

**CERTIFICATION**  
**OF THE**  
**SELF STUDY REPORT**



CERTIFICATION OF THE INSTITUTIONAL SELF STUDY REPORT

DATE: December 13, 2000

TO: Accrediting Commission for Community and Junior Colleges,  
Western Association of Schools and Colleges

FROM: Cañada College  
4200 Farm Hill Boulevard  
Redwood City, California 94061

This Institutional Self Study Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community, and we believe the Self Study Report accurately reflects the nature and substance of this institution.

Signed: \_\_\_\_\_  
Earl P. Johnson, District Chancellor

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Patricia Miljanich, President, Board of Trustees

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Rosa G. Perez, President

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Rudy Sanfilippo, Chair, College Council

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Jacqueline B. Phillips, Chair, Academic Senate

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Lorraine Barrales-Ramirez, President, Classified Senate

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Tony Hanni, President, Associated Students of Cañada College

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Olivia G. Martinez, Jacqueline B. Phillips, Co-Chairs,  
Accreditation Steering Committee

**ABSTRACT OF THE  
REPORT**



# ABSTRACT OF THE REPORT

## **STANDARD ONE: INSTITUTIONAL MISSION**

Canada College has regularly reviewed its mission statement since the last accreditation site visit. The statement of mission emanates from the District mission, is adopted by the governing board and identifies the broad-based educational purposes that the institution seeks to achieve. The college has reviewed its mission statement by inviting key members of the campus community and constituent groups to meet, usually for one half day, to review, reflect and discuss the college's mission. These meetings, or college retreats, have been convened both on and off campus and included the Academic Senate, College Council, Classified Senate, Associated Students, Administrators and District Office Staff.

Beginning in 1995-96, the Cañada College Mission Statement has guided the institution as it began its transformation from a traditional college offering classes in the standard semester format and administering itself in the traditional structure of instruction and student services to a more flexible, integrated, and streamlined college. With the demographical changes seen in recent years, the mission statement has served to help the College define the students it serves as well as the parameters under which programs can be offered and resources allocated. The annual goals and objectives of the college, which are also developed collaboratively by members of the College Council, Administrative Council, Academic Senate, and Classified Senate, directly reflect the college's mission statement, as well as the mission for the San Mateo County Community College District, shape college planning, and inform budgetary decision making

## **STANDARD TWO: INSTITUTIONAL INTEGRITY**

Cañada College publishes a college catalog, a schedule of classes, a faculty handbook, a student handbook, a booklet of faculty schedules, a telephone directory, and a personnel directory. These publications communicate College standards, policies and procedures, degree requirements, curricular offerings, student fees and refund policies, financial aid information, codes of conduct for faculty, staff, students, and administrators, participation of constituencies in campus life and governance, as well as faculty and staff names, telephone numbers, and other relevant personnel information. In addition to these basic publications, the College prints and distributes many other documents about individual divisions, constituencies, departments, offices, and individuals to disseminate information about specific programs, procedures, curricular and workshop offerings, financial aid and scholarship opportunities and announcements, etc.

The District website has a wide range of information pertaining to all three colleges. Faculty e-mail addresses appear on this website. In addition, on Cañada College's individual website, users can access the schedule of classes and find information about counseling, some division programs, and most faculty and can link to counselors through e-mail for personal counseling online. Information is also available online about the Cañada College library, its main campus Learning Center, and its Middle College.

The governing board-adopted policy on academic freedom and responsibility is stated in the District Rules and Regulations, which is available in the Division offices. The document is also

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available in the College Library, is printed in the Appendix of the Cañada College Faculty Handbook and in the Cañada College Catalog, and is on the college's Website.

The College recent applied for and was awarded two grants, which demonstrate its commitment to diversity. The Packard foundation funded the college to help it better prepare its faculty and staff for the changing student demographics. Also, the College recently achieved the designation of "Hispanic Serving Institution" and was awarded a five-year grant to help its faculty offer more culturally appropriate instruction, infuse technology into more of its instructional activities and provide more authentic assessment for career and life planning.

The 1997 Student Handbook provided students with appropriate information on Student Right to Know, Conduct, Disciplinary Actions, and Due Process. This Handbook has not been available since 1998; however, the same information is available in the College Catalog. All athletic programs are in full compliance with the Athletic Code and free from practices lacking in integrity. The College prides itself on its high caliber athletic opportunities.

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

### **STANDARD THREE: INSTITUTIONAL EFFECTIVENESS**

For almost a decade, Cañada College has engaged in focused institutional planning and goal setting. At first this was accomplished through a college-wide annual Self-Assessment, Planning and Budgeting process, which required each department or unit to develop its own plans. These were then integrated into division plans that were used for college wide planning and budgeting. Early on, the college established this process as the method for identifying and prioritizing new faculty and staff positions, equipment requests, and facilities modifications. The process has been continued, but in a somewhat simpler fashion, with each department and division in the fall semester developing goals and priorities for staffing, equipment, and facilities.

For many years the college carried out research through Instruction Office personnel. Two years ago a research position was funded and filled for a short time. It was then decided to assign research responsibilities to two faculty members, each assigned part-time to research. to concentrate on college outcomes and matriculation data. The difficulty of filling a fulltime research position, followed by a decision to fill this role with two fulltime faculty, has meant that the College is not as far along in its formal research structure as desired. Dissemination of research information to the campus at large has not occurred on a regular and systematic basis. However, with the two faculty researchers and the new Dean of Matriculation, Articulation, and Transfer, progress is being made in research. The College will need to assess whether the present staffing structure is sufficient to meet its research needs. As new student populations enter the college and new programs are developed, research needs may grow so that additional support, either classified or professional, may be needed

As a result of research and planning and budgeting, significant structural changes have occurred at the college, including a more flexible schedule, short classes, weekend and off-campus classes, block scheduling of selected courses, increased offerings at the Redwood City Center, a more diversified curriculum and modified teaching methods and styles such as the Learning Commu-

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nities, cooperative learning, teamwork writing, supplemental instruction and many other changes delineated more fully in Standard Three.

Evidence of student success was documented in the 1999 release of the State Chancellor's list of Transfer, Degree and Certificate Completion Rates, where Canada was the only College in the state to be in the top ten on both measures. The Program Review Process has resulted in some programs being dropped, such as Ophthalmic Dispensing and others, such as Interior Design, being scaled back. Program Review also highlighted the need for improved counseling and advising and resulted in counselors being assigned to divisions.

The college published a Fact Book about Canada College in 1997 describing

its students, trends, programs and feeder attendance areas. An Enrollment and Student Characteristics Report was published in Fall 1999 along with an Occupational Program Student Follow-Up Survey Report. In October 1999 a Retention, Success, GPA and Grade Distribution Pattern and analysis of high school demographics was prepared. The College generally evaluates its research, plans and planning processes annually at the College Retreat where it specifies its goals and objectives for the coming year.

#### **STANDARD FOUR: EDUCATIONAL PROGRAMS**

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, 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.

During the last two years, the College has expanded its flexible scheduling to include distance learning, accelerated courses, weekend courses, and short courses during the January intersession, and interdepartmental Learning Communities.

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.

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

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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.

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 day and evening general education offerings every semester enables students to complete their requirements in a timely fashion. The College endeavors at all times to offer consistent, high quality and timely educational programs to its student body. New programs are identified, developed and offered based on community interest, need and resources available.

### **STANDARD FIVE: STUDENT SUPPORT AND DEVELOPMENT**

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.

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. 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 staff observations during class or 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.

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. 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. 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.

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,

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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.

### **STANDARD SIX: INFORMATION AND LEARNING RESOURCES**

For several years the staffing in the library was limited due to budget constraints. The planned hire of a Reference Librarian for Spring 2000 will provide more consistency in the delivery of services and development of outreach. The book collection is currently small and outdated. The library needs consistent, additional funding over the next 20 years to meet minimum standards. The library's membership in the Peninsula Library System provides additional resources as it includes over 25 million books.

The on-campus Learning Center has thrived since the last Accreditation Report. A Faculty Survey indicated that 83% of the faculty either strongly agree (48%) or agree (35%) that the on-campus Learning Center adequately supports their course/program needs. Learning Center and Tutorial Center administered campus surveys indicate strong student support as well. Additionally, the Faces of the Future Student survey indicates that 40.3% of students feel computer labs in general are adequate although they do not feel the lab hours are sufficient. Campus and District Administration continue to consider new solutions to the ongoing problem of computer and media technical services. For example, the district will create a district-wide help desk designed to coordinate maintenance services better. Recent personnel changes have greatly improved services.

The college is fortunate to have the Center for Teaching and Learning on the campus. The wide range of offerings, offered free of charge to all employees, are a unique and valuable district resource.

### **STANDARD SEVEN: FACULTY AND STAFF**

The college is making significant progress towards addressing staffing needs in all areas. The Budgeting and Planning process for identifying positions involves constituents at all levels and ensures that all departments have an opportunity to request positions. The criteria for requesting positions are public, specific and detailed and are broad enough to apply to disciplines with unique and differing needs. In addition to other information and data, requestors are asked to address the relationship of the position to the College's mission and goals, as well as the department's needs. Through a focus on institutional priorities, decisions on which new positions to fill reflect what is needed to rebuild the institution.

The college catalog, which is updated yearly, contains the current list of degrees held by faculty, and all listed degrees are from accredited U.S. institutions. Using a shared governance vehicle, the faculty evaluation system provides for measuring teaching effectiveness from the perspective of both the college and the student.

The San Mateo County Community College District is an equal opportunity, Affirmative Action employer that implements Board policy through all of its employment procedures for all categories of employment.

### **STANDARD EIGHT: PHYSICAL RESOURCES**

While physical resources are generally adequate to support the college's educational programs, it is clear that the campus is feeling the results of its facilities being designed in 1968 for functions

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and programs that were different than those in 2000. Physical resources for student services programs, while adequate, are not optimum. During certain parts of the year, the Counseling Center and parts of building 8 become uncomfortably warm for staff and students. Housing for staff offices is barely adequate. As the college moves forward with its partnership with San Francisco State University, close attention will have to be paid to ensuring that the college will have adequate physical resources to support this joint venture.

The College Facilities Department, with management support from the District Facilities Director, continues to supply a quality environment that serves student, faculty, and classified staff. Physical resource planning and evaluation support institutional goals and are adequately linked to overall institutional planning and evaluation efforts.

### **STANDARD NINE: FINANCIAL RESOURCES**

During the past several years, long-range financial planning has been difficult due to a steady decline in district enrollment and the uncertainty of funding. Since the budget allocation model is driven by FTES, the college's allocation has been substantially reduced, causing the college to operate under severe budgetary constraints. The San Mateo County Community College District utilizes an FTES driven budget allocation model for its three colleges. The District's allocation of funds to each college is based on the average percentage of District FTES generated by each during the previous three years. The budget allocation model drives college and district-wide planning efforts.

At the college level, the President and College Council have held budget planning retreats during the spring semesters to review progress on the previous year's goals, develop new goals for the coming year, and identify budget priorities. A direct result from this planning effort is the annual goals document which is reviewed by all college constituencies before being submitted to the Chancellor for Board of Trustees review.

In recent years, the college has made a determined effort to increase its financial resources through external funding. A number of grants for specific purposes have been received. These additional funds have allowed program enhancements in student services, engineering, child development services, learning communities, math, Hispanic supported education, and other areas. For example, continuation of the new Middle College Program would not have been possible without grant support.

The San Mateo County Community College District maintains comprehensive financial records of all college and district programs, including Financial Aid, Bookstore, Associated Students, Corporate & Community Education, and institutional investments. Management of the District's finances is in accordance with the district's established Board policy, as well as the California Community Colleges Accounting Manual, and generally accepted accounting principles.

### **STANDARD TEN: GOVERNANCE AND ADMINISTRATION**

In conjunction with the Planning and Budgeting committee and Administrative Council, the President of the College develops annual goals and plans for the College. The goals and plans are reviewed by the representative constituencies at the College and then presented to the College Council members. These goals are then reviewed and approved by the Chancellor at the District level to ensure consistency with the District mission and goals. Goals are evaluated at the end of each year and used to establish new goals for the coming year. These goals are part of the President's evaluation and approved by the Board of Trustees.

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The Cañada College Council By-Laws and Operating Procedures makes specific references to the selection of representatives from the college staff to serve on governance and College committees. The Cañada College Classified Senate maintains its own Constitution and By-Laws that provide for participation and representation. Classified Staff hold six out of the twenty votes on the College Council.

The officers of the Associated Students of Cañada College (ASCC), which represents all students and serves as the voice of the students to college administration, include students elected and those appointed by the Student Body President. In the Associated Students of Cañada College Constitution and By-Laws one of the published rights and responsibilities of an appointed student senator is to serve on a College committee.

The Chancellor and Board of Trustees provide effective District leadership through regular consultation and planning with the District Shared Governance Council, Chancellor's Council, District committees, District senior administration, and College Presidents.

The Chancellor and Board of Trustees have increasingly supported the College in its efforts to define its goals, establish individuality to meet community needs, develop plans, and establish and follow through with institutional priorities. In recent years, the College has experienced a greater degree of District support. The District has given substantial funding for program development and improvement that has had a positive impact in our increased enrollments, program development, staffing, and morale.

**ORGANIZATION**  
**FOR THE**  
**SELF STUDY**



# ORGANIZATION FOR THE SELF-STUDY

Accreditation standard committees were formed during the spring semester of 1999, trained prior to the fall semester of 1999 and began work in earnest in early fall 1999. Each committee was required to describe the policies, procedures, and practices at Cañada College, evaluate these, and create planning agendas based upon what, if anything, needed to be done differently, according to the criteria set forth in that standard.

The composition of the committees reflected Cañada College's commitment to collaboration between all constituents on campus. The ten standard committees were composed of forty-eight faculty members (77% of the full-time faculty), ten administrators/managers, fourteen classified staff members, seven students, and five district employees. All standard committees except Standard 5 (Student Support & Development) and Standard 8 (Physical Resources) were co-chaired by faculty, and, in each case, the other co-chair was either a classified staff member or an administrator. In fact, six of the ten committees were co-chaired by classified staff. In addition, our Vice-President of Instruction co-chaired two committees and our Dean of Humanities co-chaired a committee and was our editor.

Work was organized to be completed on time and involve as many people on campus as possible. All ten standard committees met independently as much as necessary. The Accreditation Steering Committee, made up of the co-chairs of each standard committee, met once a month during the last academic year in meetings to which all college employees and students were invited. During these meetings, steering committee members monitored progress, discussed issues that arose from the process, and created and revised their standard documents. During January 2000 Flex Day, the steering committees sponsored ten accreditation standard workshops in which all committee members worked on issues and revisions. The entire Cañada community was invited to these workshops.

During summer 2000, members of the Steering Committee met regularly to create the semi-final version of the self-study. This semi-final revision was then distributed to the entire college community through copies sent to each Division, to the Library, to the Classified Senate, to the Student Senate, and to the Administration.

On October 5<sup>th</sup>, the Steering Committee met with Jesus Carreon, the chair of the accreditation team, to discuss last minute issues as well as expectations for our March accreditation visit. Also, throughout October, members of the steering committee met to make the final revisions to the Self-Study. Finally, in November, we scheduled an All-College meeting in which members of the steering committee met with the college community to hear final comments and recommendations.

## ACCREDITATION SELF STUDY TIME LINE

- Team Visit**  
**March 27-29 2001**
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- Mail Final Self-Study**  
**December 2000**
- 
- Finalize Self-Study**  
**November 2000**
- 
- Incorporate Final Suggested Changes**  
**October 2000**
- 
- Campus Review of Self-Study**  
**September 2000**
- 
- Distribute Final Draft of Self-Study to all Campus Constituents**  
**August 2000**
- 
- Self-Study Written**  
**June/July 2000**
- 
- Steering Committee Meets to Review Final Drafts of All Standards**  
**May 2000**
- 
- Final Drafts Submitted for Standards per Work Plan Timeline**  
**February - May 2000**
- 
- Compile all Documentation**  
**January 2000**
- 
- Steering Committee Meets to Update Work-Plan with Progress Reports**  
**December 11 1999**
- 
- Survey Results Due**  
**November 18 1999**
- 
- Drafts of Student/Faculty Surveys Submitted**  
**Progress Reports from Standard Committees Due**  
**October 20 1999**
- 
- Standard Committees Work-Plans Due**  
**October 14 1999**
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**Steering Committee Organizational Meeting  
Standard Committee Work Schedule Due  
September 30 1999**

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**First College Meeting on Accreditation  
September 16 1999**

**DESCRIPTIVE  
BACKGROUND AND  
DEMOGRAPHICS**



# DESCRIPTIVE BACKGROUND AND DEMOGRAPHICS

## GEOGRAPHY AND POPULATION

Cañada College opened for instruction in September, 1968 with forty percent of its projected campus building in place. County planners had looked for intense development and, hence, a large population base, in nearby Woodside, Portola Valley and Menlo Park. Neither they nor college planners could have predicted the “slow-growth” climate of the early seventies. Cañada has been left to draw from sixty percent of its projected population base.

In a broad sense, the community served by Cañada College is the entire 454 square miles of San Mateo County with a population estimated in 1998 to be 715,400. More specifically defined, the primary community is the southern portion of the county which has a population 320,000. The cities/towns in the South County and their respective populations are Atherton (7,800), East Palo Alto (25,450), Menlo Park (34,600), Portola Valley (4,550), Redwood City (76,600), San Carlos (28,500), and Woodside (5,625). Approximately 75 percent of Cañada’s students come from the following four areas: Redwood City/Woodside (41 percent), Menlo Park/Palo Alto/Atherton/Portola Valley (16 percent), San Carlos (10 percent) and San Mateo (8 percent).

The Association of Bay Area Governments projects that the San Mateo County population will continue to increase through the year 2005 at the same slow but steady rate that has prevailed over the last decade. Since 1988 the total county’s population has increased by only 11.9 percent. The South County has grown at a faster rate than the overall county (14.8 percent), primarily due to growth in Redwood City and East Palo Alto. Hispanics are the largest ethnic minority in south San Mateo County.

## ENROLLMENTS

The overall college enrollment declined in the early to mid-nineties but the decline has leveled off during the last two years. In fall, 2000, the first census enrollment was 5,332. Hispanics are the fastest growing ethnic group on campus and now constitute 29 percent of students. African-Americans constitute 4 percent of students; Asians 9%; and Filipinos just 2%. The White population has been steadily declining and now stands at 51%. Females constitute 64% percent of the students in Fall, 2000.

## STAFFING

Regular faculty numbered 81 FTE in Fall, 2000, compared with 71 FTE in Fall, 1999. Adjunct faculty numbered 56.7 FTE in Fall, 2000 compared with 63.25 FTE in Fall, 1999. There are 187 adjunct faculty employed in Fall 2000. The allocation for Classified staff was 60.43 FTE in Fall, 2000. Administrators numbered eight in Fall, 2000.

**CERTIFICATION OF  
CONTINUED COMPLIANCE  
WITH ELIGIBILITY  
REQUIREMENTS**



# ELIGIBILITY REQUIREMENTS FOR ACCREDITATION

## 1. AUTHORITY

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

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

## 2. MISSION

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

## 3. GOVERNING BOARD

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

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

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

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

## 4. CHIEF EXECUTIVE OFFICER

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

## **5. ADMINISTRATIVE CAPACITY**

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

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

## **6. OPERATIONAL STATUS**

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

## **7. DEGREES**

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

## **8. EDUCATIONAL PROGRAMS**

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

## **9. ACADEMIC CREDIT**

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

## **10. EDUCATIONAL OBJECTIVES**

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

## **11. GENERAL EDUCATION**

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

## **12. FACULTY**

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

## **13. STUDENT SERVICES**

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

Admissions and Records

Matriculation

CalWORKs

Health Services

Learning Center

International Student Center

High School Outreach

Integrated Counseling Center (Career, Transfer & Academic Counseling)

Psychological Services

Stepping Stones

Workability III

DSP&S

Financial Aid

EOP&S

Student Activities

MESA

Stepping Stones

HSEP

#### **14. ADMISSION POLICIES**

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

#### **15. INFORMATION AND LEARNING RESOURCES**

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

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

#### **16. FINANCIAL RESOURCES**

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

#### **17. FINANCIAL ACCOUNTABILITY**

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

#### **18. INSTITUTIONAL PLANNING AND EVALUATION**

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

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

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

## **19. PUBLIC INFORMATION**

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

## **20. RELATIONS WITH THE ACCREDITING COMMISSION**

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

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Rosa G. Perez, President

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Patricia Miljanich, President, Board of Trustees

**R**ESPONSES  
TO  
**R**ECOMMENDATIONS



# PREVIOUS RECOMMENDATIONS

## INTRODUCTORY COMMENTS:

When the evaluation team members visited Cañada College on April 4-6, 1995, they made ten recommendations for our college and shared an equal number of commendations. Cañada College was also asked to submit a Midterm Report indicating progress toward meeting the evaluation team's recommendations and a summary of progress on college identified concerns as expressed in the 1995 self-study. The College was asked to focus its Midterm Report on recommendation #6 pertaining to Student Services. Commission representatives then made a brief visit to the campus following receipt of the Midterm Report.

Following the brief visit to the college and review of the Midterm Report completed in October 1997, the Commission requested an additional Progress Report in November 1998. A full and complete response to Commission concerns was prepared and submitted as requested and both the 1997 and 1998 documents are available for further review. It should be noted that Cañada College is a completely different institution today than it was in 1995 or in 1998. Major changes have occurred with regard to leadership, fiscal resources and community and institutional partnerships.

## LEADERSHIP:

Three different Presidents have served since 1995 and the last Interim President, Rosa Perez, was made permanent in spring 2000. The new President has been a resident in the College and District attendance area for a number of years and was a former employee of the District. She is well known and highly regarded in the community and has deep roots in the bay area. The stability, knowledge, and vision her leadership has brought to the College has helped move the institution a long way towards transformation into one of the more dynamic and effective community colleges in the area. In addition, the College has restored the position of Vice President of Instruction and created two new administrative positions, Dean of Enrollment Services and Dean of Instructional Services. The position of Vice President of Instruction was filled by the former Dean of Science and Technology. Her long tenure at the College, credibility, knowledge, and appreciation for both instruction and student services has filled a huge void. The Dean of Enrollment Services is the first administrative position to be restored to student services since 1993, when all but the Vice President of Student Services were eliminated. In addition, two new Academic Supervisor positions were fill this past August: Coordinator of Matriculation, Articulation and Transfer, and Coordinator of the Learning Center.

## FISCAL RESOURCES:

The College has earned the distinction of being a "Hispanic Serving Institution" and was awarded a significant federal grant to help transform and prepare the College to meet the needs of a new demographic population. Several members of the administrative and teaching staff have taken the initiative to seek out external funding that has brought substantial additional funding to the College for special programs, services, and initiatives. These new funds have greatly improved the visibility of the college, boosted staff morale, and reinvigorated the College in general by replacing or providing much needed equipment, new staffing, and funding to increase college opportunities in the community. They have also brought additional work. The

new Chancellor of the SMCCCD and the Board of Trustees have also been very supportive, allocating additional funds to Cañada for growth initiatives and new partnerships.

#### PARTNERSHIPS:

What some are calling the most significant developments in the history of the College came about because of the tenacious and impressive people skills of our new President, who made it a goal to establish personal and institutional relationships with our feeder institutions and surrounding communities. After visiting the Superintendents and Principals of our four feeder high schools and elementary school districts, the College succeeded in crafting its first ever signed articulation agreement with the Sequoia Union High School District and verbal commitments with the Redwood City Elementary School District to create a seamless “pipeline to college” for the growing underserved Latino student population in the area. This was followed by an unprecedented agreement with San Francisco State University to co-locate on the Cañada College campus specified, upper division Baccalaureate programs beginning in the Spring of 2001. This agreement will enable residents of the College attendance area to complete their AA/AS and/or transfer to SFSU without having to leave the community and provides the means for an articulated K-16 pipeline to a college. Hailed in the community as a potential answer to the Digital Divide, the teacher shortage, congestion on the freeways, and overcrowding at the four-year institutions, this partnership has gained the enthusiastic support and endorsement of local officials, from the Mayor of Redwood City all the way to the Governor of California. Our local trustees immediately provided \$100,000 to begin the planning, and a bill to upgrade college labs and equipment for upper division work is moving swiftly through the legislature.

Thus, it is from this context that the reader is requested to review the College’s response to the following recommendations made in 1995.

*[Originally Recommendation 1: “The College should explore ways to provide institutional research for the campus in order to conduct a comprehensive Community Needs Assessment of the service area; to evaluate student needs, satisfaction, and outcomes; and to validate the effectiveness of current programs and services.”]*

**Response:** A comprehensive Community Needs Assessment of the service area was completed in spring 1996. In addition a campus-wide Student Satisfaction Survey was administered in October 1997 to validate the effectiveness of programs and services offered. In the 1998/99 academic year, student focus groups were convened to provide additional student feedback and follow-up on programs and services provided by the college. While the results were overwhelmingly positive for the vast majority of programs and services provided, valuable information about student perception of counseling and advising became apparent and these results formed the basis for subsequent reorganization of counseling.

The College allocated funding for a Researcher position, augmented by a small grant from the Chancellor’s Office. This position was filled for a short time, and presently two full-time faculty in the math department are providing reassigned time to conduct research for the College. These two faculty work under the supervision of the Vice President of Instruction and consult with the College Research Committee. The District regularly produces reports and other data to assist the Colleges in related research and representatives from all three campuses meet periodically to review research needs, approaches, and common problems. A decision will be made this

spring whether the College should once again attempt to fill the researcher position or continue with the current arrangement.

*[Originally Recommendation 2: “The College should take advantage of the opportunity to attract and embrace a more diverse student body and staff, which will contribute to the overall quality and effectiveness of the College.”]*

**Response:** Since 1995 the College has made enormous strides in this area. Not only have the faculty, administration, and staff become more diverse, so has the student body.

The College has developed a recruitment system that focuses on the needs of its community in the South County, a very diverse community with a large population of Hispanic students. Outreach has been developed to reach this population at feeder high schools and in the community. Examples can be found in several standards in this document. The College is also consciously examining its hiring practices and its campus environment in order to embrace more completely and serve a more diverse student body.

For example, the Faculty and Staff Diversity Committee has been re-created as a proactive committee on campus. Also, through the efforts of new faculty members, the student clubs that forward the issues and serve the needs of gay, lesbian, and African-American students have been revitalized. There is also a District-wide commitment through the efforts of the District Academic Senate and the College Academic Senates to promote the philosophy of inclusion and community-building in curriculum, professional development events, college and district-wide discussions, and conferences. An example of this is the initiative begun last year to fund members of all three colleges to attend the Museum of Tolerance and share the experience with all. The first group will attend this experience in December and groups will be funded regularly in the future.

In the spring of 2000 the College was designated as a Hispanic Serving Institution (HSI), meaning that more than 25% of its student enrollment was of Hispanic origin. The College has agreed to provide Community Based English Training to parents of students in the Redwood City School District and is active with Latino parent groups and organizations throughout its feeder attendance area. In March 2001 the College will host its first Cesar Chavez Celebration in cooperation with local kindergarten classes to produce a “College Caminada” (Road to College), an attempt to instill college aspiration in 5 and 6 year olds. While issues of diversity still evoke strong and sometimes divergent feelings among various segments of the campus community, there is no question that the College is taking full advantage of every opportunity to attract and embrace a more diverse student body and staff. This effort is greatly enhanced by the bilingual and bicultural capabilities of the President and other members of her staff.

*[Originally Recommendation 4: “The College should explore, develop, and offer other instructional delivery systems that incorporate new technologies.”]*

**Response:** The College has implemented a number of new delivery methods in order to accommodate student needs for a broader range of instructional approaches. Grants from the Packard Foundation and more recently the Department of Education have enabled faculty to be exposed to techniques for more culturally and linguistically appropriate instruction, collaborative learning, technology-infused instruction, twenty Telecourses, and twenty-two online courses. CAT

instruction in two ESL labs, a Writing Lab, and computer based language instruction in the Learning Centers, both on and off-campus, have also been added. Many faculty have been trained in CAI through the college's Center for Teaching and Learning. With the arrival of San Francisco State University on campus, co-enrollment in courses, increased articulation, and more alternative formats for educational offerings may be possible.

*[Originally Recommendation 7: The College should ensure the security of student records, particularly in the areas of admissions and progress reports. These records need to be protected from damage by fire and earthquake. Resources need to be provided to ensure that all records are duplicated.]*

**Response:** Storage and security of records is no longer a problem. Records are located in a secure, fireproof area, and backed up by data files on line.

*[Originally Recommendation 8: "The College should consider staffing needs in the library, as funding permits."]*

**Response:** The College has restored funding for a reference librarian in the permanent budget and the Library Coordinator position has been increased from an 11-month academic position to a 12-month position.

*[Originally Recommendation 9: "The College should develop a plan to increase funding from external sources. Sources include, but are not limited to, increased grant activities, contract education, and fund-raising efforts."]*

**Response:** The College successfully undertook a significant campaign to increase external funding from local, state, and federal sources. Since 1995 the college has received well over a million dollars in external funding, with every indication that this figure will increase substantially in the next few years.

*[Originally Recommendation 10: "The Academic Senate and faculty union should develop a workable agreement to delineate the function and scope of each organization. As the resolution of this matter is rather global in nature, it may be best addressed at the level of the three colleges and the district."]*

**Response:** Meetings have taken place since this recommendation was originally made and the function and scope of each organization has been more clearly defined. These discussions have occurred at both the campus and district level and there currently exists on campus a highly collegial atmosphere between the organizations. The union now has a seat on the District Shared Governance Council and participates actively in the college Academic Senate agendas.

RECOMMENDATIONS FROM THE FOCUSED PROGRESS REPORT IN 1998

*[Originally stated as Recommendation 5 by 4/95 Evaluation Team and restated by the 11/97 Focus*

*Team: "The College needs to improve overall supervision, effectiveness and support of counseling, identify and implement strategies for improved communication and cooperation among counseling faculty and other Student Services support staff, continue to improve interface with instructional faculty and division offices, identify and implement activities that will foster staff morale, unity, and sense of purpose; it also needs to implement an enrollment management system with appropriate staffing. The Midterm Team strongly believes the College should continue to explore and expand its concept of a one-stop shop from Student Services including such ideas as reuniting DSP&S with the rest of Student Services."*

*As stated by Executive Director Wolf: "While significant progress has been made in revitalizing student services, further attention to the organizational structure and types of support services the college can reasonably offer must be addressed."]*

*[Originally stated as Recommendation 6 by 4/95 Evaluation Team: "The College should undertake an in-depth study of the student services area in order to determine what services should be offered, what resources are required, and how the area should be organized. As part of the process, the college should identify and investigate successful service delivery models used by other colleges of similar size."]*

**Response:** Recommendations from previous site visits have enumerated many concerns in Student Services; however, they have also noted that comprehensive services have continued to be offered, and that "Student services staff have performed admirably in the face of major obstacles...each person interviewed gave evidence of being committed to the college's mission, and more particularly, to student success." The concerns expressed through the recommendations deal primarily with organization, structure, and efficacy of services, and with enrollment management.

**Organizational Structure:** At the present time, five of the eight full time counselors now report to instructional deans and the College has moved to an integrated counseling services model, where students may avail themselves of transfer, career, general academic, or specialized counseling services as needed in one location. The integrated counseling center is intended to augment services provided by division counselors who concentrate their services on majors by disciplines. A new full time bilingual counselor was recently hired for outreach and pre-admissions counseling, as a result of grant funding. The new Coordinator of Matriculation, Transfer, and Articulation has been a much-welcomed addition in an area that was significantly lacking in leadership. A Lead Counselor was named and other new positions supported by grants (HSEP Program Services Coordinator; CalWORKs; and Workability III) have been added. We are currently seeking to fill a vacant Dean of Enrollment Services position. Staffing in other student services areas continues to be a challenge, either because of ongoing vacancies due to retirements and resignations or lack of funding. Overall, staffing in Student Services areas has rebounded from the cuts imposed in lean budget years (95-98), but not necessarily in the same areas as before. Services to students in admissions, assessment, registration, and orientation, academic counseling, and follow-up with educational support have continued to be successfully provided, to the extent that students responding to the Fall 99 AACC Survey, "Faces of the Future," indicated an 85% satisfaction rate with Cañada College. The survey did not include

specific questions about Student Services, so there is no specific data to compare with the Noel-Levitz survey taken in 1997.

The current atmosphere in student services is dynamic, fast-paced, and stressful. Significant technological advances have resulted in new systemic and procedural changes that, while more current with the times, have not reduced demand on staff time or workload. It seems that while technology has increased, so have the needs of our changing student population.

Remodeling projects in Admissions and Records, EOPS/Financial Aid, and the Career Center/drop-in area have improved visibility and accessibility for students and improved the work environment for staff in those areas. First-round approval has been granted by the State Chancellor's Office for a new Library / Learning Resources building, which will place the Library and Learning Resources in the center of campus, allow the expansion of Student Services, and enable various programs to be in closer proximity. For example, Cañada College has long been concerned with better integration of DSP&S, Health Services, and Psychological Services to improve access for students and approach the goal of a "one stop shop." In the administrative re-organization in spring of 1999, DSP&S and Learning Resources were assigned to the Instruction Office, while DSP&S remained physically in Building 3. Psychological Service and Health Services remained in Student Services, in Building 6 and Building 5, respectively. In the summer of 2000, DSP&S was moved to building 5 where it is housed with Workability III, and the Learning Disability Program was moved to the Learning Center. The Health Center was moved to Building 1, and the Transfer Center was moved into the Integrated Counseling Center. Financial Aid was moved next to Admissions & Records and EOP&S was moved to Building 3, where DSP&S used to be located.

Small, cramped office space continues to be an issue but with the promise of a new Library/Learning Resources Building in the near future, relief is at least in sight. Current plans call for all student services finally to be located all together in the air-conditioned space presently occupied by the Learning Center. Vacancies in key areas increase the challenge to "get everything done" in a timely way and with the standard of excellence that has been a source of pride to classified staff. A systematic process for ongoing solicitation of student feedback about services provided is not yet in place and other planned activities must wait until staff is freed up or hired to manage them.

Enrollment Management: The College's commitment to enrollment management is evident in recent staffing, establishment of an oversight committee with broad representation, and aggressive recruiting and outreach activities. Enrollment has indeed increased, as has the proportion of younger students. For 1998-99, the college appointed an Acting Dean of EOPS, Outreach, and Enrollment Management. The position has been made permanent as Dean of Enrollment Services, and is in the process of being filled (Spring 2001). The positions of College Recruiter and Program Services Coordinator for EOPS have been created and filled, resulting in much greater efforts and success in community outreach, particularly to area high schools. An Enrollment Management Team was formed in Fall 1998 to develop plans to 1) serve and retain more students, 2) evaluate and improve institutional effectiveness, 3) improve effectiveness of Student Services to increase student satisfaction and to better integrate Student Services and Instruction, 4) strengthen planning for staff retirements, professional development for employees, and develop a more diverse workforce, 5) increase college/community connections, 6) plan how to implement a new facilities master plan, and 7) continue resource development for students, program development, and institutional advancement. The Team's composition reflects all areas of the College, including a broad spectrum from Student Services, and all levels

of employees and student representatives. While the current Enrollment Management Plan is of necessity more limited in scope than the original charge, it demonstrates clear focus on outreach, recruiting, and retention.

Activity in pursuit of enrollment has been impressive. However, the many changes in administrative organization, staff additions, reassignments, deletions, and program additions experienced in Student Services for the past three years have been challenging. Although driven by financial incentives, efficiency, and the quest for improvement, the frequency of changes and the lack of specific evaluative measures in most areas make assessment of effectiveness of those changes difficult at this time.

Types of Support Services Offered: The College continues to offer traditional student support services augmented by a new concept – supported education. There has never been a doubt that the College must continue to provide the basics in student services. The question was how to provide them effectively, given the staffing, resources, and physical limitations. Judging by the transfer and degree/certificate completion indicators released last Spring by the State Chancellor’s office, Cañada is doing quite well. With its new partners in the community, there is no question that the number and complexity of student services needed by our new population means that traditional services are not sufficient. Our planned new emphasis on supported education is grounded in research on special populations. Supported education approaches mean building student services directly into the learning process. Supported education melds student services with instruction by incorporating one into the other via in-class supplemental instruction, student instructional processing: seminars taught by student services staff in collaboration with teaching faculty, mentors and tutors as case managers, and acculturation activities designed to change the mental set of entering students to “college students” via a freshman experience. MESA, Learning Communities, HSEP, HSI, and EOP are all examples of programs that will incorporate supported education. This approach will undoubtedly set Cañada off as distinctive and unique and that is how it should be, given the unique and distinctive position it currently enjoys in the community.



***The institution has a statement of mission that defines the institution, its educational purposes, its students, and its place in the higher education community.***

1. *The institution has a statement of mission, adopted by the governing board, which identifies the broad-based educational purposes it seeks to achieve.*

### **Descriptive Summary**

Cañada College adheres to the mission of the San Mateo County Community College District (SMCCCD), as adopted by the Board of Trustees and published annually in the Canada College Catalog (Ref. #1). Included in the Mission Statement are the broad-based educational goals that are incorporated in Cañada College's mission statement. This mission statement, in turn, provides the parameters for the development of college goals and priorities, which in turn inform the planning process, which drives budgetary decisions at the college and division level. The goals of Cañada College, derived from the District Mission Statement, demonstrate a commitment to provide collegiate and pre-collegiate courses, technical and vocational training, and a breadth of extra curricular activities in order to develop a well-rounded and educated individual.

### **Self Evaluation**

The college's Mission Statement, Vision Statement, and Values statement together describe how the College will accomplish its mission. These documents state that Cañada College will promote standards of excellence so that students from diverse backgrounds may have the opportunity to develop an educational plan, pursue their educational goals, and seek life-long learning enrichment. This commitment to excellence shall be achieved by creating an environment in which students have access to personalized, flexible, and innovative instruction in

- Transfer and general education courses,
- Professional/technical programs,
- Basic skills programs, and
- Activities that foster personal development and academic success.

In addition, the college will infuse essential skills and competencies throughout the curriculum and will assess student learning so as to measure the institution's effectiveness.

The college's mission statement has further shaped college programs by guiding and informing staff in the identification, preparations, and implementation of local state and federally funded grants to help the college respond to the changing needs of its increasingly diverse population. For example, the HSI, HSEP, and Packard grants were all written in response to the mission's direction to better embrace a diverse population.

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## **Planning Agenda**

None.

2. *The mission statement defines the students the institution intends to serve as well as the parameters under which programs can be offered and resources allocated.*

## **Descriptive Summary**

The current mission statement, revised and approved by the College Council in Spring 1999, contains within its wording the statement that we will serve students from diverse backgrounds, offering programs with goals of career preparation, transfer, development of college-level skills, and lifelong learning.

## **Self Evaluation**

The present mission statement is broad based enough to provide open access to a changing and diverse student population. The mission statement further defines that the programs are to be offered through personalized, flexible, and innovative instruction. By being involved and responsive to the community, Cañada develops new programs and partnerships by incorporating new technologies and methodologies, as appropriate, into its programs and services.

In consultation with the budget and planning committee and the College Council, resources are reviewed and discussed according to the Master Plan for the District (Ref. #2) and the changing goals of the College. (Ref. #3) Upon review of the Mission Statement for the district, which was Board approved and revised in January 1999, the Cañada Mission Statement was developed to reflect the district and college in a continuously changing development. The district resource allocation model provides resources based on student enrollment from previous years.

## **Planning Agenda**

None

3. *Institutional planning and decision making are guided by the college's mission statement.*

## **Descriptive Summary**

Beginning in 1995-96, the Cañada College Mission Statement has guided the institution as it began its transformation from a traditional college offering classes in the standard semester format and administering itself in the traditional structure of instruction and student services to a more flexible, integrated, and streamlined college.

## **Self Evaluation**

Faculty and staff, through the College Council, Academic Senate Governing Council, Classified Senate, and Administrative Council participated in the challenging task of re-inventing Cañada and revising its mission and direction (Ref. #4, 5, 6). Using a 1996 needs assessment, the college added new faculty members in chemistry, math, multimedia, office technology, speech, English, and child development (Ref #7). The addition of a new fitness center, child develop-

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ment center, and multimedia and networking labs, as well as expansion of the Cañada College Education and Technology Downtown Center, have also strengthened the college and reflect its mission by serving the community's varying needs. With the addition of more on-line classes, a new Middle College for high school students, and better planning of evening, weekend, and off-campus classes, the College has promoted more flexible and innovative instruction, thereby fulfilling another area of the college's mission statement (Ref. #8, 9, 10).

### **Planning Agenda**

None

4. *The institution evaluates and revises its mission statement on a regular basis.*

### **Descriptive Summary**

Cañada College evaluates, and if necessary, revises its mission statement on a regular basis.

### **Self Evaluation**

In Spring 1998 and again in Spring 1999, Cañada's mission statement was revised significantly. (Ref. # 11,12). The annual goals and objectives of the college, (Ref. #2) which are also developed collaboratively by members of the College Council, Administrative Council, Academic Senate, and Classified Senate, directly reflect the college's mission statement, as well as the mission for the San Mateo County Community College District, shape college planning, and inform budgetary decision making.

### **Planning Agenda**

None

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## SUPPORTING DOCUMENTS

1. Mission Statement, Cañada College Catalog, 2000 - 2001
2. Educational/Facilities Master Plan, San Mateo County Community College District
3. 2000-2001 Budget Report to the College Council, May 4, 2000
4. Letter to Campus Community from President Marie E. Rosenwasser, regarding administrative reorganization and transformation of the college, October 4, 1995
5. Program for Strengthening Cañada Community Connections and Marketing, October, 4, 1995, reviewed and endorsed by Administrative and College Councils
6. Re-Inventing Cañada College, Goals, Assessments, Strategies for Securing Cañada's Future, developed by administrators, faculty, and staff in fall 1995, approved by Administrative and College Councils, December, 1995
7. Community Needs Assessment, Cañada College, San Mateo County Community College District, August, 1996, The Resource Group
8. Directions, Connections, Accomplishments, report to San Mateo County Community College District, Board of Trustees, April 24, 1996
9. Report on Enrollment Analysis and Planning at Cañada College, report\_to San Mateo County Community College District Board of Trustees, February 11, 1998
10. Enrollment Plans for 1998-99 and 99-00, prepared by Enrollment Management Committee of Cañada College
11. Mission, Vision, Values Statement, adopted May, 1998
12. Mission Statement, Cañada College, adopted Spring 1999