

STANDARD TWO:

INSTITUTIONAL INTEGRITY



Committee Members:

Faculty

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STANDARD TWO: INSTITUTIONAL INTEGRITY

The institution subscribes to, advocates, and demonstrates honesty and truthfulness in representations to its constituencies and the public; in pursuit of truth and the dissemination of knowledge; in its treatment of and respect for administration, faculty, staff, and students; in the management of its affairs and in relationships with its accreditation association and other external agencies.

1. The institution represents itself clearly, accurately, and consistently to its constituencies, the public, and prospective students through its catalogues, publications, and statements, including those presented in electronic formats. Precise, accurate, and current information is provided in the catalog concerning (a) educational purposes; (b) degrees, curricular offerings, educational resources, and course offerings; (c) student fees and other financial obligations, students financial aid, and fee refund policies; (d) requirements for admission and for achievement of degrees, including the academic calendar and information regarding program length; and (e) the names of administrators, faculty, and governing board.

DESCRIPTIVE SUMMARY

Cañada College is one of three colleges in the San Mateo County Community College District. The District publishes a document, the SMCCCD Rules and Regulations, that includes policies and procedures that regulate the three colleges and the Board of Trustees. In addition, the District publishes an Orientation Handbook that is distributed to all new hires. (1.1)

Cañada College publishes a college catalog, a schedule of classes, a faculty handbook, a student handbook, a booklet of faculty schedules, a telephone directory, and a personnel directory. These publications communicate College standards, policies and procedures, degree requirements, curricular offerings, student fees and refund policies, financial aid information, codes of conduct for faculty, staff, students, and administrators, participation of constituencies in campus life and governance, as well as faculty and staff names, telephone numbers, and other relevant personnel information. (1.2)

The catalog is published each academic year. It includes all information that a reader interested in the College would need to know to understand education requirements, course descriptions, personnel, organizational structure, and policies and procedures. The schedule of classes is published three times a year, fall, spring, and summer. The Office of Instruction oversees the publication of both of these documents. The catalog is available in the bookstore, in the Library, in Division Offices, in Admission and Records, at Off-Campus Sites, in the Career Center/ Counseling Office, and on the college's Website.

Cañada College also publishes a faculty handbook. This handbook is distributed to full-time faculty at time of hire and is available in the Division Offices, the Office of Instruction, and the Cañada College Library to all constituencies. The Student Services Division and the Cañada

College Associated Students have published a Student Handbook. The last Student Handbook was distributed in 1997. Up until 1998, a revised Student Handbook was published annually. In 1998, the Student Activities Coordinator left the college and the position has yet to be filled on a permanent basis. A new Student Handbook, integrated with matriculation orientation procedures, is scheduled to be available for Spring 2001. The booklet of faculty schedules is published through the Office of Instruction each semester. (1.3)

In addition to these basic publications, the College prints and distributes many other documents. The documents are written, designed, and printed by the College, individual divisions, constituencies, departments, offices, and individuals in order to disseminate information about specific policies, procedures, curricular and workshop offerings, financial aid and scholarship opportunities and announcements, events, announcements, agendas and minutes of committees, councils, and senates. (1.4)

The College distributes procedures and forms for curriculum processes. The Cañada College Curriculum Committee published a Curriculum Committee Handbook in 1995. Copies are distributed to the members of the Curriculum Committee and are available in Division Offices. Recently, the members simplified and clarified these forms. These forms are available in the Instruction Office and division offices and are distributed upon request. In addition, the Chair of the Curriculum Committee is a member of the Academic Senate Governing Council and gives monthly reports on the activities of the committee. These reports are included in the Academic Senate publication that summarizes minutes of Senate meetings and issues relevant to faculty. These summaries are distributed to all Cañada employees and officers of the Associated Students and are also kept in the Academic Senate files. (1.5)

The divisions design, print, and disseminate brochures and fliers advertising their programs. The District Office requires that the college logo and the names of the members of Board of Trustees and the college president appear on all brochures; in addition, since 1996 all brochures have had to have the approval of the college Public Information Officer to insure consistency of quality standards. However, beyond this, each division creates its own style and establishes its own definition of creative freedom in the brochures that it publishes.

San Mateo County Community College District and Cañada College have websites (<http://SMCCD.net> and <http://canadacollege.net>). The District website has a wide range of information pertaining to all three colleges. Faculty e-mail addresses appear on this website. In addition, on Cañada College's individual website, users can access the schedule of classes and find information about counseling, some division programs, and most faculty. To illustrate, students can access information about classes offered at the Small Business Center located at Cañada's Education & Technology Downtown Center, can link to counselors through e-mail for personal counseling online, and can find answers to the most typically asked questions about college procedures. Information is also available online about the Cañada College library, its main campus Learning Center, and its Middle College. In addition, students can access EUREKA, a career information and assessment site, and ASSIST, the community college, CSU and UC articulation site.

Committees, Councils and Senates distribute agendas and minutes. Each group has its own process and procedure for publication and dissemination of these documents. For example, the Curriculum Committee only disseminates to members of the Committee and to administrators, the College Council and the Academic Senate Governing Council disseminate to all constituencies, the Funding Committees disseminate to relevant constituencies, the Classified Senate disseminates only to the classified employees. (1.6)

SELF EVALUATION

The basic documents published by the District and Cañada College, the District Rules and Regulations, the District Orientation Manual, the booklet of faculty schedules, and the personnel directory, all “clearly, accurately and consistently” communicate information to constituencies.

Problems have existed in two of the important basic publications of the College, the Schedule of Classes and the Faculty Handbook. Over the last two years, a sub-committee of the Enrollment Management Council has suggested revisions to the Cañada Schedule of Classes, and current schedules incorporate these suggestions.

Due to the departure of the former Student Advisor, no Cañada College Student Handbook is available on campus. The Student Services Division reports that work is currently being done on an “Orientation and Student Handbook,” which will be ready in Spring 2001. The Handbook will be distributed at college orientations and at placement testing and will be available in all division offices and in the ASCC office.

Individual documents currently developed in departments and divisions are, for the most part, clear and accurate. This is particularly true regarding information about curriculum, program offerings, and procedures. The fliers collected are consistent, accurate, and clear examples of the sorts of fliers distributed to students, prospective students, and the community. However, in some instances divisions still distribute some out-of-date brochures with the names of previous Board members, the previous Chancellor (now three years off the job), the previous College President, and the previous division designations; nevertheless, the program content in these brochures is current. Time and cost of redesigning and republishing these brochures has led to their continued distribution.

Information that appears on the District and College websites is clear, accurate and consistent. Webmasters in the District and in the Cañada Office of Instruction are constantly involved in the update and expansion of online information. In addition, the staff of the Cañada Office of Instruction is currently re-designing the college website. When this is completed, the college catalog will be available online and the website will have a new look and will have expanded information about curriculum, programs, and procedures.

In 1999, the Admissions and Records Department published college application forms and instructions to register on the SMART telephone system in English, Chinese, and Spanish. In addition, the district each year designs a special application for high-school concurrent enrollment students. Admissions and Records staff have also been actively involved in the Enrollment Management Council, and A & R staff members are revising letters and the college application to make them more consistent, less complicated, and more culturally sensitive.

The Financial Aid Department distributes clear, accurate, and consistent information to students regarding financial aid procedures, policies, and workshops. Also, the Financial Aid staff, with the members of the Scholarship Committee, has been careful to update and streamline the scholarship application process and procedures for notification on a yearly basis to keep up with rapid growth in the program. Work has recently been completed to change the notification letters to recipients to clarify the requirements of the scholarships that are being awarded, such as transfer expectations. (1.7)

In addition, information created and disseminated by the remaining Student Services Division departments - Counseling, Career Center, Transfer Center, Health Center, and Assessment Center - is clear, consistent, and accurate.

Even though individual committees, councils, and senates have their own processes and procedures for the production and dissemination of their agenda and minutes, each group seems to be sensitive to the needs of all constituencies and publishes clear, accurate, and consistent information through its publications. The College Council, Canada College's shared governance body, is to be especially commended for its clear, accurate, and consistent minutes, which, as of 1999, it disseminates to all constituencies. In addition, the present Academic Senate Governing Council creates precise, up-to-date agendas that it circulates to all constituents on campus before meetings, makes an effort to include information relevant to pending discussions and actions, and publishes a summary document of meeting discussion, actions, and concerns. In 1999, responding to complaints of a lack of communication on campus, it published an Academic Senate Newsletter. This newsletter was discontinued in 1999-2000, but will be back by popular demand in 2000-2001. (1.8)

The Associate Students have also been listening to campus requests for communication between groups and in Fall 1999 published a clear, accurate, and consistent Student Newsletter. In addition, the then interim president, with the Public Information Office, began a College Newsletter in Fall 1999 and continues to publish this document. (1.9)

The Cañada College Library has a complete, up-to-date College Archive section where present and past copies of District and College documents are located and can be referenced by all constituencies.

PLANNING AGENDA

1. The Curriculum Committee will revise the Curriculum Handbook during the 2000-2001 academic year and have it ready for dissemination by Fall 2001.
2. In Spring 2000, the President, with the Public Relations Office, the Office of Instruction, and the division deans, will establish a plan to advertise the college's programs through a series of brochures. Work will begin at the division level to follow this plan no later than Spring 2000. Faculty in each of the divisions will be asked to assist in this process, so that accurate program information is assured.
3. In Fall 2000, the Associated Student Advisor, the Student Officers, and the Vice President of Student Services will review the new "Orientation and Student Handbook" to assure that it is consistent, clear, and accurate.

2. *The institution has a readily available governing board-adopted policy protecting academic freedom and responsibility, which states the institutional commitment to the free pursuit and dissemination of knowledge and fosters the integrity of the teaching-learning process.*

DESCRIPTIVE SUMMARY

The governing board-adopted policy on academic freedom and responsibility is stated in the District Rules and Regulations, which is advertised as "readily available" in the Division offices. The document is also available in the College Library, is printed in the Appendix of the Cañada College Faculty Handbook and in the Cañada College Catalog, and is on the college's Website.

The policy clearly states the district's and the college's commitment to the free pursuit and dissemination of knowledge and defines academic freedom as "the freedom to study, teach, and express ideas, including unpopular or controversial ones, without censorship or political restraint." In addition, the policy states that "faculty members are free to speak and write publicly on any issue," and that the "District protects and encourages the exchange of ideas, including unpopular ones, which are presented in a spirit of free and open dialogue and constructive debate."

The policy addresses the issues of responsibility by stating that "academic freedom, rather than being a license to do or say whatever one wishes, requires professional competence, open inquiry and rigorous attention to the pursuit of truth." The policy also states that the freedom that faculty have to speak and write publicly on any issue is restricted by their agreement to indicate that they are not speaking for the institution. The policy further states that "academic freedom is the responsibility of the college community" and that it must be "free from distortion and doctrinal obligation." By including students in this policy, the policy also protects the teaching-learning process in stating, "In a search for truth and in a context of reasoned academic debate, students also have the right to express opinions and to question those presented by others." (Ref: Rules and Regulations)

SELF EVALUATION

The policy is clear in protecting academic freedom and responsibility and in fostering the integrity of the teaching-learning process.

The policy is readily available to full-time faculty members in their copy of the Faculty Handbook and to all employees in the college catalog, in the District Rules and Regulations available in the College Library, and on-line.

PLANNING AGENDA

None

3. Faculty and other college staff distinguish between personal conviction and proven conclusions and present relevant data fairly and objectively to students and others.

DESCRIPTIVE SUMMARY

Through instruction, faculty present ideas, both pro and con, that stimulate and encourage critical thinking by their students. Objectivity and a balanced prospective are evidenced in a review of course outlines. The integrity of the teaching-learning process, as well as other communications under the auspices of the college, is regulated through the District Policies and Procedures, specifically Section 2.30 *Political Activity*, Section 6.35 *Study of Controversial Issues*, and Section 6.38 *Criteria for Selection of Guest Speakers*. Other policies that govern the integrity of how information is communicated are the policy of *Professional Ethics* and the policy on *Students' Right to Learn*, both found in the Faculty Handbook. The *Statement on Academic Freedom*, found in the college catalog, urges responsible "informed debate and search for truth" and requires "professional competence, open inquiry and rigorous attention to the pursuit of truth."

Additionally, tenure review and faculty evaluations, which include classroom observation, review of study surveys, and faculty portfolios, provide another way to assess the accuracy, appropriateness, and objectivity of information provided in any course. Non-instructional faculty are similarly evaluated by a process, modified and approved in 1999, that includes committee and peer evaluation, as well as the processes described above. Classified staff are evaluated twice during their probation period, then once a year; after two satisfactory evaluations, they are evaluated every two years.

Departments in Student Services, including EOPS, Financial Aid, and categorically funded programs that receive state/federal funding, are governed by state and federal guidelines that require information be delivered equitably and without bias. District Rules and Regulations, which respond to Title V regulations, similarly govern the Admissions and Records Department.

SELF EVALUATION

It is difficult to evaluate practices that involve communication of information and ideas. However, Cañada College has a commitment to upholding this standard, as evidenced by the policies above and by the thoroughness of the evaluation process. Furthermore, there is in place a grievance process for students who feel that there has been bias in any communication.

In the Noel-Levitz Student Satisfaction Inventory in 1997 and the ACT "Faces of the Future" survey in 1999, Cañada College faculty and staff were rated high in respectful and unbiased treatment of racial and ethnic groups. Additionally, faculty were rated quite high in the quality of instruction, which suggests that instruction is delivered in an unbiased manner.

The student survey form for faculty and the student survey form for non-instructional faculty do not include a question that speaks to unbiased delivery of information.

PLANNING AGENDA

The President of the Faculty Senate will work with her counter-parts at Skyline and CSM to add to future official student survey forms a question on objectivity and non-bias in instruction and in counseling.

4. *Institutions which strive to instill specific beliefs or worldviews or to require codes of conduct of faculty, administrative and support staff, or students, give clear prior notice of such policies.*

Not applicable to Cañada College.

5. *The institution provides faculty and students with clear expectations concerning the principles of academic honesty and the sanctions for violation.*

The Faculty Handbook provides faculty with clear expectations regarding the principles of academic honesty and the sanctions for violation in two sections: *Professional Duties and Responsibilities* and *Assignments, Testing and Evaluation*. In these sections faculty can find statements on class conduct, expectations, and suggestions for assignment, testing, and evaluation procedures. Also, in the Faculty Handbook and in the District Rules and Regulations are clearly defined sections on copyright laws, responsibility, and infringement. (5.1)

Also, in the *Student Information and Procedures* section of the Faculty Handbook is a clear statement that the principle of personal honor is the basis for student conduct at Cañada College. The section also clearly reviews District Policy as it relates to class and campus activities, disruptive behavior, disciplinary action, due process, and the College Grievance and Appeal Procedure. (5.2)

SELF EVALUATION

The sections in the Faculty Handbook are clear and provide detailed information on the definition and principles of academic honesty and the sanctions for violation.

The 1997 Student Handbook provided students with appropriate information on Student Right to Know, Conduct, Disciplinary Actions, and Due Process. This Handbook has not been available since 1998. A review of the course outlines for Student Success courses and Student and Faculty Orientation indicates that this material is not covered.

PLANNING AGENDA

1. By Fall 2000, the Vice President of Student Services will assure that this information is included in the 2000-2001 Student Handbook.
2. By Fall 2001, instructors will include this information in Student Success and Introduction to College courses.

6. *The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity*

DESCRIPTIVE SUMMARY

District Policy on Equity and Diversity printed in the District Rules and Regulations and in the District Affirmative Action Plan follows Title 5 Education Code on Affirmative Action. The college also has a Policy of Non-discrimination and a Policy on Americans with Disabilities Act that appear in the college catalog, the schedule of classes, the Faculty Handbook, and the 1997 Student Handbook. Also, these publications address issues of equity and diversity when writing about hiring and evaluation practices, financial aid, scholarships, the Career Center, the International Student Center, the English Institute, student conduct, disciplinary actions, and student appeals and grievances. The policy of equity and diversity is also reflected in Cañada College's Mission statement, its Student Equity Plan, and its Ethnic Studies graduation requirement. (6.1)

Cañada College implements these policies through a wide-range of practices. Special services are in place for students with learning differences, physical disabilities, and other special needs. Cañada faculty and staff who recognize a student's need for special support services because of learning differences may refer him or her to the Learning Disabilities Program or to the Learning Center. The purpose of the DSP&S program is to make it possible for learning-disabled college students to function as successfully as possible in mainstream classes and to improve basic skills for vocational training programs and employment. In addition, the Adaptive Physical Education Program offers an individualized approach to physical education as well as weight training and general conditioning for physically disabled students. The focus of the program is to promote optimum physical fitness to disabled students. The campus is also physically equipped with ramps and elevators for those that need them and a library book return is located at the drive-

way access to the college. All computer labs on and off-campus are equipped with learning stations for students in wheel chairs. In addition, the on and off-campus Learning Centers have software available to meet the physical and learning needs of students. In addition, Psychological Services offers the Adult Supported Education Program and Stepping-Stones, a transition to college program for high school students and other youth who are psychologically disabled and need supported education to succeed in school. The English Institute provides appropriate instruction to students whose first language is other than English. Whenever possible, notices are published in English and in Spanish. (6.2)

Other procedures on campus reflect the college's commitment to issues of equal opportunity. For example, the Faculty and Staff Diversity Advisory Committee plays an important role in the formation of screening committees, and there is always a trained Affirmative Action representative on hiring committees.

In Spring 2000, the college began providing pre-admission counseling to students who have been traditionally underrepresented in college. This outreach has increased access for the growing Latino population in the college's feeder high schools and has resulted in more students from homes where English is not the first language enrolling in college. The college submitted a grant application to become an Hispanic Serving Institution (HSI), which was funded for 2000-2001. This grant, along with a Packard grant, will help the college better plan and provide for its changing student population.

SELF EVALUATION

The College makes every effort to be compliant in its physical plant and its processes and procedures. For example, many changes were made in office assignments in Summer 2000 in order to create ADA compliant space for the DSP&S Program. Faculty have been commended for the efforts they make to create programs and materials for students with special needs and the college strives to make adjustments, develop programs, and acquire equipment and material to serve all students. In addition, as of Fall 2000, approximately one third of full-time faculty members and half of administrators were from ethnically underrepresented groups. Efforts continue to bring increased diversity to our faculty ranks. Still, there is a perception on campus among faculty leaders concerned with the values and issues of underrepresented students that we need to put more effort into multi-cultural perspectives on campus.

Compliance with Affirmative Action Guidelines as stated in Title 5 is an issue with some faculty members. A vocal few believe that we should not be following these guidelines at all. Others feel that we are not doing enough to represent all ethnic groups, but are concentrating all of our efforts in representing one group — Latinos. We continue to work on all concerns, but clearly supporting Affirmative Action and open access for all. (6.3)

PLANNING AGENDA

The Academic Senate Governing Council, the newly reorganized Faculty and Staff Diversity Advisory Committee, the Classified Senate, and the Student Senate will collaborate proactively in addressing issues of equity and diversity.

7. *The institution demonstrates honesty and integrity in its athletic programs.*

DESCRIPTIVE SUMMARY

In order to maintain the integrity of the college's athletic program, the Athletic Department, under the direction of the Acting Dean of Instructional Services and the Athletic Director, adheres to the rules and regulations of the Coast Conference on Athletics, the constitution of the Commission on Athletics, and Cañada College policies on Athletics.

The college policy enables student athletes to earn an associate degree and/or prepare to transfer to a four-year institution, while maintaining eligibility for athletics. Athletic eligibility rules require the college to verify that all student athletes are making satisfactory progress toward successful completion of 24 units per year prior to their playing in competition. This procedure is meticulously implemented by the Athletic Director and the Staff Assistant for Athletics. Students who do not meet the unit requirement, or who fall below the academic standard, are ineligible to participate in competition and are immediately denied participation. Eligibility checks are completed by the Staff Assistant four times a year. All coaches are aware of the stringent enforcement of these policies. The Athletic Director and Staff Assistant meet with each team and coach to review eligibility requirements and to assist in filling out the eligibility paperwork each semester.

No special financial incentives are made available to student athletes. However, student athletes, as all other students, may be eligible for financial aid through the standard financial aid program at the college. Athletes are informed of the availability of financial aid, as well as other resources, so that they may avail themselves of these services. The Registrar's Office assists in assuring that strict adherence is paid to eligibility requirements.

The athletic program consists of seven teams: men's soccer, basketball, baseball, golf, and tennis; women's soccer and tennis. The coaches of the men's teams are faculty members; the coaches of the women's teams, under the supervision of a faculty member, are classified staff.

SELF EVALUATION

By strict adherence to and enforcement of the rules of the Commission on Athletics and the Coast Conference on Athletics, the Cañada College athletic program maintains a high level of integrity. However, the academic success of student athletes over time cannot be assessed because of a lack of data on completion and transfer rates.

An area of concern is the athletic program's lack of compliance with federal guidelines regarding Gender Equality in Title 9. Of seven competitive teams, only two are women's teams. This ratio does not represent the demographics of the college, where almost two-thirds of the enrolled students are women (Enrollment Data and Student Characteristics Report, Fall 1999). Furthermore, while all the men's teams' coaches are faculty, the coaches of the women's teams are classified staff. While not a statement about the abilities of the individual coaches, this difference does represent an inequity in the hiring and utilization of staff between the men's and women's teams. There is also concern that, in the recruitment of women for the athletic program, women are not made aware that their coaches are not held to the same requirements as the coaches of the men's teams.

The college hopes at some point in the near future to hire a full-time faculty member with minimum qualifications to coach at least one women's sport.

PLANNING AGENDA

None

8. *The institution demonstrates honesty and integrity in its relationships with the Commission and agrees to comply with Commission Standards, policies, guidelines, public disclosure, and self study requirements.*

DESCRIPTIVE SUMMARY

Cañada College has consistently responded to Commission recommendations, followed commission guidelines, made public disclosure in print and on-line, and undergone self study. The current self study involved wide participation from all segments of the college community. Signatures of the College President, the Academic Senate President, and the Classified Senate President attest to the honesty and integrity of the document.

SELF EVALUATION

Previous self studies and mid-term reports indicate that the faculty, staff, and administration at Cañada College do, indeed, respect the accreditation process and value it as an opportunity to evaluate honestly all components and functions of the college.

PLANNING AGENDA

None.

9. *The institution regularly evaluates and revises institutional policies, practices, and publications to ensure integrity in all representations about its mission, programs, and services.*

DESCRIPTIVE SUMMARY

Major publications (e.g., schedules and catalogs) are reviewed annually by various offices of the college, including Instruction, Student Services, Public Information, and Administrative Council, to insure that they and the policies and practices described therein accurately reflect the mission, programs, and services of the institution. In addition, the several divisions review those portions of publications pertaining to their areas of responsibility for accuracy and currency. Besides the Administrative Council, College Council, Curriculum Committee, and Academic Senate also engage in on-going review of policies and practices to ensure that they accurately reflect and are designed to achieve implementation of the college's mission.

SELF EVALUATION

The college has in place an adequate system to assure consistency in all publications, including those on-line, in representing the college's mission, its programs, and its services. Further, the

college has in place an adequate mechanism to insure that materials are updated as changes occur.

PLANNING AGENDA

None.

SUPPORTING DOCUMENTS

1.1 District Materials Packet

1.2 Cañada College Materials Packet

1.3 Handbooks Packet

1.4 Miscellaneous Material Packet

1.5 Committees Packet

1.6 Web Packet

1.7 Financial Aid Packet

1.8 Governing Councils Packet

1.9 Newsletters Packet

2.1 Ref: District Rules and Regulations

5.1 Ref: Faculty Handbook

5.2 Ref: Faculty Handbook

6.1 Ref: Rules and Regulations; Faculty Handbook; Student Handbook

6.2 Disability Materials packet

6.3 Academic Senate Faculty Questionnaire