and space planners who have

worked to develop facilities plans in concert with the college's mission and future educational directions. A final project proposal (FPP) for the new building was submitted to the state chancellor's office in late spring. Renovation of the Theater and Building 17 has been scheduled for next year and planning for renovation for the remainder of the campus is still in progress. The college has received extensive, close support from District facilities administrators and staff.

The college's present and future facilities needs are significantly different from how the college was originally designed. For example, we need classrooms which are more flexible, better equipped technologically, and multipurpose use. We need to rethink space allocation to better reflect program size and scope and, where possible, to bring similar programs closer together. And we'd like to make better use of our wonderful outdoor environment for instruction. The facilities planning processes have centered on developing these ideas before deciding exactly how the facilities will be remodeled or reallocated. To get broad input, all divisions have met and discussed their individual needs. Architects and space planners have met with deans and departments individually. An interdisciplinary review group (IRG) was formed with faculty from each division. Their charge was to think about the standard classroom design in the context of best teaching practices and what the classroom of the future at Cañada should be like with the intent of aligning facilities decisions with educational planning decisions. In early fall, the space planning consultants will bring back recommendations for the college's consideration.

The facilities planning comprises one aspect of the college's planning which will be integrated into the overall Educational Master Planning process. As mentioned earlier, the College is now undergoing a Strategic Planning process that will focus on the future and quality of instruction and services at our institution. The District has decided to focus first on the colleges, viewing the college presidents as the academic leaders, charged with shaping their institutions through shared governance processes. Data gathering and initial analysis will be done in 2002-03. These plans are to be completed in 2003-04.

Recommendation 4: Cañada College should refine and strengthen communication, information sharing, and formal professional development of instruction and student services faculty and staff by providing a variety of professional development opportunities throughout the year.

A number of different activities have been instituted to address this recommendation. They include a larger number of All College Meetings, a year-long new faculty orientation, Boot-Up Camp (technology training), a new adjunct faculty orientation, a classified staff development program, training for large numbers of faculty through federal Title V funding, division retreats, classified senate retreats, regular college meetings, the Chancellor's Listening Forum, a

new publication – the President's Pen, and improved distribution of meeting agendas and minutes.

The new faculty orientation program starts with a full day during the August Flex Days. In addition, three Friday afternoon meetings are held in fall and spring semesters. Also, a tenure review training session is held for all tenure track faculty, tenure review committee members, and deans. Another training component for new faculty is the Center for Teaching and Learning's Boot-Up Camp, which provides technology training. The new faculty orientation contains a wide variety of topics: policies and procedures; college organization and resources; pedagogy and best teaching practices; student issues and dealing with problems; introduction to Cañada's mission and community; visits to local high schools; and visits to Cañada's City Center and Menlo Park Center. One goal of the new faculty orientation is to build collegiality among the new faculty, provide a forum for sharing their experiences, and help them establish their professional identity at Cañada. Orientation for new faculty has occurred in the past, but the program developed this year is much more extensive and comprehensive.

The President of the Academic Senate has worked diligently to build communication among faculty and to share information and concerns with the administration. He has also been very committed to strengthening communication and to building a stronger sense of community at the College.

Responding to requests from classified staff, last year a series of classified staff development meetings were organized. These activities provide an avenue for personal and professional growth for Cañada's valued classified staff. Continuing its evolution, the Classified Senate has matured into a highly professional organization providing a strong voice for classified concerns to management and dedicated to the best interests of the college. In addition to regularly scheduled meetings, to which the college president and academic senate president are invited when necessary, the classified senate held a day-long retreat.

Several professional and staff development funding sources are available on campus: AB1725, Professional Development, Classified Staff Development, and Trustees' Fund. Since each has different criteria, it becomes complicated when more than one source must be used to fund an activity. The Governing Council of the Academic Senate has discussed and recommended that these funding sources be combined under a single committee. The President of the Academic Senate will convene the chairs of the committees to determine how to accomplish this.

One major vehicle for college wide communication is through regular all-college meetings. The college meetings, held 3–4 times each semester, highlight programs, activities, matters of college-wide interest and new initiatives. Attendance at these meetings is high with approximately faculty, staff and

administrators in attendance. Some examples of topics for college meetings this year were: updates on the Bond, facilities planning and renewal, Web grading, University Center, Fashion Design and Interior Design programs, a celebration of faculty achieving tenure, and the Promotores and Education Employment Program. In addition, the SMCCCD Chancellor has instituted Listening Forums at each college. Each listening forum has a specific topic which is publicized in advance.

The President communicates to the college community through a new monthly publication, The President's Pen, distributed to all on campus and at the District via email and paper. This publication informs the college community and others about College directions, special college events and people and other noteworthy items.