

**CERTIFICATION OF
CONTINUED COMPLIANCE
WITH ELIGIBILITY
REQUIREMENTS**



ELIGIBILITY REQUIREMENTS FOR ACCREDITATION

1. AUTHORITY

Canada College is the second oldest campus in the San Mateo County Community College District, opening its doors in 1968. The institution's authority to operate as an educational institution and to award degrees derives from the continuous accreditation by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, an institutional accreditation body recognized by the Commission on Recognition of Postsecondary Accreditation and the United States Department of Education.

This authority is noted on the first page of the College Catalog.

2. MISSION

The mission of Canada College has been revised as appropriate over the years. The current mission statement may be found in the college catalog and the District Educational and Facilities Master Plan.

3. GOVERNING BOARD

A five-member board governs the San Mateo County Community College District (SMCCD). Each Board member is elected at large from the geographical area of the District and incorporates all of San Mateo County. Terms on the board are staggered so that there are always at least two returning members serving. During the election in 1996, two new board members were elected and one incumbent was re-elected. In 1998 one incumbent and one new board member were elected. In the most recent general election November 2000, all three incumbents were returned to office. The District has enjoyed strong continuity and expertise on its Board of Trustees, an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions.

A student trustee, elected by the Student Senate from each of the three Colleges, serves in a non-voting capacity.

The Board meets on the first and third Wednesday of the month and regularly provides the opportunity for both community and staff to comment on items before the board and on items not on the agenda as well. The president of the academic senate, the Presidents of all three colleges, and the Associate Chancellor are invited to give regular reports at each meeting.

Over the last thirty-two years, to the best of our knowledge, no board member has had any employment, family, or personal financial interest related to either the College or the District.

4. CHIEF EXECUTIVE OFFICER

The President of the college was selected by the Chancellor and appointed by the governing board following a national search and a participatory selection process involving all constituent groups on the campus. The primary responsibility of the President is to the institution, although there is an additional expectation that she will contribute to district-wide initiatives as well.

5. ADMINISTRATIVE CAPACITY

The institution does have sufficient staff with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose. However, most of the college administration and staff would agree to the need for additional administrative support because of the extraordinary workload maintained by existing administrators on a continuing basis.

It is widely recognized, however, that the most important place to spend scarce dollars is within the classrooms and programs that serve students.

6. OPERATIONAL STATUS

Students are actively enrolled in a variety of courses that lead to two-year degrees, certificates of completion, certificates of achievement, and/or are preparing to transfer to baccalaureate institutions. Another segment of the student population is enrolled in courses for life-long learning or self-enrichment.

7. DEGREES

The majority of Canada College's offerings are in programs that lead to an AA or AS degree, as described in the College Catalog. Significant numbers of students are enrolled in these courses and degree opportunities and transfer courses are clearly identified in the College Catalog.

8. EDUCATIONAL PROGRAMS

Canada College's principal degree programs are congruent with its mission, are based on recognized higher education fields of study, and are of sufficient content and length and conducted at levels of quality and rigor appropriate to the degrees offered. Most degree programs are of two academic years in length.

9. ACADEMIC CREDIT

The College awards academic credits based on generally accepted practices in degree-granting institutions of higher education. Title V, Section 55002.5 and the Carnegie unit of 16 hours for each unit of instruction are the standards used in granting course credit.

10. EDUCATIONAL OBJECTIVES

Canada College defines and publishes educational objectives for each of its degree and certificate programs in the College Catalog and in its individual course outlines and syllabi. In addition, each division publishes supplemental descriptions, brochures, and flyers about its programs and services that include educational objectives and/or goals.

11. GENERAL EDUCATION

Canada College defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The general education component includes demonstrated competence in writing, computational, and computer skills and an introduction to major areas of knowledge. The quality and rigor of these courses is consistent with academic standards appropriate to higher education and is consistent with Title V section 55806. Requirements for an AA/AS degree are published in every schedule of classes and in the College Catalog, and clearly specify the general education courses needed for the degree.

12. FACULTY

Canada College has eighty-one faculty with full time responsibility to the institution and one-hundred-eighty-seven adjunct faculty. The names, degrees, and years of employment of all full-time faculty are listed in the College Catalog. Information regarding adjunct faculty is kept in the division offices and in the college payroll office. The faculty serves 5,700 students by providing them with quality programs in transfer and career education and in the mastery of basic skills and English as a second language. Faculty responsibilities are stated in the Faculty Handbook, in Board Policy, and in the bargaining unit's contract.

13. STUDENT SERVICES

Canada College acknowledges the importance of providing appropriate student services and student development programs to its diverse student population to ensure student success. Consistent with student characteristics and its institutional mission, the college has recently sought to integrate more of its student services into instructional activities and educational programs. Following the premise that both instructional and student services personnel are responsible for outreach, retention, and transfer/degree completion, more and more student services programs are being assigned to instructional divisions. Another recent change in service delivery is the decentralization of counseling, so that counselor time can be better utilized and available to instructional faculty for consultation, presentation to classes, and meetings with division majors. Recent grants awarded to Student Services were more instructional in nature and demonstrate this dual responsibility. In addition, the college maintains a number of traditional student services that are designed to assist students directly. These are as follows:

Admissions and Records

Matriculation

CalWORKs

Health Services

Learning Center

International Student Center

High School Outreach

Integrated Counseling Center (Career, Transfer & Academic Counseling)

Psychological Services

Stepping Stones

Workability III

DSP&S

Financial Aid

EOP&S

Student Activities

MESA

Stepping Stones

HSEP

14. ADMISSION POLICIES

Canada College has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. These include the admission of re-entry students, international students, high school completers, reverse transfers, concurrent enrollment students, and high school non-completers.

15. INFORMATION AND LEARNING RESOURCES

The College provides specific long-term access to sufficient information and learning resources and services to support its mission and all of its educational programs. The Learning Centers and College Library, with its access and partnership with the Peninsula Library System, along with ten computer labs and the counseling/career center, support this effort.

A fiber optic backbone supports the campus and district-wide network structure to allow Internet access and network access to information within the College and at the District's two other colleges. There is general agreement that the media and print resources in the Library need to be increased and the college is fortunate to have the resources of the San Mateo County Peninsula Library System to augment its offerings.

16. FINANCIAL RESOURCES

Canada College can document a funding base, financial resources, and plans for financial development adequate to support its mission and educational programs and to assure financial stability. Most of the financial resources of the College come from the State of California, through the District Office, where an allocation formula is agreed upon by each of the three Presidents and the Chancellor. Additional funding is obtained either directly or through the District from grants, vocational funding sources, or special allocations. In recent years, the College has been successful in attracting a large number of external grants.

17. FINANCIAL ACCOUNTABILITY

The College regularly undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. The San Mateo County Community College District is audited on an annual basis by an independent audit firm. Any audit exceptions are noted and documented in a letter to management. The board of Trustees of the SMCCCD reviews the audit findings, exceptions, letter to management, and any recommendations made by the contracted audit firm. Prior to this process, an exit interview with key personnel is conducted to review, explain, and make recommendations to the audit findings.

18. INSTITUTIONAL PLANNING AND EVALUATION

Basic planning for the development of the institution, planning which identifies and integrates plans for academic personnel, learning resources, facilities, and financial development, as well as procedures for program review and institutional improvement are in place and functioning. In 1997 the District concluded a five-year effort to integrate educational and facilities master planning that was tied to budget resources. This included a comprehensive needs assessment in the community and the identification of new directions for program development. At the same time, the Academic Senate, Administration, and staff agreed to procedures for systematic program review on a six-year cycle. Canada College had earlier instituted a process of using data to assess program and student need, identifying desired interventions, specifying personnel and facilities needed to implement those interventions, and then summarizing all this in a division

planning document. Budgetary decisions were then made based on a prioritization of college needs based on this planning, budgeting, and review process.

It was subsequently decided that this process should move to a two-year cycle because of the work-intensive nature of the activity. Changes in personnel during the past three years have rendered the process to be less consistent in its application to all areas; however, it still serves to reflect an integrated approach to planning that involves research data, program review, personnel needs, facility needs, and budget.

19. PUBLIC INFORMATION

Canada College publishes in its catalog and in its schedule of classes accurate and current information that describes its admission requirements and procedures, rules and regulations directly affecting students, programs and courses, and the degree requirement, costs, and refund policies. The institution publishes in its catalog degrees offered, its purposes and objectives, grievance procedures, academic credentials of faculty and administrators, and other items relative to attending the institution and withdrawing from it. The College also has an operational Web site that is continually expanding and contains links to various programs and departments.

20. RELATIONS WITH THE ACCREDITING COMMISSION

In the San Mateo County Community College District and Canada College, there is a clear commitment to adhere to the eligibility requirements and accreditation standards and policies of the commission. The college describes itself in identical terms to all its accrediting agencies, communicates any changes in its status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities.

Rosa G. Perez, President

Patricia Miljanich, President, Board of Trustees