

# STANDARD FOUR:

## EDUCATIONAL PROGRAMS

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# STANDARD FOUR: EDUCATIONAL STANDARDS

## A. GENERAL PROVISIONS

*A.1 The institution seeks to meet the varied educational needs of its students through programs consistent with its institutional mission and purposes and the demographics and economics of its community.*

### **Descriptive Summary**

The stated mission of Cañada College is “to ensure that students from diverse backgrounds achieve their educational goals by providing quality instruction in transfer and general education courses, professional/technical programs, basic skills and activities that foster students’ personal development and academic success.”

Cañada College provides courses and programs for students of different demographic characteristics, including gender, age, ethnicity and economic levels. The College serves traditional high school graduates, working adults, and multicultural and international students. Diverse learning styles and levels of academic preparation are also addressed. In fall 1999, [A1: Enrollment Data and Student Characteristics Report] the college’s total enrollment was 5,537. The Cañada College student population is almost two-thirds female, and over half are under 35 years of age. The largest ethnic group is White, and the Hispanic population is steadily increasing, now constituting over one-quarter of the student population. Other populations in decreasing order are Asian/Pacific Islander, African-American, and Filipino. Just under one-half of students are evening only and almost one-fifth take classes in both day and evening. The vast majority of Cañada College students, about 80%, attend classes part time and about one-quarter hold a BS or BA or higher degree. There is an increasing number of high school students enrolled concurrently or in the Middle College High School Program. The demographic make-up of the student body parallels the demographics of the service area. Addressing the needs of the unemployed and underemployed in the surrounding area, the college runs CalWORKS and JTPA/MA programs, as well as centers in downtown Redwood City and Menlo Park. It has received grants to recruit East Palo Alto and East Menlo Park residents into job training programs, such as the Computer Technician program for EPA.

The college offers a broad range of courses and programs, including degree programs, certificate programs, transfer preparation, career occupational and professional/technical programs. [A2: Chancellor’s Office California Community Colleges Curriculum Standards and Instructional Services Inventory of Approved and Projected Programs]. The college also offers basic skills courses, including an extensive English as a Second Language curriculum through our English Institute. In addition, Cañada College encourages lifelong learning, with many students enrolled in art, music, drama, foreign language, fitness, sports, and computer literacy courses. During the last two years, the College has expanded its flexible scheduling to include distance learning, accelerated courses, weekend courses, short courses during the January intersession, and interdepartmental Learning Communities. Concurrent enrollment of high school students for Fall 1999

numbered 247, including 65 in the new Middle College program, and 307 in Spring 2000, up from 185 in Fall 1998.

### **Self Evaluation**

The College and the District have actively researched the communities' and students' needs [A3: SMCCCD Educational and Facilities Master Plan, 1997; A4: ACT Faces of the Future Survey, Fall 1999; A5: Noel Levitz Survey, 1997] and are attempting to improve offerings to fit current needs. The SMCCCD Educational and Facilities Master Plan project demonstrated, among many other things, the need for the colleges to be more responsive to community wishes by providing more accessible, flexible classes and services. The Noel Levitz study carried out for Cañada College in 1997 pointed out the need to improve student services and to develop a wider range of programs at the college. Then in 1997, the college president commissioned a needs assessment on potential new programs. After extensive discussion with the College Council and other groups, a decision was made to add a Multimedia Arts Program. Certain other recommendations from this needs assessment were further researched and, for a variety of reasons, found not feasible. In 1998, the SMCCCD chancellor offered district colleges the opportunity to compete for substantial funding for program development. The college submitted over a dozen FTES Enhancement proposals, of which three were funded. From the funds awarded, the college developed its Multimedia Arts Program, Fitness Center, and Child Care Center. In 1999, the chancellor awarded additional FTES Enhancement funds to expand the Information Technology program, leading to the development of a new Network Technology Lab; full development of this curriculum awaits the hiring of a full-time instructor for this program.

The college has rapidly expanded its Information Technology curriculum, which comprises courses in Computer Information Systems, Business Skills, Networking Technology, and Multimedia Arts. Further expansion of this program is hampered by the difficulty in recruiting full- and part-time instructors.

In partnership with CSM, Cañada has developed and now offers a Human Services certificate program. College staff have investigated developing a Physical Therapy Assisting Program; however, feedback from the local industry is negative, with both employers and employee groups stating that there is not a need for an additional program in this area, even though national statistics indicate otherwise. In spring 2000, staff began a needs assessment for a dental hygiene program. It is too early to determine where this will lead.

The college's on-campus Learning Center continues to expand to provide instructional support for students across the curriculum. The Center houses the Writing Lab, Math Lab, Tutorial Center, general computer center, MESA Center, STAR diagnostic center, and Learning Center self-paced courses. An ESL classroom lab is also housed in the Center. Recently, the staffing for the Writing Lab and Math Lab have been increased to fulltime positions with Partnership for Excellence and MESA grant funding, thus providing more extensive services to students.

At the college's Menlo Park Center, the college has three classrooms: a Learning Center, a Business Skills computer lab, and an all-purpose classroom. The Learning Center provides self-paced instruction in basic skills in English, Writing, Reading, ESL and mathematics.

Evidence that the college is successfully meeting the educational needs of its students is given by the 1998-99 comparative data from the state MIS system and from IPEDS. IPEDS data show that Cañada College has the ninth highest transfer rate, and the tenth highest certificate and

associate degree completion rate in the state; it is the only college in California to be in the top ten in all categories. MIS data show that Cañada has higher success rates for students completing transfer and basic skills courses than the average for California community colleges.

### **Planning Agenda**

1. By spring 2001, the institutional research staff, under the direction of the Office of Instruction, will develop a research plan and calendar to provide for regular assessment, and feedback of information to departments, of student and community educational needs.
2. Similarly, the Vice President of Instruction, in conjunction with institutional research staff, divisions, and other groups, will carry out on-going research and evaluation of the need for program changes and additions, and seek funds to support the addition of new programs.

*A.2 Programs and courses leading to degrees are offered in a manner which provides students the opportunity to complete the program as announced, within a reasonable time.*

### **Descriptive Summary**

The college offers a wide array of specific occupational programs, listed in the catalog, that provide both certificates and A.S. or A.A. degrees. A variety of general education courses is offered in both the day and evening programs, although the evening offerings are somewhat more limited. Some general education courses listed in the catalog have not been offered in some time.

To serve students unable to attend weekday daytime classes, a number of Saturday classes are offered, including a small number of general education classes. Additionally, television and on-line courses provide alternatives for students who need classes at nontraditional times.

### **Self Evaluation**

In planning the schedule, divisions and the Instruction Office coordinate to minimize schedule conflicts and to provide maximum opportunity for students to take classes [A6: Spring 2000 General Education Course Offerings.] Although not every general education course is scheduled both day and evening, there is a wide variety to fulfill each of the G.E. areas for the AA/AS degree, CSU GE, or IGETC curriculum for day and evening students. For vocational programs, many of the classes are offered every semester and others at least once a year, so that students may complete degrees and certificates in a timely manner. Even with careful planning, the number and variety of sections offered is less than some students desire.

### **Planning Agenda**

1. College research staff, in collaboration with the Vice President of Instruction, will conduct research to assess how well students are able to complete programs or to transfer in a timely fashion.
2. By fall 2001, the College Council and Academic Senate, in conjunction with the Vice President OF Instruction, will propose a modification of the Program Review process to incorporate evidence showing whether students can complete their coursework in a timely fashion in all programs, occupational and transfer.

*A.3 When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.*

### **Descriptive Summary**

As courses are added, deleted or modified, program modification also occurs simultaneously to incorporate these changes. Such changes are more frequent for vocational programs that must remain current with business and employer needs and changes in technology.

Program offerings are reviewed regularly, and at least every six years in accord with Title 5 and Program Review, to determine their relevance to students' needs, currency, and the ability of the college to offer these courses. Occupational programs receive regular advice from industry Advisory Committees that meet at least semi-annually.

Students earning associate degrees or certificates are required to meet program requirements according to the catalog at year of entry or the current catalog. If a course is no longer offered or cancelled, students may petition for course substitution so that they may complete their degree or certificate in a timely fashion. In the rare case of program discontinuance, arrangements are made for existing students to complete their degree or certificate programs. In spring 2000, the college began the process of determining the future status of the Travel Careers Program. Classes for 2000-2001 have been scheduled so that students may complete their program. Notification of the possibility of program discontinuance has been placed in the schedule and catalog, and discussed with faculty, staff, counselors, and Advisory Committee members.

### **Self Evaluation**

Program faculty and instructional administrators take into account students' need to complete programs in a timely fashion and changes are made with this in mind. On occasion, it has not been possible to offer a class because of low enrollments, and then course substitutions are provided for students.

### **Planning Agenda**

None.

*A.4 The institution provides sufficient human, financial, and physical (including technological) resources to support its educational programs and to facilitate achievement of the goals and objectives of those programs regardless of the service location or instructional delivery method.*

### **Descriptive Summary**

In terms of human resources, the College currently has 139.31 total faculty FTE to serve a student body of 3339 FTES, giving a ratio of FTES to total faculty FTE of only 23.97. This ratio indicates that the College has sufficient faculty to support its educational programs. But, alarmingly, of the 139.31 total faculty FTE, only 55 are full-time instructional faculty FTE. When full-time overload FTE are included, the full-time instructional faculty FTE is 60.39. Since the adjunct faculty total is 63.25 FTE, there are more student contact hours in the classroom with adjunct faculty than with full-time faculty. Clearly, the state goal of a ratio of 75:25 for full-time

contact hours to hourly contact hours is not close to being met at the College. Over the past decade, the FTE from full-time faculty has dropped almost every year while the FTE from hourly faculty has increased, in general. This is in spite of the fact that eleven fulltime faculty members have been hired over the past three years. Classified staff FTE underwent a large decrease during the first half of the last decade, but has been on the rise for the past three years [A7: Report on FTE and FTES from 1982—1999].

The college hired nine new full-time faculty for fall 2000: one in CIS, one in Radiologic Technology, two in Math/MESA, one in Anatomy/Physiology, one in History, two in ESL, and one in English. These new hires reduce the disparity of teaching contact hours between full-time and adjunct instructors.

During the mid-1990's, the College faced ever-decreasing budgets, which had an adverse impact on the ability of the College to address educational needs. Hiring of full-time instructors was severely limited, there were significant decreases in the number of classified staff positions, and discretionary budgets were decreased. More recently, through a redevelopment grant, the College has been able to expand into its Menlo Park Center. With financial assistance from a Community Development Block Grant, the Redwood City Education and Technology Downtown Center was developed. In the past three years, budget allocations have stabilized and even grown in some areas. The District has provided resources for FTES growth proposals, so that the College has been able to implement increases in the number of faculty positions and is starting to fill classified staff positions.

The main campus has sufficient space for current course offerings, although classroom space for evening classes is scarce. The Redwood City Education and Technology Downtown Center and the Menlo Park Center have limited space. At Menlo Park, space needs to be reallocated to accommodate the growth of enrollment in the Learning Center. In addition to courses offered in classrooms, 16 courses are currently being offered online, with 21 on-line courses expected in the Fall 2000 semester. In recent years, the College has added a multimedia lab, a networking lab, a fitness center, and a child development center. Technological resources include several computer labs on the main campus and two computer labs at each of the off-campus sites. The College has recently upgraded its entire e-mail system, which is now Web-based, so employees have access to Internet and e-mail from any location.

### **Self Evaluation**

The college, through its shared governance planning process, has identified the need to hire several new full-time instructors. Some classified staff members will need to be hired to ease the burden on those working without support as a result of staffing cuts in the recent past, as well as to meet new or emerging institutional needs.

The failure of a recent bond measure for the District means that plans for large-scale building improvements are on hold. However, the college has been funded for a permanent Child Development Center; construction is scheduled to begin in late Spring 2001. The recent IPP for a new Library/Learning Resource Center has been advanced to the FPP stage and the college will be submitting its FPP during Fall 2000. Funds for the hiring of faculty and staff, while increasing, are not sufficient to fill all of the needed positions. Some members of the faculty feel that funds for released time for those involved in program coordination, recruitment, curriculum development, and creative partnerships with the community and industry are not sufficient. Although the financial resources of the College are by no means fully adequate to meet all of its needs, the

financial situation in general seems to be improving, due in part to the recent acquisition of funds from several grants and Partnership for Excellence funding.

While physical resources are generally at least minimally adequate, much needs to be done to modernize existing facilities. A short list of some pressing issues would include that some of the laboratories have functional, but rapidly aging equipment, that many classrooms have chairs which are not moveable, making some modes of instruction difficult, and that the existing electrical power supply system is insufficient to support additional computer facilities.

### **Planning Agenda**

1. The College should continue to hire full-time instructors and classified staff members, as positions are identified through the shared governance process, and investigate the funding of faculty reassigned time for projects that will increase enrollment. Grant monies and other sources of external funding should be pursued vigorously.
2. In collaboration with the district's Facilities Department, the College should also continue to upgrade all its laboratories on an ongoing basis, improve the seating in classrooms which now have fixed chairs, upgrade the electrical power supply system, and continually upgrade software, especially for occupational programs.

*A.5 The institution designs and maintains academic advising programs to meet student needs for information and advice and adequately informs and prepares students and other personnel responsible for the advising function.*

### **Descriptive Summary**

Cañada College's counseling and advising program was designed four years ago by the counselors and their administrator, the Vice President of Student Services. This program consists of the following three kinds of counseling:

- General Academic Counseling: Includes drop-in for both day and evening students
- Division Academic Counseling: Each academic division is assigned a specific counselor
- Functional Counseling: counseling for students in specific programs, such as Transfer and Career counseling, counseling for EOPS, Stepping Stones, and Workability III.

In addition, informal faculty advising occurs routinely, with specific recommendations from the counselors themselves. New students who declare a goal of transfer or a degree are required to meet with a counselor once during their admissions process to obtain a Permit to Register. This gives them access to SMART, the telephone registration process. During this meeting, students receive an orientation, which may include a discussion of placement test scores and appropriate class placement.

Professional training for counselors/advisors occurs at the twice monthly counseling meetings, where in-service training on Banner, the District database, and on updates to academic requirements, general education certification, and assessment are explained by experienced counselors. To keep abreast of academic and transfer requirements, counselors voluntarily attend workshops given twice a year by the CSU and UC system.

The counseling program has been evaluated formally by the counselors themselves and by student surveys. Individual employee evaluation of counselors is now included under the district faculty evaluation guidelines and in Fall 1999 the formal evaluation process began.

The District is developing a computer-based degree audit system that will allow students and advisors to determine their progress toward transfer requirements or degrees.

### **Self Evaluation**

The three-tiered counseling program appears to be working reasonably well. However, the issue of how students gain access to counselors and how counselors maintain their communication with students needs to be systematized. Now, especially for drop-in counselors, meetings with students seem often by chance. One division counselor sends out postcards to his counselees at mid-term asking them to make an appointment to see him; he also attends classes to introduce himself to students in his division and to explain his services.

In addition, faculty need to know whom to call when a student experiences academic, emotional or financial difficulty. While students with a declared major are assigned to division counselors, the vast majority of students have no assigned counselor.

The success of the division counselors varies greatly depending on personnel. The role has been defined: the division counselor reports directly to the division dean, attends all division and some department meetings, maintains a close contact with division faculty to discuss placement and enrollment issues, and assists them in informal advising.

Beyond the regular counseling meetings, preparation for counselors seems to be voluntary; a great deal of their efficacy depends on their willingness to gain the information they need to be effective. More systematic training requirements might be helpful. There appears to be little oversight and training for division counselors, and even the choice of who becomes a division counselor seems to have been made without direct consultation with division faculty.

### **Planning Agenda**

1. The Vice Presidents of Instruction and Student Services will lead an effort to plan a systematic academic advising system, including on-going training for advisors.
2. The Vice President for Student Services will develop a process that ensures that all students receive appropriate systematic academic advising, have access to information and knowledge, including counseling and advising, and see counselors on a regular basis.

#### **B. DEGREE AND CERTIFICATE PROGRAMS**

*B. 1 The institution demonstrates that its degrees and programs, wherever and however offered, support the mission of the institution. Degree and certificate programs have a coherent design and are characterized by appropriate length, breadth, depth, sequencing of courses, synthesis of learning, and use of information and learning resources.*

### **Descriptive Summary**

The mission of Cañada College is “to ensure that students from diverse backgrounds achieve their educational goals by providing quality instruction in transfer and general education

courses, professional/technical programs, basic skills, and activities that foster students' development and academic success."

The degree and certificate programs offered at Cañada College are a central part of meeting the college mission. Associate degree programs prepare students to transfer to the UC or CSU system or to private institutions and to work in selected fields. Certificate programs prepare students for specific jobs. Educational goals of Cañada College students are supported by the college's articulation efforts among campus divisions and between Cañada and other institutions (UC, CSU, private colleges and universities). Transfer and Certificate programs are listed in the Cañada College catalog. Career opportunities are also listed under each department and/or program. Important information on tools for planning an educational program is presented in the catalog immediately preceding the AA/AS, CSU GE, and IGETC requirement forms.

Transfer and certificate requirements are reviewed and updated periodically to ensure that they have a coherent design and that they offer the depth and breadth necessary for students to succeed academically. Divisions take appropriate steps to offer courses in a sequence that maximizes completion of requirements within reasonable time lines. In 1998-99, Cañada College had 675 courses articulated with the CSU system, and 331 with the UC system.

The Transfer Center provides assistance to students in transferring to a four-year college or university. The Center provides catalogs, advice on selecting a transfer institution, assistance with applications, and workshops on the transfer process. There are frequent visits from public and private four-year college and university representatives. Students from Cañada may transfer to all California public and private colleges and universities following normal application procedures. Where special transfer agreements exist, the transfer process is simplified and students are guaranteed a place at the transfer institution earlier than through the normal application process, provided certain criteria are met.

### **Self Evaluation**

The degree and certificate programs offered at Cañada College prepare students to transfer to the UC or CSU system, or to private institutions; they also prepare students for work in selected fields. Certificate programs prepare students for specific jobs. Educational goals of Cañada College students are supported by the college's articulation efforts among campus divisions and between Cañada and other institutions (UC, CSU, private colleges and universities.) Degree and certificate requirements are reviewed on a regular basis to conform to transfer guidelines and job market demands.

### **Planning Agenda**

None.

*B.2 The institution identifies its degrees and certificates in ways which are consistent with the program content, degree, objectives, and student mastery of knowledge and skills including, where appropriate, career preparation and competencies.*

### **Descriptive Summary**

The institution identifies its degrees and certificates in the catalog and gives brief descriptions and objectives for each program/major. It also identifies recommended, required, and supporting

courses, as well as career opportunities for every program (certificate, degree, and transfer) under each major. Programs are also identified in the general college brochures, division/program brochures, and brochures from the International Student Program.

The institution ensures program consistency by requiring a course outline, which specifies objectives and content, for every course in a degree, certificate, or transfer program. The Curriculum Committee reviews all newly proposed courses and course modifications to ensure consistency in title, units, content, contact hours, method of instruction, faculty loading, prerequisite skills, catalog descriptions, student objectives, method of evaluation, texts, and materials used.

### **Self Evaluation**

Programs are grouped in the catalog according to the division that offers the program. Students are not necessarily aware of the organizational structure of the college, and this catalog format is not very user friendly.

The Curriculum Committee meets regularly and reviews new programs/courses to ensure consistency. Catalog listings are updated annually.

### **Planning Agenda**

1. By Fall 2001, the Vice President of Instruction will change the catalog format to make it more user friendly.
2. By Fall 2001, the Vice President of Instruction and the Curriculum Committee will update the Curriculum Handbook so that there is consistency between course proposal forms and the handbook, as well as bringing up to date all other information.

*B.3 The institution identifies and makes public expected learning outcomes for its degree and certificate programs. Students completing programs demonstrate achievement of those stated learning outcomes.*

### **Descriptive Summary**

The catalog describes in detail all requirements students must meet in order to be awarded a certificate or an AA or AS degree (See Standard B.4 for details.). Included in the catalog are the overall area, competency, and scholarship requirements for a degree or certificate, and the course requirements for specific majors. The class schedules carry the general degree and certificate requirements, but not the detailed information on major requirements. In addition, departments publish brochures and flyers describing programs and offerings. Upon a student's application for a degree or certificate, the Office of Admissions and Records, in consultation with counselors, verifies that students have, indeed, met all degree or certificate requirements.

### **Self Evaluation**

According to recent IPEDS data, Cañada College ranks in the top ten in completion rates for AA and AS degrees, certificates, and transfers when compared with the 107 California community colleges. [B3: Integrated Post-Secondary Education Data System report on California

Community Colleges, Fall 1999] This fact in itself demonstrates that our students achieve our college's stated learning outcomes. Transfer reports on Cañada's students achievement upon transfer to the CSU and UC system indicate that they are well-prepared and able to compete successfully [B4: CSU and UC Transfer Statistics].

### **Planning Agenda**

None.

*B.4 All degree programs are designed to provide students a significant introduction to the broad areas of knowledge, their theories and methods of inquiry, and focused study in at least one area of inquiry or established interdisciplinary core.*

### **Descriptive Summary**

The requirements for all Associate Degrees awarded at Cañada meet Title 5 Education Code requirements, including completion of a general education component. The Associate Degree general education requirements are similar to the CSU GE pattern, although there are some differences. In this way, it is generally possible for students to complete the Associate Degree general education requirements at the same time as completing their CSU GE or IGETC.

The Associate degree requires five areas for general education:

- A. Language and Rationality (6—9 units);
- B. Natural Sciences (3 units);
- C. Humanities (3 units);
- D. Social and Behavioral Sciences (3 units);
- E. Ethnic Studies (3 units).

The purpose and criteria for general education are described in the college catalog and are consistent with CSU general education criteria. Cañada's general education curriculum provides an introduction to broad areas of knowledge and the methods of investigation and thought in the various areas, fosters critical thinking ability, and develops a sense of ethical responsibility.

The Curriculum Committee is charged with the responsibility of approving courses for general education. Two years ago, a change in the associate general education requirement was made to require completion of English 100 for all students completing the AA degree; previously, students receiving the Associate in Science Degree could meet the Language and Rationality requirement with a lower level English course. Courses submitted for Area E. Ethnic Studies must be considered by the Ethnic Studies subcommittee first. This committee then recommends them to the Curriculum Committee for action.

The college's official course outlines, approved by the Curriculum Committee, are required to include critical thinking components for all courses. At the moment, courses which are submitted for general education status are not required to show how they meet the general education criteria. In late December 1999, the Academic Senate Governing Council endorsed a proposal from the acting Vice President of Instruction to develop a set of general education criteria and a validation process. During 2000-2001, the Curriculum Committee will establish and begin the process for carrying out this charge.

In accordance with Title 5, the major for the Associate Degree requires 18 units or more in a major area. The specific coursework for several majors are fully described and delineated in the catalog, especially for vocational majors. In transfer areas the major is defined as the undergraduate preparation for the Bachelor's Degree in that discipline. Because of differences in transfer institutions' requirements, the actual coursework for the major is determined by the college the student selects for transfer; therefore, the catalog does not give specific coursework for the major in these areas.

The Liberal Arts major for the AA Degree provides a flexible major intended for students who are undecided about their specific major but who, nevertheless, are completing an AA Degree. The college also offers an AA Degree, CSU University Studies Major, that provides the lower division preparation for the undecided liberal arts major. This major is an interdisciplinary one, with coursework selected from the general education areas in a balanced manner.

### **Self Evaluation**

The general education coursework pattern for the associate degree closely parallels that for CSU transfer so that students can readily complete both. The Curriculum Committee reviews courses submitted for general education, but does not examine them explicitly to determine how they meet these requirements. At present, new course proposals are not required to describe how courses fulfill G.E. requirements.

The Curriculum Committee has engaged in discussions of outcomes and their assessment. Selected departments, such as English, ESL, and mathematics, have developed or are developing detailed learning outcomes for students and include these in their outlines and syllabi. Discussion has begun at the Curriculum Committee about examining general education outcomes and how well an Associate Degree graduate has been exposed to and met these outcomes.

### **Planning Agenda**

During 2000-2001, the Curriculum Committee will participate in a collegewide review and validation process for how courses meet Associate Degree general education criteria. This process is anticipated to continue beyond the 2000-2001 year.

*B.5 Students completing degree programs demonstrate competence in the use of language and computation.*

### **Descriptive Summary**

Students completing degree programs must demonstrate basic competence in reading by being eligible for Read 420, as determined by the English Placement Exam, or by satisfactory completion of Engl 100, or by satisfactory completion of Read 802. Competence in written communication is demonstrated by successful completion of Engl 100, Engl 400 or 800, or eligibility for Engl 100 as demonstrated by the placement test.

Students completing degree programs demonstrate basic competence in computation by achieving a score of 21 or above on the Math Placement Exam #2, achieving a score of 27 or above on the SCAT, achieving a score of 15 or above on the ACT Math, achieving a score of 400 on the SAT Math, or by successfully completing Math 110, or Math 111 and 112, or any mathematics course with Math 110 as a prerequisite.

### Self Evaluation

The measures used to determine competence in the use of language and computation are in accord with those used at many, if not most, community colleges. In order to ensure that successful completion of courses in English and ESL is independent of the instructor, the English and ESL faculty have instituted norming of standards and grades and conduct norming sessions for grading final exams. Some members of the mathematics department feel that students should be required to take at least one mathematics course at the college in order to complete a degree program.

### Planning Agenda

1. During 2000-2001, the Curriculum Committee, as part of the General Education review process, will review how competencies for the degree, including mathematics, are assessed.
2. During 2000-2001, the faculty in those departments where students demonstrate competence in the use of language and computation will expand the use of norming of grades on a departmental basis.

*B.6 The institution documents the technical and professional competence of students completing its vocational and occupational programs.*

### Descriptive Summary

Students' technical and professional competencies in occupational and vocational programs are measured through theory or written examinations, hands-on skill demonstrations and skill tests, laboratory evaluation, observation evaluation, and volunteer and/or paid internships. Students who successfully achieve the competencies of required courses in their particular programs are awarded a certificate and/or degree. For example, in addition to passing all written and skills tests, students in the Radiologic Technology program must take the licensure examination required by the State of California and the certification examination given by the American Registry of Radiologic Technologists. In the 1999-2000 academic year, 117 certificates and 156 Associate of Arts/Associate of Science degrees were awarded in the occupational and vocational areas.

Cañada College documents the technical and professional competence of students completing its occupational and vocational programs by the certificates and AA/AS degrees awarded.

### Self Evaluation

In order to evaluate the success of occupational program completers in the San Mateo County Community College District, a survey was conducted in July 1998 of 693 students who graduated from ten broad occupational program areas at Cañada College. The survey examined 1995 through 1997 graduates and addressed topics such as attendance objective, educational status, salary, employment status, employment start-up, geographic location of employment, and satisfaction with employment and components of the educational program completed. [B5: 1995-97 Occupational Programs Followup Survey]

All of the occupational and vocational programs have active industry-based advisory committees to assist in determining the competencies and skills sets required in a particular field. The

functions of the advisory committees are a) to study the educational needs of students enrolled in specific programs and to make recommendations to the College administration relating thereto, b) to furnish specialized information and advice on technical requirements for effective programs, c) to serve as liaisons between the College and the various organizations and agencies of the community interested in the programs, and d) to facilitate cooperative relationships between the College and the resource agencies of the community in support of the occupational and vocational programs. Broadly stated, the function of the College's Advisory Committees is to advise the administration regarding the programs in specific occupational and vocational areas.

### **Planning Agenda**

Department coordinators will work with the college researcher to obtain pertinent research data about the students being served within a program. This information will be used by the coordinators to maintain currency in occupational and vocational programs.

### **C. GENERAL EDUCATION**

*C.1 The institution requires of all degree programs a component of general education that is published in clear and complete terms in its general catalog.*

### **Descriptive Summary**

The Cañada College catalog outlines clearly the graduation requirements for the Associate in Arts Degree and the Associate in Science Degree. The areas of study that apply to transfer, degree, or certificate programs are listed and individual course descriptions are included. The college catalog provides students with specific information regarding graduation requirements, including the General Education Areas A-E, and the appropriate courses that can be taken to fulfill the requirements. All degree programs require general education units to include Language and Rationality, Natural Sciences, Humanities, Social and Behavioral Sciences, and Ethnic Studies. The Associate in Arts (A.A.) Degree requires 21 units of General Education, and the Associate in Science (A.S.) Degree requires 18 units of General Education. Information regarding the California State University General Education Certification and IGETC (Intersegmental General Education Transfer Curriculum) is also included in the catalog.

### **Self Evaluation**

The college catalog provides students with specific information regarding the requirements for graduation, including the general education sequence, and the appropriate courses that can be taken to meet the General Education Areas A-E. The catalog also contains individual course descriptions, excluding the experimental courses. Students may purchase the college catalog in the Bookstore.

### **Planning Agenda**

None.

*C.2 The general education component is based on a philosophy and rationale that are clearly stated. Criteria are provided by which the appropriateness of each course in the general education component is determined.*

### **Descriptive Summary**

The purpose of the General Education curriculum, as stated in the catalog, is “to foster the preservation, communication and development of knowledge, the cultivation of wisdom, and the understanding of values that will help ensure the survival of humankind and improve the quality of human life,” and “to foster learning with curiosity and wonder, respect for knowledge, independent and critical thinking, creativity and imagination, and ethical responsibility.”

The Categories and Objectives of the General Education curriculum are stated in the catalog:

- Language and Rationality: To improve communication skills (listening, speaking, reading, writing) based on analytical thinking.
- Humanities: To acquire broad perspectives on the human experience by studying both western and non-western civilizations.
- Natural Sciences: To gain an understanding of the principles of natural phenomena, technological developments and their effects on society.
- Social and Behavioral Sciences: To develop sensitivity to the human dilemma.
- Ethnic Studies: To develop the knowledge and understanding of the rights, responsibilities and privileges involved in living in a pluralistic society.
- To provide opportunities to gain information that could aid students in making realistic career decisions.

The GE unit requirements are 21 units minimum for the AA degree and 18 units minimum for the AS degree.

### **Self Evaluation**

The General Education criteria rationale are clearly stated in the catalog.

The goals of General Education at Cañada College are idealistic and laudatory. As the statement asserts, they are “general, broad” as befits the introductory, non-specialized nature of most GE courses.

The “curricular objectives” designed to guide faculty in the creation of courses appropriate to the General Education requirement, and to help departmental committees evaluate such courses, are equally philosophical. They speak of improving communication skills, of acquiring broad perspectives on human history, of gaining understanding of natural phenomena, technological developments, of developing sensitivity to social issues, of developing civic knowledge and understanding of a citizen’s rights and responsibilities and privileges, and of gaining information to make realistic career decisions.

Evaluation of whether or not a specific course meets these curricular objectives takes place at three levels. First at the department level, faculty, who are experts in the course subject matter, scrutinize the course. Then, once the course has passed this level of scrutiny, it moves to the Division Dean, who, after review and consultation with the Division Council, forwards it to the College Curriculum Committee, which relies upon the diligence and expertise of the depart-

ment, the Dean, and the Vice President of Instruction to determine the appropriateness of the course for GE requirement. Members of the College Curriculum Committee include faculty, classified staff, and a student. The Vice President of Instruction is ex officio. Among the committee's primary concerns is the integrity of the college's programs and curriculum. The college Curriculum Committee meetings are open and faculty and staff are free to comment on the appropriateness of any addition to the college's GE requirements. Once the College Curriculum Committee approves a course, it is added to the courses listed in the college catalog and the Articulation Officer submits the course to be articulated to the appropriate CSU and UC departments for approval. If approved, the course is then added to the college's general education course lists.

### **Planning Agenda**

During 2000-2001, the Curriculum Committee will participate in a review of the General Education philosophy and criteria, and develop standards for GE courses for the Curriculum Committee Handbook.

*C.3 The general education program introduces the content and methodology of the major areas of knowledge: the humanities and fine arts, the natural sciences, and the social sciences. The general education program provides an opportunity for students to develop the intellectual skills, information technology facility, affective and creative capabilities, social attitudes, and an appreciation for cultural diversity that will make them effective learners and citizens.*

### **Descriptive Summary**

In its catalog, Cañada College describes the purpose and curricular objectives of its general education program: to foster the preservation, communication and development of knowledge, the cultivation of wisdom, and the understanding of values that will help ensure the survival of humankind and improve the quality of human life. Courses which meet the general education requirements introduce students to the variety of means through which people comprehend the modern world. The subject matter presented in general education courses is designed to be general, broad, and frequently introductory rather than specialized. In order to promote these goals, the general education program incorporates the content and methodology of the major areas of knowledge:

- Essential communication skills of listening, speaking, reading, and writing based on analytical thinking;
- Broad perspectives of the human experience through a study of both western and non-western civilizations;
- Natural sciences, including natural phenomena, technological developments, and their affects on society;
- Insights afforded by the social sciences into the human experience;
- Contributions of the humanities to the enrichment of the human existence;
- An introduction to the key social issues of the contemporary era;

- Development of the knowledge and understanding of the rights, responsibilities, and privileges involved in becoming a participating citizen in a democratic, pluralistic society;
- The opportunity to gain information to aid in making realistic career decisions.

The general education philosophy for the AA/AS degree is closely aligned with the CSU-GE philosophy.

The Cañada College general education program is divided into five areas:

- **Area A Language and Rationality (6-9 units required):** To meet the Area A requirement, students must complete 6 units in English Composition (AA degree) or 3 units in English Composition (AS degree) and at least 3 units in A2 Communication and Analytical Thinking. Courses meeting the Area A1 English Composition requirement include English 400 or 800, 100, 110 and 165. Courses in A2 Communication and Analytic Thinking include courses in Business, Computer Science, English, Music, Philosophy, Speech, Political Science and Math.
- **Area B Natural Sciences (3 units required):** Area B Natural Sciences include courses in both physical and life sciences—Astronomy, Chemistry, Geography, Geology, Natural Science, Oceanography, Paleontology, Physics, Anthropology, Biology, and Health Sciences. A lab course is not required for the AA/AS general education requirement, although some of the courses included are lab courses.
- **Area C Humanities (3 units required):** Area C Humanities includes a wide range of offerings divided into Arts, Languages, Literature, Philosophy, and Development of Cultures. Disciplines included are Art, Drama, Film, Interior Design, Music, History, French, Spanish, Philosophy, English, Literature, and Speech.
- **Area D Social and Behavioral Sciences (3 units required):** Area D Social and Behavioral Sciences courses are divided into American Institutions (Economics, History, and Political Science), State and Local Institutions (History and Political Science), and Social Institutions (Anthropology, Economics, Geography, Human Services, Political Science, Psychology, Sociology, and Social Science).
- **Area E Ethnic Studies (3 units required).** Area E Ethnic Studies include courses in Art, Anthropology, History, Literature, Psychology, Sociology, Social Sciences, and Spanish.

In addition, students earning the AA/AS degree must also demonstrate competency in Reading, Writing, mathematics, and computer literacy and take at least 2 units of physical education. The computer literacy requirement is designed so that students earning an AA/AS degree or certificate possess foundation skills to use computers to communicate, design, research and explore so that they are prepared appropriately for transfer or for entry into the workforce.

Course offerings in all areas of GE are generally well distributed so that both day and evening students can meet these requirements. An analysis of the schedule by day, time, and GE offering is currently being carried out with the intent of identifying days and times when offerings may not be sufficient, improving the distribution of offerings, and better informing the counseling process.

## **Self Evaluation**

Cañada College has a general education program with a well-founded purpose and objectives closely aligned to those of transfer institutions. In many cases, courses which meet general education requirements for the AA/AS degree also serve to meet the CSU GE requirements and, to a lesser extent, the IGETC requirements. The general education program is sufficiently

broad in scope to provide students with intellectual development and the acquisition of knowledge, enhancement of communication and critical thinking skills, exposure to the arts and humanities, awareness of social issues and an appreciation for cultural diversity, and technological awareness and competency.

The variety of general education offerings every semester, day and evening, enables students to complete their requirements in a timely fashion. Analysis of the class schedules will assist in further improvement of general education offerings.

The course outline approval forms submitted to the Curriculum Committee include a check off to designate courses as general education. However, the forms do not call for written explanation of how courses meet these requirements.

### **Planning Agenda**

The Curriculum Committee will modify course approval outline forms to include a specific requirement about how courses meet general education requirements.

*C.4 Students completing the institution's general education program demonstrate competence in oral and written communication, scientific and quantitative reasoning, and critical analysis/logical thinking.*

### **Descriptive Summary**

A student completing general education requirements with a grade of "C" or better has demonstrated competence in language and rationality (English 100, 110, or 165); communication and analytical thinking skills (Speech 110, 105, or 120; Phil 103 or 200; Math 110, 111, 112, 115, 120, 122, 123, 125, 130, 140, 200, 219, 241, and 251.) Scientific, quantitative reasoning, critical and logical thinking skills may be developed by taking any of the required Physical or Life Sciences classes (see 1999-00 catalog, page 36).

### **Self Evaluation**

Competency in oral and written communication, scientific, and quantitative reasoning and analysis, and logical thinking skills can be demonstrated by a grade of C or better in the general education courses.

### **Planning Agenda**

None.

## **D. CURRICULUM AND INSTRUCTION**

*D.1 The institution has clearly defined processes for establishing and evaluating all of its educational programs. These processes recognize the central role of faculty in developing, implementing, and evaluating the educational programs. Program evaluations are integrated into overall institutional evaluation and planning and are conducted on a regular basis.*

## **Descriptive Summary**

The responsibility for establishing, implementing, and updating curriculum, including new courses or programs, is initiated at the department level by faculty in conjunction with instructional administrators. Proposals for new courses and programs as well as changes are submitted to the Curriculum Committee, a subcommittee of the Academic Senate, for approval. New courses and programs also require approval by the Board of Trustees after approval by the Curriculum Committee; Board approval occurs annually in late spring in sufficient time for the newly approved courses or programs to be published in the next year's catalog.

The Curriculum Committee is comprised of representatives from each instructional division, the student services division, classified staff, and a student.. The committee is chaired by an Academic Senate member appointed by the Governing Council. Ex-officio to the committee is the Vice President of Instruction, or designee, of the college. Policies and procedures for the Curriculum Committee are contained within the Curriculum Committee Handbook. Faculty presenting new courses or changes to the committee are expected to attend the meeting to answer questions and explain the proposal; in addition, division representatives are asked to assist in representing agenda items from their division.

The task of overseeing Program Review is shared by the Academic Senate and the College Council. In Fall 1998, a sub-committee consisting of four members representing these two bodies was formed and charged with developing a process for evaluating and approving program reviews. In accord with this sub-committee's recommendations, the procedure for evaluating program reviews starts with formation of a subcommittee for each program review; the subcommittee's membership includes one College Council member each from classified staff, faculty, and administration, and one member of the Academic Senate Governing Council. This body is responsible for receiving and evaluating the program reviews in accord with established procedures, which includes assessing how well the review meets criteria, submitting a written response to the program under review, meeting with the program to review the written response, receiving a written reply to the response, and presenting the results to the College Council. Annually, the executive summaries of all program reviews completed by the three colleges of the District are presented to the Board.

All instructional programs have been placed on a six year cycle for review. Program reviews have been conducted annually at Cañada for six years and almost all programs, both instructional and student services, have now been reviewed. A few have not yet completed program review and are behind in the schedule, while others are about to start on their second review cycle. [B4: CSU and UC Transfer StatisticsDI: Program Review Cycle.]

Certain categorical programs are subject to external review. In 1999-00, both matriculation and DSP&S programs have had site visits. The Radiologic Technology Program is subjected to regular special accreditation by the Joint Commission on Accreditation in Radiologic Technology; the most recent such visit occurred in Spring 1999, resulting in an award of a 3-year accreditation status extendable to 5 years based on a satisfactory submission of follow-up information in Spring 2000.

## **Self Evaluation**

The Curriculum Committee policies and procedures are well understood and effective. The November 1999 Matriculation review team commended the college's curriculum committee procedures and forms and attention to standards. Recent leadership of the committee has

resulted in a renewed attention to standards for course and program approval and greater understanding of issues such as prerequisites. The committee has recently updated and improved the forms for course approval and modification. Not yet updated to reflect the new forms, the changes in division and administrative structure, and recent Title 5 changes, is the Curriculum Committee Handbook; this is scheduled for update by the start of the 2001-02 academic year.

The Program Review process has been improved by the increased scrutiny by College Council and Academic Senate subcommittees. The college's goals and planning processes do not utilize the results of program review, so there is no incentive for a program to demonstrate improvement. In addition, other than the College Council, the results of program reviews are not communicated to the college community. During 1999-2000, the College Council and Academic Senate discussed the need to utilize program review outcomes in the budget development and planning process. As a result, the president has incorporated Program Review in the college's new budget process. Program review incorporates qualitative and quantitative data and self-assessment, but there is no required feedback from students about their perceptions of the department.

### **Planning Agenda**

1. The Vice President of Instruction and the Curriculum Committee will update the Curriculum Committee Handbook before the start of the 2001-2002 academic year and periodically update it so that it is always current.
2. The College Council and Academic Senate will consider modification of the Program Review process so that it is strengthened further, incorporating feedback from students about the quality of their experiences, and linking the results of Program Review to institutional planning, budgeting, and college goals.
3. Student Services departments will be included in the regular six-year cycle of program review.

D.2 The institution ensures the quality of instruction, academic rigor, and educational effectiveness of all of its courses and programs regardless of service location or instructional delivery method.

### **Descriptive Summary**

Each Division and the District ensure the quality of instruction by reviewing all programs every six years [DI: Program Review Schedule]. Once the Curriculum Committee approves a course outline, all instructors teaching that course must follow the approved outline. Each instructor must turn in course syllabi to the Department/Division.

Both full-time and part-time faculty are evaluated for the effectiveness and quality of their instruction. The college implements two types of faculty evaluation:

- **Standard Evaluation** consists of student surveys through a questionnaire, including written comments, and self-assessment. A faculty committee and the division dean review surveys and portfolios.
- **Comprehensive Evaluation** consists of student surveys, peer observations, a portfolio, and optional self-assessment. A faculty committee and the division dean review the results of the evaluation with the instructor.

All full-time faculty (on/off campus, on-line courses) are evaluated every 3 years. New full-time faculty undergoing Tenure Review are given a Comprehensive Evaluation for 4 consecutive years. Once they become tenured, they will be evaluated alternately by Comprehensive and Standard Evaluation every 3 years.

Part-time faculty (on/off campus) are evaluated during the first semester and then every 6th semester. Their effectiveness is generally evaluated based on **Standard evaluation**; some departments, such as English and English Institute, evaluate their part-time faculty with comprehensive evaluation.

An orientation for new full-time and part-time instructors is provided every year. The college also provides a mentor program for new full-time and part-time faculty in which mentors are responsible for familiarizing the newly hired faculty with its campus, programs, policies and procedures, and services, as well as helping new faculty deal with the daily issues of teaching. Each occupational program has an active Advisory Committee that meets twice annually to give advice and feedback to the program's faculty and staff.

### **Self Evaluation**

A course/program must meet the standards for academic rigor as defined in Title V and must be consistent with the requirements of the California Post Secondary Education Commission. The Curriculum Committee reviews new courses and programs when required by the division for all on/off campus courses. A course outline for on-line/distance learning course approval has recently been developed.

The Noel-Levitz Survey conducted in 1997 showed overall student satisfaction with the college, reflecting, among other things, its quality of instruction, academic rigor, and educational effectiveness. A similar student survey entitled Faces of the Future was conducted in Fall 1999, and showed results very similar to those of the Noel-Levitz Survey. The college ensures the quality of its full-time instructors with a rigorous four tiered selection process:

- Application that ensures each applicant meets the State's minimum qualifications
- Interview and teaching demonstration before a screening committee.
- Final interview with the Division Dean, College President, and/ or Vice President of Instruction or Student Services.
- Final approval by the Board of Trustees.

Cañada College abides by the State's minimum qualifications for part-time instructor selection. Part-time instructors must meet the same minimum qualifications as full-time instructors and are selected by a faculty committee and the appropriate Dean, based on their qualifications, education, and teaching experience. They must submit transcripts with their application. Except for certain occupational education disciplines where a master's degree is not normally available, a master's degree in the discipline is the minimum qualification; applicants may assert equivalency if they do not meet this qualification. Equivalency assertions are evaluated by the screening committee, using the District-approved equivalency process and criteria. Those faculty hired based upon equivalency must have their equivalency approved by the Board of Trustees.

The mentor program does ease the transition for the new faculty by providing professional guidance and by supplying the faculty with a binder that includes lists and descriptions of materials and resources available at Cañada. Mentoring of adjunct faculty, however, does not take place consistently in all departments.

### **Planning Agenda**

1. Starting in Fall 2000, each division will implement consistently the mentoring program for new adjunct faculty.
2. During Fall 2000, the college also needs to develop an evaluation system for online/distance courses.
3. During 2000-2001, the Vice President of Instruction, in conjunction with divisions, will ensure that all faculty submit current course syllabi to deans on a timely basis.

*D.3 The evaluation of student learning and the award of credit are based upon clearly stated and published criteria. Credit awarded is consistent with student learning and is based upon generally accepted norms or equivalencies.*

### **Descriptive Summary**

Criteria for evaluation of student learning and grading systems are clearly established both in the college catalog and in the grading policies established by instructors in each class. Definitions of grades and academic standing are clearly stated on page 27 of the 1999-00 catalog (A, B, C, D, F, CR, and NC). Course outlines and syllabi are kept on file in the division offices and are available for others to review.

Credit is based upon the Carnegie system that specifies one unit per lecture hour and one unit per three hours of lab work per week for a semester. For lecture courses, an average of two hours of homework or out-of-class work is expected for each hour of in-class work. For short courses, the hours are pro-rated. The number of hours required to complete a course is determined through careful curriculum planning; appropriate sections of the curriculum committee's course approval forms address the number of lecture and lab hours needed for a class to meet transfer and articulation requirements.

Evaluation of student learning is detailed in course outlines. Evaluation of learning is based on multiple measures, including short quizzes, comprehensive midterms and final exams, lab reports and papers. Papers and test questions include conceptual understanding of subject matter as well as analysis and synthesis of information presented in the classroom and in reading assignments. Evaluation and grading criteria are discussed at the beginning of each class each term, and reviewed as necessary during the semester; they are, also, included in course syllabi.

### **Self Evaluation**

Faculty have the primary responsibility for evaluating student performance and maintaining grading standards. During the evaluation process and in norming sessions, faculty work collaboratively in reviewing grading and evaluation criteria. In the English departments and in the English Institute faculty are using norming standards. As an example, in English 800 and 400 and in ESL courses, faculty gave common final exams at the end of the Fall 1999 semester and collaborated on norming sessions for grading these exams. The department intends to expand norming to include English 100 in Fall 2000.

### **Planning Agenda**

Deans will encourage faculty in other departments to collaborate on norming sessions.

*D.4 The institution has clearly stated transfer of credit policies. In accepting transfer credits to fulfill degree requirements, the institution certifies that the credits accepted, including those for general education, achieve educational objectives comparable to its own courses. Where patterns of transfer between institutions are established, efforts are undertaken to formulate articulation agreements.*

### **Descriptive Summary**

Students can earn units of credit in a variety of ways—transfer of credits from other institutions, credit by examination, advanced placement, and military experience.

The assigned counselor and assistant registrar of the college review all requests for transfer of credit from public and private institutions. The counselor, assistant registrar, and dean review all requests for credit for course substitutions. The units will be accepted if they fall within the criteria of the individual course in question.

The California Articulation Number (CAN) identifies some of the transferable lower division introductory courses commonly taught within each academic discipline on college campuses. The system assures students that CAN courses on one participating campus will be accepted in lieu of the comparable CAN course on another participating campus. Counselors provide interested students with a list of participating institutions, and CAN numbers are published in the college catalog. The CAN system is growing and designed to facilitate student transfer between and among public institutions of higher education in the State of California. CAN numbers are listed parenthetically after the course descriptions in the listing of courses. The College has received recognition for the number of courses accepted into the CAN system.

The college had 648 courses articulated with the CSU system in 1997-98 and 675 in 1998-99 and 316 courses articulated with the UC system in 1997-98 and 331 in 1998-99.

In 1999, the District began development of a computer based degree audit system that will permit students at any time to determine their progress toward an AA/AS degree, certificate, CSU-GE, or IGETC. Members of the degree audit committee include a Cañada administrator, a counselor, and classified staff members from instruction and student services.

### **Self Evaluation**

The transfer of credit policy is clearly stated in the college catalog. The Articulation Officer works with the articulation officers in the CSU and UC systems. Cañada College participates in an articulation program with signed articulation agreements for San Francisco State University, UC Berkeley, San Jose State University, Hayward State University, and College of Notre Dame.

When implemented, the degree audit system will be a significant improvement in the college's ability to assist students in determining their progress towards a degree, certificate, or transfer. The system will be developed in 2000-2001 for auditing of the IGETC, CSU-GE, associate degrees, and certificates.

An academic supervisor of transfer, matriculation, and articulation was hired in Summer 2000. The addition of this position will strengthen the articulation agreements with the four-year institutions.

1. In collaboration with the district, the college will implement and begin using the degree audit system during 2000-2001.

2. In collaboration with other district colleges and the district Curriculum Committee, college faculty and administrators will continue work towards common course numbering of those courses that are taught in common and towards aligning graduation requirements.

*D.5 The institution utilizes a range of delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the needs of its students.*

### **Descriptive Summary**

Cañada College utilizes a variety of delivery systems and modes of instruction according to the objectives of the course, the type of course, and the students enrolled. In addition to the normal face-to-face delivery system offered at on- and off-campus sites, the college offers on-line, Web-based, televised, and computer-assisted courses, with labs, lectures, discussion, and small group instruction. Two-way teleconferencing equipment is also available at Cañada on-campus and at the Menlo Park Center. Lectures and discussions are the most common modes of instruction. A number of instructors enhance course discussions by incorporating electronic mail and bulletin boards as part of the delivery of information and instruction. Cañada College also offers individualized, self-paced courses, many incorporating computer-assisted instruction; students may complete assignments whenever the Learning Centers or Computer Labs are open.

Distance education courses accommodate student preferences for asynchronous class delivery. Students have different options to access televised courses: they can watch the segments at the time of the broadcast, they can tape the broadcasts for later viewing, they can check out the entire set of video-tapes at the CSM library's loan desk, or they can view the video-tapes at the CSM library. Telecourses include a mandatory orientation session and several scheduled meetings on campus.

One to eight week short courses, one and two day weekend courses, and semester long courses are offered on campus and at the Education and Technology Downtown Center (Redwood City Center Plaza) and the Menlo Park Center. Multiple sections of many courses are offered in a variety of schedules during the day, evening, and weekends.

The Disabled Students Program and Services (DSPS) Center and staff provide help to students with disabilities. The DSPS staff work with faculty to coordinate when accommodations are needed. Services include Learning Disabilities assessment, extra time and a distraction-free environment for test-taking, specialized software for people with learning differences or who are sight impaired, specialized tutoring through enrollment in DSKL 816, arrangements for note-takers or interpreters for hard-of-hearing students, and other services.

### **Self Evaluation**

Cañada College offers an up-to-date approach to educational offerings. Through the curriculum and program review processes, the College evaluates delivery and modes of instruction on a regular basis.

The college continues to make audio, visual, computer, and other technology-based teaching/learning aids available for instructors. The Center for Teaching and Learning (CTL) provides opportunities for faculty to receive training in the use of the computer based delivery modes. Faculty have been progressively exploring interactive and collaborative modes of teaching and

learning. Hands-on and clinical experience are methods used in the vocational/occupational areas.

The Vice President of Instruction is responsible for evaluating and coordinating the technical support, media services, and training that faculty and staff need as more and more technology is infused into the curriculum.

### **Planning Agenda**

1. The Vice President of Instruction will provide coordination and a closer link between the CTL's course offerings and staff and faculty technical training needs.
2. The CTL needs to provide increased and adequate technical support for faculty and staff as they infuse the curriculum with technology mediated instruction.

*D.6 The institution provides evidence that all courses and programs, both credit and noncredit, whether conducted on or off-campus by traditional or non-traditional delivery systems, are designed, approved, administered, and periodically evaluated under established institutional procedures. This provision applies to continuing and community education, contract and other special programs conducted in the name of the institution.*

### **Descriptive Summary**

Cañada College ensures that all courses and programs regardless of setting, method of delivery, or type of offering are designed, approved, administered, and periodically evaluated under established institutional procedures. The Curriculum Committee, a committee of the Academic Senate, oversees development of credit bearing courses and programs. The Curriculum Committee also approves and evaluates the curricular content of both transfer and certificate programs. New classes and programs are also reviewed internally at the divisional level by faculty and deans.

The College Council, Cañada's shared governance body, and the Academic Senate Governing Council conduct a review of all instructional programs on a rotating basis. Programs undergo review every six years. One academic program, Radiologic Technology, also undergoes external review by independent accrediting bodies. The College Council also discusses the development of new programs and assists in evaluating the appropriateness of new academic and occupational offerings.

Community, corporate, and contract education offerings are developed by the Office of Corporate and Community Education, a districtwide division since 1994. In developing these courses, the Office of Corporate and Community Education consults with the college administrative team. A variety of community education classes and summer youth programs are offered. Throughout each of the past five years, the self-supporting Community Education program has increased the number of course offerings, and enrollments continue to grow steadily, with average annual enrollments of 5,000 districtwide. The Community Education catalog contained 338 courses, of which 75 were new classes, in categories such as Arts and Crafts, Business and Computers, Classes Online, Cooking, Fitness and Recreation, SAT/CBEST Preparation and Travel, Trips and Tours. In addition, the College for Kids and Music and Fine Arts youth programs are offered for three weeks each summer, providing recreation and enrichment classes for

youth entering 5<sup>th</sup> through 9<sup>th</sup> grade. The Community Education program has been successfully established as a comprehensive program serving a wide variety of community interests.

Through the Corporate and Community Education division, Cañada College delivers performance consulting services and training programs to local employers who need to upgrade employee skills and enhance their organizations' competitiveness. Contract Education serves 40-50 employers annually, providing training to approximately 2,000 employees. Examples of programs and employers include Heublein/UDV in Menlo Park — Statistical Process Control and Management Development; Acteron in Redwood City — Production Processes and Supervisory Training; and DES Architects and Engineers in Redwood City — Computer Applications. In July 1998, an Account Representative was hired to increase the sales and marketing efforts in the business community. The result has been an increase in new client partnerships and the implementation of a performance-based consulting model in Contract Education.

Independent, external reviews are also conducted of specific programs, such as matriculation, EOP&S, and Disabled Students Programs & Services, that combine student support with instruction. Matriculation review as well as WASC accreditation process, itself, provides evidence of the effectiveness of established institutional procedures in maintaining educational program(s). In fall 1999, the college completed a matriculation site review and underwent a DSPS review in spring 2000. As required by Title V, several college programs utilize community and/or industry advisory boards to provide oversight. These programs are Workability 111, Stepping Stones, and all occupational programs.

### **Self Evaluation**

Overall, Cañada's institutional evaluation procedures are effective in ensuring that educational programs are designed, approved, administered, and periodically evaluated under established institutional procedures. The Program Review process, however, does not at present include student services programs on a regular schedule. A number of these programs combine student support services with special classes tailored to specific populations. These programs need to be included on the program review schedule. It would also be useful for the College Council to conduct periodic reviews of corporate, community education, and contract offerings.

### **Planning Agenda**

The college administration needs to require student services programs and corporate, community education and contract offerings to undergo periodic review by the College Council.

*D.7 Institutions offering curricula through electronic delivery systems operate in conformity with applicable Commission policies and statements on Principles of Good Practice in Distance Education.*

### **Descriptive Summary**

In 1998, Cañada College began offering distance education curricula through television and through the Internet. The television courses are offered through KCSM, the district's television and radio station. Until 1998, all distance education courses broadcast on KCSM had been offered as CSM courses only. During 1997-98, the college adopted a number of these courses as its own and began offering them. Students select whether to enroll in the Cañada or the CSM

section of the course, although the sections are offered concurrently with one instructor and one syllabus. Each television course requires three or more on-campus meetings, including an introductory meeting, a mid-term, and a final examination. Support for television courses is offered through the Distance Learning Office at the College of San Mateo.

In Fall 1998, the college launched its first Internet offerings with a set of five courses in Mathematics, Reading, Computer Sciences, and Career and Personal Development. The number of Internet offerings each semester has grown and now stands at 21 for Fall 2000. In addition to the original set of offerings, disciplines now include English, Geological Sciences, History, Business, and Interior Design. Each Internet course includes a mandatory orientation meeting and examinations given on-campus. Each instructor provides a number of regular on-campus meetings throughout the semester for individual consultation, problem-solving sessions, and testing. The Learning Center serves as a testing center for the on-line courses, providing flexibility for students to take tests when it best fits their schedule.

Training for faculty to teach Internet courses is available through the District's Center for Teaching and Learning. While each college has its own CTL for individual faculty work, Cañada has the district's only CTL classroom where short classes on a wide variety of computer topics for staff development are presented. A series of courses designed to assist faculty to gain skills in on-line instruction is offered regularly and many Cañada faculty have taken advantage of these. Faculty interested in offering on-line courses are encouraged to take these courses and use the assistance available in the CTL as they develop their courses. In addition to the Internet class offerings, several faculty members use the Internet as a part of a traditionally offered course, providing a Web page for each course and communicating with students via e-mail.

### **Self Evaluation**

The number of students enrolling in the television and on-line courses varies from course to course. Some courses seem to be more attractive than others, but no overall survey of offerings has been carried out. However, the distance learning curriculum offers flexibility to those students who are unable to attend classes scheduled in the traditional way.

The initial group of Internet course instructors worked closely together to develop and improve their courses. A number of meetings were held to facilitate the process and to share the successes and problems, both technical and pedagogical. More instructors are now coming forward to offer Internet courses and need similar assistance above and beyond that offered by the CTL.

### **Planning Agenda**

1. During 2000-2001, the college research team, in collaboration with the Vice President of Instruction, will survey students and faculty in television and on-line courses and make strategic decisions about the future directions of distance education at Cañada College.
2. The Technology Committee will develop a set of criteria for the preparation of faculty teaching on-line courses.
3. The Technology Committee will develop a set of expectations for the offering of on-line courses to ensure consistency in quality of offerings and to ensure that these course meet standards of good practice.

### ***D.8 Institutions offering curricula in foreign locations to students other than U.S. nationals***

*operate in conformity with applicable Commission policies and guidelines.*

Not Applicable to Cañada

#### SUPPORTING DOCUMENTS

- A1. Enrollment Data and Student Characteristics Report, Fall 1999, prepared by Don Biederman
- A2. Chancellor's Office — California Community Colleges - Curriculum Standards and Instructional Services Inventory of Approved and Projected Programs
- A3. San Mateo County Community College District Educational and Facilities Master Plan, 1997
- A4. Cañada College Faces of the Future Survey, 1999, ACT/AACC
- A5. Cañada College Noel Levitz Survey, 1997
- A6. Spring 2000 General Education Course Offerings
- A7. Report on FTE and FTES from 1982—1999
- B1. Cañada College 1999-2000 Catalog
- B2. Cañada College Curriculum Committee Handbook
- B3. Integrated Post-Secondary Education Data System report on California Community Colleges, Fall 1999
- B4. CSU and UC Transfer Statistics
- B5. 1995-97 Occupational Programs Followup Survey
- D1. Program Review Cycle and Procedures