

# STANDARD FIVE:

## STUDENT SUPPORT AND DEVELOPMENT

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## STANDARD FIVE: STUDENT SUPPORT AND DEVELOPMENT

*5.1 The institution publishes admissions policies consistent with its mission and appropriate to its programs and follows practices that are consistent with those policies.*

### **Descriptive Summary**

Mission Statement: Cañada College enables students from diverse backgrounds to achieve their educational goals by concentrating on transfer and general education courses, professional/technical programs, basic skills, and support services and activities that foster students' personal development, academic success, and life-long learning.

Cañada College's catalog and class schedules clearly describe the admission policies of the college as being consistent with college's mission statement. For each semester, the schedule of classes is distributed to each household in south San Mateo County. Students are also able to access information from the College's web page.

Cañada College's student services offer students a variety of support programs consistent with the college mission statement to assist them in achieving their educational goals. Some of these programs are Extended Opportunity Programs and Services (EOPS), the Disabled Student Programs and Services, the Child Development Center, and the Learning Center. Students identify those services they are interested in by completing Section 24 of the application. A few programs require special admissions, such as the Radiologic Technology Program, Workability III, Stepping Stones, Middle College, and MESA. Students wanting to participate in these programs must fulfill specific requirements, which are identified by each program. The objectives of these programs are in line with the mission of the College.<sup>8</sup>

Employing practices consistent with the college mission statement and policies of serving students from diverse backgrounds, the college has modified application forms to make them clearer, does outreach work to prepare students for college, and provides one-on-one assistance with registration for ESL students. In the college catalog, the policies and information on student support programs have been translated into Spanish.

To improve services, touch-tone telephone registration, SMART, and the College's web page were implemented in 1996 and 1999 respectively. SMART allows students to register for classes and retrieve their grades. The web page enables students to access the schedule of classes and to retrieve their grades and other information about the College's programs and services.

WebSMART, allowing students to register on-line, will be implemented fall 2000 for the spring semester.

The SMART worksheet was translated into two languages, Spanish and Chinese, in Fall 1998. Since the SMART recording was only in English at the time, the translations assisted additional students in accessing telephone registration. Due to the large demand for having the SMART recording in Spanish, a year later SMART en Español was implemented.

In Fall 1998, there was an attempt to allow students to apply online via the College's web page. It was discontinued at the end of Spring 1999, due to technical complications. Currently, students are able to download the application and either mail or fax a completed copy to Admissions and Records. Since Fall 1999, International Students are also able to access the application via the web. The College has placed two computers and a printer in the Counseling Center to allow students access to college information via the internet (e.g., schedule of classes, grades, etc).

Due to the large number of Spanish speaking students at Cañada College, the College now provides the application in Spanish as well as English. Four A & R staff members are bilingual, and assist students who are limited in English.

In order to better explain the matriculation process to students, the "Steps to Enroll" brochure was developed in English and Spanish in Summer 1999. It explains the enrollment process and provides students with telephone numbers to student support programs, such as Financial Aid, EOPS and counseling.

After much discussion with the concurrent enrollment counselor and outreach staff, the deadline for concurrent enrollment applications was reassessed. In order to better accommodate concurrent enrollment students and still provide them with adequate service, the deadline was changed to a later date compared to CSM and Skyline's deadline. The new deadlines will be implemented in the Summer 2000 semester.

### **Self Evaluation**

All Cañada College standards for admissions are based upon norms established for California Community Colleges. All admissions standards are consistent with Cañada College's mission. The College has made great strides over the last couple of years to broaden the level of access for students from diverse backgrounds through outreach, by providing information in other languages in addition to English, and by making information available through the internet as well as in print.

Due to a lack of resources, information from the Student Needs section of the application (#24), gathered since 1995, has not been used by the college to directly link students to services. It is understood that this vital information needs to be used, but it is unclear how to best use the information in order to follow-up effectively with students. The new Coordinator of Articulation, Matriculation and Transfer will review how this information might be effectively used.

### **Planning Agenda**

A& R will work with ITS and the Research Team to develop a means of collecting information on student needs from the application (Section 24) and of relaying that information to the programs that serve those needs.

**5.2** *The institution provides all prospective and currently enrolled students current and accurate information about its programs, admissions policies and graduation requirements, social and academic policies, student conduct standards and complaint and grievance procedures.*

### Descriptive Summary

Cañada College offers an intimate small-school atmosphere where the ratio of students to staff is low. Students or prospective students who want to know about the college’s policies and procedures have multiple sources for that information, such as knowledgeable staff, printed material, and special events.

One way students can find the information is by reading the college catalog, which has information about programs, admissions policies, graduation requirements, social and academic policies, student conduct standards, and complaint and grievance procedures. Similar information can be found in the course schedule; however, the material is presented in a condensed form. Another source of information is the Student Handbook, which includes the same policies found in the catalog. Prospective students can also get information on specific programs in various brochures or they can get the same information at the college website. Both sources also have information on admission policies<sup>9</sup>

In a more direct method of informing our students, orientation presentations for new students are offered at the beginning of each semester. Similarly, to reach prospective students, an out-reach team (comprising the college recruiter, a pre-admissions counselor, the EOPS Program Services Coordinator, and the Dean of Enrollment Management) regularly makes presentations at local high schools and arranges field trips to our college to showcase various programs and our admission policy. To reach our local community, we hold annual information fairs for our local community and College Night each fall for the local high school district, in which departments present information on their various programs.

A summary of the information we provide and the sources are listed in the chart below:

Type of information	Course Schedule	Catalogue	Web site	Brochures	Recruitment	Orientation	Counselor	Student Handbook	Info. fairs
programs	x	no	x	x	x		x		x
admissions policies	x	x	x	x	x	x	x		x
graduation requirement	x	x		x			x		x
academic policies	x	x				x	x	x	
social policies	x	x					x	x	
Student conduct standards	x					x	x	x	
complaint and grievance procedures	x	x				x	x	x	
refund policies	x	x					x		

College catalogs and course schedules are widely distributed. Anyone, student or member of the public, can obtain a copy of the college catalog in the college bookstore. They can also visit the Career Counseling Center to get a copy, or examine one in the Library. On a regular basis, Cañada College catalogs are sent to community colleges across the state, local high schools and local libraries. Copies of our class schedule are placed all over the campus in newsstands, classrooms, division offices, and the Student Center. Schedules are also sent by mail to each household in our service area. Just as with the catalog, copies are sent to high schools and libraries. Furthermore, Cañada routinely staffs information tables at community fairs and special events

on and off campus where the catalogs and course schedules are distributed. The Student Handbook was last published for 1997-1998.<sup>10</sup>

Various departments independently distribute their own information fliers via campus mail and the college's e-mail network to advertise various services and programs. Instructors who get these fliers or e-mails make every effort to post and announce the information. Many campus programs publish brochures that are distributed to prospective students by mail or at local events, meetings, community agencies and businesses.

The college website (canadacollege.net) is linked with the district website (smccd.net), and it is easily found using any search engine. The public can also find the web address in our course schedule. The website carries admissions information and application, general college information, the current class schedule, and faculty information.<sup>11</sup>

Our counselors and recruiters regularly present all this information to current and prospective students. As an example, the counselor assigned to students in the Radiologic Technology Program conducts an information session once on information night to prospective radiologic students, again to newly enrolled students in their classroom, and finally to the same students in their final year. Of course, the most comprehensive attempt by our counselors to inform our students is the orientation for new students. This presentation is mandatory for all entering students who are enrolling in six or more units. Orientations are scheduled to complement placement testing, so that students can accomplish both in one trip, and are also available on computer (Power Point) for individual presentations. Also, the college recruiter, who has extensive contact with local high schools, arranges to see prospective students at their high schools and also arranges for them to come to the campus for an information tour. There is definitely a coordinated effort to get out the information regarding student programs and services.<sup>12</sup>

There is a concerted effort to keep student services information updated in all printed material, such as the catalog, class schedules, and the Web site. The responsibility for this task rests with the Office of Instruction. Each time that a class schedule or catalog is produced, administrators are asked to review the relevant areas and update them as necessary. Information on program (degree and certificate) requirements is submitted by divisions, after being approved by the Curriculum Committee. Information on admissions policies, refunds, student conduct standards, complaint and grievance procedures is provided by the Student Services Office. The Vice President of Instruction has the ultimate, although not sole, responsibility for ensuring that the information in the catalog, schedules, and Web site is accurate and up-to-date, and careful editing is carried out to ensure compliance.<sup>12</sup>

### Self Evaluation

Overall, Cañada College has a good network for the distribution of published information on student programs and services. However the Student Handbook is out of date and needs to be revised, printed, and distributed to new students, as well as to continuing full-time and part-time students at all sites.

Our counselors and recruiting team are very knowledgeable about student services and other college programs. They regularly call various departments on campus to clarify changes in policies. In contrast to the efforts the college has made to make information widely and easily available, many students seem unaware that they can get the same information in the college catalogs, course schedules, and on the website.<sup>13</sup>

## **Planning Agenda**

1. The Vice President of Student Services, Matriculation Coordinator, and the new Coordinator of Student Activities will be responsible for updating the Student Handbook and publishing it for 2000-01.
2. Division Deans will ask all faculty to include in their syllabi reference to the college catalog and class schedules as a source of important information for students.
3. The Vice President of Instruction will ensure that college policies appear on the college web site.

### **5.3 The institution identifies the educational support needs of its student population and provides appropriate services and programs to address those needs.**

#### **Descriptive Summary**

Students' educational support needs are identified first by information given on the Application for Admission. As students identify specific needs, the information is entered onto each student's record. Presently, that information is collected, but not processed; however, when the college has resources to develop a means of processing that information, it will be directed to the appropriate programs and services on campus (e.g., DSP&S, Tutorial Center, ESL, EOPS/Financial Aid, student activities, Child Development Center). Students are referred to services and resources on and off campus by counselors and other staff, based on the student's own identification of needs and the counselor's observations during counseling sessions. However, the conversion from in-person registration to the SMART (telephone registration) system has limited the efficacy of counseling referrals, as many students do not now see a counselor before, or in conjunction with, registering for classes. Instructors also make direct referrals, based on students' classroom performance and/or conversations directly with individual students. Each program is responsible for following up with student referrals.

Orientation sessions, introducing students to college services and procedures, are offered along with assessment testing on a variety of days and times preceding each semester. College Success (CRES 401) classes are offered in a variety of times and formats for any who wish to take them; they are required of entering full-time students. Much information concerning programs and services of the college is available in the college catalog and class schedules (on line, as well as in print), and this information is presented during recruiting activities and is available at public events on campus, as well as in public libraries and other public venues.

In addition, each program or service does its own advertising and outreach on campus and at off-campus sites through fliers, in-class presentations, and information and appeals to instructors. Assessment testing and in-class performance give counselors and instructors the opportunity to direct students to appropriate educational support services as well. Services are available primarily on campus, during day and early evening hours. Beginning Spring 2000, counseling is offered at the Cañada College Redwood City Downtown Center and at the Menlo Park Center/OICW on a regular basis.

In general, students identify for themselves which of the services available are appropriate for them. Some programs, such as DSP&S, EOPS, and MESA, Workability III, etc., have qualifications which students must meet in order to participate (see also 5.1, 5.2). Program staff assist students in determining whether or not the student meets program qualifications.

The appropriateness and effectiveness of the programs themselves are reflected in statistics on the use of services, required annually for many categorically funded programs, and through internal program review and planning, and District Program Reviews, scheduled on a six-year cycle for all three colleges in SMCCCD. Some programs (Learning Center, Tutorial Center, the Child Development Center, etc.) conduct annual surveys of student satisfaction on their own.<sup>14</sup>

The process of internal program review, first adopted in 1992-93, assesses the effectiveness of programs and provides the basis for future planning, including budgeting. However, the process is not uniformly followed in all departments of the college. In response to the recommendation of the Interim Site Team Visit in 1997, the college president requested an annual outcomes report, including program highlights for the year, basic student data, term comparisons, success and retention data, and other pertinent information, such as accomplishments and goals for the year. The resulting reports are available in the Instruction Office in research files.

The Noel-Levitz Survey of Student Satisfaction, taken in 1997, was the first overall student evaluation of college program and services in a long period of time. The results suggested that improvements were needed in several areas, but also revealed that in many areas our students recorded higher satisfaction ratings than the national average.<sup>15</sup>

### **Self Evaluation**

Staffing in various Student Services program areas has changed frequently in the past five years, both in certificated and classified personnel. Variations from extremely lean budgets and layoffs to expansions of programs and services, complete with new positions, changes in assignments, changes in administrative structure, and changes in program delivery (e.g., in counseling), and the lack of evaluative measures have affected levels of service and, in some cases, staff morale.

The college is continually refining the process for the conduct of internal program planning and its influence on the budget. However, the reviewing and planning process has not been consistently followed, and staffing levels and distribution have changed frequently, so comparisons for the purpose of evaluation of programs and services is problematic. On the basis of reports from individual programs and services, the numbers of students served, numbers of students completing programs, and measures of success, such as completion of degree and certificate programs, transfer rates, and job placements, are readily evident. However, we do not have any evaluative feedback from students themselves regarding the effectiveness of most educational support programs & services, nor do we know whether more or fewer services are needed by students. Clearly, Cañada College continues to provide comprehensive services for its students. However, the college needs to make greater use of information provided by students identifying their needs, and must also permit/encourage students to evaluate services they receive.

### **Planning Agenda**

1. Student Services, the college research team, and ITS will work together to develop a way to collect student needs data from the application form, and forward it to the appropriate programs.
2. By the opening of Spring 2001, the Vice President of Student Services will design and implement an evaluative mechanism for each service area, by which students will assess the effectiveness of the service they have received, and offer suggestions for improvement and for additional or alternative service.

5.4 The institution involves students, as appropriate, in planning and evaluating student support and development services.

### **Descriptive Summary**

The possibilities for student involvement in planning and evaluating student services include membership on standing committees and (program) advisory committees, occasional surveys, and individual consultation with faculty and staff.

Student members of standing committees, surveyed by the committee for this standard, all felt that they were welcomed and their input was valued. However, a common theme in their responses was a feeling of a lack of understanding of the issues or how to share ideas. This can be attributed to lack of consistency on committees and general lack of knowledge. One student suggested that agendas should provide clear information with background of the topics. None of the students mentioned any ideas for getting students to participate other than keeping up with the same persistence and looking to clubs in addition to the Associated Students (ASCC) for student participation. Beginning in 1998, a small stipend is offered to students who serve on and regularly attend shared governance committees.

The college Curriculum Committee has suffered many losses as it pertains to student participation. The chair cites lack of students, their schedules, and lack of consistency. The Curriculum Committee requires a commitment of time and effort that most students cannot offer. The potential student member is referred by the ASCC president and the Student Activities Coordinator.

The Faculty and Staff Diversity Committee has never had a student sit on the committee. The chair (college president Rosa Perez) is new to the college and could not offer any insight as to why students are not included. However, students are asked to sit on some screening committees, especially for administrative positions.

The College Council has had sporadic attendance from the two students who represent the Associated Students. Attendance last year was consistent, but has not been consistent this year. The College Council meets twice a month, making it difficult for students to attend. The College Council does find it useful to have student representatives.

In addition to the College Council, the Curriculum Committee and the Staff/Diversity Committee, all of Canada's programs with advisory committees were surveyed for student involvement. The following Canada College programs responded: Accounting/Business Administration & Business Management, Child Development Center, Early Childhood Education, Fashion Design, Human Services, Interior Design, Paralegal, Travel Industry, Radiologic Technology, and the Child Development Center. Three programs did not respond: Business Office Technology, Interior Design and Small Business Development.

All of the responding programs, with the exception of Human Services (which plans to involve students), have students actively involved in their advisory committees. The student representatives in some cases are graduates of the programs and appear to take a very active part in the committees. In the case of the Paralegal program, students have input equal to other advisory members, since the students are very interested in their program. <sup>14</sup>

## Self Evaluation

There is not much information that can support or contradict the statement, “The institution involves students as appropriate, in planning and evaluating student support and development services.” However, there are many indirect methods for students’ voices to be heard. Students may talk with faculty and staff on a one to one basis and then the information is passed through those staff members. Students may also participate in clubs and activities that reflect their interests. Committee involvement may not be the most direct route for student input; however, these committees make many important decisions that affect students. Other sources of student input are obtained from surveys such as the Noel Levitz Enrollment Program Analysis (Fall 1997); a college survey taken in Fall 1998 in evening, weekend and off-campus classes; the AACC “Faces of the Future” student survey (Fall 1999); and from departmental surveys of student satisfaction (e.g., counseling exit survey, used in 1998). There is no consistent process for students to evaluate the services they receive, although some programs use internal student evaluations.

## Planning Agenda

1. The Coordinator of Student Activities will recruit, prepare, and nurture student members of college committees.
2. The Student Activities Coordinator will explore opportunities for increasing student participation on college committees (e.g., Co-op Ed. credit, Independent Study credit, etc.)
3. By August 2001, the Vice President of Student Services and the Student Activities Coordinator will develop an instrument for students to evaluate services received.

*5.5 Admissions and assessment instruments and placement practices are designed to minimize test and other bias and are regularly evaluated to assure effectiveness.*

## Descriptive Summary

Cañada College uses only state-approved assessment instruments that have been evaluated for bias and effectiveness. These assessment instruments are only a part of the “multiple measures” that academic counselors use when placing students in English, Math, and ESL courses. Assessment tests are conducted during periods of registration, with additional assessments conducted as needed by the College Recruiter, some counselors, and the off-site center coordinators. Test dates are advertised in the schedule of classes.<sup>16</sup>

## Self Evaluation

The ESL test consists of the Secondary Level English Proficiency (SLEP) for English language comprehension, and a locally developed ESL writing sample. This test was last validated in Fall 1999. The result was that while it has been used effectively for placing students in ESL courses, it does not seem to provide an exact match between English language skills needed for the ESL courses and the test content. The ESL writing sample was last validated in Spring 1996.<sup>17</sup>

The English assessment test is Companion/Accuplacer, which was approved by the State Chancellor’s Office in June 2000. The SMCCCD is part of a consortium of schools that collected data for the recent validation of this test.<sup>18</sup>

The last validation study for the Mathematics Diagnostic Testing Project (MDTP) was done in 1992 (Dr. Kangas). There is some concern among high schools regarding the validity of the tests and the cut-off scores, since many high school students end up repeating courses that they have completed in high school. In response, the college has initiated meetings between representatives of the local feeder high schools and college faculty in the English and Math departments in order to articulate the courses and better prepare students for college courses.<sup>1,9</sup>

The recent Matriculation Site Visit Team, in their preliminary summary, expressed concern about how the assessment tool is used for placement, and the lack of a systematic implementation of multiple measures. A survey of the counselors found that all of those who responded use multiple measures criteria along with assessment test scores when placing students into English, Mathematics and ESL courses. These criteria include previous high school and/or college records, as well as other previous studies or work experience.<sup>2,0</sup> Many counselors, however, agree that this is not done systematically, nor were they given specific guidelines or adequate training on using multiple measures. The counselors also believe that most students are not aware of these multiple measures, or of procedures for challenging placement test results.

### **Planning Agenda**

1. The Coordinator of Matriculation, Articulation and Transfer (a new position) will develop a systematic approach to applying multiple measures when placing students, and ensure that they are used.
2. The Vice President of Instruction, with Math Department faculty, will participate in a validation study for the Math placement test (MDTP).
3. The Math and English faculty, under the guidance of the Vice President of Instruction, will continue to meet and work with high school teachers and counselors to improve articulation between high school and Cañada College courses.

*5.6 The institution provides appropriate, comprehensive, reliable and accessible services to its students regardless of service location or delivery method.*

### **Descriptive Summary**

Canada College serves students at the main campus and two off-campus centers in Redwood City and Menlo Park, and various off-campus locations, as well as on-line through the internet, and classes offered over KCSM TV. Services for students are primarily at the main campus, and they are available to all enrolled students regardless of where they attend classes.

Cañada College continues to offer comprehensive services to its students:

- placement services through assessment testing in math and English, along with multiple measures applied by counselors;
- career and learning styles assessment through the STAR program;
- assessment of learning differences through DSP&S, Adaptive PE, and accommodations for the physically disabled;
- counseling in academic areas and for personal development, both in person and on-line;
- counseling and assistance with transfer to four year institutions through the Transfer Center, and career exploration and counseling through the Career Center;

- financial assistance programs through Financial Aid, EOPS, CARE, CalWORKS, and scholarships;
- job training and counseling through WIA, Workability III and Co-op Ed, as well as occupational certificates;
- health services, including a weekly comprehensive drop-in clinic;
- tutoring, self-paced supplemental courses (LCTR classes) on the computer, and computer lab facilities in the Learning /Tutorial Center;
- psychological services, including personal counseling, the Stepping Stones program for adolescents and young adults with serious emotional or behavioral difficulties, the Adult Psychological Disabilities Program, and the Workability III Program, a school-to-work program for students with disabilities;
- special programs for high school students, including Middle College, in cooperation with Sequoia High School District, Tech Prep, and general concurrent enrollment for high school juniors and seniors.

In addition, students may participate in Student Government, various student clubs, athletic teams, and special activities. Students may participate in, or enjoy observing, performing arts groups in music, drama, and dance.

Special programs at Cañada College include:

- CACEE (Combined Americanization –Civics Education in English), which is a state-funded program now in its second year, supports infusion of civics and citizenship information into the curriculum for English as a Second Language;
- HSEP (Hispanic Supported Education Program) is in its first year as a federally-funded program to provide supported education, including personal counseling for the mental health needs of adolescents of the Hispanic community.
- MESA (Math, Engineering and Science Association), a California Community College Chancellor's Office Educational Services and Economic Development grant program, recruits students from underrepresented populations for math, engineering and science majors, and offers them educational support.
- Middle College offers high school and college courses on the college campus for high potential/low achieving, at-risk high school students.
- STAR (Success Through Assessment and Retention) is a computer-based program to assess learning styles and career aptitude and interest in order to guide students' choice of courses. It was funded by a grant for its first year (1998-99), and is now sustained by matriculation funds. The STAR program is used in Career classes, and by the Foundation for Success Learning Community.
- Workability III is in its fourth year of a grant from the California Department of Rehabilitation to provide education and training for hard-to-place clients that will lead to employment. Services also include job coaching, role playing, and individual counseling.
- Hispanic Serving Institutions Grant, approved in Spring 2000, for a five year period. <sup>21</sup>

## Self Evaluation

Because Cañada is a small college, it is difficult to provide a full range of services to students attending evening, weekend, and off-campus classes. Many student services are available primarily during the day; however, efforts are made to provide needed services beyond the daytime schedule.<sup>22</sup> The college provides academic and career counseling and registration at off-campus sites, and Psychological Services are available at OICW by request, as well. Interestingly, results of a survey taken in Fall '98 of evening, weekend, and off-campus classes indicated, not only a wide-spread lack of knowledge of extended hours for services (except A&R, the Bookstore, and food/drink sources), but also that few would use services if the hours were extended further.

<sup>23</sup>The multiplicity of programs available to students reflects the comprehensiveness of services available at Cañada College. Having received grants for many of those programs, the college has demonstrated their appropriateness. Each program collects data on students served, which is reported according to the requirements of that program or grant. However, presently there is no collection of data to evaluate the effectiveness of each program in terms of student outcomes and numbers of students served; nor is there a measure of student satisfaction with services. EOPS, Financial Aid, DSP&S, Psychological Services, Admissions, Health Services, and Counseling are all available, on a limited basis, for evening students. In general, service centers and programs have expanded or rotated their hours of service, so that evening, weekend, and off-campus students have a reasonable opportunity to access them.

## Planning Agenda

None

5.7 *The institution, in keeping with its mission, creates and maintains a campus climate which services and supports its diverse student population.*

## Descriptive Summary

The college's mission statement specifically cites inclusion and cultural diversity as necessary to effectively serving the campus and community at large. Cañada's student enrollment reflects the service area's cultural diversity. A spring 2000 student characteristics report indicates that 53% of our students are white, 25.9 Hispanic, 7% Asian/Pacific Islanders, 3.9% African American, and 2.1% Filipino. The college engages in a variety of instructional and outreach programs to ensure that the campus is welcoming and inclusive of a diverse population. The recruitment staff specifically contacts high school staff of special programs, such as College Gear UP, ESL Parent Teacher association, AVID, Tech-Prep, as well as ethnic student organizations. The Cañada off-campus centers located in Menlo Park and downtown Redwood City offer instructional programs to prepare basic skills students to enter academic vocational programs, or to upgrade job skills. The Extended Opportunity Program (EOP&S) offers support services to students of low-income and educationally disadvantaged backgrounds. The EOPS program enrollment for spring 1999 reflects a culturally diverse group of 271 students; 51% are Hispanic, 18% Black, 16% White/non-Hispanic, 9% Asian/Pacific Islander, and 1% American Indian.

Cañada offers an opportunity for students to take leadership roles by participating in Campus Student Activities. Student organizations, such as Black Student Union, Rainbow Alliance,

Latin American Friendship Club, Science and Engineering, Salsaholics, and Phi Theta Kappa International Honor Society, respond to the diverse needs of our student body. These clubs sponsor academic and social/cultural activities open to all students and the campus community. In addition, the Student Activities office co-sponsors annual events to honor and appreciate cultural diversity. Such activities have included Cinco de Mayo, African-American Heritage Week, Women's Celebration, and other events.

The instructional divisions continue to investigate ways to infuse cultural diversity into the curriculum. The Science and Technology Division wrote a grant and received funding to implement the Mathematics, Engineering, Science Achievement/Community College Program (MESA/CCCP) at Cañada College. The program currently has 35 students; 80% are of diverse ethnic and socioeconomic backgrounds, and 50% are female. The Vice President of Student Services has received several grants to provide support services and outreach to the Latino ESL population. A Packard grant allocated funding specifically to train core transfer faculty to better understand and respond to our limited English-speaking students. In Fall 2000, the college received and HIS grant to help faculty incorporate culturally savvy techniques, technology, and support services in their classes.

### **Self Evaluation**

The findings of an AACC institutional survey conducted in Fall 1999 show that students "agree" that they are treated with respect by other students, faculty, staff, and administrators. Furthermore, the findings indicate that students "agree" that the college has a good reputation in the community. Of 437 surveyed in class, 38% were of ethnically diverse backgrounds.

### **Planning Agenda**

1. The Administrative Council, in collaboration with the Faculty And Staff Diversity Advisory Committee, will insure that the college continues to emphasize training for all college staff and faculty on the importance of cultural diversity and inclusion.
2. The Vice President of Student Services will direct the Student Activities Coordinator to work with student organizations to encourage activities that are inclusive and that promote cultural diversity.

*5.8 The institution supports a co-curricular environment that fosters intellectual, ethical, and personal development for all of its students and encourages personal and civic responsibility.*

### **Descriptive Summary**

Canada College offers students a variety of co-curricular activities, including athletic teams, Associated Students of Canada College (student government) and the student activities ASCC sponsors, various clubs and their activities, performing arts events, and college services, such as the Child Development Center, and the Learning Center. The Coordinator of Student Activities is the staff person responsible for advising student government, acting as liaison between ASCC, clubs, student activities and college administration. Participation in clubs, athletics, and various programs is defined by the focus of the particular activities; however, they are open to all to enjoy. For example, athletic teams and drama and music performances require participants

to have a certain level of ability; others, including the public, are encouraged to be an enthusiastic audience. Most campus clubs and activities are offered during the day, and only on campus, due perhaps to the limited focused time evening and weekend students have to devote to the college. However, several clubs report that they do have input from evening students, and sometimes offer activities in the evenings or on weekends.

Intercollegiate sports offered at Canada include men's baseball and basketball, men's and women's soccer, golf, and tennis. Athletes are required to maintain a 2.0 GPA, taking a minimum of twelve units per semester. Additionally, they are expected to make up all work from classes missed due to team activities, and to notify instructors in advance of regularly scheduled competitions.

Clubs currently active on campus include a student chapter of the American Society of Interior Design, which provides professional connections and support for students of interior Design; the Black Students Union, which supports students' educational goals and provides social activities; the Engineering Club, which sponsors academic development activities for engineering students and aspiring high school students; the Environmental Club, which seeks to expand environmental awareness and activities to protect and enhance the natural environment; a Future Teachers Club, just being formed ; the Rainbow Alliance; the Latin American Friendship Club, which promotes awareness of and pride in Latin American cultural heritage, raises money for scholarships for Latin American students, and provides service to the Latin American community at large; the Philosophy Club; Salsaholics; and Phi Theta Kappa, the honor society for two-year colleges, which emphasizes service to the college and to the community. Each club determines its own activities, which are usually open to the entire college community. The Student Senate, officers and senators of the ASCC, plans a calendar of campus events for each semester to encourage a sense of community and college identity, and of course to have fun.

Student clubs and activities provide a forum for the exchange of ideas and perspectives, responsibility for planning and executing their own activities, opportunities for cooperation with and support of other groups. Funding for club activities is earned through direct fund raising and/or applying to the Student Senate for funds from the activities fee charged to all students at registration. The necessarily cooperative nature of club and team activities encourages personal and ethical development of members, and requires personal responsibility in planning and carrying out successful group activities. In the words of Olivia Martinez, Vice President of Student Services, "They [student activities] provide arenas for the exchange of ideas, thoughts and positions on various facets of college life and the community. Values, attitudes and opinions are exchanged and this generates reflection on the individual and group ethics of students and student organizations. ...Service to the college, students and the wider community are all prominent features of student clubs and organizations." (Interview response, 2/7/00) Beta Nu Chapter of Phi Theta Kappa, e.g. has completed many projects to benefit the college, support other student activities, and benefit the community as a whole, and has achieved national recognition within its own (service) organization for exemplary service. The Latin American Friendship Club sponsors social and cultural activities, and raises funds for scholarships for Latino students.

Many activities of the college foster intellectual, ethical, and personal development, and encourage personal and civic responsibility through the very programs they provide for students. For example, the Health Center presents programs on Relationship Violence: Awareness and Change; AIDS Awareness; and Substance Abuse Awareness. Students participate individually or with classes whose instructors make those presentations a part of their class. The Child Develop-

ment Center provides opportunities for students to demonstrate personal and civic responsibility by volunteering to read to the children or otherwise assist in the Center by participating in a practicum (for ECE students). Personal, intellectual, and ethical development is fostered by providing childcare for students, by providing child observation for ECE and psychology students, and by offering parenting education and leadership classes to parents in the program. Work/study offers many students opportunities for development throughout the campus, as well as supplying needed financial support. Similarly, the Tutorial Center affords the opportunity for employment and personal, intellectual, and ethical development of both tutors and tutees.

### **Self Evaluation**

While Student Activities is successful overall, Fall 1999 was a particularly difficult period: the Spring 99 ASCC elections were not appropriately conducted, so the results were in dispute, and few activities took place during the fall semester; a new election was held in December 1999, and a new slate of officers was elected. In addition, a new Coordinator of Student Activities was hired for Fall '99, but then left in December. In February 2000, an adjunct counselor was assigned to coordinate student activities on a part-time basis. The assignment was expanded to full time during the spring semester, because of the time and effort required for the job. Many activities and events have been sponsored by ASCC, and more are planned, with the intention of bringing all segments of the college together. Also, a regular all-clubs meeting has been instituted. Within this framework, communication and cooperation between clubs hopefully will improve.

Student groups surveyed in December and January<sup>23</sup> expressed some additional frustrations/challenges with co-curricular activities, including lack of space for student groups to meet and to store their supplies, lack of recognized avenues of communication with and between student groups, and lack of connection with faculty and staff. The difficulty of planning and executing events or activities without an overall budget was mentioned, as well as the frustration of not being able to gain access to already approved funds. Students felt that the college should support clubs and activities in a number of ways. Their suggestions include providing information about clubs to new students, not charging clubs for custodial overtime, making Student Body (ASCC) cards available in the cafeteria at the beginning of each semester, and advising student groups of changes in policies and procedures in a timely manner.

The designation and remodeling of a former scullery room for the cafeteria into a club room demonstrates progress with some of these concerns. The Public Information Officer periodically publishes a campus newsletter, since there is no student newspaper. In response to the concern of student groups, in Spring 2000 the ASCC adopted a policy allowing clubs to apply for funding for the academic year, rather than on an event basis.

Co-curricular activities at Cañada College do foster intellectual, ethical, and personal development for students, and encourage personal and civic responsibility. Encouraging students to better understand and utilize college resources and effective means to accomplish their goals will strengthen the co-curricular environment even more.

### **Planning Agenda**

1. The Student Activities Coordinator will oversee production of a campus activities newsletter.

2. The Student Activities Coordinator will inform ASCC and student clubs of the appropriate means of arranging for meeting space and special events.
3. The Student Activities Coordinator will update each semester a list of active student clubs, along with contact information. This information will be included in the schedule of classes, the College Handbook, the college's web page.

5.9 *Student records are maintained permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained.*

### **Descriptive Summary**

Cañada College departments and programs maintain student records permanently, securely, and confidentially. The institution's various programs and departments are conscious of protecting the privacy of its students. The 1995 Self-Study Accreditation Report documents the changes that occurred regarding the housing of student records in the Admissions and Records Office. At that time, all admissions applications and forms dated 1981 until 1995 were microfiched and securely housed in a fireproof area in the rear of the office.

Currently, all student records from 1981 to present are housed safely on the District's Banner system. Records from 1974 to 1981, stored on paper copy, and records from 1968 to 1974, stored on microfilm cards, are kept locked in the back records room that is fire-safe. Also, backup tapes are stored at Infosite, a secure facility located in San Francisco. One of the 1995 Self-Study objectives was to optically store student documents prior to 1981. Due to limited funds, records prior to 1981 were microfiched in place of the suggested optical storage method.

Cañada has a back-up system for maintaining records through the BANNER system. Back-up records in A&R from 1981 to present are kept at the ITS Center. Back-up records from 1974 to 1981 are stored on rolls of microfilm in a fire-proof cabinet, and back-up records from 1968 to 1974 are on hard copies kept in a storage area under the bookstore and microfilm rolls in the same fire proof cabinet.

Records are accessible by authorized personnel only. A record secured through the institution's BANNER computer software is only accessible by authorized passwords. Students can access their grades and registration over the phone or through the Internet using a security code called a Personal Identification Number (PIN). Students requesting information at the A&R office are required to present a picture I.D.<sup>2 5</sup>

### **Self Evaluation**

Progress has been made in the area of Admissions and Records regarding the security of student records. As mentioned above, files have been stored on microfilm cards and securely housed. Back-up files have been created and stored in safe and secure locations; access is allowed only to authorized personnel.

Old student files are boxed, labeled and stored in a secure room located beneath the bookstore for five years after which time they are discarded. Only authorized personnel are allowed access to student files.

## Planning Agenda

None.

*5.10 The institution systematically evaluates the appropriateness, adequacy and effectiveness of its student services and uses the results of the evaluation.*

## Descriptive Summary

The Student Services division conducts program evaluation to ascertain adequacy and effectiveness of program services by completing annual reports and program reviews. In accordance with Title V regulations and SMCCCD district policies, comprehensive program reviews are conducted of all Student Services departments. The review cycle is on-going and departments are selected for a comprehensive review every six years. The program review includes a description of services, program goals, progress on prior goals, demographic data of students served, program outcomes, staffing and budgetary needs. Since 1995, the following Student Service departments have completed program reviews: EOPS/CARE Department, Admissions and Records, Career Center, and International Services, 1995; Counseling, Psychological Services, 1996; Transfer Center, Financial Aid, 1997. Based on program review findings and recommendations, program managers modify goals for the following year to incorporate appropriate recommendations. The purpose of review is for the Student Services programs to undergo self-analysis and to insure quality services and institutional effectiveness.

In June 1996, the College President requested annual outcome reports from several student service departments, including EOPS/CARE, Outreach, Financial Aid, Health Services, and Disabled Programs and Services. The report included information on program services, demographics, and program outcomes. Categorically funded programs, such as EOPS/CARE and Cal-Works, are also required to submit annual reports to the State Chancellor's office.

In order to establish on-going evaluation of Student Services, the Vice President of Student Services holds weekly meetings with department managers and lead staff. Consequently, staff is able to provide comments on program effectiveness and adequacy of program services. Since 1995, the Counseling Division faculty and staff meet bi-monthly to exchange information, discuss program services, plan for special events, and participate in in-service training.

In addition to the on-going Program Reviews and department annual reports, the division had a consultant (Shenk) in 1997 complete an assessment of staffing and delivery of services. In 1997, the President contracted an outside consultant, USA group Noel-Levitz, to do a study called Enrollment Program Analysis. The college was concerned with low enrollment; therefore, this study was to assess and recommend strategies to improve student recruitment and retention. Although the focus was on recruitment and retention, there was a strong emphasis on the role of Student Services supporting retention. The report gave specific recommendations to the Student Services Division, including working on improvement of the quality of student life and reviewing all aspects of student advisement. The Student Services Division hosted a Flex Day activity to discuss the findings of the Noel-Levitz and Shenk reports. The findings of both these reports were also the topic of discussion at a Student Services Planning Retreat.

### **Self Evaluation**

The Student Services division has taken active steps to engage in evaluation of division effectiveness. To optimize the findings of the Shenk and Noel-Levitz reports, the division needs to develop a systematic approach to assess needs, to evaluate student outcomes, and then to implement recommendations and to insure adequacy of staffing and resources.

### **Planning Agenda**

1. The Vice President of Student Services will establish target goals to implement the recommendations from the Matriculation Program Review and consultant recommendations.
2. [See number 2 under 5.3]

## SUPPORTING DOCUMENTS

1. 5.1. Surveys
2. Catalog, Class Schedule, Student Handbook
3. Margie Carrington, Student Services
4. Roberta Chock, Office of Instruction
5. Daniel Yang, Rad Tech; Joan Del Gaudio & Bruce Edmonds, Counseling
6. Elizabeth Armstrong, VP Instruction
7. Lorraine Barrales-Ramirez

Student survey, Fall 98, Evening, weekend, and off-campus classes

8. LCTR sample surveys
9. Noel-Levitz Survey
10. Letters regarding the role of students in standing college committees were sent to Rudy Sanfilippo, chair of the College Council; Rosa Perez, chair of the Faculty and Staff Diversity Committee; Alicia Aguirre, chair of the College Curriculum committee; Mona Lisa Safai, student member of College Council; Jane Presta, former student member of the Curriculum Committee; and Tony Hanni, student member of the College Council. It should be noted that all of the committee chairs answered the request for a response. However, there is no contact for the District Fees committee.
11. Schedule of Classes  
Cheryl Navarrete
12. 1996 memo
13. Letter from Chancellor; Pamela Smith
14. 1994 Validation Study Report; Elizabeth Armstrong, VP of Instruction
15. List of multiple measures
16. Office of Student Services
17. "Evening/ Weekend Bulletin"
18. Survey & College Council minutes
19. Surveys of student groups
20. 1995 Self-Study Accreditation Report; Ruth Miller, Asst. Registrar; Student Services program survey