# Institutional Self-Evaluation Report

## In Support of an Application for

## Reaffirmation of Accreditation

Submitted by

Cañada College
4200 Farm Hill Boulevard
Redwood City, CA 94061

to

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

July, 2019

# Certification

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

From: Dr. Jamillah Moore, President
Cañada College
4200 Farm Hill Boulevard
Redwood City, CA 94061

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

| | |
|---|---|
| Ron Galatolo, Chancellor | [Date] |
| Jamillah Moore, President | [Date] |
| Maurice Goodman, President, Board of Trustees | [Date] |
| [Name, Title, Representing] | [Date] |
| [Name, Title, Representing] | [Date] |
| [Name, Title, Representing] | [Date] |
| [Name, Title, Representing] | [Date] |

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# A. Introduction

## College History

Overlooking the San Francisco Bay, Cañada College is situated in the western part of Redwood City, in the center of the Silicon Valley. The College is one of 114 public colleges that make up the California Community College system and one of three accredited colleges in the San Mateo County Community College District. The College takes its name from Cañada Road, which winds its way through the valley to the west of the campus; in Spanish, the word *cañada* means ravine.

In 1957, the San Mateo Junior College District Board of Trustees developed a 25-year District Master Plan based on the recommendations of a citizens' advisory committee, and the same year submitted a $5.9 million bond issue to voters that was approved by a three-to-one margin.

The bond issue victory cleared the way for prompt acquisition of the present College of San Mateo campus and provided funds for purchase of a second, 111-acre site west of Skyline Boulevard and south of Sharp Park Road in San Bruno. A third site, of 131 acres west of the Farm Hill subdivision on the Redwood City-Woodside line, was purchased in 1962.

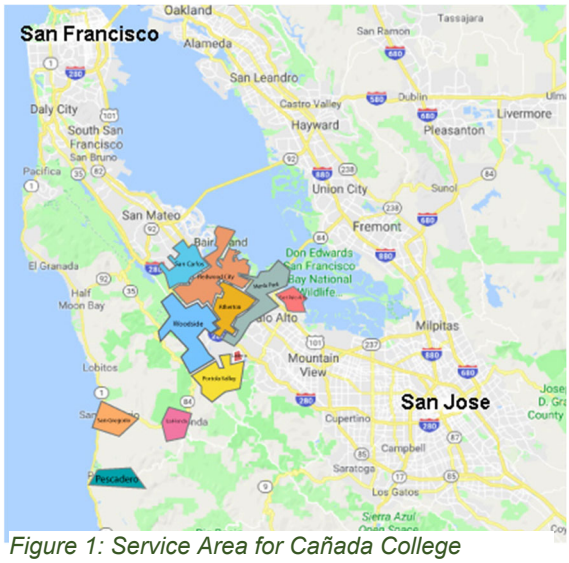


*Figure 1: Service Area for Cañada College*

The current College of San Mateo campus was opened in 1963, followed by Cañada College, Redwood City, in 1968, and Skyline College, San Bruno, in 1969. Construction of Cañada and Skyline was made possible in large part from proceeds from a second bond issue of $12.8 million approved by District voters in March, 1964.

Educational and architectural planning for Cañada was accomplished in 1964-66 and proceeded on the theory that a first phase for at least 2,000 students should be designed to permit expansion ultimately to 8,000 day students. Grading of the site began in 1966, and the building construction contract was awarded in April, 1967. The first classes—for 2,000 students—were held in September, 1968. The total cost to build the campus was $12.2 million.

The San Mateo County Community College District serves the entire County of San Mateo which has a population estimated to be 774,115 as of 2018. The primary service area for Cañada College is the southern region of San Mateo County, which includes Atherton, East Palo Alto, La Honda, Ladera, Menlo Park, North Fair Oaks, Pescadero, Portola Valley, Redwood City, San Carlos, San Gregorio, and Woodside.

## Socio-economic Data

San Mateo County is a very prosperous region with the lowest unemployment rate in the State (2.2%). As part of the Silicon Valley, it is home to highly prosperous companies like Oracle and Electronic Arts, as well as fast-growing industries such as consumer electronics and biotechnology. But that is not the whole story. Parts of the County are home to low and moderate-income families who struggle to survive in a region with an extremely high cost of living. In 2018, the median home price in the County was more than $1,340,000 and the median household income reached $118,000 for the first time. At the same time, in East Palo Alto, 93% of elementary school students qualify for free or reduced-price school meals.

The primary service area for the College includes a socio-economically and ethnically diverse population from the southern portion of San Mateo County: Redwood City, North Fair Oaks, Pescadero and East Palo Alto. When compared to the other sub-regions in the County, these communities have a socio-economic profile that differs dramatically from that of San Mateo County as a whole. In 2018, the median household income in these areas was significantly less than the County median as well as the median of the wealthier, neighboring communities.

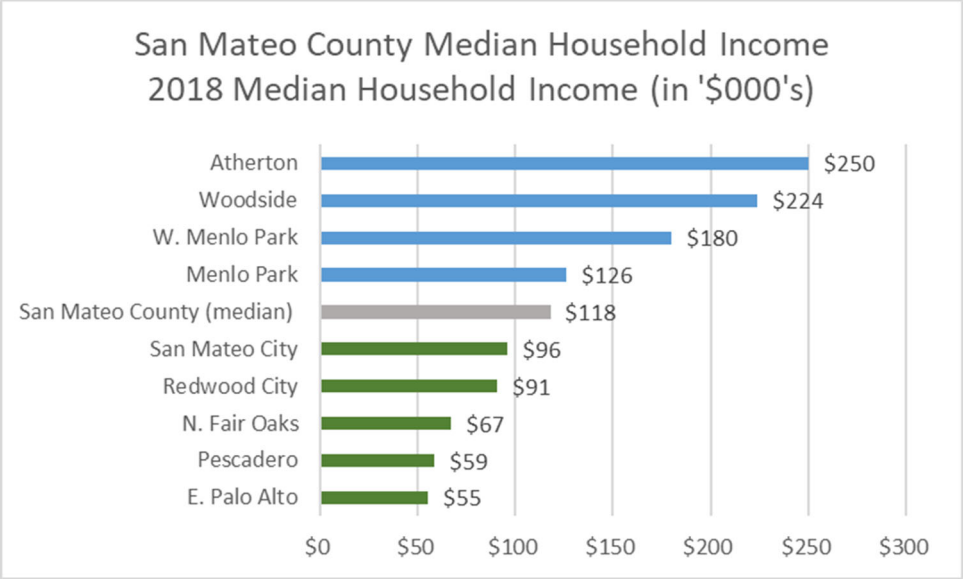



*Figure 2: San Mateo Median Household Income for 2018*

As the cost of living rises in San Mateo County, in large part due to the tremendous success of the Silicon Valley economy and its ability to produce high wage-earning jobs, the percentage of households earning more than $150,000 per year has grown from 26% to 35% between 2012 and 2017. At the same time, the number of middle and low-wage earning households dropped dramatically. Over the same five years, the County lost 19,272 low- and moderate-income households.

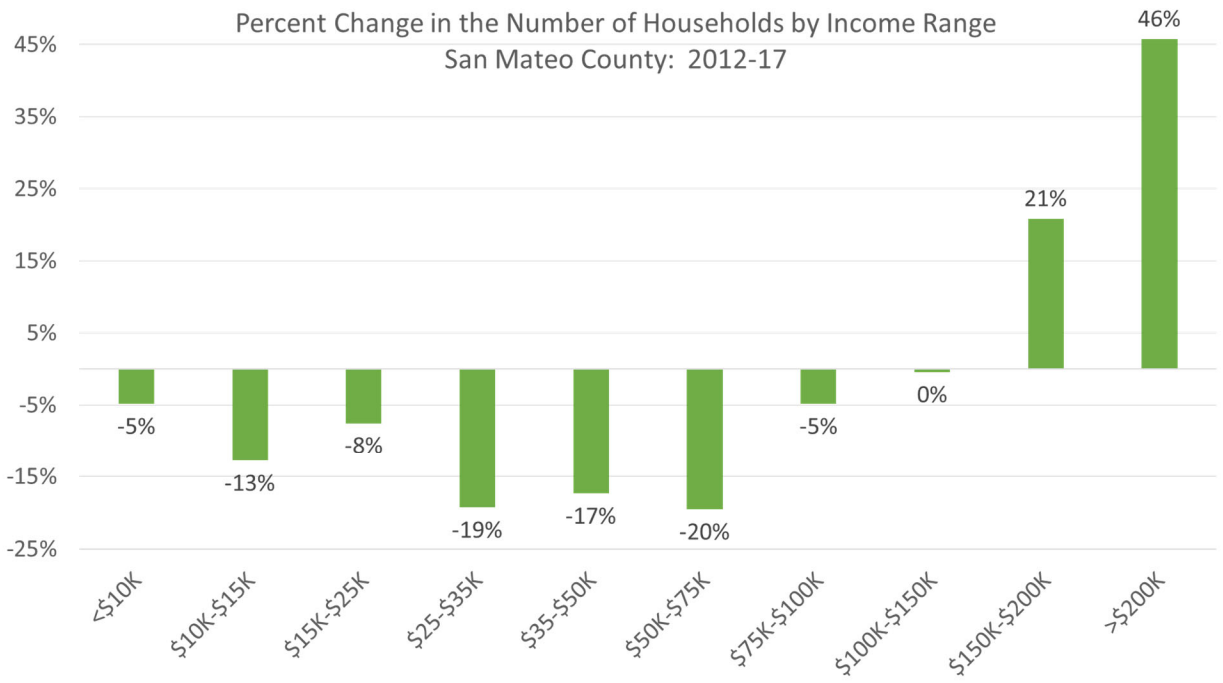



*Figure 3: Percent Change in the Number of Households by Income Range for San Mateo County, 2012-2017*

Relatedly, the level of educational attainment of residents in the College's primary service area differs substantially from that of residents in other cities in the region and the County as a whole.

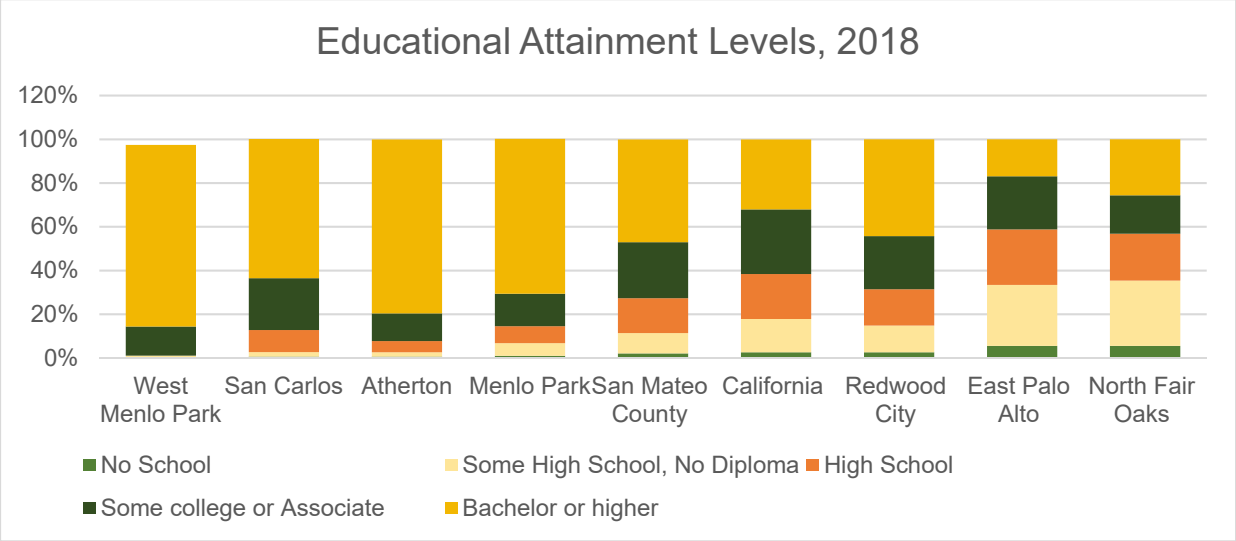



*Figure 4: Education Attainment Levels for Southern San Mateo County, 2018*

These disparities are a defining feature of the College's service area. They simultaneously enable the College and the District to operate with greater resources than many of their peers in the State as a Basic Aid District, while they create challenges for Cañada students who must compete with high-wage earners for limited housing and transit opportunities. In a 2018 District-wide survey of students, 57% of respondents from Cañada indicated that they experienced a combination of housing, income and food insecurity. Seven percent of respondents reported being homeless at some point during the preceding 12 months.

## Demographic Data

The economic success of the Silicon Valley is impacting the demographics of the College's service area in other ways as well. The high cost of living creates a barrier for young people and first-time home buyers. This can be seen in the number of residents in their prime college-going years (ages 18-35) which actually fell by 1% over the last 8 years, at the same time that the overall County population grew by 8%. Over the next 30 years, the percentage of college-age residents in the County will stagnate and the County's share of children (ages 0-17) will decline by 10%.

By contrast, the largest population growth in the County over the next 30 years will come from the segment of the population ages 65 and over. Senior citizens will constitute 27% of the County total in 2039, versus 17% in 2018.

| San Mateo County Population Changes by Age Range | | | | |
|---|---|---|---|---|
| | % growth in the last 8 | Number of residents added (2010-18) | % growth in the next 30 years | Number of residents to be added (2019-39) |
| 0-17 | 3% | 4,184 | -10% | -16,977 |
| 18-26 | -1% | -1,032 | 6% | 4,417 |
| 27-35 | -1% | -1,345 | 5% | 5,531 |
| 36-45 | 1% | 1,014 | -4% | -4,455 |
| 45-65 | 12% | 22,656 | 4% | 7,703 |
| 65 and ove | 37% | 33,374 | 78% | 98,656 |

*Figure 5: San Mateo County Population Changes by Age Range. Source: California Department of Finance, Population Projections: http://www.dof.ca.gov/Forecasting/Demographics/Projections/*

As the County population gets wealthier and older, on average, the circumstances of the College's student population may shift. The College's Strategic Enrollment Management Committee is grappling with how to plan for these shifts. However, recent trends point to the College's continued ability to serve younger students with financial need. Despite the County's loss of younger residents over the last five years, the share of the College's students under the age of 29 actually grew by 6%. While the County lost low- and moderate-income households, the share of Cañada students receiving financial aid has remained steady.

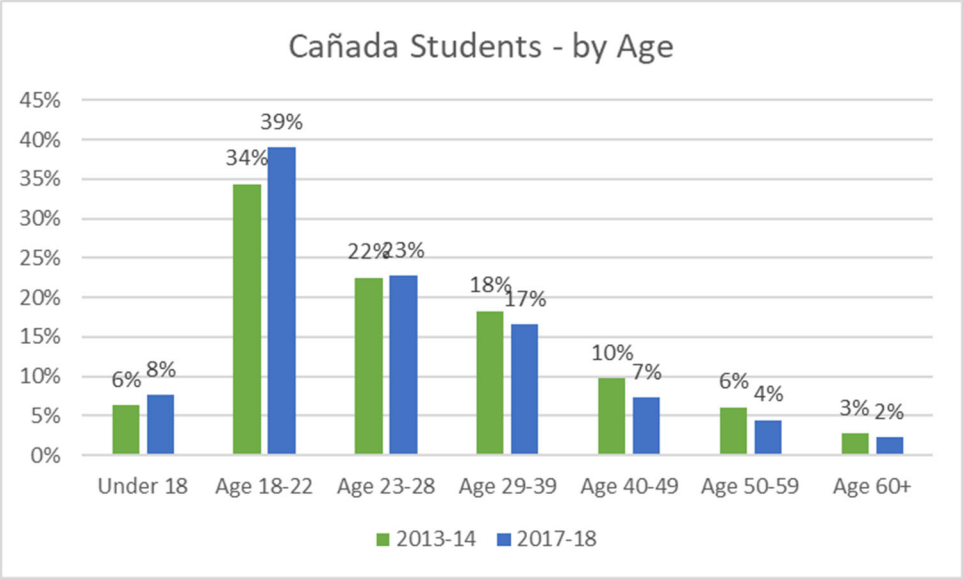



*Figure 6: Cañada Student by Age, 2013/14-2017/18*

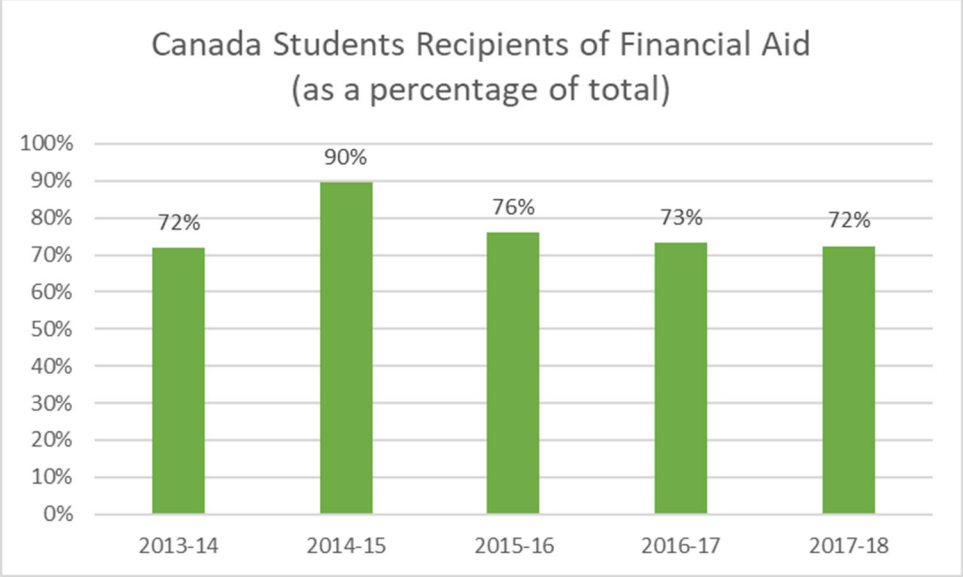



*Figure 7: Cañada Student Recipients of Financial Aid, 2013/14-2017/18. Source: California Department of Finance, Population Projections: http://www.dof.ca.gov/Forecasting/Demographics/Projections/*

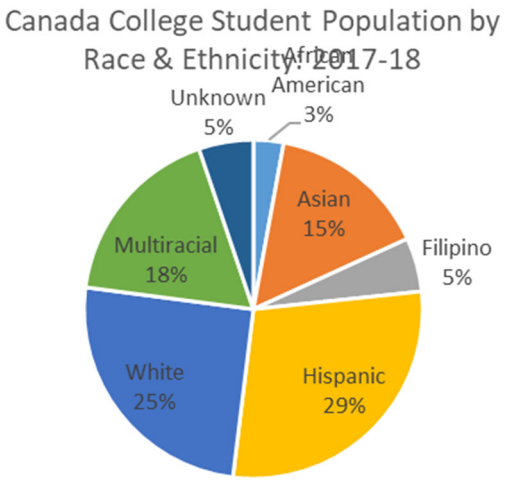
Given the socio-economic trends in the region, it is heartening that the overall number of public high school graduates in the County increased by 6% since 2008-09. Yet, a smaller share of them are finding their way to one of the San Mateo County Community Colleges. The overall District 'take rate' of high school graduates enrolling at one of the colleges at some point during the five years after leaving high school fell by 6% since 2008-09. Interestingly, while Cañada's share of the total has always been smaller, its share of high school graduates fell by only 2%, compared to a 12% decline at College of San Mateo.

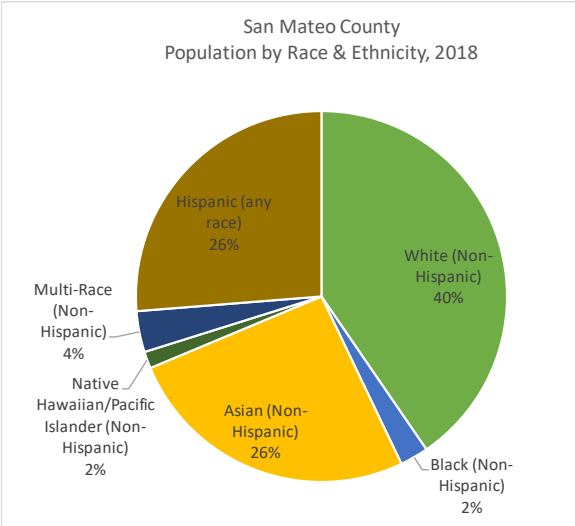
**Summary of San Mateo County Public High School 5-year Take Rates, 2008/09 to 2016/17**

| High School Graduating Years | Total Public High School Graduates | SMCCCD | | Skyline | | Cañada | | CSM | |
|---|---|---|---|---|---|---|---|---|---|
| | | High School Graduate Enrollment | Take Rate | High School Graduate Enrollment | Take Rate | High School Graduate Enrollment | Take Rate | High School Graduate Enrollment | Take Rate |
| 2008/09 – 2012/13 | 28,693 | 15,594 | 54.3 | 7,693 | 26.8 | 5,040 | 17.6 | 8,736 | 30.4 |
| 2009/10 – 2013/14 | 29,395 | 14,379 | 48.9 | 6,809 | 23.2 | 4,299 | 14.6 | 7,884 | 26.8 |
| 2010/11 – 2014/15 | 29,747 | 14,078 | 47.3 | 7,082 | 23.8 | 4,742 | 15.9 | 8,018 | 27.0 |
| 2011/12 – 2015/16 | 29,951 | 13,701 | 45.7 | 7,142 | 23.8 | 4,851 | 16.2 | 7,734 | 25.8 |
| 2012/13 – 2016/17 | 30,313 | 13,503 | 44.5 | 7,271 | 24.0 | 4,932 | 16.3 | 7,681 | 25.3 |

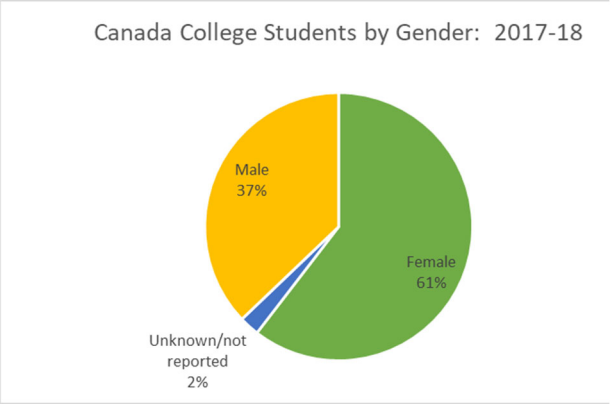
Note: Take Rate = Proportion of total high school graduates enrolling at an SMCCCD college

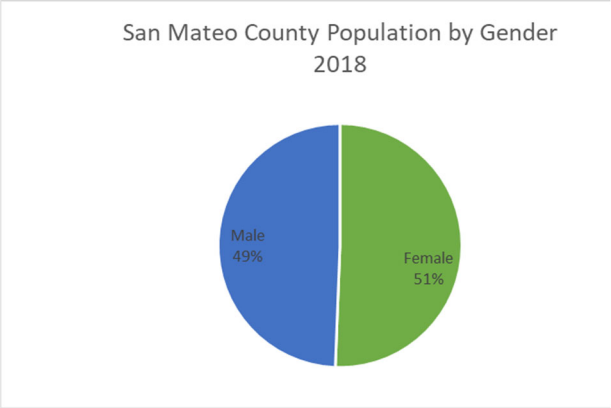
More than one of every four San Mateo County residents self-identifies as Hispanic or Latinx. In Redwood City, this number is one of every three. To better serve this population, Cañada College became a federally designated Hispanic Serving Institution in 2016. Through its Promise Scholars Program and Expanding Student Opportunity (¡ESO!) Adelante Project, which, in collaboration with San Francisco State University (SFSU), the College supports the creation and implementation of academic pathway programs designed to encourage the successful completion and transfer of Cañada's Hispanic/Latinx and other students. Correspondingly, the College student population is slightly more diverse than that of the County as a whole, with a greater share of Hispanic/Latinx residents as well as residents who self-identify as multiracial.




A significant issue for the College is disparity by gender. The College's student population is disproportionately female. This is not a new phenomenon. The disparity first emerged in XXXX.




## Student Enrollment Data

Cañada College is committed to serving students across the socio-economically and culturally diverse communities of San Mateo County. Over time, enrollment at the College has declined significantly.

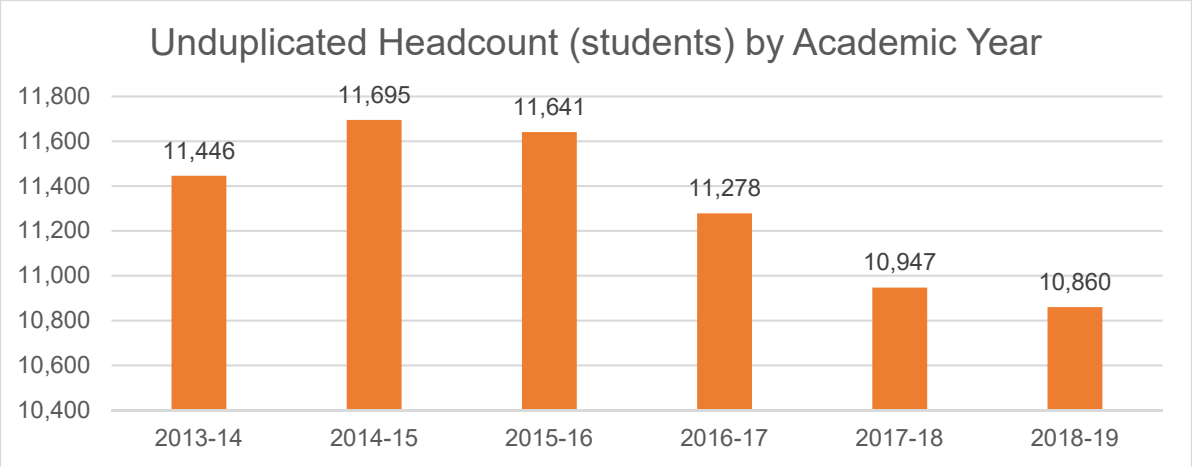



*Figure 8: Unduplicated Headcount, 2013/14-2018/19*

The College's decline in enrollment is reflected in the year-over-year declines in the number of Full-Time Equivalent Students (FTES) and Full-Time Equivalent Faculty (FTEF).

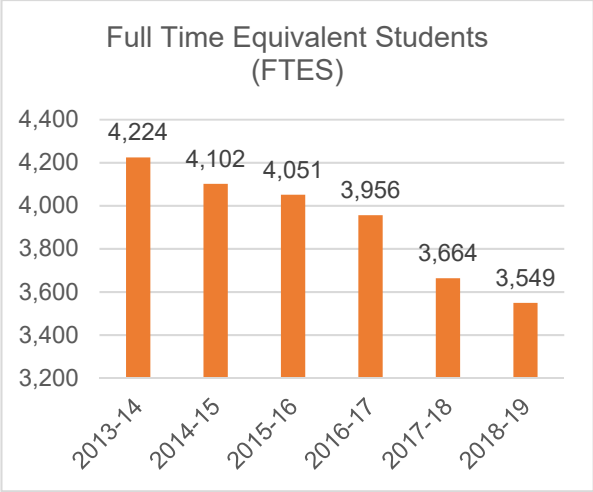



*Figure 9: FTES Figures, 2013/14-2018/19*

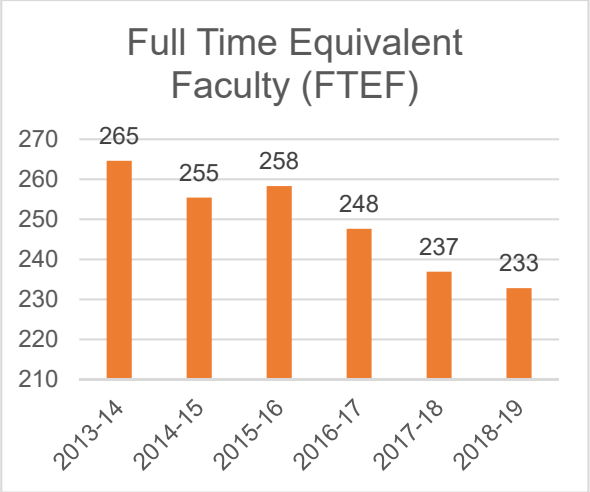



*Figure 10: FTEF Figures, 2013/14-2018/19*

In the fall 2018, the College launched a strategic enrollment management process to better understand possible drivers behind this decline in enrollment. To do this, the College is considering data related to delivering classes online. While college research reveals that students enjoy having online options for courses, it appears that increasing online enrollments may be coming at the expense of face-to-face enrollments.

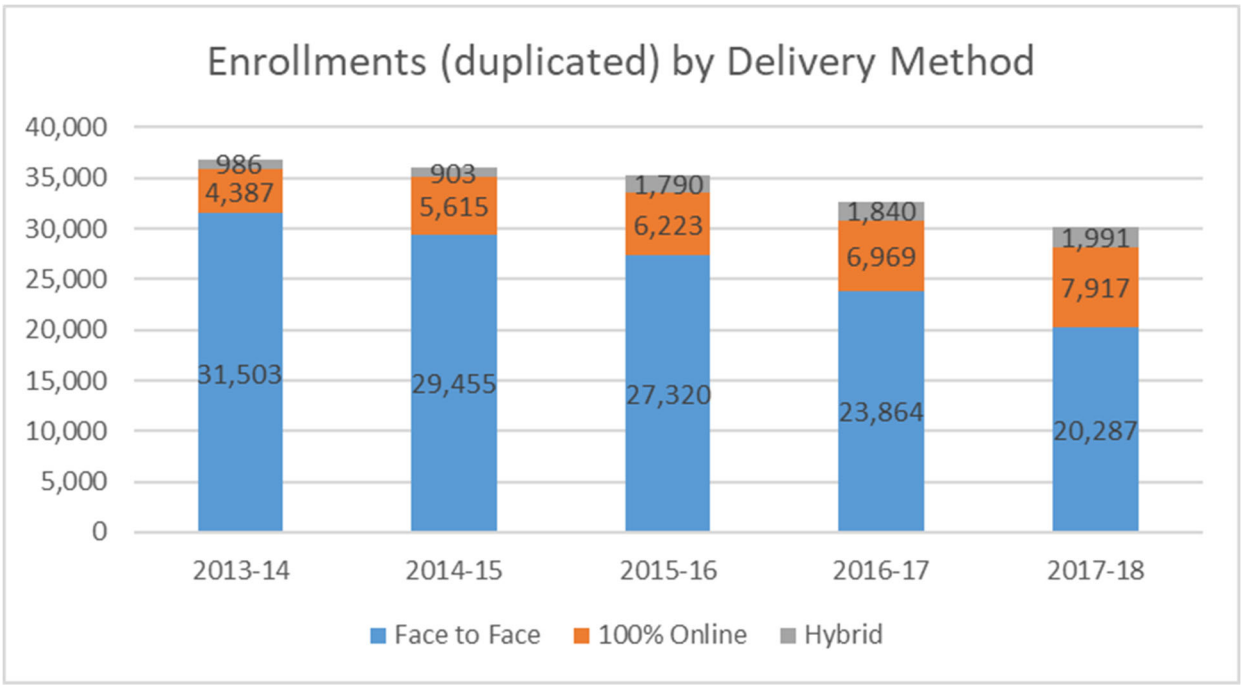



*Figure 11: Duplicated enrollments by delivery method, 2013/14-2017/18*

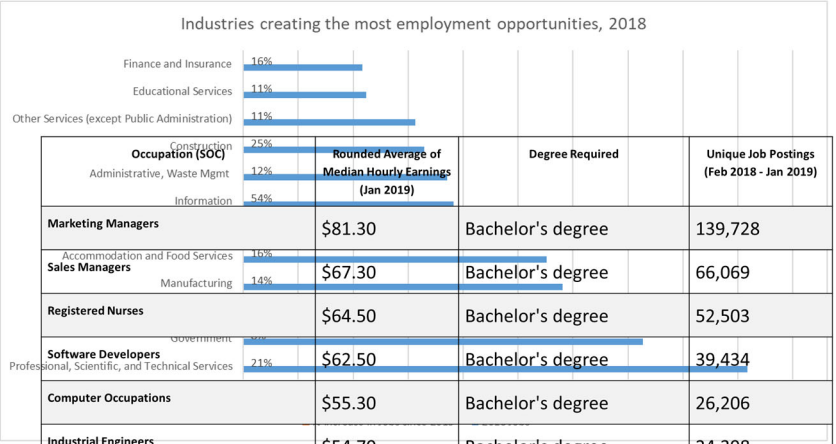
## Labor Market Data

Cañada College is located in the center of the most successful economic region in the world. As of November, 2018, San Mateo County had the lowest official unemployment rate in the state at 2.0%.[i] According to the 2019 Silicon Valley Index, the region's record-setting job growth

is slowing slightly even as it is attracting record levels of private equity and venture capital investment.[ii]

The industries creating the most employment opportunities include professional, scientific and technical services, government, and healthcare and social assistance. The fastest growing industry in terms of job growth, not surprisingly, is information technology.

The positions most sought after by employers in the region in 2018, by far, are Marketing and Sales Managers. Registered nurses continue to be in demand. Software Developers, Computer Occupations, and Web Developers are also highly sought after.




| Occupation (SOC) | Rounded Average of Median Hourly Earnings (Jan 2019) | Degree Required | Unique Job Postings (Feb 2018 - Jan 2019) |
|---|---|---|---|
| Marketing Managers | $81.30 | Bachelor's degree | 139,728 |
| Sales Managers | $67.30 | Bachelor's degree | 66,069 |
| Registered Nurses | $64.50 | Bachelor's degree | 52,503 |
| Software Developers | $62.50 | Bachelor's degree | 39,434 |
| Computer Occupations | $55.30 | Bachelor's degree | 26,206 |
| Industrial Engineers | $54.70 | Bachelor's degree | 24,398 |
| Web Developers | $42.10 | Associate degree | 23,859 |
| Accountants and Auditors | $38.50 | Bachelor's degree | 23,384 |
| Heavy and Tractor-Trailer Truck Drivers | $21.00 | Postsec non-degree award | 23,277 |
| Retail Salespersons | $13.40 | No formal ed. credential | 22,358 |

Many of these job types require a bachelor's degree. Most pay a living wage. According to the M.I.T Living Wage calculator, a family of four living in San Mateo County in 2018 would need an hourly wage for one adult of $40.30 to be self-sufficient. If both adults work, each would need to earn an hourly wage of $24.30 for the family to be self-sufficient.

The challenge for Cañada College in this very tight labor market is to find the best balance of programs to support a variety of student types who are seeking to enter or advance in a highly competitive, highly technical labor market.

[i] California Economic Development Department, Labor Market Information report, January, 2019.
[ii] *Silicon Valley Index 2019*, Joint Venture Silicon Valley.

# B. Presentation of Student Achievement Data and Institution-set Standards

## Institution-Set Standards

The College is in the process of aligning its institution-set standards with the California State Chancellor's *Vision for Success* and related Student Success Metrics. As part of that process, the College is considering past performance across previously set standards and aspirational goals. In 2014-15, the College set three-year Aspirational Goals which are listed below. The College is in the process of setting new goals aligned with the Chancellor's Office goals.

**Cañada College Institutional-Set Standards and Goals 2017-2018**

| Data extracted 10/2018 SMCCD Data Dashboard<br>Cañada Program Review Data Packets | 2013/ 2014 | 2014/ 2015 | 2015/ 2016 | 2016/ 2017 | 2017/ 2018 | Standard for ACCJC | Aspirational Goal | Trend Line |
|---|---|---|---|---|---|---|---|---|
| 1. Successful course completion rate (%) | 69.3% | 70.2% | 70.8% | 72.0% | 72.4% | 70.0% | 72.0% | |
| 2. Fall-to-fall persistence rate (%) (First-Time Student) | 62.5% | 65.5% | 64.5% | 61.8% | 62.0% | 64.0% | 66.0% | |
| 3. Degree completion (total #) | 422 | 463 | 486 | 585 | 558 | 300 | 380 | |
| 4. Transfer (total #) | 260 | 293 | 276 | 307 | TBD | 240 | 300 | |
| 4.a. UC/CSU Transfer # | 193 | 217 | 217 | 243 | TBD | 150 | 170 | |
| 5. Certificate completion (total #) | 400 | 332 | 244 | 292 | 372 | 280 | 300 | |
| 6. Licensure Pass Rate: Radiological Technology – National Exam | 100% | 100% | 100% | 100% | 100% | 100% | 100% | |
| 7. Job Placement (Radiology Technology only) | 87.5% | 93.3% | 91.7% | 100% | 100% | 100% | 100% | |
| 8. Fall-to-spring persistence rate (%) (First-Time Student) | 77.1% | 78.7% | 75.2% | 80.1% | 75.7% | 80.0% | 82.0% | |
| 9. Student success rates during their first year (First-Time Student) | 59.8% | 63.6% | 63.9% | 68.5% | 63.4% | 62.0% | 64.0% | |
| 10. Success in GE | 66.7% | 67.0% | 67.9% | 67.2% | 69.6% | 66.0% | 68.0% | |
| 11. Success in DE | 57.5% | 59.3% | 61.9% | 64.5% | 67.5% | 53.0% | 56.0% | |
| 12. Success in CTE | 79.0% | 78.0% | 77.7% | 79.5% | 78.0% | 78.0% | 80.0% | |
| 13. Success in Pre-transfer | 55.3% | 58.2% | 61.2% | 64.1% | 62.3% | 57.0% | 59.0% | |
| 14. Success in Non-CBET ESL | 69.0% | 72.8% | 75.0% | 76.1% | 72.7% | 70.0% | 72.0% | |
| 15. % of students placed in pre-transfer math that take pre-transfer math (First-Time Student) | 58.2% | 53.0% | 57.3% | 53.1% | 49.8% | 55.0% | 57.0% | |
| 16. % of students placed in pre-transfer English that take pre-transfer English (First-Time Student) | 50.2% | 54.9% | 61.5% | 51.8% | 50.7% | 55.0% | 57.0% | |
| 18. FTES (Total #) | 4203 | 4096 | 4051 | 3956 | 3664 | 3900 | 4100 | |
| 19. Productivity (Year) | 479 | 482 | 470 | 486 | 478 | 500 | 525 | |

*Figure 12: Institution-Set Standards for Cañada College, 2017-18*

Across a number of standards, including overall course success rates, degree and certificate completion, and transfers, the College met or exceeded its aspirational goals by the end of the 2018 academic year.

The area of greatest concern is the College's persistence rates. If one considers the fall-to-spring persistence rates of *first-time students*, it averaged 77% over the past five years—compared with the College's 80% standard. When all student types are considered across the College, the fall-to-spring persistence rate drops to 57%.

## Course Success: Transfer Courses

Since 2015, Cañada College has applied the statewide Multiple Measures Assessment Program (MMAP) assessment criteria using high school transcript data where possible. As a result, the number of first-time students placing into transfer-level math and English as well as the overall success rate in transfer level courses has increased.

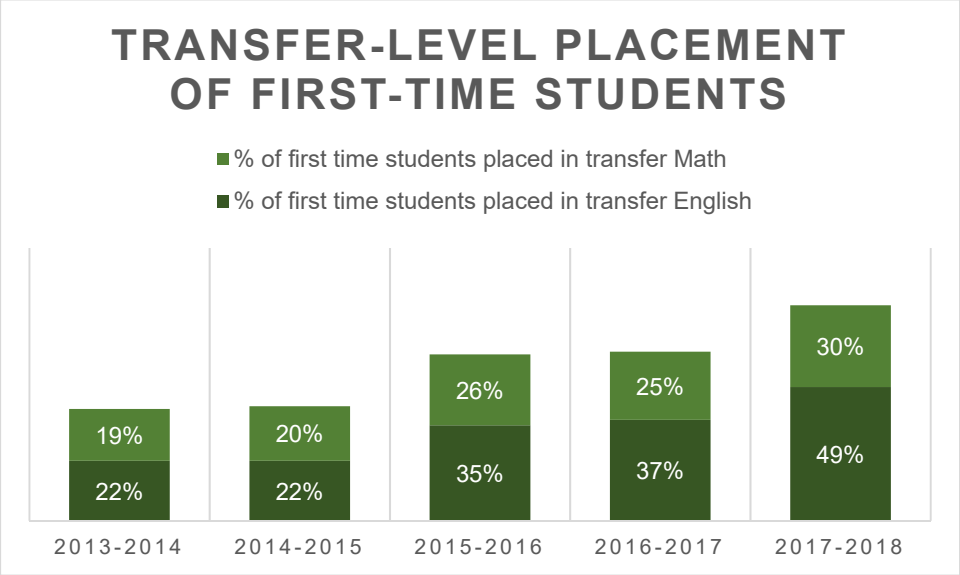



*Figure 13: Transfer-level Placement of First-Time Students, 2013/14-2017/18*

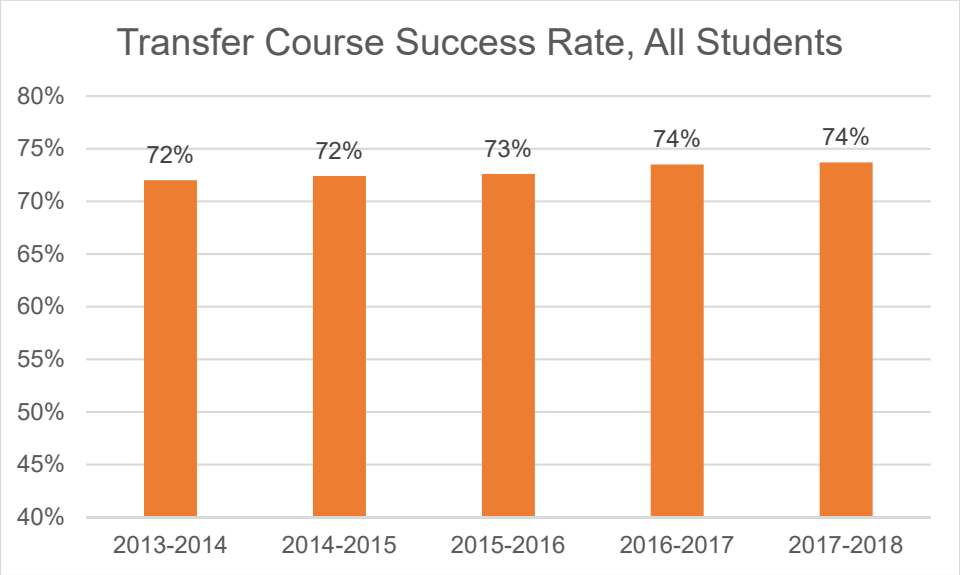



*Figure 14: Transfer Course Success Rate, 2013/14-2017/18*

The improved accuracy of placement as well as the growth in student supports such as the EPIC Tutoring program in the STEM Center may have contributed to the incremental gains the College has made in overall success rates in transfer courses.

When five years of college-wide course success data (2013-2018) are disaggregated by the student sub-populations defined by the State Chancellor's Office Student Equity and Achievement Plan, disproportionate impacts can be noted among Black-Non Hispanic, Hispanic, and Pacific Islander student sub-populations:

| | Course Success | Percentage Point Gap | Margin of Error |
|---|---|---|---|
| OVERALL | **71.2%** | | |
| **American Indian/Alaskan Native** | 65.8% | -5% | 6% |
| **Asian** | 81.7% | 11% | 3% |
| **Black - Non-Hispanic** | 61.1% | -10% | 3% |
| **Filipino** | 70.4% | -1% | 3% |
| **Hispanic** | 66.4% | -5% | 3% |
| **Pacific Islander** | 58.0% | -13% | 3% |
| **White Non-Hispanic** | 77.4% | 6% | 3% |
| **Multi Races** | 69.4% | -2% | 3% |
| **Unknown** | 73.0% | 2% | 3% |
| **Female** | 72.9% | 2% | 3% |
| **Male** | 68.5% | -3% | 3% |
| **Unreported** | 68.8% | -2% | 3% |

*Table 1: Course Success Rates Disaggregated for Ethnicity and Gender*

## Course Success: Mode of Instruction

The College also continues to struggle to establish parity between its face-to-face and online course success rates. While both have made steady gains over time, and the online course success rates of all students has increased substantially, there is still a 7-point gap between the two modes of instruction.

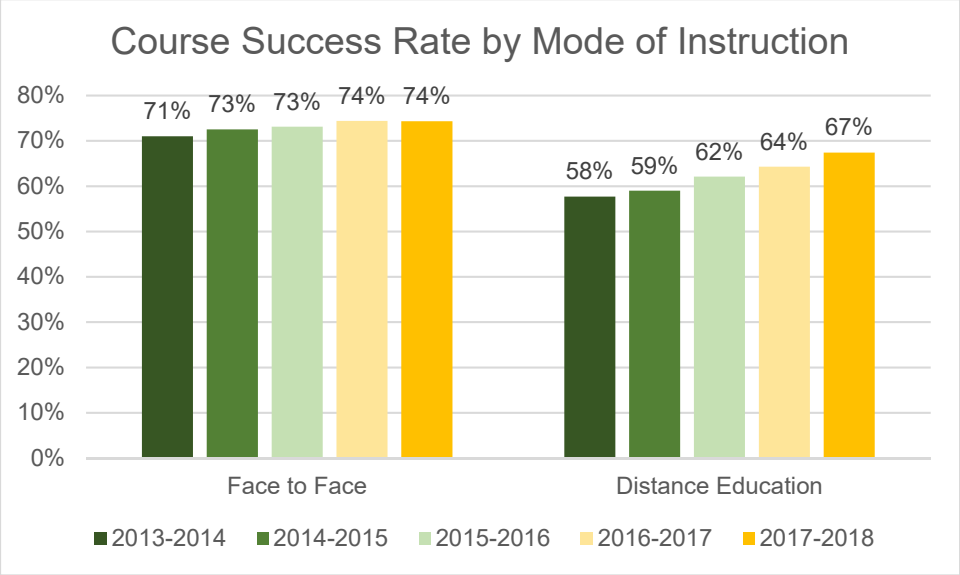



*Figure 15: Course Success Rate by Mode of Instruction, 2013/14-2017/18*

When we compare face-to-face online course success rates over a five-year period (2013 to 2018) across racial/ethnicity and gender groups, the problem takes on new dimensions.

| | Face to Face Course Success Rates 2013-18 | PPG | Margin of Error | 100% Online Course Success Rates 2013-18 | PPG | Margin of Error |
|---|---|---|---|---|---|---|
| OVERALL | **72.9%** | | | **62.8%** | | |
| **American Indian/Alaskan Native** | 70.6% | -2% | 6% | 49.3% | -14% | 12% |
| **Asian** | 83.6% | 13% | 3% | 75.6% | 26% | 3% |
| **Black - Non-Hispanic** | 64.0% | -20% | 3% | 48.1% | -27% | 3% |
| **Filipino** | 75.2% | 11% | 3% | 62.1% | 14% | 3% |
| **Hispanic** | 67.6% | -8% | 3% | 56.3% | -6% | 3% |
| **Pacific Islander** | 61.6% | -6% | 4% | 43.8% | -13% | 4% |
| **White Non-Hispanic** | 79.6% | 18% | 3% | 67.7% | 24% | 3% |
| **Multi Races** | 72.0% | -8% | 3% | 59.2% | -8% | 3% |
| **Unknown** | 73.9% | 2% | 4% | 67.5% | 8% | 4% |
| **Female** | 75.0% | 1% | 3% | 63.4% | -4% | 3% |
| **Male** | 69.7% | -5% | 3% | 62.1% | -1% | 3% |
| **Unreported** | 71.2% | 2% | 4% | 58.4% | -4% | 4% |

*Table 2: Course Success Rates, Face-to-Face versus Fully Online, 2013-2018*

The number of student sub-populations fairing disproportionately poorly doubles when we consider 100% online courses only. American Indian/Alaskan Native, Multi-racial, and female sub-populations as well as the Black-Non-Hispanic, Hispanic, and Pacific Islander groups seem to be disproportionately negatively impacted in the online environment.

That said, it appears that every racial and ethnic group (other than those whose race/ethnicity is unknown) is not as successful in online courses as they are in face-to-face courses.

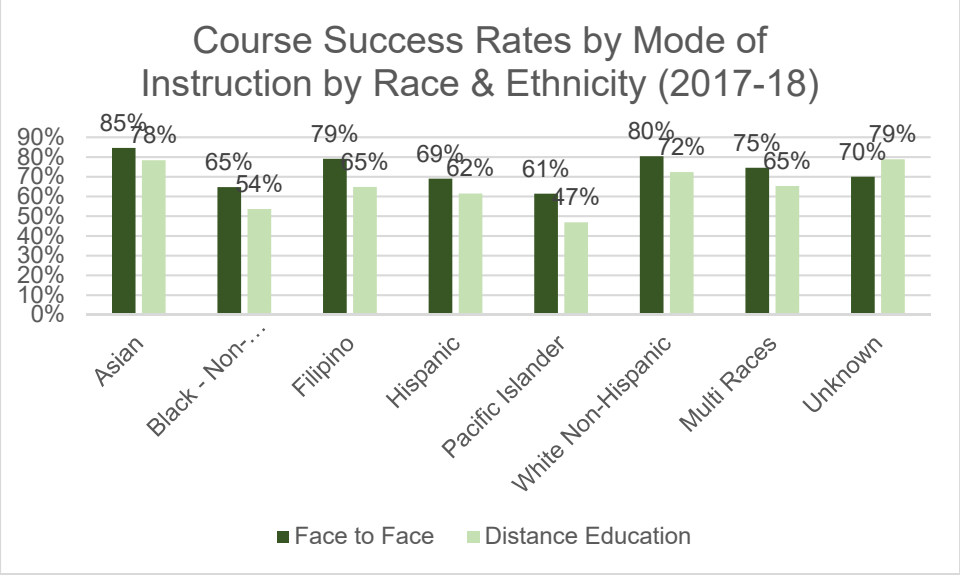



*Figure 16: Course Success Rate by Mode of Instruction, Disaggregated by Race/Ethnicity, 2017/18*

As part of the College's self-study process, the College realized the need for a more deliberative process for deciding which courses will be offered online. This new process is discussed in Standard II.A.2 on page 75 and Standard II.A.7 on page 81.

xxx

## C. Organization of the Self-Evaluation Process

Faculty, staff, and administrators led the Self Evaluation Process. This was a campus wide process and was inclusive of all divisions, levels of administration, and students. This was a concerted effort led by the Accreditation Steering Committee. We worked through all of our shared governance structures and reported to the Planning and Budgeting Committee.

*Figure 17: Planning Structure for the 2019 Cañada College ISER*

### *Timeline:*

The following timeline summarizes the major developments in our preparation and creation of this Institutional Self-Evaluation Report. Faculty, staff, administrators, and students engaged on writing teams, in FLEX Days, open forums, and through our various campus-wide committees.

| Key Dates | Activities |
|---|---|
| **January 2020** | ACCJC Review and Decision on Reaffirmation of Accreditation |
| **Fall 2019** | Peer Review Team Visits Canada during the week of September 30-October 3, 2019 |
| **Summer 2019** | Institutional Self Evaluation Report (ISER) submitted to the ACCJC: August 1, 2019 |
| **Spring 2019** | Governance Councils' final review of ISER with QFE<br>Finalize ISER<br>Submit ISER to Board of Trustees |
| **Fall 2018** | Continue implementation of improvement plans, cycles<br>Update report sections with new information, data, evidence<br>Complete 1st draft of Quality Focus Essay (QFE)<br>Complete 2nd Draft of ISER |
| **Spring 2018** | Begin implementation of improvement plans<br>Complete First Draft of Institutional Self Evaluation Report (ISER)<br>Governance Councils review and provide feedback |
| **Fall 2017** | Identify teams for all standards<br>Orientation(s) and kick-off for accreditation activities<br>Teams gather evidence, identify areas of strength and weakness, suggest improvement plans<br>Governance Councils review and provide feedback |
| **Spring 2017** | Discuss planning process with District; Begin planning process at College<br>Determine Oversight Committee; Identify Co-Chairs for Standards and Sections<br>Present plans to Planning and Budgeting Council |

# D. Organizational Information

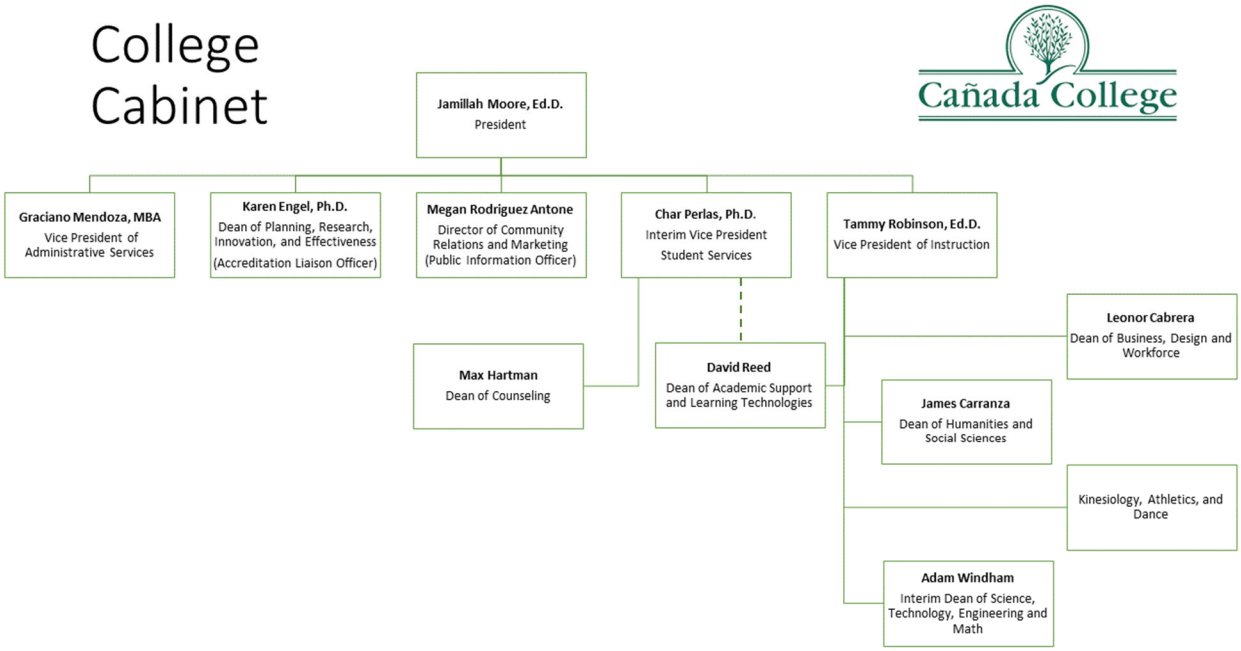



*Figure 18: Cañada College Cabinet, as of February 2019*

(The other org charts will be inserted at a later date.)

### *District Functional Map*

The San Mateo County Community College District (SMCCCD) Function Map is intended to illustrate how the three colleges and the district manage the distribution of responsibility by function. It is based on the Policy and Procedures for the Evaluation of Institutions In Multi-College/Multi-Unit Districts or Systems of ACCJC/WASC.

The Functional Map clearly articulates the Primary, Secondary, and Shared nature of key functions as identified in the accreditation standards. It was produced as the result of a collaborative process among the three colleges of the District, Cañada, College of San Mateo, and Skyline and the San Mateo County Community College District office. The Functional Map was revised and approved by the Colleges and District as of October 2017.

The Function Map includes indicators that depict the level and type of responsibility as follows:

- P = Primary Responsibility: Primary responsibility indicates leadership and oversight of a given function which may include design, development, implementation and successful integration.
- S = Secondary Responsibility: Secondary responsibility indicates support of a given function which may include feedback, input and communication to assist with successful integration.
- SH = Shared Responsibility: Shared responsibility indicates that the District and the College are equally responsible for the leadership and oversight of a given function which may include design, development, implementation, and facilitation of input, feedback and communication for successful integration.
- N/A = Responsibility Not Applicable: In cases where neither the District nor the College has such responsibility, for example, Standard II. A. 8, concerning offering courses in foreign locations.

## *Standard I: Institutional Mission and Effectiveness*

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

| **A. Mission** | | |
|---|---|---|
| | College | District |
| The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6) | P | S |
| The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students. | SH | SH |
| The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement. | P | S |
| The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. | P | S |

| **B. Assuring Academic Quality and Institutional Effectiveness** | | |
|---|---|---|
| **Academic Quality** | | |
| | College | District |
| The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. | P | S |
| The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11) | P | S |
| The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11) | P | S |
| The institution uses assessment data and organizes its institutional processes to support student learning and student achievement. | P | S |
| **Institutional Effectiveness** | | |
| The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery. | P | S |
| The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies. | P | S |
| The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission. | SH | SH |
| The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities. | P | S |
| The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19) | P | S |

| C. Institutional Integrity | | |
|---|---|---|
| The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20) | P | S |
| The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements" (see endnote). (ER 20) | P | S |
| The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19) | P | S |
| The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes. | P | S |
| The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services. | P | S |
| The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials. | P | S |
| In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13) | P | S |
| The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty. | P | S |
| Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively. | P | S |
| Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks. | P | S |
| Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location. | P | S |
| The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21) | P | S |
| The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21) | P | S |
| The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests. | P | S |

## *Standard II: Student Learning Programs and Services*

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution 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 provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

| **A. INSTRUCTIONAL PROGRAMS** | | |
|---|---|---|
| | College | District |
| All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11) | P | S |
| Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success. | P | S |
| The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline. | P | S |
| If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum. | P | S |
| The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12) | P | S |
| The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9) | P | S |
| The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students. | P | S |
| The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability. | P | S |
| The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10) | P | S |
| The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10) | P | S |

| | | |
|---|---|---|
| The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes. | P | S |
| The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12) | P | S |
| All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study. | P | S |
| Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification. | P | S |
| When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption. | P | S |
| The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students. | P | S |

| **B. Library and Learning Support Services** | | |
|---|---|---|
| The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17) | P | S |
| Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission. | P | S |
| The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement. | P | S |
| When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17) | P | S |

| C. Student Support Services | P | S |
|---|---|---|
| The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15) | P | S |
| The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services. | P | S |
| The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15) | P | S |
| Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances. | P | S |
| The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies. | P | S |
| The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16) | P | S |
| The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases. | P | S |
| The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records. | P | S |

## *Standard III: Resources*

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

| A. Human Resources | College | District |
|---|---|---|
| The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. | SH | SH |
| Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14) | P | S |

| | | |
|---|---|---|
| Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality. | P | S |
| Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established. | P | S |
| The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented. | SH | SH |
| The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning. | P | S |
| The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14) | P | S |
| An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution. | P | S |
| The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8) | P | S |
| The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8) | P | S |
| The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered. | S | P |
| Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission. | SH | SH |
| The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation. | P | S |
| The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement. | P | S |
| The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law. | S | P |

| B. Physical Resources | | |
|---|---|---|
| The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment. | SH | SH |
| The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission. | SH | SH |
| To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account. | P | S |
| Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment. | S | P |

| C. Technology Resources | | |
|---|---|---|
| Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services. | S | P |
| The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services. | P | S |
| The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security. | P | S |
| The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations. | P | S |
| The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes. | P | S |

| D. Financial Resources | | |
|---|---|---|
| **Planning** | | |
| Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18) | P | S |
| The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner. | P | S |
| The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets. | P | S |
| **Fiscal Responsibility and Stability** | | |
| Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements. | P | S |

| | | |
|---|---|---|
| To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems. | P | S |
| Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services. | P | S |
| Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately. | P | S |
| The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement. | P | S |
| The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences. | S | P |
| The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets. | S | P |
| **Liabilities** | | |
| The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations. | S | P |
| The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards. | S | P |
| On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution. | S | P |
| All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source. | S | P |
| The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies. | S | P |
| **Contractual Agreements** | | |
| Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations. | S | P |

## *Standard IV: Leadership and Governance*

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

| **A. Decision-Making Roles and Processes** | | |
|---|---|---|
| | College | District |
| Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation. | P | S |
| The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees. | P | S |
| Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. | P | S |
| Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services. | P | S |
| Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations. | P | S |
| The processes for decision-making and the resulting decisions are documented and widely communicated across the institution. | P | S |
| Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement. | P | S |

| B. Chief Executive Officer | P | S |
|---|---|---|
| The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. | P | S |
| The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate. | P | S |
| Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:<br>• establishing a collegial process that sets values, goals, and priorities;<br>• ensuring the college sets institutional performance standards for student achievement;<br>• ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;<br>• ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;<br>• ensuring that the allocation of resources supports and improves learning and achievement; and<br>• establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution. | P | S |
| The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements. | P | S |
| The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures. | P | S |
| The CEO works and communicates effectively with the communities served by the institution. | P | S |

| C. Governing Board | College | District |
|---|---|---|
| The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7) | S | P |
| The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision. | S | P |
| The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system. | S | P |
| The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7) | S | P |
| The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability. | S | P |
| The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures. | S | P |
| The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary. | S | P |
| To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality. | S | P |

| | | |
|---|---|---|
| The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office. | S | P |
| Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness. | S | P |
| The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7) | S | P |
| The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively. | S | P |
| The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process. | SH | SH |

| **D. Multi-College Districts or Systems** | | |
|---|---|---|
| In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system. | S | P |
| The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution. | S | P |
| The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures. | S | P |
| The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges. | S | P |
| District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness. | S | P |
| Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively. | S | P |
| The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement. | S | P |

# E. Certification of Continued Compliance with Eligibility Requirements

***Eligibility Requirement 1: Authority***

Cañada College is a public two-year community college that has been in continual operation since 1968. It is authorized to operate as a public, post-secondary educational institution and to award degrees by the Accrediting Commission for Community and Junior Colleges (ACCJC)[i], Western Association of Schools and Colleges, as required by the State of California and the United States Department of Education. The College operates under the CCCCO and authorized by the State of California. It is one of three community colleges in the San Mateo County Community College District, which is divided into five segments for elected representation as described in Standard IV.C.1 on page 202.

***Eligibility Requirement 2: Operational Status***

Cañada College is operational, having served 31,292 students in 2016-17 through diverse course offerings. The headcount continues to increase, with a 34.4 percent increase in enrollment over the last five years . Cañada College students are actively pursuing degrees, with a 33.9% increase in awards over the last five years and the highest number of students who transferred last year at 670—a 36.2% increase. The College is not only operational, it is thriving and students are earning awards and transferring at increasingly high rates in line with its mission, as discussed in Standards I and II.

***Eligibility Requirement 3: Degrees***

A substantial portion of Cañada College's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. The list of degrees, course credit requirements, and length of study for each degree program is listed online[ii]. The college catalog offers information on CSU[iii] and IGETC[iv] requirements. Evidence of the College's degree offerings are available in Standards I.A.1 on page 38, I.C.2 on page 58, I.C.4 on page 61, II.A.1 on page 73, II.A.9 on page 84, II.A.12 on page 88, and II.A.13 on page 89.

***Eligibility Requirement 4: Chief Executive Officer***

Cañada College has a chief executive officer, Dr. Jamillah Moore[v], appointed by the SMCCCD Board of Trustees, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. The President of the SMCCD Board of Trustees is Maurice Goodman; it is not Ron Galatolo, the SMCCD Chancellor, nor Jamillah Moore, Cañada College President. The SMCCD Board appointed Dr. Jamillah Moore as president of the College in 2016. Evidence of the CEO's scope of responsibility as delegated by the KCCD BOT are described fully in Standards IV.B and IV.C.

***Eligibility Requirement 5: Financial Accountability***

Cañada College and the District annually undergo and make available an external financial audit by a certified public accountant or an audit by an appropriate public agency. As required in Board Policy 8.05[vi] and Administrative Procedure 8.05.1[vii], fiscal accountability is delegated to

the SMCCCD Chancellor, the Chief Financial Officer, and Internal Auditor. Evidence of all annual external audit reports[viii], as well as budget and quarterly financial reports[ix] is described fully in Standard III.D on page 159. The budget process for the District is clearly documented and available online[x]. The College is Title IV compliant and certifies compliance annually in order to meet higher education responsibilities FDCR.A.10.060. The student loan default rate[xi] has been decreasing as indicated in the financial aid report[xii] and on the College Navigator page for the College[xiii].

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[i] ER.1-1
[ii] ER.3-1
[iii] ER.3-2
[iv] ER.3-3
[v] ER.4-1
[vi] ER.5-1
[vii] ER.5-2
[viii] ER.5-3
[ix] ER.5-4
[x] ER.5-5
[xi] ER.5-6
[xii] ER.5-7
[xiii] ER.5-8

# F. Certification of Continued Institutional Compliance with Commission Policies

Cañada College certifies that it continues to be in compliance with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

### *Public Notification of an Evaluation Team Visit and Third-Party Comment*

*Regulation citation: 602.23(b)*

Cañada College has made an appropriate and timely effort to solicit third-party comment in advance of the September 30-October 3, 2019 comprehensive evaluation visit by:

- Issuing a press release of the upcoming visit by the accreditation peer review team and notification for interested parties to provide third-party comments on March 4, 2019[i].
- Posing the announcement of the upcoming visit be the accreditation peer review team, including a link to the ACCJC Third Party Comment form on the college Accreditation 2019 Timeline webpage[ii].

More information can be found in Standard I.C.12 on page 68

### *Performance with Respect to Student Achievement*

*Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e)*

Evidence documented in Standard I.B on page 47 and II.A on page 73 describe student performance and achievement at Cañada College. Program review, strategic directions scoring, and assessment processes integrate evaluation of student achievement within programs and link the results with planning and decision-making. In addition, the College's guided pathways redesign of processes are in the process of integrating new levels of student performance and achievement with intrusive messaging. The Institutional Scorecard defines the standards of student performance based upon our mission and reports the measurements through a collegewide process that addresses the Institution-Set Standards. These standards include required elements of job placement rates for program completers. For programs in fields where licensure is required, the licensure examination passage rates for program completers. Data Coaching practices discussed in Standards I.A.2 on page 40, I.B.3 on page 50, I.B.4 on page 50, I.B.6 on page 52, I.B.9 on page 53, and IV.A.5 on page 188 describe the broad discussions about student data at Cañada College, an area that has expanded, and become part of the campus culture. The College complies with Commission *Policy on Standards and Performance with Respect to Student Achievement*.

### *Credits, Program Length, and Tuition*

*Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.*

Credit hour assignments and degree program lengths are within the range of good practice in higher education, comply with strict California regulation, C-ID and transfer degree agreements that align with four-year institutions. Course and program descriptors are being even more thoroughly scrutinized within the Guided Pathways framework. Curriculum committee review, external program accreditation such as the Radiologic Technology program, in addition to recent work with transfer institutions and Strong Workforce planning has resulted in verification of credit hours, clinical practice course and degree paths.

The college website, catalog and curriculum documents comply with units, hours, rigor and adherence to higher education practice, as documented in Standard II.A.5 on page 79. Clock hour conversions adhere to Department of Education formulas, policies and procedures, as described in Standard II.A.9 on page 84. Degrees and credits comply with the commission's policies, standards for institutions of higher education and CCCCO regulations. Tuition for all programs are the same with the exception of the baccalaureate degree, which clearly explain the additional costs of upper division work, as detailed in Standard I.C.6 on page 64. The College complies with the Commission *Credits, Program Length, and Tuition.*

### *Transfer Policies*

*Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).*

The website, catalog, and other program documents appropriately display information about transfer policies including the acceptance of transfer units, AP/CREF and other testing results. Cañada College complies with the commission's policy on Transfer of Credit and clearly describe this to students. Evidence of the College's transfer policies are detailed in Standard II.A.10 on page 85. The College complies with the Commission *Policy on Transfer Policies*.

### Distance Education and Correspondence Education

*Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.*

Cañada College has specific processes, policies and procedures for defining, creating, and validating online and DE coursework that is consistent with the Online Educational Initiative and U.S. Department of Education definition of DE, as detailed with evidence in Standard II.A.2 on page 75 and in Standard II.A.7 on page 81. The Technology Committee, in conjunction with District ITS, ensure that the technological needs of the students and faculty are met in order to sustain DE courses, as detailed in Standard III.C.1 on page 145. The Curriculum Committee sets consistent policies and procedures that require regular and substantive interaction with the instructor and online activities that are factored into the student's grade. The College consistently applies standard practices for verifying the identity of students, and protects student information, with required FERPA training a critical component of employment as discussed in Standard II.C.8 on page 112. The College complies with the Commission *Policy on Distance Education and Correspondence Education*.

### Student Complaints

*Regulation citations: 602.16(a)(1)(ix); 668.43.*

The Cañada College catalog and website describe clear policies and procedures for handling student complaints as detailed in Standard I.C.2 on page 58. Student complaint files for the previous six years are available and demonstrate accurate implementation of the complaint policies and procedures. The accreditation associations and agencies are available on the website at the bottom of the page as a single click. Appropriate student complaint policies are documented in Standard I.C.8 on page 66. Public information for advertising and recruitment are consistent with the commission policies and regulations. The College demonstrates compliance with the Commission *Policy on Representation of Accredited Status* and the *Policy on Student and Public Complaints against Institutions*.

### *Institutional Disclosure and Advertising and Recruitment Materials*

*Regulation citations: 602.16(a)(1))(vii); 668.6.*

Cañada College provides accurate, current, and appropriately-detailed information to students and the public about its programs, locations, and policies through its website and the college catalog, which is also online. It announces its accreditation status from both ACCJC and its Radiological Technology program on its Accreditation website. More about both of these areas can be found in detail in Standard I.C.1 on page 57, and in Standard I.C.2 on page 58.

### *Title IV Compliance*

*Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.*

Cañada College has not been the recipient of a federal audit since at least 2003. As such, the College does not have any FSA Audits, nor responses to findings that we have had to address. The College performs an internal audit annually, as required per the Single Audit (OMB Circular A-133), which the District is responsible for submitting. More information can be found on page 90 of the 2018 SMCCCD Financial Services Audit[iii]. This document indicates that internal auditors did not identify any internal control compliance or financial findings. The most recent official CDRs are within acceptable levels, which is below the 30% default rate threshold for sanction. This is shown in the College Navigator page for Cañada College[iv]. The 2016 official rates will be released in September 2019. The Financial Aid Department does not contract or have any agreements with non-regionally-accredited organizations as it relates to the delivery of educational programs (e.g. we do not use consortium agreements with another educational institution that is not approved under Title IV to pay aid for coursework taken at those colleges and accepted for credit at the College). This is discussed in greater detail in Standard III.D.15 on page 175.

[i] CICCP.1-1
[ii] CICCP.1-2
[iii] CICCP.7-1
[iv] CICCP.7-2

# G. Institutional Analysis

## Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

### A. Mission

***1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)***

***Evidence of Meeting the Standard***

I.A.1-1 College Mission, Vision and Values Statements

I.A.1-2 Planning and Budgeting Council (PBC) minutes approving the updated College Mission, Vision and Values Statements

I.A.1-3 SMCCCD Board of Trustees meeting approving Cañada's Mission, Vision, and Values Statements, as part of the EMP.

***Analysis and Evaluation***

Cañada College's mission statement[i] reads as follows:

> Cañada College provides our community with a learning-centered environment, ensuring that all students have equitable opportunities to achieve their transfer, career education, and lifelong learning educational goals. The college cultivates in its students the ability to think critically and creatively, communicate effectively, reason quantitatively, and understand and appreciate different points of view within a diverse community.

Table 3 below describes how Cañada College's mission statement describes the College's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.

| Standard I.A.1 | Cañada College Mission Statement | Analysis and Evaluation |
|---|---|---|
| **Institution's broad educational purposes** | Cañada College provides our community with a learning-centered environment, ensuring that all students have equitable opportunities to achieve their transfer, career education, and lifelong learning educational goals. The college cultivates in its students the ability to think critically and creatively, communicate effectively, reason quantitatively, and understand and appreciate different points of view within a diverse community. | The mission statement in its entirety reflects our broad educational purpose. |
| **Intended student population** | Cañada College provides our community with a learning-centered environment. | The College's mission refers to "our community" which includes everyone in San Mateo County, as indicated in the link to our Education Master Plan highlighted on our website. |
| **Types of degrees and other credentials** | "...equitable opportunities to achieve their transfer, career education, and lifelong learning educational goals". | This refers to the types of degrees and credentials the College offers. |
| **Commitment to student learning and student achievement** | "...ensuring that all students have equitable opportunities to achieve their transfer, career education, and lifelong learning educational goals. The college cultivates in its students the ability to think critically and creatively, communicate effectively, reason quantitatively, and understand and appreciate different points of view within a diverse community. | This part of the mission statement demonstrates our commitment to key student learning and achievement goals: the ability to think, communicate, reason, understand and appreciate different points of view. |

*Table 3: Cañada College's Mission Statement Mapped to Elements in Standard I.A.1*

The Mission is further explicated through the College's Vision and Values statements. The College Vision re-iterates the College's broad educational purpose by stating: "[the] College is committed to being a preeminent institution of learning, renowned for its quality of academic life, its diverse culture and practice of personal support and development." The Vision also highlights the types of degrees and other credentials the College offers: "[Dynamic], innovative programs that prepare students for the university, the modern workplace, and the global community." The statement that the College is "renowned for its quality of academic life, its diverse culture….and

extraordinary student success" reveals its commitment to student learning and student achievement. The College Values aligned with the Standard are listed below in Table 4.

| Standard 1A.1 | Cañada College Values |
|---|---|
| ***broad educational purposes...*** | Transforming Lives<br>High Academic Standards<br>Diverse and Inclusive Environment |
| ***its intended student population...*** | Community, Education, and Industry Partnerships<br>Communication and Collaboration |
| ***its commitment to student learning and student achievement*** | Student Success in Achieving Educational Goals<br>Engaging Student Life<br>Accountability<br>Sustainability<br>Transparency |

*Table 4: Cañada College Values Aligned to Elements in Standard I.A.1*

Cañada College's mission statement describes the College's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. These elements are further described in the College Vision and Values statements.

### *2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.*

***Evidence of Meeting the Standard***

I.A.2-2 EMP planning process
I.A.2-1 ILO Assessments
I.A.2-3 Institution-Set Standards
I.A.2-4 PBC discussion of the Institution-Set Standards
I.A.2-5 PBC meeting to discuss measurement of ILO assessments
I.A.2-6 PBC meeting to discuss ILO assessments
I.A.2-7 PBC Prioritization Rubric
I.A.2-8 Program review data packets
I.A.2-9 Program review process

***Analysis and Evaluation***

The use of data to drive a culture of inquiry and informed decision-making in support of the College's mission has a long history at Cañada College. PRIE supports a variety of planning and evaluation activities annually, allowing campus constituency groups to monitor how well the College is achieving its mission and meeting the needs of students.

*Institutional Learning Outcomes*

Each year, PRIE administers a survey of students receiving a degree, certificate or transferring that year. The survey captures completing students' self-assessment across an array of abilities directly aligned with the college mission. These student outcomes are the college's ILOs[ii]. Data

from the survey are published on the website, disseminated via email, and presented to[iii] and discussed by the PBC annually[iv].

*Institution-set Standards*

The College also has established Institutional-Set Standards[v] (also known as College Benchmarks) that are regularly reviewed and monitored. The Institutional-set Standards include student achievement data disaggregated by different types of courses (e.g., career education, online, and basic skills), regarding student persistence and continuous enrollment from term-to-term, the number of students transferring to four-year institutions, and completion of associate degrees and certificates. The College is currently transitioning to the new Student Success Metrics and is regularly considering student achievement data disaggregated by student type as well[vi].

*Educational Master Planning*

Both the college mission and data related to ILOs and the Institution-Set Standards direct the identification of college priorities every year. This begins with their driving the EMP process[vii] every five years during which the College reviews data regarding past performance, re-affirms its mission, and sets the broad goals for the next five years in order to achieve its mission. The EMP, which also is aligned with the District and Chancellor's Office goals, then informs all other college planning and priority setting.

*Program Review*

All college programs undergo a regular self-evaluation using student outcome data provided by PRIE[viii] and their own assessments of student learning outcomes via the college's annual Program Review Process[ix]. The first question on all Program Review Forms asks the programs to demonstrate how their programs align with the college mission. Through feedback and review from administrators, staff, and faculty, programs and services receive comments and suggestions to improve the alignment of program missions and goals with those of the College and the needs of students.

The PBC considers all of the above when setting priorities and allocating resources each year. It applies a rubric[x] to each resource request emerging out of the Program Review Process, which allows them to rank each request on whether it supports the college mission, strategic goals, aligned plans and student learning outcomes. Through this regular cycle of mission-driven goal setting, institutional self-evaluation, and data-informed program review and evaluation, the College is able to ensure that its priorities are directed by its mission.

### *3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.*

***Evidence of Meeting the Standard***

- I.A.3-1 Annual Strategic Plan
- I.A.3-2 Curriculum Committee Handbook (p. 9-10, section 1.3 Orientation, Training and Roles of the Curriculum Committee)
- I.A.3-3 College plans and integrated planning calendar
- I.A.3-4 Educational Master Plan (EMP)
- I.A.3-5 EMP planning process

I.A.3-6 PBC Allocation of Resources
I.A.3-7 PBC meeting discussing the ranking and review or resources via program review
I.A.3-8 PBC Resource Prioritization Rubric
I.A.3-9 Program Review, Overview
I.A.3-10 Program review forms
I.A.3-11 Program review process
I.A.3-12 SLO/PLO reporting

***Analysis and Evaluation***

*Programs and Services Align with the Mission*

Each year, through the program review process, programs must discuss how their PLOs, Student Learning Outcomes (SLOs) and Service Area Outcomes (SAOs) support the college mission[xi]. This regular assessment and report-out enables program leads, deans, and other administrators to ensure that all program learning outcomes and service area outcomes are aligned with the college's ILOs and mission. This regular assessment and report-out enables program leads, deans, and other administrators to ensure that all program learning outcomes and service area outcomes are aligned with the college's ILOs and mission. As programs create new courses or update existing course outlines of record, the Curriculum Committee's Technical Review Process ensures that all CORs are demonstrating an alignment with the college mission[xii], thus ensuring that all instruction stays true to those elements that the campus community values the most. Programs use these learning outcomes data when writing their program review reports biennially[xiii], thereby completing the connection between program review, learning outcomes, and the mission.

*Mission-driven strategic goals, programs, and budgeting*

The Planning and Budgeting Council oversees and facilitates the institution's planning, decision-making and resource allocation processes[xiv] in a manner that ensures that the college mission guides everything. It guides the campus community in identifying strategic goals that support the mission and focus on the College's ability to support student learning and achievement. The latest strategic goals are:

- *Student completion and success*: To provide educational and student services programs that help students meet their unique academic goals; minimize logistical and financial barriers to success; and highlight inclusivity, diversity and equity.
- *Community connections*: To build and strengthen collaborative relationships and partnerships that support the needs of, reflect and enrich our diverse and vibrant local community.
- *Organizational development*: To invest institutional resources on the structures, processes and practices that focus on a diverse student and staff population, promote excellence, equity, inclusion and transformative learning.

Figure 19 below describes this process.

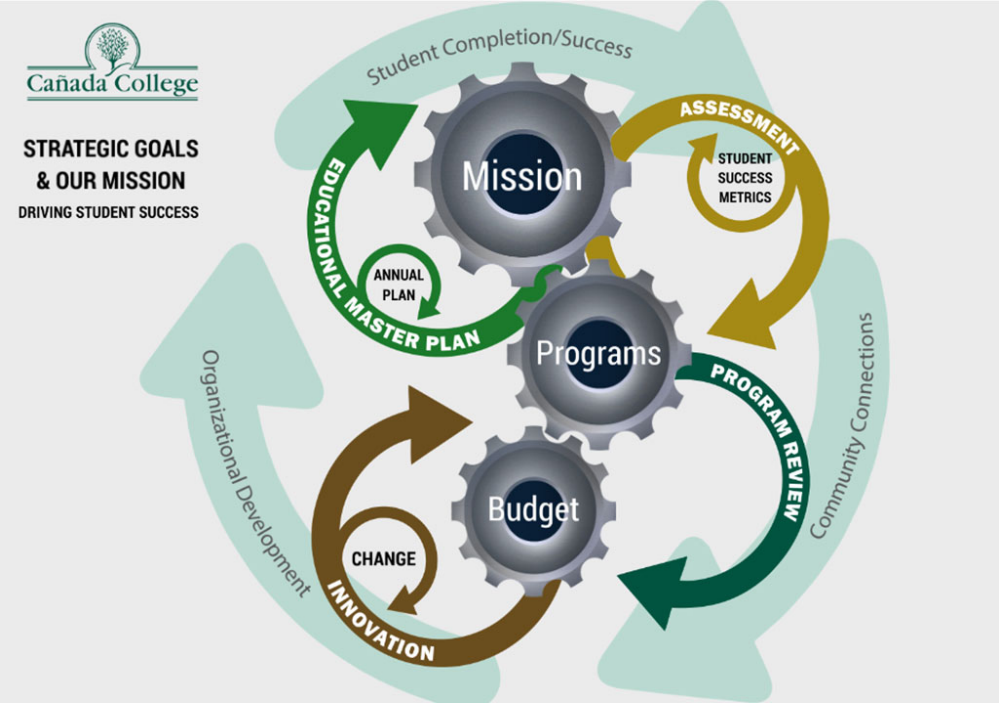


*Figure 19: Cañada College Strategic Goals and Our Mission: Driving Student Success*

The program review process[xv] is then guided by both the college mission and strategic goals. Resources requested by programs as part of that annual process[xvi] must demonstrate how they support the college's achievement of its overarching goals and mission during the PBC's resource prioritization process. The resource prioritization decisions made by PBC then inform the annual budget development cycle.

To ensure the College stays nimble and responds to new mandates and ideas for improvement, the College's annual strategic planning process knits together the imperatives of the EMP framework[xvii] with new initiatives and opportunities as proposed during the program review process or by other initiatives such as the State Chancellor's Guided Pathways framework. These new initiatives subsequently inform program changes and future educational master planning[xviii] and possible updates to the college mission.

When considering its priorities and making decisions about how to allocate resources each year, the PBC uses a rubric[xix] that allows PBC members to rank a program's requests based on a number of measures[xx], including how well the request aligns with the college mission and strategic goals. As depicted in the blue section of Figure 4 below, the VPAS develops the college budget each year based on the resource prioritization process conducted by PBC and the College President's subsequent decisions based on the PBC recommendations. The VPAS returns to the PBC, iteratively, with drafts of the college budget to explain how the budget reflects the mission-driven priorities set by the PBC. In this way, the PBC ensures that the College's mission and goals for student learning and achievement drive resource allocation decisions[xxi].

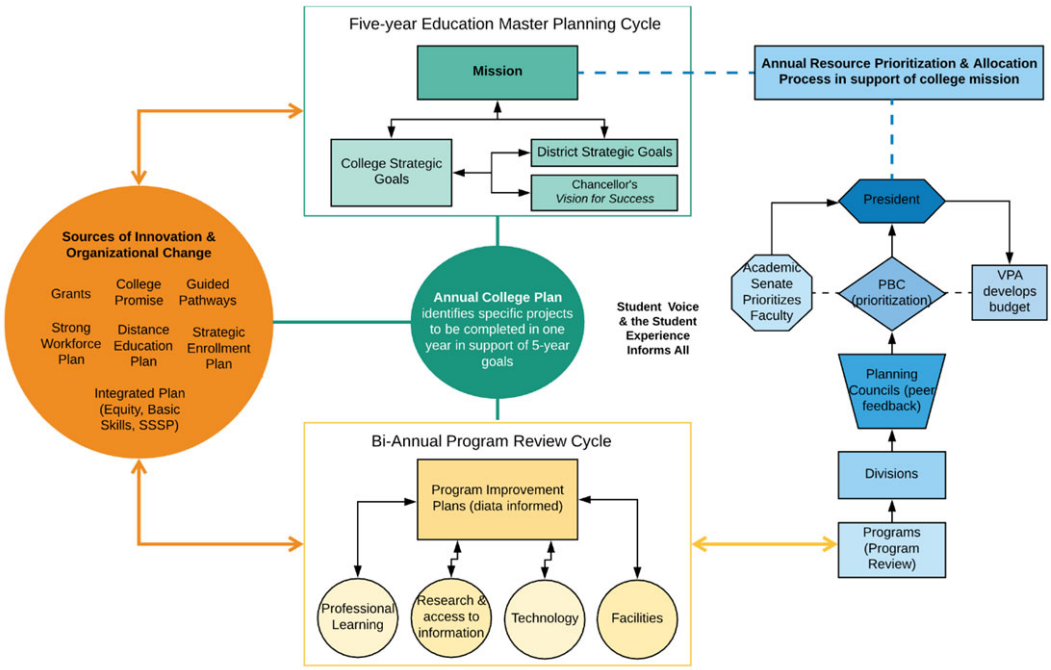


*Figure 20: Cañada College Five-Year Educational Master Planning Cycle*

### *Annual Planning*

Beginning in 2018, the College revised its annual strategic planning process[xxii] in response to its newly updated Educational Master Plan. Rather than provide periodic progress reports on elements of the EMP, the College, under direction from the PBC, creates an annual strategic plan which:

- Sets forth the activities to be implemented in one year to support the achievement of the five-year goals articulated in the Education Master Plan, which are in support of achieving the College Mission; and,
- Is a synthesis of objectives, strategic initiatives, and activities of other college plans, grant deliverables, and recent mandates from the State Chancellor's Office.

This synthesis provides the operational steps that college constituents, through the auspices of the Planning Councils, will take to implement the priorities set by the College each year—all of which support achieving the college mission and strategic goals. The process is described in Figure 20.

***4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)***

***Evidence of Meeting the Standard***

I.A.4-1 College Catalog Mission, Vision and Values
I.A.4-2 College Mission, Vision and Values website
I.A.4-3 EMP planning process
I.A.4-4 EMP Survey of Campus Feedback on the Current Mission Statement, Flex Day, 11 October 2017

I.A.4-5 PBC meeting to discuss the college mission, as part of the EMP process (September 20, 2017)
I.A.4-6 PBC meeting to update the college mission, as part of the EMP process (October 4, 2017)
I.A.4-7 PBC meeting to approve the updated College Mission, Vision and Values (May 2, 2018)
I.A.4-8 SMCCCD Board of Trustees meeting to approve Cañada's EMP, which includes the updated mission, vision and values

***Analysis and Evaluation***

The 2017-18 PBC task force, along with the Education Master Planning team, used a SWOT (Strengths Weaknesses Opportunities Threats) analysis to review and update the mission statement. As part of the EMP team's process[xxiii], they conducted a campus-wide survey to gather feedback on proposed changes to the Mission[xxiv]. Because of the input, the EMP team updated the Mission statement[xxv] and presented it to PBC[xxvi], which ultimately approved the new Mission statement[xxvii]. The new mission statement was the approved by the Board of Trustees[xxviii].

Cañada College publishes its mission statement in all course schedules, course catalogs[xxix], Education Master Plans, Annual Plans, and on the College website[xxx].

***Conclusions on Standard I.A. Mission***

[insert response]

***Improvement Plan(s)***

I.A.3: Improving the connection between equity and the college mission:

Cañada College programs and services are regularly aligned with its mission during its annual program review process. The college mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement through a five-year education master planning process that governs other college planning, as well as annual strategic planning, decision-making, and resource allocation. The College recognizes that there needs to be a continual effort made to ensure that equity is at the forefront of our mission, vision and values. By continuing to work with the college's ACES committee, the ties between equity and the college mission will be strengthened in the future.

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[i] I.A.1-1
[ii] I.A.2-2
[iii] I.A.2-5
[iv] I.A.2-6
[v] I.A.2-3
[vi] I.A.2-4
[vii] I.A.2-1
[viii] I.A.2-8
[ix] I.A.2-9
[x] I.A.2-7
[xi] I.A.3-12
[xii] I.A.3-2
[xiii] I.A.3-9
[xiv] I.A.3-3
[xv] I.A.3-11
[xvi] I.A.3-10
[xvii] I.A.3-4
[xviii] I.A.3-5
[xix] I.A.3-8
[xx] I.A.3-7
[xxi] I.A.3-6
[xxii] I.A.3-1
[xxiii] I.A.4-3
[xxiv] I.A.4-4
[xxv] I.A.4-5
[xxvi] I.A.4-6
[xxvii] I.A.4-7
[xxviii] I.A.4-8
[xxix] I.A.4-1
[xxx] I.A.4-2

## B. Assuring Academic Quality and Institutional Effectiveness: Academic Quality

***1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.***

***Evidence of Meeting the Standard***

I.B.1-1 Academic Senate (ASGC) website
I.B.1-2 ASGC Meetings and Minutes
I.B.1-3 Academic Committee on Equity and Success (ACES)
--------- ACES Meeting Minutes
I.B.1-4 AFT 1493/SMCCCD Contract, Appendix G: Faculty Evaluations, Evaluation Procedures (includes discussion on tenure review)
I.B.1-5 Administrative Planning Council (APC) website
I.B.1-6 APC Meetings and Minutes
I.B.1-7 ASLT Division Meeting Agendas and Minutes
I.B.1-8 Business, Design and Workforce Division Meeting Agendas and Minutes
I.B.1-9 Center for Innovation and Excellence in Teaching and Learning (CIETL) website
I.B.1-10 Counseling Center Minutes
I.B.1-11 Curriculum Committee website
I.B.1-12 Curriculum Committee Minutes
I.B.1-13 DEAC website
I.B.1-14 DE Strategic Plan, 2017-2019
I.B.1-15 Humanities and Social Sciences Division Meeting Agendas and Minutes
I.B.1-16 Instructional Planning Council (IPC) website
I.B.1-17 IPC Meetings and Minutes
I.B.1-18 Kinesiology, Athletics and Dance Department (KAD) website
I.B.1-19 Participatory Governance Manual (PGM)
I.B.1-20 Planning and Budgeting Council (PBC) website
I.B.1-21 PBC meeting discussing program review
I.B.1-22 Professional Learning Committee
I.B.1-23 Professional Learning Plan
I.B.1-24 Professional Learning, Flex Day Resources
I.B.1-25 Program Review website
I.B.1-26 Program review forms
I.B.1-27 Science and Technology Division Meeting Agendas and Minutes
I.B.1-28 Student Services Planning Council (SSPC) website
I.B.1-29 SSPC Meetings, Agendas and Minutes

***Analysis and Evaluation***

Cañada College sustains substantive and collegial dialogue with respect to issues on student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement in a number of collaborative settings:

1. Participatory Governance Committees (PBC[i], which is informed by the IPC[ii], SSPC[iii], and APC[iv])
2. The Academic Senate[v]
3. The Curriculum Committee[vi], a subcommittee of the Senate
4. The Professional Learning Committee[vii]
5. The Distance Education Advisory Committee[viii]

6. The Academic Committee on Equity and Success (ACES)[ix]
7. The Center for Innovation and Excellence in Teaching and Learning (CIETL)[x]
8. Division Meetings (both Instructional and Student Services[xi], [xii], [xiii], [xiv], [xv], [xvi])

The College's participatory governance bodies[xvii], which are composed of the various planning councils along with the ASGC, are the primary forums for discussion regarding institutional effectiveness and continuous improvement of student learning and achievement, with the discussions and tasks being continued and carried out in division and department meetings.

The ACES Committee leads campus-wide discussions related to equity in student outcomes and creating dialogue and improving practice to address inequities.

Both the Academic Senate[xviii] and the Curriculum Committee[xix] also discuss issues related to student equity and continuous improvement of student learning and achievement with respect to courses and programs. Tenure review is handled in accordance with the guidelines set out in the AFT/SMCCCD Contract[xx].

The Distance Education Advisory Committee focuses on these aspects with respect to our distance education offerings.

The College Program Review[xxi] process is an annual, data-informed, collegial exercise during which programs reflect on their student outcome data and plan for making improvements in academic quality, equity, and institutional effectiveness. Many questions that are part of program review documents[xxii] spur discussions among faculty, staff and administrators around equity, institutional effectiveness and academic quality. Both the Planning Councils (IPC[xxiii], SSPC[xxiv] and APC[xxv]) and the PBC[xxvi] discuss program review reports, with the latter focusing on the resource requests primarily.

Flex Day sessions, led by the Professional Learning Committee, often result in collegial discussions regarding student equity and academic quality. Resources[xxvii] and discussions that result from these sessions are posted to the Professional Learning website.

Academic quality and improvement of student learning are also discussed by the Professional Learning Committee[xxviii], which includes membership from faculty, staff, administration, and students, and is headed by the CIETL Coordinator and the Dean of Academic Support and Learning Technologies. Committee meetings and agendas are posted on their site for further dissemination. This dialogue is also reflected in the Professional Learning Plan[xxix] and the DE Strategic Plan[xxx].

### *2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)*

***Evidence of Meeting the Standard***

I.B.2-1 Cañada Catalog, 2018-2019
I.B.2-2 Curriculum Review Cycles
I.B.2-3 CurricUNET (course outlines of records; searchable)
I.B.2-4 Employee Voice Survey 2016
I.B.2-4 Instructional Program Review
I.B.2-5 PBC meeting discussing ILO results.

I.B.2-6 PBC meeting minutes discussing the Annual Strategic Plan 2018-2019 and program review, and the adoption of the Strategic Enrollment Management Plan (November 7, 2018

I.B.2-7 SLO Coordinator position

I.B.2-8 Student Services Program Review

I.B.2-9 Three-Year SLO and PLO Assessment Plans

I.B.2-10 SMCCCD TracDat

***Analysis and Evaluation***

Cañada defines student learning outcomes for all instructional programs and learning support services in the Curriculum Review Cycle[xxxi]. Program learning outcomes are posted publicly in the college catalog[xxxii]. Instructional programs must also review their course outlines of record for all courses in the program every five years, with every career and technical education program reviewing their course outlines of record[xxxiii] every two years. In these curriculum reviews, the programs review the SLOs for their courses. Student learning outcomes for student support services are defined in Student Services Program Review[xxxiv].

All instructional and learning support programs plan their SLO assessments with their three-year assessment plans[xxxv]. All SLO assessment results are stored in a TracDat database[xxxvi]. Instructional and Student Services Program Review requires participants to review SLO assessment results and identify areas of success and needed improvement in their programs. These responses are used to plan program objectives and to provide supporting evidence for resource requests[xxxvii].

As an institution, conducting and improving assessment has been examined closely over the past several years. In fact, the results from a college-wide Governance Survey conducted in Spring 2016[xxxviii] found reporting on SLOs were: (1) a waste of time, especially at the Institutional level, and (2) confusing with regard to TracDat and data reports—identified a need for additional training.

In response to the survey results, starting in the Fall of 2016, a group of five faculty, one representative from each division, were selected from a pool of applicants to participate as Teaching, Learning and Assessment (TLA) coaches. Funded for a 1-year term through ACES, the purpose of the TLA coaches is to assist faculty in improving their course- and program-level assessment plans specific to SLOs and PLOs. Furthermore, the TLAs were to increase the awareness of assessment and the perception surrounding assessment on campus with the goal of improving pedagogical approaches to assessment. The TLA coaches work with the TLA core team consisting of the college's Faculty Assessment Coordinator, Instructional Technologist, Dean of Planning, Research, and Institutional Effectiveness and the Vice President of Instruction. This program has fulfilled its initial task, and has been suspended; currently the Instructional Assessment Coordinator[xxxix] and the Instructional Technologist fill these roles. Should the need for this committee to be reactivated arise, the Academic Senate, Curriculum Committee, and the IPC will discuss this and move forward.

***3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)***

***Evidence of Meeting the Standard***

Flex Day agendas containing Institution-Set Standard data presentations

I.B.3-1 Institution-Set Standards

I.B.3-2 PBC meeting discussing the Strategic Enrollment Plan 2018-2020 minutes (November 7, 2018)

I.B.3-3 PBC meeting discussing the Institution-Set Standards (November 2018)

I.B.3-4 PBC meeting discussing the adoption of the Chancellor's *Vision for Success* goals (Jan. 2019)

I.B.3-5 The process to develop the Educational Master Plan includes a review of Institution Set Standard data

***Analysis and Evaluation***

Every year, the PBC reviews its institution-set standards for student achievement, aligned to the College's mission, and assesses how well the College is achieving those Standards and sets new ones as aspirational goals for the future. The PRIE Office publishes the data and related reports on its website as well as the PBC website. The College President sends the information to the entire campus in her Weekly Update. The college set standard data are discussed and acted upon by participatory governance committees, principally the Planning and Budgeting Council. They are also discussed at various Flex Day activities to which they pertain, particularly those related to developing college-wide plans such as the Educational Master Plan and Student Equity and Achievement Plan. The College is in the process of updating its set standards to align with the Chancellor's Office *Vision for Success* and the related new Student Success Metrics. In January, 2019, the PBC adopted college-specific goals aligned with the Chancellor's goals.

***4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.***

***Evidence of Meeting the Standard***

I.B.4-1 PBC Resource Prioritization Rubric

I.B.4-2 Program Development, Improvement, and Termination Process

I.B.4-3 Program review data packets

I.B.4-4 SMCCCD Board Policy 6.13

I.B.4-5 SMCCCD TracDat

I.B.4-6 Streamlining the Program Review Process presentation to PBC

***Analysis and Evaluation***

The College uses assessment data and organizes its institutional processes to support student learning and achievement by requiring programs to analyze their student learning outcome assessment data and their program's retention and persistence data to inform program goals, objectives and resource requests in the college's program review process. As outlined in Board Policy 6.13[xl], curriculum development, program review and program viability[xli] are the purview of the college, in a joint effort between the ASGC and the Office of Instruction. Any changes to instructional programs must be supported by data and the program review process.

First, the Program Review process requires faculty, student services personnel, and administration to engage in dialogue as a response to course success data, persistence data, SLO-, SAO- and PLO-related questions. All program review data are entered into TracDat[xliii] and are posted on the Program Review website. All assessment data is also stored in TracDat to which faculty, administrators, and staff have unlimited access. The Program Review data packets[xliii] allow faculty and staff to analyze and reference for the Program Review responses. Data packets are developed for all programs and they include data on course success, persistence, and other student achievement outcomes by program and learning modality.

In order to strengthen the college's program review process, the PRIE Office and the College's Instructional Technologist put forward a streamlined program review process[xliv] that outlines where and how each program's analysis informs budgeting and other college-wide decisions. In particular, the PBC now uses a newly updated prioritization rubric[xlv] to rank the resource requests made in program review. One of the four criteria requires reviewers to rate how well a resource request supports student learning outcomes, which impacts each resource requests prioritization ranking. that outlines where and how each program's analysis informs budgeting and other college-wide decisions. In particular, the PBC now uses a newly updated prioritization rubric[xlvi] to rank the resource requests made in program review.

### *5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.*

***Evidence of Meeting the Standard***

I.B.5-1 Annual Graduate Surveys (2014-2018)
I.B.5-2 Annual Strategic Plan
I.B.5-3 Educational Master Plan (EMP)
I.B.5-4 EMP College Goals
I.B.5-5 EMP Strategic Initiatives
I.B.5-6 ILO Survey results
I.B.5-7 PBC meeting to adopt the most recent EMP and create a task force to conduct annual updates (September 5, 2018)
I.B.5-8 PBC meeting to discuss 2018 Annual Graduate Survey results
I.B.5-9 Program review data packets
I.B.5-10 Program review forms
I.B.5-11 SLO and PLO mapping to ILOs
I.B.5-12 SMCCCD Strategic Plan

***Analysis and Evaluation***

The institution assesses accomplishment of its mission through the college's program review process by requiring programs to review their program's alignment with the college's mission[xlvii]. Programs use disaggregated data[xlviii] to analyze the current state of their program and to inform new objectives, action plans and resource requests set forth in the program review.

The institution assesses accomplishment of its mission through the evaluation of goals and objectives by posting yearly progress reports[xlix] on achievement of the goals[l] and initiatives[li] of

the EMP[lii]. With the adoption of the most recent EMP, a task force was convened by PBC[liii] to outline how this yearly update process will continue.

The institution also assesses accomplishment of its mission through the evaluation of student learning outcomes by surveying recent graduates[liv] on their level of achievement of institutional learning outcomes, which are derived from the college's mission, and by requiring faculty to map their course and program student learning outcomes to institutional learning outcomes[lv] in TracDat. Regardless, all faculty, staff and administrators can access ILO mapping data in order to assess how well their students are meeting ILOs in TracDat when needed.

***6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.***

***Evidence of Meeting the Standard***

I.B.6-1 Administrative Program Review Form
I.B.6-2 Instructional Program Review Form
I.B.6-3 Program review data packets
I.B.6-4 Student Services Program Review Form

***Analysis and Evaluation***

The College disaggregates and analyzes learning outcomes and achievement for subpopulations of students by providing programs and departments with equity supplements to their program review data packets[lvi] and requiring them to enter their analysis of this data in their program review responses. Administrative[lvii], Instructional[lviii] and Student Services[lix] programs analyze these data in order to address various subpopulations of the student body with respect to student success, persistence, and retention, among other important metrics. These data become the focal points of many discussions throughout participatory governance bodies, as well as division meetings, at the behest of the PBC.

When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps. The efficacy of those strategies is evaluated in follow-up reflection questions in the next program review cycle. More specifically, each program review report requires reflection and discussion of prior action plans, the impact of resource allocations, and the impact of staffing changes. Programs further discuss future needs based on these reflections and discussions and address gaps. This analysis, reflection, and discussion is described in further detail in Standard I.B.4 on page 50.

***7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.***

***Evidence of Meeting the Standard***

I.B.7-1 Academic Senate Governing Council (ASGC) Meetings
I.B.7-2 Annual participatory governance survey (2018)
I.B.7-3 District Participatory Governance Council (DPGC)

I.B.7-4 PBC meeting to discuss the annual participatory governance survey (May 2018)
I.B.7-5 Planning and Budgeting Council (PBC)
I.B.7-6 SMCCCD Board Policies and Procedures
I.B.7-7 SMCCCD Board Policy 2.06

***Analysis and Evaluation***

The College regularly evaluates its policies and practices across all areas of the institution[lx], including instructional programs, student and learning support services, resource management, and governance processes. Through established participatory governance processes and committees[lxi], each constituency groups reviews and reflects on relevant practices and practices related to instructional programs and service areas. Annually, through an anonymous survey[lxii], employees-at-large have the opportunity to provide feedback about the participatory governance process with the results disseminated and discussed at the last Planning and Budgeting Council meeting of the academic year[lxiii]. Furthermore, the District Participatory Governance Council[lxiv], with representation from staff, faculty, administration and student, reviews and makes recommendations to the Board on relevant board policies and administrative procedures[lxv].

***8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.***

***Evidence of Meeting the Standard***

I.B.8-1 ILO survey results for 2017-2018
I.B.8-2 PBC meeting discussing ILO results for 2017-2018 (November 2018)
I.B.8-3 PBC meeting with presentation of Institution-Set Standards (November 2018)
I.B.8-4 President's Weekly Update discussing the ILO results
I.B.8-5 EMP newsletter discussing results of SWOT analysis

***Analysis and Evaluation***

Through the participatory governance structure[lxvi], president's weekly message[lxvii], and public website[lxviii], Cañada College communicates the results of all of its assessment and evaluation activities and encourages dialogue regarding institutional strength and weaknesses in order[lxix] to have a shared understanding of the priorities and mission of the college. Institutional assessment and evaluation results are distributed widely and shared through participatory governance processes[lxx] and various online methods.

***9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)***

***Evidence of Meeting the Standard***

I.B.9-1 Annual Strategic Plan 2018-19
I.B.9-2 Education Master Plan (Strategic Plan) Progress Reports 2014-17
I.B.9-3 IPC Program Review Feedback Template

I.B.9-4 PBC meeting minutes discussing Program Review Resource Prioritization (December 5, 2018)
I.B.9-5 PBC meeting minutes discussing the Annual Strategic Plan 2018-2019 and program review, and the adoption of the Strategic Enrollment Management Plan (November 7, 2018)
I.B.9-6 PBC Position Request Forum presentations and campus feedback, Fall 2018
I.B.9-7 PBC Resource Prioritization Rubric
I.B.9-8 President's Weekly Update announcing the results of the position request forums (December 2018)
I.B.9-9 Program Review example from Biological and Health Sciences
I.B.9-10 Program review data packet for Biological and Health Sciences (productivity, student characteristics, efficiency, and student equity)
I.B.9-11 Program Review, including the processes and procedures

***Analysis and Evaluation***

Cañada College engages in continuous, broad based, systematic evaluation and planning through program review, planning and resource allocation. Instructional, student services, and administrative program review processes occur biennially, with the entire process being guided by the college mission. Annual planning is initially driven by a the EMP, with annual strategic plans[lxxi], [lxxii] guiding all planning decisions. These annual plans inform program review and resource allocation.

The program review process[lxxiii] involves a self-reflection and evaluation of past and current state of program, as well as planning for the future. Programs[lxxiv] are asked to respond to student achievement data[lxxv], student and program learning outcomes, community needs, and resource needs. The program reviews are peer-reviewed[lxxvi] at respective governing councils, with subsequent documentation being shared publicly on the website for each respective type of program review. Through the program review process, the programs plan for how they will achieve their goals in serving students and fulfill the college mission. Additionally, through program review each program can indicate any requested resources that would aid them in achieving said goals. At the end of this program review process, the planning councils engage in a prioritization of resource requests[lxxvii], and the Planning and Budgeting Council makes recommendations to the President[lxxviii]. Resource requests can be submitted annually so as to meet the needs of the program and the college both in the short-term and in the long-term.

The Planning and Budgeting Council acts upon any requests for the hiring of personnel[lxxix] that are submitted via program review, with additional support from the Academic Senate with respect to hiring of faculty. The entire campus community also participates in the informative process, with the ultimate decision made by the President. Adjunct faculty and part-time staff are hired on an as-needed basis.

***Conclusions on Standard I.B. Academic Quality and Institutional Effectiveness***

[insert response]

***Improvement Plan(s)***

From I.B.1, with respect to Participatory Governance structure: (From Karen) How do these all relate to each other??? It seems like our dialogue is disjointed, as is our ability to be effective and do anything that will improve student learning

From I.B.5: Likewise, a process may be needed to ensure that ILO mapping data from TracDat is analyzed and incorporated into the processes outlined above.

---

[i] I.B.1-20
[ii] I.B.1-16
[iii] I.B.1-28
[iv] I.B.1-5
[v] I.B.1-1
[vi] I.B.1-11
[vii] I.B.1-22
[viii] I.B.1-13
[ix] I.B.1-3
[x] I.B.1-9
[xi] I.B.1-7
[xii] I.B.1-8
[xiii] I.B.1-10
[xiv] I.B.1-15
[xv] I.B.1-18
[xvi] I.B.1-27
[xvii] I.B.1-19
[xviii] I.B.1-2
[xix] I.B.1-12
[xx] I.B.1-4
[xxi] I.B.1-23
[xxii] I.B.1-26
[xxiii] I.B.1-17
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[xxv] I.B.1-6
[xxvi] I.B.1-21
[xxvii] I.B.1-24
[xxviii] I.B.1-22
[xxix] I.B.1-23
[xxx] I.B.1-14
[xxxi] I.B.2-2
[xxxii] I.B.2-1
[xxxiii] I.B.2-3
[xxxiv] I.B.2-9
[xxxv] I.B.2-10
[xxxvi] I.B.2-11
[xxxvii] I.B.2-7

[xxxviii] I.B.2-4
[xxxix] I.B.2-7
[xl] I.B.4-4
[xli] I.B.4-2
[xlii] I.B.4-5
[xliii] I.B.4-3
[xliv] I.B.4-6

[xlvi] I.B.4-1
[xlvii] I.B.5-10
[xlviii] I.B.5-9
[xlix] I.B.5-2
[l] I.B.5-4
[li] I.B.5-5
[lii] I.B.5-3
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[lv] I.B.5-11
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[lx] I.B.7-7
[lxi] I.B.7-5
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[lxxiv] I.B.9-9
[lxxv] I.B.9-10
[lxxvi] I.B.9-3
[lxxvii] I.B.9-7
[lxxviii] I.B.9-4
[lxxix] I.B.9-6

## C. Institutional Integrity

***1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)***

***Evidence of Meeting the Standard***

I.C.1-1 Accreditation website
I.C.1-2 College Catalog review process
I.C.1-3 College Catalog, Accreditation webpage
I.C.1-4 College Catalog, Mission, Vision and Values
I.C.1-5 Office of Marketing and Outreach
I.C.1-6 PBC meeting discussing updates to the college website (October 17, 2018)

***Analysis and Evaluation***

The Marketing and Outreach Department[i] takes the lead on ensuring that the College communicates clearly, accurately, and with integrity in print and online. To achieve this, the Department works closely with other offices—most notably the Offices of Instruction, Student Services, Administrative Services, and PRIE—who are ultimately responsible for the accuracy and reliability of the information about instructional programs and policies, student services and programs, operational information, and the college mission, research and planning information respectively.

In preparation for publishing the College Catalog once a year and the schedule of classes three times a year, the Visual Communications Coordinator in the Department of Marketing and Outreach leads a review process[ii] involving key staff from all of the offices listed above. The Coordinator begins each publication cycle with an email to all relevant staff in which deadlines are set and responsible persons identified for updating and verifying the accuracy of all information in those documents.

- The College's Office of Instruction is responsible for ensuring that up-to-date, clear, accurate, reliable information about its educational programs and learning outcomes are provided in the College Catalog and related websites.
- The Office of Student Services is responsible for ensuring that all information related to all student services including orientation, enrollment, registration, counseling, financial aid, and others are clear, accurate, and reliable and are provided to the Marketing and Outreach Department in a timely manner.
- The Office of Administrative Services is responsible for ensuring that all policies and practices and operational information is given to the Marketing and Outreach Department.
- The Office of PRIE is responsible for ensuring that the most current version of the college mission statement[iii] is provided to the Marketing and Outreach Department for inclusion in the catalog, the website, and in printed posters and other documents that are posted throughout the campus and in printed materials.

When changes occur or are submitted after the close of the editing period for the schedule or print catalog, the Visual Communications Coordinator, Web Programmer, and Office of Instruction are notified and responsible for publishing the amendments and corrections in the college catalog and website. These changes are then applied to the appropriate sections of our website and catalog webpages. All amendments, additions, and archives are also kept online, and are updated regularly.

The Marketing and Outreach Department, and the College Web Programmer Analyst specifically, are responsible for monitoring and facilitating updates to all other parts of the college website. Once each year, they work with the PBC[iv], which includes all of the managers at the college, to conduct a regular review cycle of website content for each division, department, and program. Each department or program is responsible for maintaining accurate content on their web page. The College Web Programmer Analyst supports and verifies their efforts to assure accuracy, reliability and integrity in information across the college website. Once PBC approves new mission, vision, and values statements, the Marketing and Outreach Department ensures that it is updated on the website[v] and the catalog[vi], as well as all other relevant documents.

The Marketing and Outreach Department uses these processes throughout the year to update the College's catalog, schedule, publications, reports, website, and accreditation status. It leads a process that holds the Offices of Instruction, Student Services, Administrative Services, PRIE –as well as all the college managers—accountable to submitting and verifying that the parts of the catalog, schedule, and other publications and online information is clear, accurate, and has integrity.

### *2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements". (ER 20)*

***Evidence of Meeting the Standard***

I.C.2-1 Catalog and Schedules webpage
I.C.2-2 College Catalog

***Analysis and Evaluation***

The Marketing and Outreach Department leads a college-wide effort to review, update, publish, and disseminate the College Catalog in print and online annually.

Individuals involved in overseeing the process of approving the new catalog include, but are not limited to, the Visual Communications Coordinator, Web Programmer Analyst, Director of Marketing, the Curriculum Specialist in the Office of Instruction, and the Student Services Team; there is significant institutional research and input from faculty, staff, administration, and District ITS services. The process outlined in 1.C.1 on page 57 ensures the information is precise, accurate, and current.

The College established an updated catalog website[vii] during the 2017-18 academic year to ensure that information concerning programs, locations, and policies is current and represented accurately in each new edition of the catalog for all required details listed in Catalog Requirements. The new catalog website is a responsive and searchable database that provides students, employees, and community members ease of access, searchable programs and

courses, and printable catalog sections. The online catalog is easily printable through the accessible PDF the website generates.

Cañada College is a Hispanic Serving Institution (HSI). As such, each year's catalog contains critical information in Spanish, relating to student services information, and non-discriminatory policies translated into Spanish.

The Marketing and Outreach Department maintains an ongoing addendum to the catalog—as needed—throughout the year and posts it on the website. Amendments include, but are not limited to, C-ID approvals by the state, curriculum changes, policy changes, errors, and major student services additions.

*Dissemination Process:* After the Marketing and Outreach Department receives the printed College Catalogs or Schedules[viii], it sends an email to five key points of student contact on campus, as well as all of the administrative and Division assistants. The Mail Room Clerk is also carbon copied so their office is aware of the delivery. The five points of contact are the CBET (Community-based English Tutoring) office, the Outreach office, the Library, the Learning Center, and the Welcome Center.

Each contact is responsible for determining the number of catalogs (or schedules) needed for their office or department. They then reply to the Visual Communications Coordinator and the Mail Room Clerk with the total number of copies needed. The Mail Room Clerk is responsible for distributing hard copies of the Catalog as well as all mail, schedules, printed booklets, materials, delivered packages, and other items as needed to meet the needs of our students and employees.

### *3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)*

***Evidence of Meeting the Standard***

I.C.3-1 Agenda for the President's Advisory Council meeting, July 26, 2018
I.C.3-2 Agenda for the President's Annual Luncheon, October 23, 2018
I.C.3-3 ILO Assessment website
I.C.3-4 ILO Graduation Survey Results
I.C.3-5 Institution-Set Standards
I.C.3-6 Meeting agenda for the Sequoia Union School District Board meeting, February 6, 2019
I.C.3-7 Olive Hill Press newsletter
I.C.3-8 PBC meeting discussing ILOs (November 7, 2018)
I.C.3-9 PBC minutes regarding Institution Set Standards and goal-setting (January 16, 2019)
I.C.3-10 President's Weekly Update discussing ILOs (November 9, 2018)
I.C.3-11 Program Review Data Packets for 2018-2019 Program Review
I.C.3-12 Scorecard of Student Success Metrics
I.C.3-13 SLO and PLO Assessments
I.C.3-14 SMCCCD Board of Trustees Meeting for 28 March 2018 (p. 9, Item 18-3-4C, Student Success Scorecard Report)
I.C.3-15 SMCCCD Board of Trustees Meeting for 12 September 2018 (p. 2-6, Item 18-9-1C, Update on District Strategic Plan)
I.C.3-16 SMCCCD District Strategic Plan

I.C.3-17 Student Success and Retention Dashboard (disaggregated)

***Analysis and Evaluation***

Cañada College uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. It does so in a number of ways:

*District Strategic Plan and Metrics*

The San Mateo Community College District has a comprehensive Strategic Plan[ix] with clear goals related to student achievement. These goals are described in the plan and the related metrics are presented in publicly accessible data dashboards on the District website. Cañada College's progress towards these goals for student achievement are regularly presented and discussed at Board of Trustee meetings[x, xi].

*Institution-Set Standards and Data Dashboards*

Cañada College set minimum standards[xii] as well as stretch goals for student learning and achievement every year. The PBC[xiii] reviews the college benchmarks and any progress made. It then sets new targets every year as part of its Institution Standard Setting and reporting to the ACCJC. These standards and corresponding benchmark data are available on the College PRIE website, the PBC agendas and minutes, as well as the President's Weekly Updates.

In addition, the PRIE Office makes interactive data dashboards available to the public on its website[xiv] that shares detailed information on student success rates by subject and course, disaggregated by race and ethnicity, gender, and a number of other variables.

*Student Learning Outcomes and Institutional Learning Outcomes*

The Office of Instruction and the PRIE Office work together to document results of SLO assessments, PLO assessments, and ILO evaluations on the College's Student Learning Outcomes website[xv]. As discussed in Standard I.B.2 on page 48, instructional programs post their SLO and PLO assessments and results in TracDat on the basis of a regular schedule set by the College's Assessment Coordinator and Instructional Technologist. These are made available on the College's SLO website.

The PRIE Office documents and makes public an annual assessment of Institutional Learning Outcomes which it posts to the SLO[xvi] and PRIE[xvii] websites. It also presents these results annually to the PBC and the President includes a link to the results in her Weekly Update[xviii].

*Chancellor's Office Scorecard and new Student Success Metrics*

In past years, the College has provided an explanation of and a link to the College's Student Success Scorecard and has presented this information annual to its Board of Trustees.

With the recent adoption by the State Chancellor's Office of the Student Success Metrics, in alignment with the Chancellor's *Vision for Success,* the College is working with its sister colleges and district colleagues to develop a new scorecard and dashboards. In developing the College's Quality Focus Essay for this ISER, the PBC utilized the Student Success Metrics tool in Cal-PASS Plus. This work is ongoing, with the metrics published online[xix].

*Program Review*

One of the primary ways the College collects assessment data[xx] on student achievement and student learning, and makes determinations regarding their meaning is our annual Program

Review process; this is described in further detail in Standard I.B.4 on page 50. All of the data on student learning and achievement and program reflections on past and future program improvement plans can be found on the College's Program Review website. Each program's past and current program reviews and related data are available to the public on this website.

*Communication to the Public*

The College makes its data and analysis public to internal and external stakeholders in a number of different ways:

- Presentations to the Board of Trustees. Both the District Strategic Plan and related metrics and the College Scorecard are routinely presented publicly at SMCCD Board meetings.
- Presentations to the Sequoia Union School District Board. President Moore regularly address the SUSD Board to provide information on SUSD student outcomes and strategies for improving them.
- Presentations to the President's Advisory Council.
- Presentations at the President's Annual Luncheon.
- On the College website: Fact Sheets; data dashboards; program-specific data packets; Institution-Set Standards and College Benchmark reports, among other reports are available on the College website.
- The President's Weekly Update[xxi] includes updates and links to all of the reports and presentations made by the PRIE Office related to the above.
- *The Olive Hill Press*[xxii] is published periodically and disseminated to current and potential students and contains information related to the above.

### *4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.*

***Evidence of Meeting the Standard***

I.C.4-1 Cañada College Catalog
I.C.4-2 Catalog and Schedule webpage
I.C.4-3 Degrees and Certificates websites
I.C.4-4 Degrees and certificates information in the Catalog

***Analysis and Evaluation***

The College offers the most current information regarding its certificates and degree programs on the Degrees and Programs website[xxiii] and in the course catalog[xxiv]; both sites are available to potential students and the public. All programs speak to their purpose in addition to the content and course requirements, such as unit requirements, required and elective/selective courses, transferability, general education requirements, program learning outcomes, and institutional learning outcomes. This information is kept up-to-date via our annual catalog review process and timeline, which is outlined in Standard I.C.2 on page 58.

***5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.***

***Evidence of Meeting the Standard***

I.C.5-1 Academic Senate By-laws
I.C.5-2 College Catalog
I.C.5-3 College Policies
I.C.5-4 Fees Policies in the Catalog (p. 16 in the print catalog)
I.C.5-5 Marketing Assistance Request Form
I.C.5-6 *Olive Hill Press* newsletter
I.C.5-7 Participatory Governance Manual
I.C.5-8 Participatory Governance Process Survey (results)
I.C.5-9 PGM Evaluation of Governance
I.C.5-10 Planning and Budgeting Council By-laws
I.C.5-11 SMCCCD Board of Trustees, Board Policy 1.10, Duties and Responsibilities of the Board
I.C.5-12 SMCCCD Board of Trustees, Policies and Procedures
I.C.5-13 Updated Compendium of Committees

***Analysis and Evaluation***

Cañada College regularly reviews institutional policies[xxv], procedures, and publications to ensure the integrity of both online and printed representations of its mission, programs, and services. It does so in a number of ways, as detailed below.

*District Policies and Procedures*

Most of the institutional policies and procedures that affect Cañada College are reviewed and adopted by the District Board of Trustees. Among the Board's essential duties are "to provide policy guidelines for staff through adoption and periodic review of District Mission and Goals Statement" and to "establish, enforce, and periodically review Board policies consistent with the goals and operation of the District and its Colleges."[xxvi]

To enable the Board to perform these duties effectively, the regular review of District policies[xxvii], procedures, and publications starts in the District Participatory Governance Council, and, in turn, funnels into the appropriate participatory governance bodies on each campus, if need be.

*Participatory Governance*

At Cañada, the PGM[xxviii] documents the processes and describes the pathways by which district and college-level policies and procedures are discussed and amended[xxix]. The roles and responsibilities of each of the College's participatory governance entities in regularly reviewing institutional policies and procedures are described in its Participatory Governance Manual and related websites. These include:

- The PBC's purpose[xxx] is to provide recommendations directly to the college president on matters pertaining to institutional priorities, policies, procedures, planning and budget development. The PBC meets every two weeks and reviews any changes to college policies.
- The Academic Senate[xxxi] assumes primary responsibility for making recommendations to the college administration and district in the areas of curriculum and academic and professional standards in areas referred to as 10+1.

- Other planning councils[xxxii] (Instruction, Student Services, and Administration) regularly review any other changes to colleges and procedures within their purview and make recommendations regarding changes to the PBC which then makes recommendations to the college president.

*Integrity in participatory governance*

To ensure the integrity of the College's participatory governance processes and effectiveness, the PBC and the College President share primary responsibility for assuring the process is evaluated each year by the PRIE Office. This evaluation includes an annual survey[xxxiii] of faculty, staff and students to gauge the strengths and weaknesses of the College's processes. The PBC reviews the results and makes changes as needed.

During the College's recent ISER preparation process, the PBC recognized that a number of committees were operating outside of the participatory governance process. As a result, it revised their roles, responsibilities, and reporting structure and created a Compendium of Committees[xxxiv] aligned with its Participatory Governance Manual to ensure that any programs or services resulting from their work were appropriately approved, implemented, and communicated with integrity.

*Integrity in publication of information*

The Marketing and Outreach Department is the required conduit for all publications involving the campus, including but not limited to the college catalog and course schedules, fliers and brochures, posters, website, and any other material that is associated with Cañada College. Through the material review process, the College ensures the most accurate and up-to-date versions of its materials, policies, and website.

The Department is responsible for working across the College to ensure that all of the College's publications contain the most accurate and reliable representations of its mission, programs, and services, as described in Standard I.C.1 on page 57. This Department ensures that all department heads, administrators, and other key personnel annually review and update institutional policies and procedures in its entirety before publication of the college catalog. This is discussed further in Standard I.C.2 on page 58.

The information is disseminated throughout the campus community via participatory governance representation at the division level, as well as announced via the *Olive Hill Press* newsletter[xxxv], which is distributed to the entire campus community via the Marketing and Outreach Department.

Publications, such as program handouts, brochures, schedule and catalog are subject to review and revision by the Marketing and Outreach Department. It works campus-wide with administrators and department leads to ensure the accuracy of any correction and/or update of information before it is physically printed or published on the College website. The process starts with submitting a Marketing Assistance Request Form[xxxvi]. Drafts are sent to and from appropriate faculty, classified professionals, participatory governance groups, and administrative stakeholders for review, with corrections and comments incorporated into the final version. This ensures that the information is represented in the appropriate college webpage or material accurately, and in agreement with our college mission.

The College launched a new, mobile-friendly website was launched in 2017, making the update process and presentation of policies and publications more streamlined throughout the college community. Through this change, the College reviewed all policies and procedures with the intent of presenting them in a more accessible and user-friendly format.

The Marketing and Outreach Departments also collaborates with the District's Accessibility Support Specialist and the District Accessible Technology Group, comprised of members from all three colleges and District Office of Technology, to further ensure that all documentation on college- and district-websites is fully accessible.

### *6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.*

#### *Evidence of Meeting the Standard*

I.C.6-1 Bookstore procedures for collecting textbook information from faculty
I.C.6-2 Cañada College Bookstore
I.C.6-3 College Catalog, Fee Policies
I.C.6-4 College Fees and Cashier's Office, Net Price Calculator
I.C.6-5 Fees website
I.C.6-6 SMCCCD WebSchedule (select 'Zero Textbook Costs')
I.C.6-7 SMCCD Board of Trustees, Board Policy 7.07, Non-Resident Student Tuition Fees

#### *Analysis and Evaluation*

Cañada College accurately informs current and prospective students regarding the total costs of education, including tuition, fees, and other required expenses, such as textbooks. The fees website[xxxvii] lists the student costs regarding tuition, fees, and other expenses including charges regarding materials, books, returned checks, health services, and transcripts among others. This includes non-resident fees, which are set in accordance with Board Policy 7.07[xxxviii]. Student refund policies and other charges are also posted on our website. Other locations where fees are listed include the college catalog[xxxix], class schedules, and student handbook. The Bookstore[xl] maintains up-to-date pricing of all course materials, and works with faculty[xli] to provide as many options as possible, including courses with zero textbook cost[xlii].

Cañada College provides a link to the Net Price Calculator[xliii] on the College website. The Net Price Calculator site presents potential students with a series of questions with respect to residency status, living arrangements, financial aid planning, age, marital status, and household income, in order to provide a snapshot of the 'Estimated Net Price After Grants and Scholarships' value at the end of the survey/calculator.

The College ensures that student fees are clearly stated on the college website, catalog, schedules, and student handbook. Fees and totals costs of attendance are communicated to the students in these stated materials, as well as in-person while being counseled and after they have enrolled in their courses for the respective term. The college's refund policy and extra student charges are also posted on the fees website.

***7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)***

***Evidence of Meeting the Standard***

I.C.7-1 College Catalog, About, Statement on Academic Freedom
I.C.7-2 Policies, Statement on Academic Freedom
I.C.7-3 SMCCCD Board of Trustees, Administrative Procedure 6.35.1, Academic Freedom
I.C.7-4 SMCCCD Board of Trustees, Board Policy 2.19, Nondiscrimination Policy
I.C.7-5 SMCCCD Board of Trustees, Board Policy 6.35, Academic Freedom

***Analysis and Evaluation***

Cañada College makes sure that the College's statement on Academic Freedom is accurately published on the College website[xliv]; the District publishes both the board policy[xlv] and the administrative procedure[xlvi] on Academic Freedom on their website. Board Policy 6.35 on Academic Freedom clearly states that, "[academic] freedom encompasses the freedom to study, teach, and express ideas, including unpopular or controversial ones, without censorship or political restraint. Academic freedom, rather than being a license to do or say whatever one wishes, requires professional competence, open inquiry and rigorous attention to the pursuit of truth." Responsibility to Academic Freedom is also posted in the college catalog[xlvii].

All constituencies of our campus community, including students, faculty, staff, and administration, are free to disseminate knowledge in our College without discrimination. Intellectual freedom is paramount at Cañada College, with our responsibility towards integrity clearly emphasized in all facets of our community. Board Policy 2.19 on nondiscrimination[xlviii] states that, "The District is committed to equal opportunity in educational programs, employment, and all access to institutional programs and activities."

Academic Freedom, along with other board policies, are reviewed by the District Participatory Governance Council, which includes representation of faculty and administrators, as well as by Associated Student Body on each campus. These board policies and procedures are disseminated throughout the campus, are reviewed through participatory governance committees, and then are brought back to the District Participatory Governance Council for final revisions.

The College publishes district board policies on academic freedom on its website and in its catalog. It provides an atmosphere of academic freedom for all students, staff, faculty, and administration.

***8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.***

***Evidence of Meeting the Standard***

I.C.8-1 Classified Employees Code of Ethics
I.C.8-2 College Catalog, Student Disciplinary Process
I.C.8-3 College Policies, Academic Integrity
I.C.8-4 College Policies, State Authorization—Complaint Process
I.C.8-5 College Policies, Student Code of Conduct
I.C.8-6 Faculty Resources Handbook
I.C.8-7 Kinesiology, Athletics and Dance Department, Mission Statement (language on compliance with Codes of Conduct)
I.C.8-8 New Student Handbook
I.C.8-9 SMCCCD Board of Trustees, Administrative Procedure 7.69.1, Student Code of Conduct
I.C.8-10 SMCCCD Board of Trustees, Board Policy 2.21, Professional Ethics
I.C.8-11 SMCCCD Board of Trustees, Board Policy 6.35, Academic Freedom
I.C.8-12 SMCCCD District Academic Senate Statement of Professional Ethics

***Analysis and Evaluation***

The College establishes and publishes clear policies and procedures that promote honesty, responsibility, and academic integrity among students and employees. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

District board policies and administrative procedures regarding honesty, responsibility and academic integrity are developed with the participation of the Academic Senate and other participatory governance groups.

Board-approved policies on student academic honesty are made public in multiple ways including on the Cañada College website[xlix], in the college catalog[l], in the Student Handbook[li], and on the list of SMCCCD Board Policies and Procedures[lii]. Additionally, the College has information on academic integrity and student disciplinary process[liii].

For faculty and staff, the College provides information in the Faculty Resources Handbook[liv], the District Board Policy on Professional Ethics[lv], and the Classified Employees Code of Ethics[lvi]. Additionally, the District Academic Senate has a statement on professional ethics[lvii] that is followed by all faculty in the district.

The College provides information on a variety of issues with respect to academic integrity and grievances and complaints[lviii].

All policies and procedures from the District and the College are clearly publicized in multiple places and media and are accessible to all. All constituencies are informed of these policies and procedures when they first enter the campus community and are continuously informed of them.

***9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.***

***Evidence of Meeting the Standard***

I.C.9-1 SMCCCD Board of Trustees, Board Policy 6.13, Curriculum Development, Program Review, and Program Viability

I.C.9-2 SMCCCD Board of Trustees, Board Policy 6.35, Academic Freedom

I.C.9-3 SMCCCD District Academic Senate Statement of Professional Ethics

***Analysis and Evaluation***

Cañada College faculty address the importance of distinguishing between personal conviction within the learning environment and professionally accepted views in a discipline. This is evident from institutional policy to faculty training and evaluation as outlined in the District Academic Senate Statement of Professional Ethics[lix], as well as the district policy on academic freedom[lx]. The College Curriculum Committee is responsible for reviewing professionally accepted discipline views which is also carefully vetted by the division, in accordance with Board Policy 6.13[lxi].

***10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.***

***Evidence of Meeting the Standard***

I.C.10-1 College Catalog, Student Conduct, Student Code of Conduct

I.C.10-2 College Policies

I.C.10-3 College Policies, Student Code of Conduct

I.C.10-4 Faculty Peer Evaluation, Classroom Observation

I.C.10-5 Mission, Vision and Values Statements

***Analysis and Evaluation***

Cañada College is a public educational institution, and as such it does not attempt to conform, or instill specific beliefs or worldviews in its classified professionals, faculty, administrators, or students. It encourages a wide variety of beliefs and opinions amongst its campus community. To instill specific beliefs or world views does not apply to Cañada College, as open discussion is encouraged to understand different viewpoints and strive towards equity as outlined in our Mission, Vision, and Values[lxii]. Faculty, as a part of the Peer Evaluation[lxiii], are observed in the classroom, including whether they create an open environment for the free expression of world views.

The College does provide codes of conduct for students in general which are provided on the college website[lxiv] and in the college catalog[lxv] (pages 36-40 in the print edition), as discussed in Standard I.C.8 on page 66. There are further codes of conduct for student athletes, which are posted online and reviewed with all new student athletes when they join the campus community.

The College always strives for open and non-discriminatory discussions on campus, in the community, and in the classrooms. All employees, as well as students, are reminded of this through various documents, its faculty, its catalog, and its website. Our College Mission further reinforces the cultivation of the ability in students to think critically and to understand and appreciate different points of view.

***11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.***

***Evidence of Meeting the Standard***

Not applicable.

***Analysis and Evaluation***

Cañada College does not offer curricula to non-U.S. nationals in foreign locations. This statement does not apply to Cañada College.

***12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)***

***Evidence of Meeting the Standard***

I.C.12-1 Accreditation Activities and Timeline
I.C.12-2 Accreditation, 2014 Follow-Up Report
I.C.12-3 Accreditation, 2016 Midterm Report
I.C.12-4 Accreditation, Annual Reports
I.C.12-5 SMCCCD Board of Trustees, Administration Procedure 2.70.1 Accreditation
I.C.12-6 SMCCCD Board of Trustees, Board Policy 2.70, Accreditation

***Analysis and Evaluation***

Cañada College complies and reports regularly to its accrediting bodies. The College ensures that it meets all reporting deadlines and communicates this to the commission in a timely fashion. The SMCCCD Board of Trustees adopted a policy[lxvi] and a procedure[lxvii] on Accreditation, upholding the College's and the District's commitments to comply with the accreditation process and standards as "being of the greatest importance."

The College communicates matters of educational quality and institutional effectiveness to the public and complies with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. It posts all previous Accrediting Commission Self-Evaluation and Follow-Up reports[lxviii], Mid-Term reports[lxix], Annual Report and Substantive Change documents[lxx], and communications/letters on the College's Accreditation web page.

When the Commission has recommended improvement, the College has responded in a positive way within the time periods set by the Commission[lxxi]. These recommendations and responses are made public. This includes the Midterm Reports and the Annual Reports.

The College publicizes all communications and responses with respect to Accreditation and the Commission. It continues to meet the recommendations set forth by the Commission promptly.

***13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)***

***Evidence of Meeting the Standard***

I.C.13-1 Accreditation webpage

Agencies Cañada College is in compliance with, or accredited by:

- ACCJC
- California Community College Athletic Association
- California Department of Public Health, Radiation Health Branch (CBPH-RHB)
- California Student Aid Commission
- Joint Review Committee on Education in Radiologic Technology (JRCERT)
- United States Department of Education - IPEDS
- United States Department of Education Federal Financial Aid Programs
- Do we need Consumer Info like COA? http://alameda.peralta.edu/consumer-information/

***Analysis and Evaluation***

Cañada College maintains honest and effective relationships with all external agencies. College staff responsible for responding to external surveys or requests do so in a timely manner so as to meet all deadlines and comply with state and federal regulations. The College clearly articulates a consistent message about its accreditation status with the ACCJC and other agencies[lxxii]. It can be quickly found on our home page by clicking on the Accreditation link in the footer.

The College also makes sure its accreditation status is up-to-date in its college catalog. All amendments, including accreditation status, can be reported on the catalog amendments page.

Cañada's Radiologic Technology Program is the only program at the College which receives external accreditation, apart from that from the ACCJC. It is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT) and the California Department of Public Health, Radiation Health Branch (CBPH-RHB).

The Interior Design program no longer needs to be accredited separately. The National Kitchen and Bath Association (NKBA) recently decided to change from program accreditation to affiliation. As a result, Cañada's Interior Design program no longer needs to be accredited with the NKBA at a national level. Instead, Cañada's program is now an affiliated program. The College's Interior Design AS Degree and Certificate of Achievement programs meet the minimum required qualifications for the American Society of Interior Designers (ASID) by complying with the numbers of units so students can apply for professional examination once they finish. There is no affiliation or accreditation process through this national and local professional organization.

Cañada's Financial Aid Department abides by federal, state and local compliance standards in its administration of multiple student financial aid programs. The College is approved to participate in Federal Student Aid (FSA) programs as outlined on its Eligibility and Certification Approval Report (ECAR) and Program Participation Agreement (PPA). It also complies with all

statutory and regulatory provisions in its administration Cal Grant and Specialized Program under the approval of its Institutional Participation Agreement (IPA) with the California Student Aid Commission (CSAC). Independent audits are conducted annually in accordance with Office of Management and Budget (OMB) Circular A-133 and performed annually to ensure institutional compliance with FSA standards. Additionally, all federal and state programs require annual reporting and reconciliation processes ensuring compliance with cash management and other regulations.

The relationships between Cañada College and external agencies is consistently communicated to the Commision(s), students and public on our Accreditation Status web page. This includes the external agencies that accredit our career and technical education programs; more information on this can be found in Standard II.A.14 on page 90.

### *14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.*

***Evidence of Meeting the Standard***

I.C.14-1 Educational Master Plan
I.C.14-2 SMCCCD 2018-19 Final Budget Report (p. 15, Unrestricted General Funds Revenue Assumptions)
I.C.14-3 SMCCCD Board of Trustees, Administrative Procedure 2.45.2, Conflict of Interest Code

***Analysis and Evaluation***

Cañada College is a state-funded, public, nonprofit institution of higher education with the aim of supporting students obtaining their educational goal. The College's mission, vision and values reflect its commitment from all departments and administrative units to provide high-quality education in support of student achievement and student learning. The College functions as a public agency and part of the California community college system, and as such has no investors or external parties of interest or related or parent organization; this is in accordance with Administrative Procedure 2.45.2[lxxiii]. The annual budget reports[lxxiv] support transparency in financial resource allocation and that the institution does not generate financial returns for investors.

The goals and objectives in our Educational Master Plan[lxxv] support the Mission, placing student achievement as paramount. The institutional goals outlined in the EMP focus on student completion/success, community connections, and organizational development. Emphasis on equity, inclusion, student success, curriculum development, and relationships with community partners set out mission in motion. The following strategies from our EMP further expand on our commitment to reach our institutional goals, and put student success above any financial gains:

- Minimize financial barriers to success and highlight inclusivity, diversity and equity (Academic/Career Pathway, Student Support Services, Student Success)
- Collaborate with partners that support the needs of our diverse and vibrant local community (Business, Civic, and Non-profit Community Organizations, 4-year Transfer Institutions, K-12 Community Including Adult Schools)

- Promote equity, inclusion and transformative learning (Curriculum Development, Equity, Inclusion, Organizational Structure, Professional Development)

Cañada College ensures that its commitments to high quality education, student achievement and student learning are paramount to all other objectives.

***Conclusions on Standard I.C. Institutional Integrity***

[insert response]

***Improvement Plan(s)***

[insert response if applicable]

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[ii] I.C.1-5
[ii] I.C.1-2
[iii] I.C.1-4
[iv] I.C.1-6
[v] I.C.1-1
[vi] I.C.1-3
[vii] I.C.2-2
[viii] I.C.2-1
[ix] I.C.3-16
[x] I.C.3-15
[xi] I.C.3-16
[xii] I.C.3-5
[xiii] I.C.3-9
[xiv] I.C.3-17
[xv] I.C.3-13
[xvi] I.C.3-3
[xvii] I.C.3-4
[xviii] I.C.3-10
[xix] I.C.3-12
[xx] I.C.3-11
[xxi] I.C.3-10
[xxii] I.C.3-7
[xxiii] I.C.4-3
[xxiv] I.C.4-4
[xxv] I.C.5-3
[xxvi] I.C.5-11
[xxvii] I.C.5-12
[xxviii] I.C.5-7
[xxix] I.C.5-9
[xxx] I.C.5-10
[xxxi] I.C.5-1
[xxxii] I.C.5-13
[xxxiii] I.C.5-8
[xxxiv] I.C.5-13
[xxxv] I.C.5-6
[xxxvi] I.C.5-5

[xxxvii] I.C.6-5
[xxxviii] I.C.6-7
[xxxix] I.C.6-3
[xl] I.C.6-2
[xli] I.C.6-1
[xlii] I.C.6-6
[xliii] I.C.6-4
[xliv] I.C.7-2
[xlv] I.C.7-5
[xlvi] I.C.7-3
[xlvii] I.C.7-1
[xlviii] I.C.7-4
[xlix] I.C.8-3
[l] I.C.8-2
[li] I.C.8-8
[lii] I.C.8-9
[liii] I.C.8-2
[liv] I.C.8-6
[lv] I.C.8-10
[lvi] I.C.8-1
[lvii] I.C.8-12
[lviii] I.C.8-4
[lix] I.C.9-3
[lx] I.C.9-2
[lxi] I.C.9-1
[lxii] I.C.10-5
[lxiii] I.C.10-4
[lxiv] I.C.10-3
[lxv] I.C.10-1
[lxvi] I.C.12-6
[lxvii] I.C.12-5
[lxviii] I.C.12-2
[lxix] I.C.12-3
[lxx] I.C.12-4
[lxxi] I.C.12-1
[lxxii] I.C.13-1
[lxxiii] I.C.14-3
[lxxiv] I.C.14-2
[lxxv] I.C.14-1

# Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution 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 provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

## A. Instructional Programs

***1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)***

***Evidence of Meeting the Standard***

II.A.1-1 Business Division, Career Education Advisory Boards
II.A.1-2 College Catalog
II.A.1-3 DE Addendum Rubric (evidence folder)
II.A.1-4 Degrees and Certificates
II.A.1-5 GE Pathways Initiative
II.A.1-6 QOLT Work Group
II.A.1-7 Transfer Center, Articulation Agreements
II.A.1-8 Transfer Center, Transfer Admission Guarantee

***Analysis and Evaluation***

To fulfill the college mission and to serve students and the community, Cañada College provides a wide variety of instructional programs representative of fields of study across higher education. Instructional programs value transforming lives while maintaining high academic standards in a diverse and inclusive environment committed to student success and achievement of educational goals. The College values its community education and industry partners, and it welcomes regular communication and collaboration with all involved parties. Institutional policies and procedures ensure student attainment of learning across modes of delivery and location.

The College utilizes participatory governance processes to review, revise and improve instructional programs in the service of our mission. Instructional programs participate in a three-year assessment cycle, in which all learning outcomes in all courses are assessed across a three-year cycle. This regular assessment of course student learning outcomes informs and supports the program learning outcomes, which reflect the college mission and values. Through this scaffolding and reflective process, the College provides quality learning for all students.

Instructional programs offered at the College are appropriate to higher education. Programs[i] are designed to fulfill Associate Arts/Science Degrees, Certificates of Achievement, and CSU and UC transfer requirement. Cañada College articulates individual courses in programs with institutions of higher learning in the University of California and California State University systems and with select in-state private and holds articulation agreements[ii] with out-of-state (OOS) public and private universities and colleges. In addition, Cañada College has established Transfer Admission Guarantee agreements[iii] with Associate Arts/Science Degrees, forty certificates, and twenty-seven Associate Degrees of Transfer. In doing so, it serves the wider San Mateo County population with the programs and certifications that the community desires and requires. Programs utilize various modes of delivery—online, hybrid, and face-to-face classes—to provide quality instruction in a variety of locations in the community, including physical sites in Redwood City, Menlo Park, East Palo Alto, Half Moon Bay, and Pescadero.

All courses that are designated for distance education must be approved by the Curriculum Committee and the Distance Education Coordinator. All faculty who wish to teach a course either online or hybrid must submit the Distance Education Addendum to the course outline of record; this addendum must be approved by the Distance Education Coordinator and the Curriculum Committee. The Addendum and the rubric[iv] used to evaluate it are aligned to the College's Mission to ensure that all course offerings, regardless of modality, maintain that connection. All faculty who wish to teach a distance education offering must either successfully complete the QOLT Work Group[v] or similar program; this is discussed in further detail in II.A.2 on page 75 and III.A.2 on page 119.

The campus community pays specific attention to career technical education, as this area demands currency and consistent revision. The Strong Workforce Program promotes CTE pathways leading to career opportunities aligned to Bay Area job market trends and labor demands, and a livable wage by providing accurate and current LMI data to students in our CTE programs. The Strong Workforce Program has also provided professional development opportunities to the college's CTE-focused college counselor to further assist students in identifying career paths. The Curriculum Committee reviews the course outlines of record for all career and technical education courses on a two-year assessment cycle for textbook currency, while advisory committees[vi] and the BACCC review the curriculum of the CTE course and programs to ensure currency in training and certification of industry standards. Like all instructional programs, the career and technical education programs perform program review biennially, thus ensuring ongoing program improvement. Additionally, these programs meet with their advisory boards on a regular basis so as to ensure that currency and relevance is maintained; this is discussed in further detail in Standard II.A.14 on page 90.

The College is in the inquiry phase of Guided Pathways, working to facilitate timely student completion. The current GE Pathways Initiative[vii] has laid much groundwork in this area by providing pathways for completion of general education courses in one of two themes: social justice and sustainability.

Cañada College offers programs that meet all elements of the college mission, and regularly reviews the curriculum so as to ensure that this goal is met. All career and technical education programs continuously review their curriculum and work with their advisory councils to ensure that currency and relevance is maintained.

***2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.***

***Evidence of Meeting the Standard***

II.A.2-1 Curriculum Committee Handbook (p.19-20, Section 2.11 Course Review Cycles; Appendix C: Distance Education Supplement Guide, pp. 98-101
II.A.2-2 DE Addendum Rubric (evidence folder)
II.A.2-3 Faculty Evaluation Procedures (from AFT/SMCCCD Contract 2016-2019)
II.A.2-4 Professional Learning, Flex Day
II.A.2-5 Program Review
II.A.2-6 QOLT Work Group
II.A.2-7 SMCCCD CurricUNET, Course Outlines of Record (searchable)

***Analysis and Evaluation***

The full-time and part-time faculty of Cañada College work to continuously improve instructional courses, programs and related services through a series of systematic, ongoing processes. By engaging in these processes, all faculty ensure the content and methods of instruction meet generally accepted standards and expectations. These processes include curriculum review, faculty evaluation, SLO assessment, and program review.

The Curriculum Committee works under the purview of the Academic Senate, and is tasked with the guidance of faculty in maintaining all curriculum for the college. As the Curriculum Committee Handbook states[viii], faculty are required to review all non-CTE courses every five years, while all CTE courses are reviewed every two years. This review and revision include the pre-requisites and co-requisites, updating of required materials, and any changes suggested by the appropriate advisory board, where applicable. It further includes a revision, if necessary, of any degrees and certificates that may be impacted.

The faculty perform peer evaluations in regular intervals, as described in the faculty contract[ix]. Faculty evaluations include a classroom observation by a peer, an evaluation of non-teaching responsibilities by their division dean and a mandatory self-assessment. It includes an evaluation of learning outcomes and references the official course outline of record across all teaching modalities. Also, all faculty teaching distance education courses must be certified to teach online[x] or demonstrate extensive training in the district or elsewhere. All faculty who wish to teach a course either online or hybrid must submit the Distance Education Addendum to the course outline of record; this addendum must be approved by the Distance Education Coordinator and the Curriculum Committee. The Addendum and the rubric[xi] used to evaluate it are aligned to the College's Mission to ensure that all course offerings, regardless of modality, maintain that connection. More about faculty evaluations can be found in Standard III.A.5 on page 122, while more on the certification of instructors with respect to distance education can be found in Standard II.A.7 on page 81 and in Standard III.A.2 on page 119.

As discussed in Standards I.B.5 on page 51 and I.B.9 on page 53, program review[xii] ensures that each program and the courses within it meet or exceed goals set forth by the college and by the individual programs themselves. Program review is completed on a biennial basis.

Faculty complete program review to ensure participation and leadership in developing, sustaining, and modifying programs to promote student success and more broadly the college goals. Program review data and reports, including resource requests, goals, SLO assessment, and enrollment data, are discussed at the appropriate division meetings, the planning councils (Instructional, Student Services, and Administrative), and the Planning and Budgeting Committee. Program review is under the purview of the Academic Senate and carried out by the IPC; it plays an essential role in shaping college dialogue about student learning as it informs college planning. The revised fall timeline for program review ensures that program review guides planning and budgeting. Program review is a professional responsibility that full-time faculty perform; adjunct faculty are invited to participate and may apply time for Flex credit.

As discussed in Standards I.B.2 on page 48 and II.A.3 on page 76, all instructional programs perform learning outcomes cycles for their courses and programs. The college has instituted a three-year cycle for the assessment and analysis of learning outcomes data for course- and program-level learning outcomes. The data collected form an integral part of the program review process, as well as allow faculty to make changes based on student needs and performance.

***3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.***

***Evidence of Meeting the Standard***

II.A.3-1 Academic Senate Resolution, Revision to the Assessment Cycle of Course and Program Student Learning Outcomes
II.A.3-2 ASGC Meeting for May 11, 2017, page 1, Item 4.5
II.A.3-3 Assessment, Three-Year Assessment Plans
II.A.3-4 Assessment: Three-year Assessment Plan Templates
II.A.3-5 Curriculum Handbook (p. 39, Section 4, Course Outlines of Record; p. 59, Section 4.15, Resolution for ongoing review and update of prerequisites, corequisites, advisories and course outlines of record)
II.A.3-6 Faculty Evaluations, Learning Outcomes (AFT/SMCCCD Contract 2016-2019, p. 9, Section 3)
II.A.3-7 Office of Instruction, Syllabus Repository
II.A.3-8 Professional Learning, New Faculty Orientation Resources
II.A.3-9 Program Review, Instructional Program Review Schedule
II.A.3-10 SMCCCD CurricUNET, Course Outlines of Record (searchable)

***Analysis and Evaluation***

The faculty creates, assesses, and analyzes data from learning outcomes in regular intervals, in accordance with ACCJC requirements. Faculty assess all active courses with respect to course-level learning outcomes in a three-year cycle, as well as program learning outcomes. The Academic Senate, in conjunction with the Teaching, Learning, and Assessment Core team, resolved[xiii] to instantiate this system in 2017[xiv], with its initial cycle starting in fall 2017.

In order to assist faculty in learning outcome endeavors, the College assembled the Teaching, Learning, and Assessment coaching team, which include a Core Team and Coaches. The Core

consists of the Faculty Instructional Assessment Coordinator, Instructional Technologist and Dean of Planning, Research and Institutional Effectiveness; the Coaches are faculty from each instructional division. The coaching team was established with the explicit goal of increasing general awareness about assessment and to improve assessment culture and effectiveness on campus. At this time the program has completed its run, but could be reinstituted should the need arise.

In the three-year assessment cycle, all departments decide when in the cycle their course-level learning outcomes will be assessed. Using a template[xv] aligned to their program review cycle[xvi], all active courses are assessed within 3 years. In creating their assessment cycle, faculty pay specific attention to the following aspects:

- All active courses must be assessed within each department. This excludes courses that are not offered due course cancellations, banked courses, and ones that have been deleted or newly added. However, if a course is cancelled and offered at another time, the course is considered active and must be included in your assessment plan.
- The department determines the learning outcomes that will be assessed for each active course. The only requirement is at least one learning outcome is assessed when the course is up for review.
- Each program or department takes into account the frequency that each course is given with respect to the scheduling of the assessment of its learning outcomes.
- When a department updates the frequency that a given course is offered, the three-year assessment plan must also be updated.
- Each program decides when and which program-level learning outcome will be assessed, and they must indicate this on the assessment plan. At least one program-level outcome should be assessed within the three-year cycle. Ideally, a department's program-level outcome assessment plan aligns with their program review, to allow each department a time when it will discuss and report on outcome results as a part of program review.
- All department three-year assessment plans are posted on the college's assessment webpage[xvii].
- Each department or program must input all learning outcome data and results into TracDat, including reflections and follow-up/action plans.

As documented in the Curriculum Handbook[xviii], course content, including student learning outcomes, are approved through the Curriculum Committee as a part of evaluation of the course outlines of record. All departments must update their course outlines of record every six years, with career and technical education programs updating their course outlines of record every two years. The Curriculum Committee ensures that all course-level learning outcomes are in compliance with ACCJC Requirements with respect to structure, with particular attention paid to distinctions between learning outcomes and course expectations.

Per ACCJC Standards, faculty include the course-level learning outcomes in their course syllabi. Division deans ensure that faculty comply in this, as the syllabi are submitted to the division offices each semester. Course syllabi requirements are shared in new faculty orientation[xix], and syllabi[xx] are reviewed as part of the portfolio review for part-time and full-time faculty evaluations[xxi].

Learning outcomes are regularly assessed at the course and program. Learning outcomes are clearly labeled in the syllabus of each course. The Curriculum Committee ensures that learning outcomes are accurately described in the course outlines of record. Course-and program-level learning outcomes are integrated into the program review process, with data and analysis being reported.

### *4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.*

***Evidence of Meeting the Standard***

II.A.4-1 College Catalog, Course Descriptions
II.A.4-2 Learning Center, JAMS
II.A.4-3 Learning Center, Open Enrollment Learning Center Courses
II.A.4-4 Learning Center, Tutoring
II.A.4-5 SMCCCD CurricUNET, Course Outlines of Record (searchable)
II.A.4-6 Textbook, Laptop, and Calculator (TLC) Program

***Analysis and Evaluation***

The College distinguishes pre-collegiate level curriculum from college level curriculum, including pre-collegiate level courses in which students may earn units that are not degree applicable or transferrable. Such courses include Math, English, English as a Second Language and Developmental Learning Skills. Pre-collegiate level curriculum is a part of learning outcomes assessment and undergoes the standard cycles and processes at the College, thus pre-collegiate level curriculum receives the same processes and standards as transfer-level and career-technical courses. The Curriculum Committee regularly reviews course outlines, content and learning outcomes, including textbook selections and pre-requisites established through curriculum committee processes, which ensure faculty oversight and participation in defining appropriate content and skill levels for transfer level courses and some pre-transfer level courses.

The pre-collegiate aspect of a course is communicated in various. The College uses a different course numbering system to indicate pre-collegiate level courses, typically in the 800 or 900 series. The college catalog[xxii], the college class schedule, and course outlines of record[xxiii] also clearly identify the transferability or applicability of credits to earning a degree or certificate.

In addition to these programs, a range of student support services operated through the Learning Resource Center and Library specifically focus on helping students succeed in pre-collegiate level courses. This includes embedded tutoring[xxiv], supplemental instruction[xxv], and a long-term textbook, laptop and calculator (TLC) lending program[xxvi] for students enrolled in any pre-collegiate level courses. The college acknowledges that students in pre-collegiate level curriculum require additional support in developing skills and knowledge to succeed and transition to college level curriculum, and this is achieved through the college JAMs[xxvii]: Word JAM, Math JAM, Physics JAM, and Chemistry JAM. These intensive tutorial sessions are facilitated three times each academic year prior to the beginning of a new term, and the objective is to prepare students for academic success in fundamental areas that will continue to bolster students' development and progression from pre-collegiate to college level coursework. Word JAM, for example, encompasses pre-collegiate English and English as a Second

Language as well as transfer English; Math JAM includes instructional support in both pre-collegiate and transfer Math coursework. The other JAMs were modeled after the effectiveness of the Math JAM to target transfer-level coursework in Physics and Chemistry; while their focus is not pre-transfer, it does help those who may be weaker in said areas.

As a further resource to support pre-transfer students, the college employs two retention specialists whose designated functions are to support students in Basic Skills (English and Math) and English as a Second Language. Partnerships with career and technical education and Strong Workforce collaborate to transition students from pre-transfer level coursework to transfer programs of study or workforce placement.

In addition to clear distinctions in the communication and applicability of pre-collegiate level coursework in contrast to college level coursework, the college provides extensive services and support designated for students enrolled in pre-collegiate level courses.

***5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)***

***Evidence of Meeting the Standard***

II.A.5-1 A2B Program
II.A.5-2 College Catalog
II.A.5-3 Degrees, Certificates, and Transfer
II.A.5-4 Degrees, Certificates, and Transfer, AA/AS Degree Requirements
II.A.5-5 University Center

***Analysis and Evaluation***

All degree programs require completion of a minimum 60 semester units in order to graduate with an associate level degree[xxviii]. These units are comprised of general education courses, major courses, and elective courses.

The principal parties who ensure compliance with all new degrees and certificates include the Curriculum Committee, the instructional deans, and the articulation officer. New program proposals are reviewed at multiple levels by different entities to confirm that any new program is similar in depth, breadth, rigor, course sequencing, and synthesis of learning with other institutions of higher education. Before a course proposal can even be submitted to the Curriculum Committee, it must be signed off by the appropriate dean, who performs the initial review. The Curriculum Committee works to ensure that all degrees and programs for the college are in compliance with the California Education Code. When the Committee reviews degree and program requirements to uphold this charge, it holds all prospective programs and degrees to the standards set forth by these various entities. Within the curriculum committee review, the proposal must pass inspection from the Technical Review Subcommittee. This round of scrutiny examines the new program proposal for alignment with state/local laws, the College's mission, Career and Technical Education, UC/CSU standards, and C-ID designation, where appropriate. Only after the Technical Review Committee approves the program proposal, can the Curriculum Committee review it.

Furthermore, all program proposals must be approved by the Curriculum and Instructional Systems Specialist from the California Community Colleges Chancellor's Office Curriculum Inventory. These review processes at multiple levels—deans, Curriculum Committee, and Chancellor's office—examine the potential program ensure that any new program at the College follow practices common in higher education that are explicitly articulated the Education Code as well as within potential transfer and career institutions.

While the College does not presently offer baccalaureate level degrees, partnerships with select four-year institutions[xxix], such as Notre Dame de Namur (Belmont, CA), have been established such that graduates of Cañada College can seamlessly transition to baccalaureate level degree programs in disciplines such as Business Administration. The College had received a five-year grant (2013-2018) to establish A2B (Associate's to Bachelor's Degree)[xxx], which was designed to support students' transition from the associate level to baccalaureate level program. The program has since been folded into the University Center, and is being worked on at this time.

All associate degrees incorporate 60 semester units of coursework, and must comply with all requirements listed in the standard.

### *6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)*

***Evidence of Meeting the Standard***

II.A.6-1 Enrollment Reports
II.A.6-2 Program Review, Student Characteristics 2012/13-2016-17
II.A.6-3 Registration
II.A.6-4 Student Success and Support Program Plan (SSSP)
II.A.6-5 SMCCCD Course Substitution Petition

***Analysis and Evaluation***

The College offers classes during the day and night, via face-to-face and distance education modalities, so students may choose classes that fit with their schedules to advance their degrees in a timely fashion. Since 2013, the percentage of students taking daytime and evening courses has hovered around 46% and 53% respectively[xxxi], indicating that students are taking advantage of a wide-range of scheduling times to best fit their needs. While the number of students taking classes offered in a traditional, face-to-face format has stayed relatively consistent, the number of students taking distance education classes (fully online and hybrid) has increased by almost one-hundred percent since 2012; this illustrates that students are taking advantage of classes offered in an alternative format in order to efficiently complete their required classes. Having classes available to students with varying schedules makes it more likely they can progress towards their degree in a reasonable fashion.

In addition to offering classes at a variety of times and in multiple modalities, Cañada College's course cancellation policy strives to make sure that a student's progression towards a degree is not obstructed. The Office of Instruction reviews enrollment data[xxxii] on a weekly basis to review if a class needs to be cancelled; keeping such a vigilant watch on enrollment ensures that if a class must be cancelled, the lowest possible number of students are affected. When a class is cancelled, deans and faculty notify students as soon as possible to ensure that they can quickly

enroll in another section or find a suitable substitution. By closely monitoring enrollments and communicating with students quickly, the college ensures that cancelling courses is a minimal barrier to attaining a degree or certificate.

The College encourages students to meet with counseling staff and complete their SEP using a variety of strategies. Creating and following a SEP can increase the likelihood of a student completing their degree in a reasonable timeframe, for students are clear about what courses they need to take in a specific sequence to attain the degrees, which eliminates unnecessary or redundant courses. Students can access priority registration[xxxiii] by having completed an SEP, which encourages them to get one. The College has also included an SEP/Counselor Visit step to their 'registration ticket' process[xxxiv], so students are more likely to complete an initial SEP during the registration and orientation process. In addition to prompting students to access the SEP process during registration, the counseling department also holds a yearly 'SEP Drive', which encourages students to update their plan with a counselor, increasing its effectiveness.

Students continuously enrolled at any of three colleges in the San Mateo Community College District possess catalog rights which state that the degree requirements enumerated in the catalog for the year the student began taking classes are the requirements that the student must complete for the degree. Students can adopt the catalog rights for any subsequent year of enrollment if they wish. Having catalog rights allows students to have a clear understanding of the requirements, which can allow them to make reasonable progress towards it, without having to take different or additional courses if the degree or certificate program changes.

While Cañada College offers a wide spectrum of classes, thereby allowing students to quickly fulfill their degree requirements, students can use the Course Substitution Process[xxxv] to accelerate their progression if the college has been unable to offer a required course. In the rare case that the college is not able to regularly offer a course required for a degree or certificate, the student can efficiently get a substitute approved, which allows them to move towards graduation.

There are numerous mechanisms in place to ensure that students can complete their chosen certificate and degree programs within a reasonable and established timeframe.

### *7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.*

***Evidence of Meeting the Standard***

II.A.7-1 ¡ESO! Adelante Program
II.A.7-2 Bridging the Opportunities (BTO)/Peer Mentoring
II.A.7-3 College for Working Adults
II.A.7-4 Curriculum Committee Meeting Minutes
II.A.7-5 DE Addendum Rubric (evidence folder)
II.A.7-6 Distance Education Advisory Committee (DEAC), Meetings
II.A.7-7 Learning Center
II.A.7-8 Learning Center, JAMS
II.A.7-9 Learning Center, Tutoring Center
II.A.7-10 Office of Instruction, Syllabus Repository
II.A.7-11 Puente Program

II.A.7-12 QOLT Work Group
II.A.7-13 STEM Center
II.A.7-14 Student Characteristics 2012/13-2016-17
CORs for Classes taught DE and In-Person

***Analysis and Evaluation***

The college offers a variety of delivery modes. Courses are offered both day and evening, on weekdays and weekend. There are standard, semester-length courses with numerous short-term courses offered to augment the student schedule. While most courses are offered face-to-face, the college offers a wide selection of courses in both distance education modalities, fully-online and hybrid. Some courses are linked together, being taught in Spanish and paired with an English as a Second Language course so as to improve the linguistic skills of the Spanish-speaking students.

All faculty who wish to teach a course either online or hybrid must submit the DE Addendum to the course outline of record; this addendum must be approved by the DE Coordinator and the Curriculum Committee. The Addendum and the rubric[xxxvi] used to evaluate it are aligned to the College's Mission to ensure that all course offerings, regardless of modality, maintain that connection. All faculty who wish to teach a distance education offering must either successfully complete the QOLT Work Group[xxxvii] or similar program; this is discussed in further detail in II.A.2 on page 75 and III.A.2 on page 119. The DEAC meets monthly[xxxviii] to discuss DE issues; at most meetings there are opportunities for faculty to update pedagogical and methodological practices on delivery modes, teaching methodologies and learning support services, and equity.

In addition to the central campus, Cañada College offers classes in a number of off-site locations. The primary programs involved in these off-site locations include English as a Second Language, Human Services, Computer Business and Office Technologies, and Education and Human Development, although there are other programs that hold some classes in conjunction with them. Cañada counselors and retention specialists visit all of our off-campus sites to provide appropriate student support.

Dual enrollment agreements include East Palo Alto Phoenix Academy, Oxford Day School, and East Palo Alto Academy; there is a forthcoming partnership with Tide Academy that is set to begin in fall 2019. The courses taught there involve Cañada faculty and follow all appropriate rules and regulations for any other course offered at Cañada College.

Cañada College has a variety of learning support services[xxxix] with extended hours for evening and working students, including BTO peer mentors[xl], JAMS[xli], STEM Center[xlii], proactive registration, and embedded tutoring[xliii]. The college offers a number of cohorts and learning communities, including CWA[xliv], Puente[xlv], ¡ESO! Adelante[xlvi], and other learning communities. The Library also has extended hours, and students can make appointments with librarians. More about the library and its services can be found in II.B.1 on page 96.

***8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.***

***Evidence of Meeting the Standard***

II.A.8-1 Admissions and Records Forms
II.A.8-2 College Catalog, Advanced Placement Testing Policy Worksheets
II.A.8-3 College Catalog, Information on Degrees, Certificates, Basic Skills, and Credits
II.A.8-4 College Catalog, Transcripts
II.A.8-5 SMCCCD Prerequisite Challenge Form
II.A.8-6 SMCCCD Transcript Evaluation Services
II.A.8-7 SMCCCD Transcript Evaluation, Accepted Accreditation

***Analysis and Evaluation***

Cañada College does not utilize department-wide course or program examinations. However, specific CTE Programs work to prepare students in medical assisting and interior design for external industry examinations. After they receive their degree, Radiologic Technology students are eligible to take the American Registry of Radiologic Technologists (ARRT) exam. The validity and reliability of this exam is controlled by the ARRT.

In compliance with Title 5 section 55050, Cañada College offers credit by examination, where students may request to be tested on a subject matter to establish the knowledge or skills required for the degree and/or certificates. The policies and procedures are published in the college catalog and on the petition. Students can obtain the petition for credit by exam from the Admissions and Records Office. In addition, students may challenge the prerequisite or corequisite course requirements based on the prior knowledge and skills. Students may request an evaluation by filing a request and providing documentation as evidence. This district-wide petition can be obtained from the Admissions Office, Counseling Department and college website[xlvii].

The College has a policy allowing students to substitute courses[xlviii] that were previously completed at another accredited intuition[xlix] to fulfill prerequisite course requirements and/or courses that are required for an Associate Degree and/or certificate. These courses can be utilized after officially evaluated by the District Transcript Evaluation Services (TES)[l]. The process and procedures are available at the college catalog (page 30 and 31), and the website. Students also have direct access to the TES information via Degree Works under their own records.

Cañada College has policies[li] on external examinations, Advanced Placement exams, (pursuant to title 5 section 55063 and Assembly Bill (AB) 1985), International Baccalaureate Exams, and College Level Examination Program that awards credits toward General Education and elective courses for an Associate Degree, CSU General Education Breadth and Intersegmental General Education Transfer Curriculum Certifications. Cañada College and other two colleges in the district adopted the California State University External Examination policies. In addition, the College established a policy to accept completion of a Bachelor Degree in lieu of General Education requirements for an Associate Degree. The degree will be examined by the TES to ensure all degree requirements have been met. The policies and the process are listed in the college catalog. Cañada College uses assessment of prior learning and awards through credit

by examination, prior coursework from other accredited colleges, and external examination, and awards these credits to Associate Degree and General Education requirements for the California State Universities and the Universities of California. The policies and procedures are listed in the printed college catalog and online in PDF format.

***9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)***

***Evidence of Meeting the Standard***

II.A.9-1 College Catalog, Grades and Scholastic Honors (p. 23-24 in print version)
TracDAT (page or appropriate report)

***Analysis and Evaluation***

The college awards course credit, degrees and certificates based on student attainment of learning outcomes[lii]. Through regular assessment of course-level learning outcomes in support of program-level learning outcomes, and in the service of institutional learning outcomes, the college ensure quality education for all students. Assessment of student learning guides ongoing curriculum development and program improvement in support of course completion and awards of degrees and certificates; this is discussed in detail in Standards I.B.5 on page 51 and I.B.9 on page 53.

Units of credit awarded are consistent with institutional policies that adhere to generally accepted norms or equivalencies in higher education. The meaning of grades, including incompletes, drops, and withdrawals, are explained in detail in the college catalog[liii]. The Office of the Vice President of Instruction ensures compliance with standard practice using schedule production calendars for each semester and summer sessions. In alignment with the standards for credit hour calculations contained in Title 5 55002.5, 55002(a)(2)(B) and 55002(b)(2)(B), lecture units of credit consist of 16-18 hours per unit per semester, or 48-54 hours (for a 3-unit course). Lab units of credit range between 144-162 hours per semester.

Students must demonstrate attainment of learning outcomes to be awarded course credits, a degree, or a certificate. The policy adopted by the college meets generally accepted standards in higher education.

***10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)***

***Evidence of Meeting the Standard***

II.A.10-1 AA-T and AS-T Requirements
II.A.10-2 ASSIST.org
II.A.10-3 California Community Colleges, Historically Black Colleges and Universities, Transfer Agreements
II.A.10-4 College Catalog, Advanced Placement Testing Policy Worksheets
II.A.10-5 College Catalog, Course Identification Numbering System
II.A.10-6 College Catalog, CSU and UC Transfer Courses
II.A.10-7 College Catalog, Degree and Certificate Programs
II.A.10-8 College Catalog, Transcripts (p.30 in the print version)
II.A.10-9 College Catalog, Transferability of Courses to State Universities
II.A.10-10 Curriculum Handbook
II.A.10-11 GE Pathways
II.A.10-12 GE Policies/Worksheets
II.A.10-13 SMCCCD Transcript Evaluation Services
II.A.10-14 Transfer Center
II.A.10-15 Transfer Center, Articulation
II.A.10-16 Transfer Center, CSU Information
II.A.10-17 Transfer Center, Transfer Agreement Guarantee Agreements

***Analysis and Evaluation***

Students may request an evaluation of their transcript through the SMCCCD Transcript Evaluation Service if they would like coursework completed at colleges and universities outside the district.

Cañada College has established policies and procedures on transfer credits that are published in the college catalog[liv] and the Transfer Center website[lv]. Cañada College also looks to students to share with us their transfer goals so that the college may better serve them.

Cañada College has also established articulation agreements with four-year universities that ease the students' transfer process enabling them to utilize earned credits at the transfer institution. The college catalog details transferability of courses[lvi]; this information is updated on annual basis. A list of transfer courses to state universities are available in the college catalog[lvii]. The college also provides links to ASSIST.org[lviii] to all students, giving them access to list of courses that are articulated with CSU and UC for General Education, major preparation, and courses that may meet the admission criteria.

When implementing a new course or modifying or banking an existing course, faculty are required to include the transferability of the courses and the learning outcome for each course. The Curriculum Handbook[lix] provides the CSU and UC standards and timelines to submit courses to be considered as transfer course for CSU and/or UC.

As majority of students tend to transfer to state universities, the publications focus more on CSU and UC transfer requirements. However, the courses offered at Cañada College are also transferable to private and out of state universities. The Transfer Admission Agreements with those private and out of state universities that most students apply to are listed under Articulation page[lx] of the Transfer Center webpage.

Based on SB1440, and to make students more competitive with their transfer process, Cañada College offers 27 Associate Degree for Transfer, which allows students to complete a degree with 60 transferable units before transferring to a California State University. According to the guidelines, the courses in these degrees must be approved by the state Academic Senate and receive Course Identification Numbers (C-ID)[lxi]. The CID number of the approved course is listed in the college catalog and the class schedule next to the course titles. A list available ADT programs is available in the college catalog[lxii] and the ADT website[lxiii]. The Transfer Center web page offers students ADT worksheets[lxiv] that list major course requirements for the programs and ADT policies.

Cañada College also provides worksheets[lxv] that list qualified courses for CSU General Educational Education Breadth and the UC Intersegmental Education Curriculum. These worksheets also include transfer policies in regards to the general Education patterns. Additionally, there is information on external examination, College Level Examination Program, Advanced Placement, and International Baccalaureate, that is equivalent to CSU General Education requirements. This allows students to meet the degree and transfer requirements at the same time. The external examination policies are available in the catalog[lxvi].

As a way to aide students in completing their general education requirements, Cañada College developed a General Education Pathways[lxvii] with emphasis on Social Justice and Sustainability to integrate the General Education with the major requirements. Completing this General Education pathway allows students to have more in-depth knowledge in their field as well as fulfilling the General Education pathway for CSU and UC.

It has established policies on transferring course credits and articulation agreements with public and private universities. The articulation agreement and transfer policies are reviewed regularly, and are posted online and share with students within a group setting, email, and individual counseling meeting.

***11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.***

***Evidence of Meeting the Standard***

II.A.11-1 College Catalog, About (including information on ILOs) (p. 8 in the print version)
II.A.11-2 DegreeWORKS (See Example Template)
II.A.11-3 Educational Master Plan
II.A.11-4 Institution-Set Standards
II.A.11-5 Program Review
II.A.11-6 SLO and PLO Assessment, SLOs and PLOs

***Analysis and Evaluation***

The college includes student learning outcomes appropriate to the program in all of its programs, with the analysis of said student learning outcomes as a part of both program review[lxviii] and the analysis of program learning outcomes; a more detailed explanation of program review can be found in Standards I.B.5 on page 51 and I.B.9 on page 53. Faculty evaluate student learning outcomes and plan curriculum and program modification as part of the bi-annual program review process. Student learning outcomes may encompass communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes. These program learning outcomes, based on data from the course-level outcomes and other data, align with institutional learning outcomes.

DegreeWORKS[lxix] is a tool counselors, advisors, and students use to plan coursework so students achieve their educational goals. Courses typically satisfy ILOs[lxx], with SLO and PLO assessments being linked directly to ILOs[lxxi].

Annually, the Planning and Budget Committee reviews Institutional-Set Standards[lxxii] to analyze student achievement. The EMP[lxxiii] is at the heart of the Institution-Set Standards, and as such is used to direct discussions on student achievement.

***12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)***

***Evidence of Meeting the Standard***

II.A.12-1 College Catalog, GE and Degree Requirement Worksheets (p. 103-114 in the print version)
II.A.12-2 Curriculum Committee meeting discussing AA/AS Degree Requirements (February 10, 2012)
II.A.12-3 Curriculum Committee meeting approving AA/AS Degree Requirements and GE Definition Handbook (March 23, 2012)
II.A.12-4 Curriculum Handbook (page 47, 4.1 Types of Courses: General Education Courses)
II.A.12-5 DegreeWORKS
II.A.12-6 UC/CSU 2017 Guiding Notes for General Education Course Reviewers

***Analysis and Evaluation***

Cañada College students are awarded an Associate Degree upon completion of 60 degree-applicable units, which includes 19 to 21 units of General Education in addition to their major requirements. In 2012, the Curriculum Committee and the GE subcommittee reviewed[lxxiv] and approved[lxxv] to change the local General Education requirements to parallel the CSU General Education pattern so students' GE coursework would be transferable. This policy is still enforced[lxxvi].

The general education pattern for the Associate Degree aligns with CSU GE Breadth requirements following the 2017 Guiding Notes for General Education Course Reviewers[lxxvii]. It includes GE areas in natural sciences, social and behavioral sciences, humanities, and language and rationality. The Curriculum Committee Handbook[lxxviii] details information on California State requirements for course approval, including general education courses.

Counselors and advisors use DegreeWORKS[lxxix] to assist students in planning coursework for degree completion and in assessing student progress toward completion. DegreeWORKS includes all courses required for approved degrees. The program is also available directly to students.

The Cañada College Catalog[lxxx] provides CSU GE requirements and IGETC worksheets, including a comprehensive list of all transferable courses. As faculty modify and develop new programs, they also consider the course eligibility for General education. As they propose the course through CurricUNET, they identify and justify the purpose of the course for a degree, general education and its transferability to university. Regardless of the teaching modality (face-to-face, hybrid, or online) courses deliver the same content, adhering to the Official Course Outline of Record. The guideline is provided in the Curriculum Committee handbook and is reviewed by Curriculum Committee.

The College offers general education courses that are faculty-created and faculty-approved by the Curriculum Committee, which is a subcommittee of the Academic Senate.

***13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.***

***Evidence of Meeting the Standard***

II.A.13-1 College Catalog, Degrees and Certificate Programs
II.A.13-2 Program Review
II.A.13-3 SLO and PLO Assessment, SLOs and PLOs
II.A.13-4 TracDat Information for Program Review

***Analysis and Evaluation***

Each degree program[lxxxi] offered at Cañada College focuses on at least one major discipline or interdisciplinary core and is supplemented by general education, as noted in Standard II.A.12 on page 88. Courses in each degree program contain course content specific to the area. Student Learning Outcomes are recorded in the Official Course Outline of Record. As advertised in the Cañada College Catalog, the college offers 26 Associate in Arts Degrees; 24 Associate in Science Degrees; 24 Associate in Arts or Associate in Science Degrees for Transfer; and 40 Certificates of Achievement. Of the degree programs, six have an emphasis in interdisciplinary studies. Detailed information for each degree and certificate, including required courses is updated annually in the college catalog. In each program, students master theory and practice within at least one core area of inquiry.

The Curriculum Committee regularly assesses the alignment of the coursework with the degree program, while the Program Review process ensures program objectives are met in each course via student achievement of Student Learning Outcomes[lxxxii], which includes fundamental theories and concepts within each discipline. Faculty develop course content and assignments with the explicit goal of meeting Student Learning Outcomes, which are measured by TracDat[lxxxiii]; the assessment results collected by TracDat are further analyzed and reported in Program Review[lxxxiv]. Program review and assessment of learning outcomes at the course and program levels are further described in Standards I.B.5 on page 51 and I.B.9 on page 53.

Each degree program includes focused study in at least one area of inquiry or in an established interdisciplinary core. To earn a degree, students are required to satisfactorily complete coursework in general education, the major discipline, and electives, for a total of at minimum 60 semester units. The Student Learning Outcomes in each course develop students' mastery of theories, concepts and practice, and these outcomes are evaluated in three-year cycles via program review at the College. Furthermore, the student learning outcomes satisfy the College's competencies as listed in Standard II.A.11 on page 87.

***14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.***

***Evidence of Meeting the Standard***

II.A.14-1 Cañada College Catalog, Information on Degrees and Certificates, Basic Skills and Credits (p. 131-233 in the print version)
II.A.14-2 Career Education
II.A.14-3 Catalog, Radiologic Technology Associate in Science Degree Program
II.A.14-4 CTE Survey Results, December 2014
II.A.14-5 Curriculum Handbook, 2018-2019 (pg. 16)
II.A.14-6 Degrees, Certificates, Transfer; Gainful Employment Information
II.A.14-7 Early Childhood Education Cohort Flyer
II.A.14-8 Education and Human Development
II.A.14-9 Interior Design Department, Kitchen and Bath Design
II.A.14-10 Medical Assisting
II.A.14-11 Medical Assisting Program Brochure
II.A.14-12 Paralegal Advisory Board

***Analysis and Evaluation***

The Cañada College Catalog and Gainful Employment Information web page provides complete information for each degree and certificate the college offers, including coursework, external licensure or certification information, and career opportunities. The Gainful Employment information for each related program also includes information about time to completion estimates, program costs, debt, and employment trends. Course Outlines of Record for career-technical course are updated and revised biannually to ensure curriculum is current and meets employment standards.

The Office of Workforce Development which includes a Director and Program Services Coordinator, was formed in 2016 and allows for further scrutiny of labor market information and regional employment data in evaluating existing and developing additional career-technical programs offered by the college. This is in addition to the institutionalized curriculum review processes and Career Technical Employment Outcomes Survey[lxxxv] facilitated by the Office of Planning, Research, and Institutional Effectiveness, both of which allow for improvements and modifications to be adopted by existing programs.

Graduates of career-technical degree and certificate programs meet the latest employment criteria, and all degrees and certificates within the domain of career-technical education are developed with input from industry professionals. The course- and program-level learning outcomes of these programs encompass not only the competencies of Standard II.A.11 on page 87, but also technical and professional competencies, workplace skills, and employment expectations. Additionally, curriculum prepares graduates for external licensure and certification.

The Business, Design and Workforce Division of Cañada College has multiple advisory boards unique to specific career-technical programs, such as Paralegal[lxxxvi], Medical Assisting[lxxxvii], and Early Childhood Education[lxxxviii], that meet regularly to discuss current programming and identify opportunities to further enhance students' experience to meet the changing needs of the labor market. The college strategically invites industry professionals and representatives to serve as

active advisory board members in ensuring program coursework is current, reflective of employment demands, and of high quality to meet industry standards and licensure.

In addition to advisory board committee feedback, several career-technical programs maintain industry support via professional organizations. Cañada College's Early Childhood Education, for example, is part of the statewide Child Development Training Consortium and a regional program, CA Early Childhood Education Mentor Teacher Program, to develop current students' practical preparation as childcare professionals upon program completion.

The majority of career-technical programs are designed to prepare graduates to pass exams for industry credentials; for example, students who complete a degree or certificate in the Medical Assisting program[lxxxix] are well-qualified to take the CMA test. Select programs are industry accredited, such as the Kitchen and Bath Design Certificate[xc] and Radiologic Technology Degree[xci]. On occasion, certificate program cohorts, like Early Childhood Education[xcii], are scheduled such that graduates have earned external permits necessary to quality for employment.

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

***Evidence of Meeting the Standard***

- II.A.15-1 Academic Senate, Program Development, Improvement and Discontinuation
- II.A.15-2 College Catalog, Student Catalog Rights
- II.A.15-3 Office of Instruction, Enrollment Reports
- II.A.15-4 Participatory Governance Manual, Program Improvement and Viability
- II.A.15-5 SMCCCD Board of Trustees, Board Policy 6.04 Minimum Class Size Guidelines
- II.A.15-6 SMCCCD Board of Trustees, Board Policy 6.13 Curriculum Development, Program Review, and Program Viability
- II.A.15-7 SMCCCD Board of Trustees, Board Procedure 6.13.1 Curriculum Development, Program Review, and Program Viability
- II.A.15-8 SMCCCD Course Substitution Petition

***Analysis and Evaluation***

On occasion, courses or programs may be removed from the schedule or catalog as enrollment trends change or programs are substantially revised to better meet student educational demands. When programs are eliminated, or program requirements are revised, Cañada College makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption. When a class is cancelled, the instructional dean for that division notifies students as possible to ensure that they can quickly enroll in another section or find a suitable substitution. By closely monitoring enrollments and communicating with students quickly, the college ensures that cancelling courses is a minimal barrier to attaining a degree or certificate.

The Program Viability process may be used to evaluate a program of study. Information on Program Improvement and Viability can be found in the participatory governance manual[xciii]. Cañada College's Program Improvement and Viability Plan is in accordance with SMCCCD Board Policy 6.13[xciv].

The Office of Instruction provides the campus community weekly enrollment reports throughout the semester via email, and are sent daily prior to census. The Vice President of Instruction works with the Instructional Deans to plan the schedule courses and manage enrollment, including planning review dates for course cancellations prior to the start of the semester. The Vice President of Instruction meets with the deans bi-weekly. Enrollment reports are reviewed alongside FTE calculations and include information regarding assigned FTE and load for each division. The Office of Instruction publishes enrollment updates[xcv] that provide an overview of changes to the course schedule—sections kept open for program need, courses added due to student need, low-enrolled sections kept open based on enrollment patterns, all sections kept open at census, and low-enrolled sections that were removed from the schedule. This information is available to the entire campus community and to the general public.

Cañada College students' catalog rights[xcvi] ensure students complete their degrees or certificates. Courses will be offered to ensure all eligible students complete their coursework with as little disruption as possible. While courses with fewer than 20 students are subject to cancellation, Board Policy 6.04[xcvii] allows for courses under 20 students to be offered if they are "required sequential courses" or "single sections required for a major" Also, in the event a program is in the process of being discontinued or substantially modified, or a required course is no longer offered at Cañada College, has not been offered in the last two terms, or is offered in alternating terms, Cañada College students may complete the required course at College of San Mateo or Skyline College, apply for a course substitution[xcviii], or complete an independent study.

***16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.***

***Evidence of Meeting the Standard***

II.A.16-1 Annual Strategic Plan 2018-2019
II.A.16-2 Curriculum Committee Handbook
II.A.16-3 Learning Outcomes and Assessment
II.A.16-4 Program Review
II.A.16-5 Program Review, Data Packets
II.A.16-6 SMCCCD Office of Continuing, Community, and Corporate Education

***Analysis and Evaluation***

Cañada College evaluates all instructional programs biennially[xcix] to ensure quality and implements updates and improvements via program review. Instructional programs delivered at any location and via any modality that undergo program review include pre-collegiate, collegiate, and career-technical education. To achieve systemic program improvements in courses to improve student learning outcomes and achievements, the Office of Planning, Research and Institutional Effectiveness provides data packets[c]. Faculty use these data packets to identify any necessary changes within degree and certificate programs. Program review is covered in more detail in Standard I.B.5 on page 51. The Instructional Planning Committee and Student Services Planning Committee evaluate all instructional and student services program

reviews, providing feedback to programs and incorporating program goals and plans into college planning[ci].

All instructional programs review their course outlines of record regularly; career and technical education programs review their records biennially, and all other programs review their records every six years, per the Curriculum Handbook[cii]. Additionally, all instructional programs perform learning outcomes assessment cycles every three years[ciii], the data of which informs best practices and course curriculum and program improvements.

The Silicon Valley Intensive English Program (SVIEP) is an SMCCCD program in the Office of Continuing, Community, and Corporate Education[civ]. The program serves F-1 international students as well as local community residents who wish to improve basic English skills in preparation for pre-transfer ESL courses at Cañada College, College of San Mateo, or Skyline College. While the program operates as a district program, Cañada College is proud to be a partner in welcoming eligible students to Cañada College programs.

Through the multiple processes Cañada College has in place—program review, curriculum review, and the assessment of learning outcomes—the college undergoes, at various intervals, substantial evaluation of its instructional programs' quality, currency and effectiveness.

### *Conclusions on Standard II.A. Instructional Programs*

[insert response]

### *Improvement Plan(s)*

From II.A.1: The College is currently looking at online education and equity issues, with a possible goal of adding an online degree or certificate pathway as part of the future plans. As a college, we are looking to organize courses to support an online pathway to earning a degree/certificate in order to better meet the needs of our community. This initiative to further explore the details of online class enrollment is currently facilitated by an ongoing ACES Inquiry Project (online equity).

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[i] II.A.1-4
[iiii] II.A.1-7
[iii] II.A.1-8
[iv] II.A.1-3
[v] II.A.1-6
[vi] II.A.1-1
[vii] II.A.1-5
[viii] II.A.2-1
[ix] II.A.2-3
[x] II.A.2-6
[xi] II.A.2-2
[xii] II.A.2-5
[xiii] II.A.3-1
[xiv] II.A.3-2

[xv] II.A.3-4
[xvi] II.A.3-9
[xvii] II.A.3-3
[xviii] II.A.3-5
[xix] II.A.3-8
[xx] II.A.3-7
[xxi] II.A.3-6
[xxii] II.A.4-1
[xxiii] II.A.4-5
[xxiv] II.A.4-4
[xxv] II.A.4-3
[xxvi] II.A.4-6
[xxvii] II.A.4-2
[xxviii] II.A.5-4
[xxix] II.A.5-5
[xxx] II.A.5-1
[xxxi] II.A.6-2
[xxxii] II.A.6-1
[xxxiii] II.A.6-3
[xxxiv] II.A.6-4
[xxxv] II.A.6-5
[xxxvi] II.A.7-5
[xxxvii] II.A.7-12
[xxxviii] II.A.7-6
[xxxix] II.A.7-7
[xl] II.A.7-2
[xli] II.A.7-8
[xlii] II.A.7-13
[xliii] II.A.7-9
[xliv] II.A.7-3
[xlv] II.A.7-11
[xlvi] II.A.7-1
[xlvii] II.A.8-5
[xlviii] II.A.8-3
[xlix] II.A.8-7
[l] II.A.8-6
[li] II.A.8-2
[lii] II.A.9-1
[liii] II.A.9-1
[liv] II.A.10-6
[lv] II.A.10-14
[lvi] II.A.10-9
[lvii] II.A.10-6
[lviii] II.A.10-2
[lix] II.A.10-10
[lx] II.A.10-15
[lxi] II.A.10-5
[lxii] II.A.10-7
[lxiii] II.A.10-1
[lxiv] II.A.10-16
[lxv] II.A.10-12
[lxvi] II.A.10-4
[lxvii] II.A.10-11
[lxviii] II.A.11-5

[lxix] II.A.11-2
[lxx] II.A.11-1
[lxxi] II.A.11-6
[lxxii] II.A.11-4
[lxxiii] II.A.11-3
[lxxiv] II.A.12-2
[lxxv] II.A.12-3
[lxxvi] II.A.12-4
[lxxvii] II.A.12-6
[lxxviii] II.A.12-4
[lxxix] II.A.12-5
[lxxx] II.A.12-1
[lxxxi] II.A.13-1
[lxxxii] II.A.13-3
[lxxxiii] II.A.13-4
[lxxxiv] II.A.13-2
[lxxxv] II.A.14-4
[lxxxvi] II.A.14-12
[lxxxvii] II.A.14-10
[lxxxviii] II.A.14-8
[lxxxix] II.A.14-11
[xc] II.A.14-9
[xci] II.A.14-3
[xcii] II.A.14-7
[xciii] II.A.15-4
[xciv] II.A.15-6
[xcv] II.A.15-3
[xcvi] II.A.15-2
[xcvii] II.A.15-5
[xcviii] II.A.15-8
[xcix] II.A.16-4
[c] II.A.16-5
[ci] II.A.16-1
[cii] II.A.16-2
[ciii] II.A.16-3
[civ] II.A.16-6

## B. Library and Learning Support Services

***1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)***

***Evidence of Meeting the Standard***

II.B.1-1 ¡ESO! Adelante Program
II.B.1-2 ACES Proactive Registration
II.B.1-3 Associates to Bachelors (A2B) Program
II.B.1-4 Bridging the Opportunities (BTO)/Peer Mentoring
II.B.1-5 COLTS-CON
II.B.1-6 Digital Arts and Animation, Studio Lab Hours
II.B.1-7 DREAM Center
II.B.1-8 EOPS, CARE, and CalWORKs
II.B.1-9 Learning Center
II.B.1-10 Learning Center, ESL SLAMmers Program
II.B.1-11 Learning Center, JAMS
II.B.1-12 Learning Center, NetTutor
II.B.1-13 Learning Center, STEM Center
II.B.1-14 Learning Center, STEM Center, Embedded Peer Instruction Cohort (EPIC) Program
II.B.1-15 Learning Center, STEM Center, Math, Engineering and Science Achievement (MESA) Program
II.B.1-16 Learning Center, Tutoring Center
II.B.1-17 Learning Center, Writing Center
II.B.1-18 Library
II.B.1-19 Library, Article Database Search
II.B.1-20 Library, Group Study Rooms
II.B.1-21 Library, Library Guides
II.B.1-22 Library, Library Orientation Request
II.B.1-23 Cañada College Library, Research Appointment
II.B.1-24 Library, Textbooks, Laptops, and Calculators (TLC) Program
II.B.1-25 Peninsula Library System Catalog, College Reserves
II.B.1-26 TRIO Student Support Services Program
II.B.1-27 Veterans Resource and Opportunity Center (V-ROC)
II.B.1-28 Wellness Center

***Analysis and Evaluation***

Cañada College supports student learning an achievement though its Library and Learning Center, along with other locations throughout the campus. The college demonstrates commitment to sufficiency in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery.

Cañada College supports student learning and achievement by providing physical spaces for the library, learning center, various computer laboratories, a number of academic and support services as well as a wide range of programs designed to support student learning and success.

The Library[i] occupies the entire third floor of Building 9, the Student Services Building. Open six days a week, it accommodates day and evening students and offers Saturday hours. In addition to the open stack circulation, reference, and reserve textbook collections[ii], students have access to 84 computer workstations, five group study rooms[iii] open for reservation, and a silent study room that is devoted to completely silent study. Students also have access to the Information Literacy Center (ILC), a computer classroom that is primarily used for instructional sessions and orientations[iv], but can be used as an open computer laboratory when not in use for orientations; it has 36 computers and a computer for the librarian to use for instruction. With access to 33 databases[v] both on- and off-campus, students have the ability to research their topics at their convenience; access is granted to them off-campus so long as they possess a library card, which is connected to the Peninsula Library System. When on-campus, librarians are available during open hours for both drop-in support or via appointment[vi]. Librarians also work with faculty to create library guides[vii] that are customized to the research criteria set forth by the faculty and any related topics of interest.

The Learning Center[viii] at Cañada College occupies the entire second floor of Building 9, housing numerous student academic support programs that are available to all enrolled students. It is open five days a week, both day and evening, with extended study periods offered until 11pm, the week prior and week of final exams. The Learning Center offers 115 computers all available for student use, all of which are equipped with Microsoft Office Suite, Adobe Creative Suite, and a variety of other support programming to be used by the students to complete their coursework. Students can also check out textbooks, calculators, anatomical models, rock and mineral samples, and various other classroom resources. Students have access to large areas of open study space, several private study rooms, a 20+ person conference room and a full-sized smart classroom.

Several student support services are located within the Learning Center, including: TRiO Student Services Program[ix]; the A2B (Associate's to Bachelor's) Program[x]; and the Expanding Student Opportunities (¡ESO!) Program[xi], which funds our Bridge to Opportunities (BTO) campus peer mentorship program[xii].

The Learning Center is also home to our Tutoring Center[xiii] and writing support services[xiv]. Online virtual tutoring is available for a variety of subjects through NetTutor[xv] which can be accessed through Canvas. Test proctoring is available for all Cañada College online and in-class courses.

The STEM Center[xvi] and the MESA Community College Program[xvii], which supports community college students in successfully transferring to four-year institutions in STEM majors is also located in the Learning Center. The Veterans Resource and Opportunity Center (V-ROC)[xviii], which is committed to the task of supporting the needs of veteran students while in attendance at Cañada College and beyond is housed in the Learning Center and so is the newly-created DREAM Center[xix], that serves as a resource center and safe space for undocumented students and allies.

There are multiple computer lab locations on campus that also offer support services to students and personnel, including the Multimedia Arts labs in Buildings 13 and 22[xx]. Other services outside of the Library and Learning Center include the ¡ESO! Adelante Program located in Building 6[xxi], EOPS, CARE, and CalWORKs[xxii] on the first floor of Building 9 near Counselling, and the Wellness Center[xxiii], which houses the Disabilities Resources Center, Personal Counseling Center, and the Health Center in Building 5 and Alternative Media Center in Buildings 5 and 9.

Cañada College offers a number of unique programs designed to increase retention and persistence. The College also offers additional academic support for students who are not able to access the campus support services in the form of our SLAMmer Program[xxiv], which is designed to offer academic and mentor support for students who are enrolled in ESL (English as a Second Language) at our off-site locations.

Proactive Registration[xxv] is a college program taking place two times per year that is designed to encourage students enrolled in developmental courses to enroll in their courses in a timely manner. Through intensive and intrusive support, students are provided ‘just-in-time’ support to eliminate common barriers to timely registration. Representatives from financial aid, admissions, and counseling are on-hand to address obstacles to ease the registration process. Proactive Registration has had a dramatic impact on student retention and success.

The JAMS Programs[xxvi] (Math Jam, Word Jam, Physics Jam and Chemistry Jam) are week-long academic preparation programs designed to directly improve student retention and course success. Through faculty-driven and designed curriculum, combined with intensive tutorial supports, the JAM Programs provide student participants with a glimpse of the curriculum that they will experience in their subsequent math, English, writing, physics or chemistry course. The JAM Programs are offered 2 or 3 times per academic year depending on subject.

Our COLTS Academy programs (now named COLTS-CON[xxvii]) offers academic preparation support and information for first-year students, continuing students and students who have identified transfer as a goal. Through a series of workshops, presentation and activities aimed at increasing critical thinking and informing student experiences, students are able to interact with each other and college staff and resources representatives to increase their college readiness. Summer 2018 was the first offering of our COLTS-CON Program, which is a collaboration between the Learning Center, the ESO Grant as well as the STEM GANAS grant. More than 80 new and continuing students were able to participate in our “conference style” mini-bridge program that offered sessions in STEM, transfer, available resources and academic preparation.

***2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.***

***Evidence of Meeting the Standard***

II.B.2-1 Learning Center, Information for Instructors (scroll down to Tutoring Faculty Referral Process)
II.B.2-2 Library
II.B.2-3 Library Book Collection Request (Google Form)
II.B.2-4 Library Newsletter
II.B.2-5 Library, Collection Development Policy
II.B.2-6 Library, Textbooks, Laptops, and Calculators (TLC) Program
II.B.2-7 Library, Textbook Request Form for Faculty
II.B.2-8 Program Review Process
II.B.2-9 Technology Committee

***Analysis and Evaluation***

Cañada College is dedicated to providing up-to-date resources and support for its students and faculty. The college attains support from faculty, staff, administration district information technology staff, and students through the Cañada College Technology Committee[xxviii].

Cañada College uses the Program Review Process[xxix] to select and maintain educational equipment and materials. Information Technology Requests are submitted annually and go through a process of being approved by the college through various committees. The Library and Learning Center, and all programs within them, work with faculty and students to develop or seek out new services. They use data collected from student surveys and faculty feedback to inform their searches for new services. When possible, they work with District IT to make these services accessible to all students, regardless of modality.

The Library utilizes their collection development policy[xxx] as a guidance in acquiring educational material and resources. The Library maintains currency with the various programs and academic departments so as to provide students with the most accurate materials available. It also subscribes to databases[xxxi] that focus on disciplines that benefit the college programs, including on-demand services for films and online journal articles. Additionally, the Library has an extensive collection of reserve textbooks, laptops, and calculators through its TLC program[xxxii].

These recommendations come primarily from program review documents from various academic programs, via resource requests. Faculty members are consulted to solicit textbooks most needed for their classes and books for the general collection[xxxiii], and students are welcome to request items for classes as well using an online form linked to the Library's website[xxxiv]. The Library newsletter[xxxv] also includes information for faculty and students to request items from time to time. Feedback from faculty members is also solicited via email for expanding the Library's regular circulating collection, as well as its DVD and online video streaming collections.

The Learning Center staff and faculty have an open and clear relationship to ensure that the most current resources and support are being provided to students. The Learning Center's textbook collection, while limited when compared to the library, is updated at the request of instructors. Often reference textbooks are donated by professors to ensure a reserve copy is

on-hand. Other Learning Center support resources such as models or class materials are also updated or procured at the request of staff, faculty or students.

All usage of Library and Learning Center reserve items is tracked via the Peninsula Library System or through SARS to ensure items are being utilized. District IT maintains the software in its currency, with new software being added per faculty request via program review resource request. District IT also maintains the computer equipment itself through a technology replacement program, which runs on a five-year replacement cycle for all computers on campus. There is more discussion on the technology replacement cycle in III.C.2 on page 151.

The Learning Center maintains currency for all other support programming offered through input from staff and faculty. As needs and courses change, the Learning Center is able to adapt its programming to better suit those needs. For example, additional Math 190 sections have been added to our Math Jam programming in order to support the growing demand for Statistics classes and the new Path to Statistics courses being offered by the campus. There has been a growing demand for technology support in recent years, and as a result the Learning Center has added orientations to include options for additional student training in things like student email, Canvas, and WebSmart support[xxxvi].

***3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.***

***Evidence of Meeting the Standard***

II.B.3-1 COLTS Academy 1, Evaluation Report, August 2016
II.B.3-2 COLTS Academy 2, Evaluation Report, August 2016
II.B.3-3 COLTS Academy 3, Evaluation Report, May 2017
II.B.3-4 Learning Center, Math JAM Pre- and Post-Survey Report, August 2017
II.B.3-5 Learning Center, Math JAM, Pre- and Post-Survey Report, May 2017
II.B.3-6 Library, Program Review Documents for 2016-2017
II.B.3-7 Library, Program Review folder (SharePoint)
II.B.3-8 Proactive Registration Statistics and Report, May 2017
II.B.3-9 Program Review Data Packets 2017-2018
II.B.3-10 SMCCCD Board of Trustees Meeting for March 14, 2018 (18-3-1C Review of Extended Study Hours Initiative, p. 1-2)

***Analysis and Evaluation***

Like all other areas of instruction and student services, the Library and the Learning Center of the College regularly evaluate all of its support services through program review and learning outcomes assessment, among other evaluative methods[xxxvii]. These methods all rely upon data packets[xxxviii] that are produced by the PRIE Office. These data packets include information on retention, student success, and student demographics.

The Learning Center, and the various programs housed within it, use data provided by the PRIE Office in its biennial program review[xxxix]. Additionally, each program in the Learning Center performs regular evaluations based on student surveys and learning outcomes, including reports from the COLTS Academy for first[xl], second[xli], and third[xlii] cohorts, from Proactive Registration drives[xliii], from Math Jam[xliv,xlv], and the Tutoring program. Through these evaluations

and reviews, the College can work to uncover solutions to problems that face students. For example, as a result of student feedback to the Board of Trustees in fall 2016 lacking a need for late-night study space, the Cañada Learning Center worked with their corollary programs at Skyline College and the College of San Mateo to petition for funding for the Extended Study Hours Initiative. As a result, a pilot for this initiative started in Spring 2017, with the full program being instituted in Fall 2017. The Colleges provide periodic evaluations of the initiative to the Board of Trustees[xlvi]. Based on these reports, the Learning Center at Cañada has reduced Extended Study from a semester length practice to now being offered the week prior to and week of final exams.

The Learning Center ensures that its tutoring and mentoring programs stay current by joint monthly CiA trainings for all mentors, tutors and EPIC leaders. These meetings address any current faculty needs or issues, as well as provide up to date training on technique and tutoring methods. Often faculty or other staff will attend to address specific issues. Tutor performance is evaluated through observation by the Tutor Coordinator and student surveys. These trainings are informed by the data gleamed from the surveys and from the program review data packets, in order to improve its services and meet the needs of the students.

***4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)***

***Evidence of Meeting the Standard***

II.B.4-1 Council of Community Colleges Chief Librarians, Cañada College
II.B.4-2 Learning Center, NetTutor
II.B.4-3 Library, Database Usage Report
II.B.4-4 Library, Library Cards
II.B.4-5 Library, Textbook, Laptop and Calculator (TLC) Program
II.B.4-6 Library, Verizon Contract
II.B.4-7 Peninsula Library System

***Analysis and Evaluation***

Cañada College participates in many partnerships, both on and off campus, all official in capacity, and all with the goal of improving services to its student population. Access to all services is made a priority, and any technical issues are addressed in a timely manner.

Cañada College Library is a member of the Peninsula Library System, and as such has access to the resources of thirty-two public libraries and two other college libraries[xlvii]. This gives Cañada students access to thousands of books, DVDs, and print periodicals in additional to the materials located in open stacks and reference at the Cañada Library, as well as eBooks, streaming films, and databases available through the other libraries' websites. Items requested by Cañada students are delivered from the other libraries on a daily basis.

The Cañada College Library is also a member of the Council of Chief Librarians[xlviii], and as such subscribes to a number of databases through its Community College Library Consortium. As with all of the Library's databases, usage is closely tracked[xlix], and any issues with access are given immediate attention. Any technical problems that arise with the databases themselves are resolved quickly and directly through the database vendor.

Students may easily access the databases through the Library's website using their library card information. Library cards may be acquired from the Cañada Library itself[l] or any of the other libraries in the Peninsula Library System. Distance education students may acquire a card by providing the required information through their student email account. Their information is verified using school records, and the student's card information is emailed back to them.

The Cañada College Library also collaborates with the campus's Academic Committee on Equity and Success (ACES) on the Textbooks, Laptops, and Calculators (TLC) Program[li]. This program uses Equity funds to provide textbooks, laptops, and calculators to students who qualify. Students are enrolled in the program by a Retention Specialist, and may check out the items they need for three weeks at a time. Library staff work closely with both students and faculty members to provide as many class materials required by classes as possible, and frequently check in with students to make sure they know when they need to return their items. A survey of TLC Program satisfaction is collected from students at the end of each semester.

Also available through the TLC Program is a collection of seven Wi-Fi routers contracted through Verizon[lii]. These routers offer unlimited Wi-Fi data to students who borrow them for one week at a time. The speed and range of the routers were tested by Library staff before implementation. Monthly usage fees are paid by ACES funds. Routers not returned are shut down and replaced by Verizon for a small fraction of their regular cost.

Cañada College actively seeks out new collaborations with resources to aid students studying both on and off campus. For example, the Learning Center recently implemented online tutoring using NetTutor[liii]. As with all new programs at the college, usage will be closely monitored throughout its first semester, and its efficacy will be evaluated at semester end.

### *Conclusions on Standard II.B. Library and Learning Support Services*

[insert response]

### *Improvement Plan(s)*

[insert response if applicable]

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[ii] II.B.1-18
[ii] II.B.1-25
[iii] II.B.1-20
[iv] II.B.1-22
[v] II.B.1-18

[vi] II.B.1-22
[vii] II.B.1-21
[viii] II.B.1-8
[ix] II.B.1-26
[x] II.B.1-4
[xi] II.B.1-1
[xii] II.B.1-5
[xiii] II.B.1-15
[xiv] II.B.1-16
[xv] II.B.1-11
[xvi] II.B.1-12
[xvii] II.B.1-14
[xviii] II.B.1-27
[xix] II.B.1-7
[xx] II.B.1-6
[xxi] II.B.1-1
[xxii] II.B.1-8
[xxiii] II.B.1-28
[xxiv] II.B.1-10
[xxv] II.B.1-2
[xxvi] II.B.1-11
[xxvii] II.B.1-5
[xxviii] II.B.2-9
[xxix] II.B.2-8
[xxx] II.B.2-5
[xxxi] II.B.2-2
[xxxii] II.B.2-6
[xxxiii] II.B.2-3
[xxxiv] II.B.2-7
[xxxv] II.B.2-4
[xxxvi] II.B.2-1
[xxxvii] II.B.3-7
[xxxviii] II.B.3-9
[xxxix] II.B.3-9
[xl] II.B.3-1
[xli] II.B.3-2
[xlii] II.B.3-3
[xliii] II.B.3-8
[xliv] II.B.3-5
[xlv] II.B.3-4
[xlvi] II.B.3-10
[xlvii] II.B.4-7
[xlviii] II.B.4-1
[xlix] II.B.4-3
[l] II.B.4-4
[li] II.B.4-5
[lii] II.B.4-6
[liii] II.B.4-2

## C. Student Support Services

### *1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)*

***Evidence of Meeting the Standard***

II.C.1-1 Program Review Process
II.C.1-2 Student Services Planning Council (SSPC)
II.C.1-3 SSPC meeting to discuss program review questions (December 13, 2017; p. 2, 2.VI)
II.C.1-4 SSPC Plans, SLOs, and Program Review

***Analysis and Evaluation***

Cañada College has a robust program review process[i] that includes all student services programs. Student services programs examine the effectiveness of support for student learning and success. These programs are thoroughly evaluated every other year for quality and effectiveness regardless of service delivery method, including online and off-site. The program review process includes an examination of how student services are aligned with and further the mission of the college.

The components of the student services program review include analysis of major accomplishments, impact of resource applications, current state of the program, SAOs and applicable SLOs, program improvement initiatives, and resource requests. Student services program reviews[ii] are reviewed by the SSPC[iii], one of the shared governance boards of the college.

During a December 2017 meeting of the SSPC[iv], a decision was made to add a question to solicit information on how programs are serving students regardless of the program's location or means of delivery. This modification to the evaluation process began with the 2017-2018 Student Services Program Review Cycle.

One question in program review requires an explanation of how each student service program aligns with the College's mission, and asks programs to provide their program mission statement if available. Beginning in fall 2018 the PBC revised the program review process and timeline to align program resource and personnel requests with the availability of college resources and the overall mission of the college.

### *2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.*

***Evidence of Meeting the Standard***

II.C.2-1 CCCO Management Information Systems DataMart
II.C.2-2 PRIE Data Dashboard
II.C.2-3 Program Review, SPOL
II.C.2-4 Program Review, Student Services
II.C.2-5 SMCCCD Scorecard and Metrics
II.C.2-6 SMCCCD TracDat

***Analysis and Evaluation***

Each Cañada College student services program has SAOs and/or SLOs identified specifically for that program and the students they serve. The college has established assessment methods and resources available for student services programs to regularly assess the effectiveness of their programming, it ensures that learning outcomes and area outcomes drive changes and measure successes in each service area. Prior to the fall 2018 semester, all program review reports were inputted into SPOL[v]; starting with the fall 2018 semester all such reports are inputted into TracDat[vi], which is the same platform used to input SLO and SAO reports. Data for these reports are culled from DataMart[vii] and from the PRIE Data Dashboard[viii].

As part of the program review process[ix], student services programs develop and evaluate SLOs and/or SAOs, as well as an SLO and/or SAO evaluation plan for the next cycle based on the results of their current assessments and the needs of the program. Programs work with their administrators and/or deans and the PRIE Office to develop learning outcomes and area outcomes that are meaningful to their area and to the college as a whole. In addition to the program review process, student services programs are tasked with establishing, collecting, and reviewing learning outcomes and area outcomes each year.

### *3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)*

***Evidence of Meeting the Standard***

II.C.3-1 Disability Resource Center (DRC) and Personal Counseling Center (PCC) Appointment Request Form
II.C.3-2 EOPS
II.C.3-3 ESL Department, Community based English Tutoring (CBET)
II.C.3-4 GetAnswers Financial Aid TV Library
II.C.3-5 Learning Center
II.C.3-6 Library
II.C.3-7 Outreach, Priority Enrollment Program (PEP)
II.C.3-8 San Mateo Colleges of Silicon Valley, International Program Application
II.C.3-9 Student Life and Leadership, Educational Events and Programs
II.C.3-10 Student Services webpage
II.C.3-11 WebSMART

***Analysis and Evaluation***

Cañada College assures equitable access to all of its students regardless of service location or delivery method by providing many of its services in person, online, or via telephone[x]. The SSPC works with staff and faculty throughout the campus to ensure that these measures are addressing student needs in an equitable way, with many of the suggestions and requests brought forth through program review of student services programs.

In addition to face-to-face services, the college makes matriculation and counseling services available to groups of students regardless of location or means of delivery program through its Priority Enrollment Program[xi]. The Priority Enrollment Program brings matriculation services to high school students throughout the College's territory, bringing counseling and admissions

information and staff to the students in order to make the transition into college easier for high school students.

The college offers an online orientation for incoming students. The counseling department offers e-counseling and telephone appointments to students unable to come to campus. The counseling division is working towards piloting an e-counseling service via Zoom video conference software that offers improved communication and sharing of documents.

The International Student Center added online chat/Skype services to prospective international students abroad starting in fall 2018. Services will be provided in English, as well as other languages spoken by international student assistants. Prospective students will have the chance to speak with current international students to better understand the unique student perspective while still gaining access to important immigration/admissions questions.

The International Student Center at the District Office moved to a fully online application system[xii], San Mateo Colleges of Silicon Valley, where current and prospective international students can learn more about the programs that the District offers. The site launched in fall 2018, which includes a fully-online approach for submission of documentation and application process.

Financial Aid uses WebSMART[xiii] and email communications to advise students of application status, pending items and eligibility issues, thus allowing students access to this information regardless of location or time of day. Students on-appeal are provided with an online workshop requirement that they can fulfill from any device. Students requiring assistance with any of our processes are able to make day and evening appointments. The GetAnswers Financial Aid TV[xiv] video library provides online access to numerous videos that address a variety of topics related to financial aid and student success. Students are able to access the playlists online, in English and Spanish.

Several student services' programs have online applications or request for services. This includes the upcoming EOPS[xv] online application, online personal counseling, Disability Resource Center interest forms[xvi], and the DRC online management tool for continuing students to request services. For students who are unable to be served during the Health Center's limited hours, they are provided the option to be seen by the CSM Health Center at no additional charge if that center's hours are more convenient for the student.

The Counseling Department offers its services to the college off-site locations, including Workforce Development programs at the Menlo Park Center and to ESL students taking courses at local elementary schools through the Community Based English Tutoring (CBET) program[xvii]. Additional services at the Menlo Park Center include SparkPoint, which offers financial literacy and other workshops for Job Training participants.

Over the last several years, the College has paid more attention to expanding student services to evening students, many of whom are not able to come to campus during the day to address their needs. Student Life and Leadership plans and promotes participation in day and evening events on campus. Several departments and services including Admissions and Records, Cashier, Counseling, EOPS, Financial Aid, SparkPoint and other services maintain regular evening hours year-round. Presently, most of these services are open Tuesday and Wednesday

evenings until 7 pm. The Learning Center[xviii] has late-night study space and is open for students until 11pm Monday through Thursday; the Library[xix] is open until 9pm Monday through Thursday with shorter hours Friday and Saturday.

***4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.***

***Evidence of Meeting the Standard***

II.C.4-1 Center for Student Life and Leadership Development
II.C.4-2 COLTS-CON
II.C.4-3 Kinesiology, Athletics and Dance Department
II.C.4-4 Program Review Process
II.C.4-5 Puente Program
II.C.4-6 SparkPoint
II.C.4-7 STEM Center
II.C.4-8 STEM Center, MESA
II.C.4-9 STEM Center, STEM Speaker Series

***Analysis and Evaluation***

All student services programs go through a regular and demanding program review process[xx] to evaluate their respective effectiveness and to ensure that they are conducted with sound educational policy and standards of integrity. The program review process requires alignment with the college's mission, whereby programs and departments demonstrate said alignment.

The Center for Student Life and Leadership Development[xxi] oversees student clubs, Student Senate and special events on campus. Student learning outcomes for the department are connected to Cañada's mission through fostering student development in effective communication, critical thinking and community connections. Associate Student members and officers participate in leadership roles of varying levels and conferences throughout the country that promote opportunities for engagement and professional development. The department regularly assesses its effectiveness through the program review process and through student presentations, surveys, questionnaires, focus groups and review of collected data among other measures.

SparkPoint[xxii] is the one-stop financial coaching and education center on campus. Its programs provide assistance to students in financial coaching, access to a food pantry on campus, and a free legal clinic. Spark Point's food pantry is available to students as well as the community at large; the program addresses the college's mission of providing students with basic skills programs and the cultivation of quantitative reasoning and analytical judgement. The program goes through the biennial program review process to evaluate effectiveness and student usage.

The Puente Program at Cañada[xxiii] is a program designed to further academic achievement among educationally disadvantaged students. In addition to academic support services, students participating in Puente are connected with professional mentors and participate in co-curricular activities such as field trips to university campuses. Puente supports Cañada's

mission by ensuring students from diverse backgrounds have the opportunity to achieve their educational goals.

The STEM Center at Cañada[xxiv] provides a number of co-curricular programs such as MESA[xxv] through which students have access to specialized academic and transfer advising, career and professional development and field trips to companies. COLTS-CON[xxvi] is a college readiness program designed for new and returning students and STEM potential students. Additionally, the STEM Center sponsors a weekly STEM Speakers Series[xxvii], where students and community members can hear from and engage with professionals working in the STEM field. The STEM Center supports Cañada's mission in providing the community with a learning-centered environment, and upholds the institution's values of community, education and industry partnerships, an engaging student life and communication and collaboration.

The Kinesiology, Athletics and Dance Department[xxviii] promotes excellence in athletics and enables student-athletes to achieve their highest academic, athletic, and personal aspirations. Cañada is a member of the Coast Conference for baseball, women's soccer, men's soccer, women's volleyball, men's golf, and basketball; it is in the Central Valley Conference for women's golf. The department measures efficacy regularly through written tests, student logs, observation, group projects, portfolios and case studies, among others. Additionally, the department offers a variety of fitness and recreation courses that allow for students of diverse backgrounds to learn about fitness and well-being. The department goes through a regular program review process biennially. The Department is in accordance with the California Community College Athletic Association and Title IX regulations.

***5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.***

***Evidence of Meeting the Standard***

II.C.5-1 College for Working Adults (CWA)
II.C.5-2 Counseling, Student Success Program
II.C.5-3 DegreeWORKS
II.C.5-4 Disability Resource Center (DRC)
II.C.5-5 EOPS
II.C.5-6 EOPS, CalWORKs
II.C.5-7 EOPS, CARE
II.C.5-8 EOPS, Foster Youth Success Initiative
II.C.5-9 Flex Day Activities
II.C.5-10 Honors Transfer Program
II.C.5-11 International Student Center
II.C.5-12 Program Review for Counseling, 2018-2019
II.C.5-13 Puente Program
II.C.5-14 STEM Center
II.C.5-15 Transfer Center

II.C.5-16 TRIO Student Support Services.
II.C.5-17 Veterans Services

***Analysis and Evaluation***

Cañada College provides counseling services to students through multiple methods, including initial reception and throughout the students' academic progress. Students receive direct access to the counselors of their programs, and, in some cases, there is intrusive counseling. As of the spring 2019 semester, the Counseling faculty number 9 FT tenure-track counselors, 5 FT non-tenure-track counselors, and 10 adjunct counselors. These programs and student cohorts include:

- Athletes
- Basic Skills
- College for Working Adults[xxix]
- Disability Resource Center[xxx]
- EOPS[xxxi], including CARE[xxxii], CalWORKs[xxxiii], and Foster Youth Success Initiative[xxxiv]
- Honors Transfer Program Students[xxxv]
- International Students[xxxvi]
- Puente[xxxvii]
- STEM[xxxviii]
- Students in poor academic standing[xxxix]
- Transfer students[xl]
- TRIO Student Support Services[xli]
- Veterans[xlii]

All matriculating students are required to meet with a counselor before the student can register. During this first appointment, the counselor will develop an abbreviated SEP with the student. Particularly if the student is undecided on major, the counselor may recommend a career class, or refer the student to the career center. The student is encouraged to return for a follow-up appointment to complete a comprehensive plan. In the most recent Counseling Program Review[xliii], data indicates that 77% of students have active, comprehensive SEPs. The Department's goal is to achieve 100% of students with SEPs.

Several counselors are assigned to work with specific programs or cohorts of students. The counselor then becomes an expert in the requirements of the specific program and ensures that students are complying with said requirements. There are numerous grant-funded programs through the Hispanic Serving Institute that have been awarded to Cañada College, with each program incorporating intrusive and general counseling.

Students use DegreeWORKS[xliv] to approach counseling through different capacities, thus allowing the Counseling Department to serve the students as completely as possible. Counseling faculty use DegreeWORKS to evaluate student progress toward degree or transfer. It is also used to develop an online SEP. Students perform queries and quickly receive information on the remaining requirements to reach their educational goal. The College is currently upgrading functions in DegreeWORKS to improve the functionality of the SEP and the degree audit.

Student counseling appointments are generally scheduled for 30 minutes, unless a student needs extended time then a 45-minute appointment is scheduled. Except for peak registration times, students can typically request an appointment within a week's time. In response to

additional requests for counseling during peak periods—two weeks before the start of the semester, and during the add/drop period—the Counseling Department operates on a drop-in schedule. A total of 5,344 general counseling sessions were held in fall 2016, representing an 11% increase from the previous semester.

All counselors attend annual CSU and UC conferences for campus updates and other critical information. Training on transfer topics occurs at regular counseling meetings. Currently, there are two full-time transfer counselors and a Transfer Supervisor. These individuals regularly disseminate information to all counselors. Additionally, the Transfer Supervisor maintains a robust transfer website, organizes transfer workshops throughout the year, holds transfer 'open house' during the fall application period, hosts Transfer Day, and works closely with the Curriculum Committee and Articulation Officer.

The Counseling faculty teach courses on transfer essentials and planning, life and career planning, scholarships, exploration of careers, majors, and transfers, career assessment, and college success. All of these courses are CSU-transferable, and most are also UC-transferable. The Life and Career Planning course has multiple sections, including at least one evening section and an additional section dedicated to students in the Puente program.

A counselor retreat is held annually at the end of spring semester, with the purpose of reviewing the previous year and setting goals for the coming year. Counselors participate in college Flex Day activities[xlv] and other professional development activities, so as to remain current in their knowledge of their fields and other trends. Through these collaborations with colleagues, the counseling faculty continuously spread their knowledge to the entire college community, thereby ensuring that the latest information on a variety of needs and issues is disseminated across the campus.

By offering general and intrusive counseling to students in specific programs and cohorts, it serves the needs of the students. In peak times of the semester and prior to the start of the semester, the Counseling Department extends its hours to best serve the students and their needs.

***6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)***

***Evidence of Meeting the Standard***

II.C.6-1 Admissions and Records
II.C.6-2 College for Working Adults (CWA), Degrees Offered
II.C.6-3 Education and Human Development Department, Degrees Offered
II.C.6-4 Engineering Department
II.C.6-5 Fashion Design and Merchandising Department, Degrees
II.C.6-6 GE Pathways, Pathways Courses
II.C.6-7 Honors Transfer Program, Eligibility and Application
II.C.6-8 Interior Design Department, Course Matrix
II.C.6-9 International Student Center, Studying in the U.S./Services
II.C.6-10 Medical Assisting Program, Brochure

II.C.6-11 Radiologic Technology Department, Selection Criteria

***Analysis and Evaluation***

Cañada College has clearly defined admissions processes and procedures[xlvi]. It is an open access 2-year institution that proudly accepts 100% of all applicants. Before registering for classes, students are required to meet with a counselor for an initial orientation and counseling session. This session includes creating a SEP, with the goal to encourage the student to choose a path of study that is best suited to his or her needs and goals. During this session students are evaluated for English and math proficiencies, with additional screening done for eligibility for any of the cohorts and student services programs that the College offers. As a final step, students register for any courses that fit within their SEP, and plan out future appointments with relevant program coordinators to ensure a successful entrance into their academic programs. International students are assisted with following clear guidelines for obtaining student visas and meeting all requirements for maintaining their F-1 visa.

Some programs at the College do require pathways to be chosen by students at their initial point of application. The Radiologic Technology Department[xlvii] requires students to apply for admission to its program. The prerequisites for this program are clearly defined and, if accepted, students move through the program as a cohort. CWA[xlviii] has defined pathways for students that lead to three possible degrees. Students also take courses cohort style. Other programs and majors on campus market their programs with a defined course sequence include:

- Education and Human Development[xlix]
- Engineering[l]
- Fashion Design and Merchandising[li]
- Interior Design[lii]
- Medical Assisting[liii]

The College is participating in the State's initiative for Guided Pathways. A college self-assessment was completed and a committee with diverse representation has been formed to prepare its Guided Pathways work plan, with an inquiry process and program design being the focus at this time. The GE Pathways Initiative[liv] has been in effect since fall 2016, which guides students into different pathways for their general education courses along two themes: social justice and sustainability. The Honors Transfer Program[lv] also runs its guidelines as a type of guided pathway. In these ways, students are able to find out information to attain their goal quickly and know which path they need to take.

### *7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.*

***Evidence of Meeting the Standard***

II.C.7-1 Accuplacer Platform
II.C.7-2 Multiple Measures Assessment Project (MMAP) 2015
II.C.7-3 OpenCCC
II.C.7-4 Program Review, Student Services Program Review Process
II.C.7-5 SMCCCD Board of Trustees, Board Policy 7.01 Admissions and Concurrent Enrollment

***Analysis and Evaluation***

The College follows standard policies and procedures with respect to admissions and student placement assessment that are in line with the college mission, District board policy[lvi] and procedures, relevant state laws, and state chancellor office guidelines. The District uses the online application system OpenCCC[lvii], which is provided by the California Community Colleges Chancellor's Office.

Beginning in 2015, Cañada used MMAP 2015[lviii], using high school GPA and grades for math and English placement. Before fall 2019, Cañada used the Accuplacer Platform[lix] for English, reading, and ESL placement, as well as ALEKS for math. Prior to spring 2019, the College had a process of allowing some students to place into their English and math courses based on norm standardized assessment instruments. Appropriate and reasonable accommodations for verified students who request them for their assessment tests were provided in partnership through the DRC. Starting in spring 2019, all placement decisions for English and math will be made by multiple measures assessments, with standards determined by English and math faculty respectively.

The College reviews student placement assessment processes and incorporates multiple measures of assessing the preparedness for college level work with the goal of decreasing the time needed to achieve educational goals. This is done through the program review process[lx].

***8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.***

***Evidence of Meeting the Standard***

II.C.8-1 Catalog, Privacy Rights of Students
II.C.8-2 DegreeWORKS
II.C.8-3 SMCCCD Board of Trustees, Administrative Procedure 8.27.1 Records Management
II.C.8-4 SMCCCD Board of Trustees, Board Policy 7.28 Student Records, District Information and Privacy
II.C.8-5 SMCCCD Information and Technology Services, Network Services, Infrastructure, and Security
II.C.8-6 WebSMART

***Analysis and Evaluation***

In accordance with District board policy[lxi] and procedure[lxii], all student records are housed in secure storage. Prior records are stored in the records room in Building 9 and archives are stored in Building 2. There are duplicates of all of the records. Some of these records have been duplicated via WebXtender or microfilm while others have not yet been duplicated. All records after 1981 are in electronic format and are backed up routinely.

At this time, records from spring 1975 to summer 1981 are stored in file folders in the records room of Building 9; the College is in the process of scanning these records. Records from 1968 through 1974 are stored on microfilm in Building 9 and the hard copy is located in Building 2. The Building 9 record room is considered a fire-proof room as the walls are constructed to contain fire for more than two hours, and all of Building 9 has fire sprinklers in place. The security of this room is controlled by an electronic locking system. The Building 2 archives are

stored in a specially-locked section, to which only approved personnel have a key. The room has smoke detectors for fire notification.

The student computer data files are maintained and backup files are created and stored appropriately. Admissions and Records Department is in the process of scanning and indexing both prior and current hardcopy student records using WebXtender software. These imaged and indexed records are available to Counselors and appropriate staff.

Specialized programs, such as the programs associated with the Wellness Center, maintain their paper and electronic files according the appropriate regulations with regard to HIPPA, Title 5, FERPA, and any other appropriate regulatory agencies or codes.

District ITS[lxiii] is responsible for all hardware and software production, applications, databases, and data that resides in Banner. Within this scope, they provide secure backup policies, along with systems and procedures for production servers, test servers, and web servers. Backups are completed daily or weekly depending on the type of file.

With respect to the release of student records, the Federal Educational Rights and Privacy Act is described in the catalog[lxiv] and also in the class schedule. The provisions clearly state that the College may release certain types of directory information. Directory Information includes the student's name and city of residence, participation in recognized activities and sports, degrees and awards received, and height and weight of members of athletic teams. Procedures for release of student records are published in the College Catalog, the Student Handbook, and on the website. Students that are currently enrolled at the College may request that directory information be withheld by notifying the Admissions and Records Office in writing each semester. Such requests must be submitted within two weeks after the first day of instruction and must be renewed each academic year.

The College's assessment area maintains student assessment scores under password protection. These results are entered into Banner at the end of an exam for counselors to review. SEPs are retrieved through WebSmart[lxv] (DegreeWORKS[lxvi] for new Student Educational Plans) and WebXtender (for historical SEPs); all are password protected. Students who would like to obtain copies of their test results complete a request form available through the Counseling Department. Students can access their electronic educational plans via DegreeWORKS, which they access through WebSMART.

The institution's commitment to maintaining the confidentiality of student records extends to its administrative system, Banner. Training for all the institution's employees requiring access to Banner is provided by the ITS Department. Such training is mandated and a privacy statement is signed and maintained by ITS. In Banner, access to the student population is based upon the employee's job description, as approved by his or her first level manager.

### *Conclusions on Standard II.C. Student Support Services*

[insert response]

***Improvement Plan(s)***

[insert response if applicable]

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[i] II.C.1-1
[ii] II.C.1-4
[iii] II.C.1-2
[iv] II.C.1-3
[v] II.C.2-3
[vi] II.C.2-6
[vii] II.C.2-1
[viii] II.C.2-2
[ix] II.C.2-4
[x] II.C.3-10
[xi] II.C.3-7
[xii] II.C.3-8
[xiii] II.C.3-11
[xiv] II.C.3-4
[xv] II.C.3-2
[xvi] II.C.3-1
[xvii] II.C.3-3
[xviii] II.C.3-5
[xix] II.C.3-6
[xx] II.C.4-4
[xxi] II.C.4-1
[xxii] II.C.4-6
[xxiii] II.C.4-5
[xxiv] II.C.4-7
[xxv] II.C.4-8
[xxvi] II.C.4-2
[xxvii] II.C.4-9
[xxviii] II.C.4-3
[xxix] II.C.5-1
[xxx] II.C.5-4
[xxxi] II.C.5-5
[xxxii] II.C.5-7
[xxxiii] II.C.5-6
[xxxiv] II.C.5-8
[xxxv] II.C.5-10
[xxxvi] II.C.5-11
[xxxvii] II.C.5-13
[xxxviii] II.C.5-14
[xxxix] II.C.5-2
[xl] II.C.5-15
[xli] II.C.5-16
[xlii] II.C.5-17
[xliii] II.C.5-12
[xliv] II.C.5-3
[xlv] II.C.5-9
[xlvi] II.C.6-1
[xlvii] II.C.6-11
[xlviii] II.C.6-2

[xlix] II.C.6-3
[l] II.C.6-4
[li] II.C.6-5
[lii] II.C.6-8
[liii] II.C.6-10
[liv] II.C.6-6
[lv] II.C.6-7
[lvi] II.C.7-5
[lvii] II.C.7-3
[lviii] II.C.7-2
[lix] II.C.7-1
[lx] II.C.7-4
[lxi] II.C.8-4
[lxii] II.C.8-3
[lxiii] II.C.8-5
[lxiv] II.C.8-1
[lxv] II.C.8-6
[lxvi] II.C.8-2

## Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness.

Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

### A. Human Resources

***1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.***

***Evidence of Meeting the Standard***

III.A.1-1 CCCCO Minimum Qualifications Handbook
III.A.1-2 Foreign degree statement from job description
III.A.1-3 Human resources organizational chart III.A.1-01
III.A.1-4 Job application example
III.A.1-5 Job posting websites sample III.A.1-12
III.A.1-6 Position review process/schedule
III.A.1-7 Reference checking guide III.A.1-30
III.A.1-8 Salary Schedules
III.A.1-9 Sample application ranking form III.A.1-28
III.A.1-10 Sample application ranking form III.A.1-35
III.A.1-11 Sample board report – approval of personnel items III.A.1-41
III.A.1-12 Sample interview questions with key response elements III.A.1-29
III.A.1-13 Sample Job Description: Counselor
III.A.1.14 Sample Position Description: Office Assistant II (Classified)
III.A.1-15 Sample Position Description: Vice Chancellor of Educational Services and Planning
III.A.1-16 Screening Committee Confidentiality Agreement
III.A.1-17 SMCCCD Board of Trustees, Board Policy 3.15 Employment Requirements
III.A.1-18 SMCCCD Board of Trustees, Administrative Procedure 3.15.3, Faculty Hiring
III.A.1-19 SMCCCD Board of Trustees, Board Policy 2.10, Selection Procedures
III.A.1-20 SMCCCD Board of Trustees, Board Policy 4.15, Employment Requirements (Classified Service members)
III.A.1-21 SMCCCD Board of Trustees, Board Policy 4.25, Employees Not Members of the Classified Service
III.A.1-22 SMCCCD Board of Trustees, Board Policy 5.10, Managers: Employment and Reassignment
III.A.1-23 SMCCCD Board of Trustees, Board Policy 5.15, Non-represented Employees: Employment Requirements

III.A.1-24 SMCCCD Board of Trustees, Board Policy 5.20, Academic Supervisors: Employment and Reassignment
III.A.1-25 SMCCCD Board of Trustees, Board Policy 5.50, Classified Professional/Supervisory Employees: Employment and Transfer
III.A.1-26 SMCCCD Board of Trustees, Board Policy 5.60, Confidential Employees: Employment and Transfer
III.A.1-27 SMCCCD Chancellor Selection Procedures
III.A.1-28 SMCCCD Classified and Administrative Selection Procedures
III.A.1-29 SMCCCD College President Selection Procedures
III.A.1-30 SMCCCD EEO Committee Website
III.A.1-31 SMCCCD EEO Plan, 2018-2021
III.A.1-32 SMCCCD Employee Selection Procedures
III.A.1-33 SMCCCD Employment Website
III.A.1-34 SMCCCD Faculty Selection Procedures
III.A.1-35 SMCCCD Selection Committee and Hiring Manager User's Guide
III.A.1-36 SMCCCD Unconscious Bias Training III.A.1-38

***Analysis and Evaluation***

The SMCCCD Office of Human Resources is organized and staffed at the district-level to support the needs of all three colleges in the District (III.A.1-01). The Office assures the integrity and quality of its programs and services by employing qualified administrators, faculty, and staff to support College programs and services. The Office provides employment and benefit services across the District including coordination of recruitment and hiring processes. The District uses an online applicant tracking system that requires applicants to answer specific questions demonstrating they meet the requirements of the position. Vacant positions are promoted using focused outreach and are publicized though Job Elephant, a full-service advertising agency that specializes in advertising. Standard publications include: the California Community College Registry (CCC Registry), Phase2Careers, DiverseAcademia.com, communitycollegejobs.com, Inside Higher Ed, HigherEdJobs.com, Association of California Community College Administrators (ACCCA), and the SMCCCD Employment website[i] (III.A.1-12)

The District provides guidelines related to hiring criteria to ensure consistency in hiring practices and procedures. The SMCCCD process was developed in accordance with Board policy, California Education Code, and Title 5. The District affirms its commitment to diversity, equity, and inclusion in policy and in the District Equal Employment Opportunity (EEO) Plan[ii]. The District EEO Committee[iii] meets quarterly and is charged with promoting an understanding of and support for diversity, equal opportunity and nondiscrimination policies and procedures. The EEO committee includes representation of faculty, classified professionals, managers, and students from all three campuses.

The College follows a thorough, systematic and inclusive hiring process[iv] in accordance with all board policies on hiring[v], [vi], [vii], [viii], [ix], [x], [xi], [xii], [xiii]. Screening committee membership guidelines align with hiring processes outlined in District collective bargaining agreements and HR procedures. Faculty have a delineated role in the new faculty selection process, and screening committees include at least three members[xiv]. Faculty serving on screening committees are appointed through Academic Senate, and classified professionals are appointed/confirmed to serve through CSEA. Faculty, academic supervisor and educational administrator screening

committees recommend candidates for final interviews to the President. All other screening committees recommend candidates for final interviews to the hiring manager which can be a Director, Dean, Vice President, and/or President[xv]. The District provides screening procedures for full-time faculty and part-time faculty[xvi], as well as for classified professionals and administrators[xvii]. The selection of the college president[xviii] and the district chancellor[xix] have their own processes.

The criteria, qualifications, and procedures for personnel selection are clearly and publicly stated. Qualifications for faculty and educational administrator positions are based on the California Community College Chancellor's Office publication *Minimum Qualifications for Faculty and Administrators in California Community Colleges*[xx]. Screening committee members review and verify applicant qualifications through a process lead by the screening committee chair. Screening committees review and evaluate applications based upon qualifications, knowledge, skills, and abilities as presented in the application materials to determine which candidates to interview (III.A.1-28). The screening committee works with HR to develop a set of interview questions and corresponding key response elements to gauge interviewee responses (III.A.1-29). As part of the interview process, candidates may be asked to demonstrate job-related knowledge and skills. Reference checks for final candidates are conducted by the hiring manager in coordination with HR (III.A.1-30). All new hires are required to complete a background check, fingerprinting, and tuberculosis screening in accordance with California Education Code and Board Policy 3.15[xxi].

The College and the District recruit and hire diverse and highly-qualified faculty[xxii], staff[xxiii], and administrators[xxiv] that can support quality programs and services that are aligned with the college mission. Generic position descriptions are provided by HR, and are reviewed and edited by the hiring manager prior to posting. If there are any revisions made to an existing position description, HR approves the changes before posting the job. All positions indicate minimum qualifications required and applicants must affirmatively indicate that they meet all the minimum qualifications[xxv]. The screening committee also verifies applicants meet minimum qualifications during the initial review process (III.A.1-35). Degrees received from a college or university outside the United States, need to be evaluated by a professional organization that is a member of the National Association of Credential Evaluation Services to ensure that applicants with foreign degrees meet minimum qualifications[xxvi].

The screening committee chair is responsible for ensuring all hiring processes are followed and consistently applied as indicated in the District selection procedures[xxvii]. All staff are required to participate in unconscious bias training prior to serving on a screening committee. A confidentiality agreement is signed at the commencement of each committee process[xxviii] (III.A.1-38). HR validates each step of the recruitment and selection process through offer of employment and recommendation to the Board of Trustees. All new hires are recommended to the Board of Trustees for approval (III.A.1-41). HR conducts employment eligibility verification of all new hires and oversees the background check process prior to the first day of employment.

All job descriptions directly relate to the District and College missions and include clearly delineated duties, responsibilities, and reporting. Job descriptions and salary schedules[xxix] are posted and publicly available on the District portal. Board policy/CBA requires classified positions be reviewed at least once every 5 years[xxx]. The review process includes a job analysis

to ensure the duties and position classification are relevant and that professional qualifications are appropriate.

***2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)***

***Evidence of Meeting the Standard***

III.A.2-1 Academic Senate Resolution: Adoption of the Online Education Initiative's Course Design Rubric as a Guide to Developing Hybrid and Online Courses within the SMCCCD
~~III.A.2-2 ASGC Meeting for 13 September 2018 (p. 12, 7.12 Business FT Faculty Hiring Committee) III.A.2-10~~
~~III.A.2-3 ASGC Meeting for 22 March 2018 (p. 1, 4.3 Biology Faculty Hiring Committee) III.A.2-10~~
III.A.2-4 CCCCO Minimum Qualifications Handbook
III.A.2-5 DEAC Distance Education Faculty Handbook
III.A.2-6 DEAC, How to Begin Teaching Online and Hybrid Courses
~~III.A.2-7 OEI Online Course Rubric PowerPoint III.A.2-14 (evidence folder)~~
III.A.2-8 Online Education Initiative, Course Design Rubric, Sections A-C
III.A.2-9 QOLT Work Group (Quality Online Learning & Teaching
III.A.2-10 Sample faculty application ranking form III.A.2-11
III.A.2-11 Sample faculty interview questions (final round) III.A.2-08
III.A.2-12 Sample faculty interview questions (first round) III.A.2-07
~~III.A.2-13~~ Sample Faculty Position Description, Chemistry III.A.2-05
~~III.A.2-14 Sample Faculty Position Description, Computer Information Science/Engineering III.A.2-06~~
III.A.2-15 Sample Faculty Position Description, History
III.A.2-16 SMCCCD Board of Trustees, Administrative Procedure 3.05.1, Minimum Qualifications, Faculty Service Areas and Equivalency to Minimum Qualifications
III.A.2-17 SMCCCD Board of Trustees, Administrative Procedure 3.15.3, Faculty Hiring
III.A.2-18 SMCCCD Faculty Selection Procedures III.A.2-04, III.A.2-09

***Analysis and Evaluation***

The faculty at Cañada College are highly qualified subject-matter experts and the college seeks to hire the most qualified faculty for all open positions. Applicants for faculty positions must meet the minimum qualifications or equivalent as delineated in the job description[xxxi] in accordance with state law and board policy[xxxii]. Minimum qualifications for faculty are established using the California Community Colleges Minimum Qualifications[xxxiii]. Applicants who do not meet the minimum qualifications for a faculty position may apply for equivalency in accordance with board policy.

The SMCCCD Faculty Selection Process[xxxiv] details the process to hire a full-time or part-time faculty member. Job announcements for faculty positions clearly indicate job specifications setting forth the knowledge, skills, and abilities necessary for successful job performance. All positions include a requirement of demonstrated cultural competence, sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students, faculty, and staff

(III.A.2-05). Additionally, all faculty job descriptions include responsibility for curriculum oversight and student learning outcome assessment (III.A.2-06).

First-level faculty interviews include a teaching demonstration that allows candidates to demonstrate pedagogical strategies on how they incorporate new technologies into the classroom, whether on campus or online[xxxv] (III.A.2-07). In addition, they include questions related to instructional technology, student engagement strategies, and opportunities to share specific instructional strategies[xxxvi] (III.A.2-08).

The College has a comprehensive and effective selection process to ensure content area expertise when hiring faculty. All faculty screening committees must have at least two faculty approved by the Academic Senate (III.A.2-09, 10), in accordance with Administrative Procedure 3.15.3[xxxvii]. The materials submitted by each applicant are reviewed by screening committee members and evaluated to determine which applicants are selected for interview[xxxviii] (III.A.2-11).

For faculty choosing to teach online, the College has a comprehensive internal training program for online instruction, called the QOLT Work Group[xxxix]. Led by a faculty coordinator, the online teaching program prepares faculty for effective online teaching[xl]. The DE Coordinator, the Instructional Technologist and the DEAC offer workshops and professional development opportunities for new faculty and for those who wish to teach distance education courses[xli]. Faculty members may also choose to become certified using the @One training program. Faculty will also be placed in a 3-year retraining cycle in an effort to maintain currency in their DE skills; this will be put into place starting with the 2019-2020 academic year. To further ensure high-quality instruction for all students, online courses are reviewed using a rubric prior to being scheduled. This DE rubric is based off of the OEI Rubric[xlii], which the Academic Senate has approved as the basis for approvals for DE[xliii]. This is discussed further in Standards II.A.2 on page 75 and II.A.7 on page 81.

***3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.***

***Evidence of Meeting the Standard***

III.A.3-1 Open forum process/announcement (In evidence folder) III.A.3-09
III.A.3-2 Sample administrator application ranking form III.A.3-05
III.A.3-3 Sample classified application ranking form III.A.3-08
III.A.3-4 Sample Position Description, Dean of Academic Support and Learning Technologies III.A.3-04
III.A.3-5 Sample Position Description, Director of Disabled Students Programs and Services III.A.3-03
III.A.3-6 Sample Position Description, Instructional Support Assistant III.A.3-07
III.A.3-7 Sample Position Description, Program Services Coordinator III.A.3-06
III.A.3-8 Sample Position Description, Vice President of Instruction III.A.3-02
III.A.3-9 SMCCCD Board of Trustees, Administrative Procedure 3.05.1 Minimum Qualifications, Faculty Service Areas, and Equivalency to Minimum Qualifications III.A.3-01

***Analysis and Evaluation***

Academic supervisor and educational administrator job descriptions include the minimum qualifications or equivalent as required by Title V and Board Policy (III.A.3-01). Position-specific experience and desired qualifications above minimum qualifications are included in the job description (III.A.3-02, 03). All job announcements clearly state job specifications setting forth the knowledge, skills, and abilities necessary to job performance. For all positions, job requirements include demonstrated cultural competence, sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students, faculty, and staff. All administrator positions also require knowledge of the history and culture of underrepresented groups and a commitment to participate in District designated professional development on bias and educational equity (III.A.4-04). Screening committees evaluate each applicant's qualifications to perform duties stated in the job description and announcement during the paper screening process and further assess during the initial interview process (III.A.3-05).

Job descriptions for each classified staff position reflect the position requirements and responsibilities. HR establishes qualifications by matching the position requirements and responsibilities to industry standards. Job descriptions and announcements include education and experience requirements as well as knowledge, skills, and abilities requirement by the position (III.A.3-06). Required documents for the application package are clearly defined in the job announcement (III.A.3-07).

The College uses a competitive selection process in order to select the best possible candidate for the position. For each position, the selection committee reviews applications and evaluates them according to specific criteria (III.A.3-08). Applicants with the highest ranking are invited for interviews. Selection committees develop a set of interview questions to assess each applicant's experience, knowledge, and skills. Top candidates from the interview process are forwarded to a second interview with executive leaders. Finalists for some executive leadership positions such as President or Vice President may be required to participate in a public forum where they interact with the campus community and participate in a Q&A session (III.A.3-09).

### *4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.*

***Evidence of Meeting the Standard***

III.A.4-1 Sample Faculty Position Description, English as a Second Language Instructor III.A.4-06
III.A.4-2 Sample Position Description, Curriculum and Instructional Systems Specialist III.A.4-01
III.A.4-3 SMCCCD Board of Trustees, Board Procedure 3.05.1, Minimum Qualifications, Faculty Service Areas, and Equivalency to Minimum Qualifications III.A.4-02, 03
III.A.4-4 SMCCCD Faculty Screening Procedures III.A.4-05
III.A.4-5 SMCCCD Office of Human Resources, Establishing Faculty Minimum Qualifications III.A.4-04

***Analysis and Evaluation***

All college administrators, faculty, and other employees possess the minimum qualifications related to the identified duties required to maintain institutional effectiveness and academic quality. Each position has detailed minimum qualifications describing both the required and

preferred education credentials (III.A.4-01). Applicants for positions requiring degrees are required to provide official transcripts indicating degree conferral. Deans and VPs work with HR and in collaboration with the Academic Senate Equivalency Committee to ensure equivalency in accordance with Board Policy (III.A.4-02; III.A.4-03; III.A.4-04). The Academic Senate President of the college to which the applicant has applied will lead the equivalence process. Under the President's direction, an equivalency committee is formed and meets to determine equivalency on an ad-hoc basis, including consultation with discipline experts. The decision is then communicated to HR. Unofficial transcripts are submitted during the application process and reviewed by the screening committee (III.A.4-05). Individuals from institutions outside of the United States must obtain a foreign transcript evaluation through an approved U.S. foreign transcript evaluation agency to validate equivalency (III.A.4-06). Final candidates are required to submit official transcripts for verification by HR.

***5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.***

***Evidence of Meeting the Standard***

III.A.5-1 AFT 1493 Contract, Faculty Evaluations, Appendix G: Evaluation Procedures III.A.5-03
III.A.5-2 CSEA Chapter 33/SMCCCD Contract 2016-2019 (p. 49-51, Article 14: Performance Evaluation Procedures) III.A.5-04
III.A.5-3 Performance Evaluation Procedures for Administrator and Academic Supervisory Employees iii.a.5-07
III.A.5-4 Performance Evaluation, Faculty III.A.5-08
III.A.5-5 Procedure for Classified / Professional / Confidential / Supervisory / Classified Manager, Performance Evaluations III.A.5-01, 06, 07
III.A.5-6 Request for Classification Review
III.A.5-7 SMCCCD Board of Trustees, Board Procedure 2.09.1, Categories of Employment: Evaluation III.A.5-05
III.A.5-8 SMCCCD Performance Evaluations (all forms) III.A.5-02

***Analysis and Evaluation***

The College systematically evaluates employees in all employment classification groups, including faculty, classified professionals, and administrators at regular intervals (III.A.5-01). The employee evaluation process is a formal method of documenting job performance and is maintained by HR. The performance evaluation process includes conversation between a supervisor and employee regarding strengths, expectations, and opportunities for improvement and growth. HR provides standardized evaluation forms for all employee groups which are available on the HR SharePoint site (III.A.5-02).

The faculty evaluation process includes observations by peers and Deans. The processes and procedures for faculty – including tenured faculty, tenure-track faculty, adjunct and grant-funded faculty, nurses, and coordinators – are detailed in Appendix G of the AFT/SMCCCD contract (III.A.5-03). Classified professionals are evaluated by their direct supervisor following processes

detailed in Article 14 of the CSEA Chapter 33/SMCCCD contract (III.A.5-04). The processes for evaluation of non-represented and exempt employees are outlined in board policy (III.A.5-05).

The District monitors the status of employee evaluations, and provides email alerts to managers in advance of performance evaluation due dates. The District provides written evaluation procedures for all employment classifications. Managers are responsible for completing evaluations in a timely manner and providing a signed copy to HR (III.A.5-06, 07, 08). The process is governed by Board policies and procedures and in accordance with agreements negotiated with the collective bargaining units.

***[Standard III.A.6 is being skipped, per ACCJC Guidelines.]***

***7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)***

***Evidence of Meeting the Standard***

III.A.7-1 ASGC Bylaws III.A.7-05
III.A.7-2 CCCCO Minimum Qualifications Handbook III.A.7-02
III.A.7-3 Participatory Governance Manual III.A.7-04
III.A.7-4 PBC Requests for Personnel III.A.7-06
III.A.7-5 Sample faculty job description III.A.7-03
III.A.7-6 SMCCCD Faculty Obligation Number (FON) report, 2017/2018 – Available in Fall 2018 III.A.7-01
III.A.7-7 Student Characteristics 2012/13 through 2017/18 College-wide

***Analysis and Evaluation***

The District uses the required Faculty Obligation Number (FON) as one indicator that it fulfills the requirements of this standard. The SMCCCD meets and exceeds the FON, reporting 365.28 actual full-time faculty on the 2017 Full-Time Faculty Obligation Report to the State Chancellor's Office – 85.58 FTEF over the obligation of 279.70 FTE (III.A.7-01).

The College maintains a sufficient number of qualified faculty members to support the educational and student support programs of the institution. At the beginning of fall 2017, the College employed 1,033 total faculty, including 332 full-time faculty and 701 part-time faculty. In the 2017/2018 academic year, the college served 10,745 students, providing a X:XX faculty-to-student ratio. The District requires all faculty members to meet the discipline standards as outlined in the California Community Colleges Chancellor's Office Minimum Qualifications for Faculty and Administrators Handbook (III.A.7-02). The faculty constituency is comprised of both full and part-time employees who meet the minimum qualifications of education outlined in the various job descriptions (III.A.7-03).

The College has an established process to annually review faculty hiring needs. This process is outlined in the Participatory Governance Manual (III.A.7-04) and Academic Senate Governing Council Bylaws (III.A.7-05). Faculty hiring needs are demonstrated through the program review and annual planning process, and formal requests are made annually using the new position justification form (III.A.7-06). Faculty vacancies due to retirement or resignation are presented to

the Academic Senate, College Cabinet, and Planning and Budgeting Council for review and approval (III.A.7-07).

***8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.***

***Evidence of Meeting the Standard***

III.A.8-1 AFT/SMCCCD Collective Bargaining Agreement III.A.8-05:
III.A.8-2 AFT/SMCCCD Contract, Faculty Evaluation Process III.A.8-07:
III.A.8-3 ASGC Bylaws III.A.8-01
III.A.8-4 College faculty PD process III.A.8-06:
III.A.8-5 Flex day sign in sheets (highlight adjunct faculty participants) (in evidence folder) III.A.8-02
III.A.8-6 New employee orientation agenda III.A.8-04
III.A.8-7 New employee orientation invite/sign in sheet – adjuncts (in evidence folder) III.A.8-03
III.A.8-8 Professional Learning, Faculty Professional Development

***Analysis and Evaluation***

SMCCCD and the College value the contributions of part-time faculty and integrate adjunct instructors into institution (III.A.8-01, 02, 03). They are full members of the Academic Senate, and are allowed to serve on the Governance Council at any position, in accordance with the Cañada College Academic Senate Governance Council Bylaws. Each semester, a new employee orientation is held for part-time faculty (III.A.8-04). The orientation includes an overview of the College and District, resources for new faculty, and presentations by various constituencies including AFT. The event is coordinated through the Professional Learning Program in coordination with the Faculty Professional Development Coordinator and AFT 1493.

Professional development is valued and supported at the College. The District provides dedicated funding for part-time and full-time faculty professional development in accordance with the AFT collective bargaining agreement (III.A.8-05). The College Professional Development Committee, consisting of faculty and administrators, developed a process for faculty to request these funds for individual professional development opportunities (III.A.8-06). Part-time faculty are equally invited and encouraged to participate in Flex Day activities, and are compensated for their time and participation in accordance with the AFT 1493 Contract. Part-time faculty are encouraged to participate in monthly department and division meetings and other campus professional learning opportunities throughout the year.

The District has established evaluation processes for part-time faculty through the collective bargaining process (III.A.8-07). The evaluation process provides a formal method to evaluate and document job performance and creates a venue for discussion of strengths and areas for growth leading to improved teaching. Part-time faculty work with their respective Dean to select a full-time faculty member to conduct the evaluation. The Dean also evaluates the part-time faculty's non-teaching responsibilities. All part-time faculty are evaluated in the first term of service and at least once every four semesters for the following eight semesters of employment. After the eighth semester, the faculty member is evaluated every six semesters provided the evaluation meets or exceeds expectations. The evaluation process also includes observations, student evaluations, a faculty portfolio, and self-assessment.

***9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)***

***Evidence of Meeting the Standard***

III.A.9-1 Administrative and Classified Staff Selection Processes
III.A.9-2 Classified Short-Term / SUB Temporary Personnel Requisition Form
III.A.9-3 Communication regarding new position decisions III.A.9-14:
III.A.9-4 CSEA Chapter 33/SMCCCD Contract 2016-2019 III.A.9-07
III.A.9-5 Participatory Governance Manual III.A.9-11
III.A.9-6 PBC New Position Request Process 2016-17, President's Hiring Decision
III.A.9-7 PBC Requests for Personnel III.A.9-12
III.A.9-8 Personnel Requisition Form III.A.9-04
III.A.9-9 Program Review, Transfer Center (p. 21 Planning Module: Objective: Personnel Request) III.A.9-13
III.A.9-10 Sample job description – Division Assistant III.A.9-15:
III.A.9-11 Selection procedures III.A.9-16:
III.A.9-12 Short-Term Employment III.A.9-05
III.A.9-13 Short-term employment training III.A.9-06:
III.A.9-14 SMCCCD DPS org chart III.A.9-03
III.A.9-15 SMCCCD EEO plan – Recruitment processes III.A.9-08:
III.A.9-16 SMCCCD FMO org chart III.A.9-02
III.A.9-17 SMCCCD ITS org chart III.A.9-01
III.A.9-18 SMCCCD New Employee Orientation agenda III.A.9-10:
III.A.9-19 SMCCCD New Employee Orientation invitation III.A.9-09:

***Analysis and Evaluation***

As of the fall 2018 semester, the District had 51 classified supervisors, 514 full-time classified employees and part-time classified employees. These employees provide the educational, technological, physical, and administrative support to achieve the College's mission and vision. College information technology and facilities, maintenance, and operations services are supported by the District. The District ITS department has 40 classified staff (III.A.9-01); the facilities, maintenance, and operations department has 105 staff (III.A.9-02); and the department of public safety has 33 staff (III.A.9-03).

The District has established processes to fill temporary and permanent full-time and part-time positions to ensure the College employs a sufficient number of classified staff with appropriate qualifications in support of effective college operations (III.A.9-04, 05, 06). Transfer opportunities are advertised to classified employees for a period of 5-working days prior to public advertisement and in accordance with the SMCCCD/CSEA classified bargaining agreement (III.A.9-07). Permanent job openings are announced to all District employees and advertised externally in accordance with SMCCCD recruitment practices (III.A.9-08). All new classified employees are invited to participate in a District new employee orientation (III.A.9-09) to prepare them for the operations and processes of the District, as well as a College new employee orientation to prepare them for the nuances of the campus and provide an understanding of the students we serve (III.A.9-10).

The College uses a well-defined process for recommending new positions outlined in the Participatory Governance Manual (III.A.9-11). The need for additional classified employee positions is established through the program review process and through an annual institutional planning process for new positions (III.A.9-12). Program review includes a section where staffing needs are presented in narrative format, and the annual new position request process is the formal process to request new positions (III.A.9-13). New position requests are vetted and prioritized through the participatory governance process and recommendations are provided to the College President for decision. The College President's decision is explained and communicated to the campus community (III.A.9-14).

The qualifications and duties of each position are clearly stated in the job description (III.A.9-15). The HR office establishes hiring criteria by matching position duties and responsibilities to industry standards. SMCCCD has established practices which ensure the minimum qualifications as well as required knowledge, skills, and abilities are closely matched to specific job requirements and meet the need of the program area to support student success. Screening committees review all applications and evaluate the position qualifications related to education and experience to ensure new personnel possess the necessary skills and knowledge required to support the educational, technological, and administrative operations of the institution (III.A.9-16).

### *10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)*

#### *Evidence of Meeting the Standard*

III.A.10-1 Administrator Position Description, Dean of Planning, Research, and Institutional Effectiveness III.A.10-04
III.A.10-2 Administrative and Classified Staff Selection Procedures III.A.10-05
III.A.10-3 Cañada College 2018 Organizational Chart III.A.10-01
III.A.10-4 Participatory Governance Manual III.A.10-02
III.A.10-5 PGM Decisions Regarding Vacancy/Replacement Positions III.A.10-03

#### *Analysis and Evaluation*

As of the spring 2019 semester, the College has 11 administrators and 3 confidential employees including the President, 3 Vice Presidents, 1 Classified Administrator and 6 Deans. The College has 12 managers and academic supervisors. The reporting relationships of the College's departments, programs, and services are documented in the College organizational chart on page **Error! Bookmark not defined.**XXX (III.A.10-01). The College engages in a variety of assessment and planning processes to ensure all human resources needs of the institution are met including unit planning, program review, and budget development (III.A.10-02).

Administrative positions are regularly reviewed in relation to the needs of the College. When vacancies occur, the President and Vice Presidents confer to assess the needs of the department effected prior to moving forward with the replacement position process (III.A.10-03). Job descriptions and desired qualifications are reviewed and updated as needed by benchmarking with the other colleges in the District and similar positions at other community college districts.

The qualifications and duties of each administrator position are clearly stated in the job description (III.A.10-04). The HR office establishes hiring criteria by matching position duties and responsibilities to industry standards. SMCCCD has established practices which ensure the minimum qualifications as well as required knowledge, skills, and abilities are closely matched to specific job requirements and meet the need of the program area to support student success. Screening committees review all applications and score the position qualifications related to education and experience to ensure new personnel possess the necessary skills and knowledge required to support the educational, technological, and administrative operations of the institution (III.A.10-05).

***11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.***

***Evidence of Meeting the Standard***

III.A.11-1 AFT 1493 / SMCCCD Contract, 2016-2019 III.A.11-25
III.A.11-2 Classified Short-term and Substitute Employment Policy and Procedures III.A.11-13
III.A.11-3 CSEA Chapter 33/SMCCCD Contract 2016-2019 III.A.11-26
III.A.11-4 DPGC Minutes – March 2018 III.A.11-02
III.A.11-5 Employee Handbook III.A.11-03, 27
III.A.11-6 Evaluation Procedures – Classified III.A.11-16
III.A.11-7 Evaluation Procedures – Faculty III.A.11-17:
III.A.11-8 Evaluation Procedures – Management III.A.11-15
III.A.11-9 Evaluation Procedures and Forms
III.A.11-10 Faculty Minimum Qualifications Process III.A.11-14:
III.A.11-11 Selection Procedures – Chancellor III.A.11-23:
III.A.11-12 Selection Procedures – Classified and Administrators III.A.11-21:
III.A.11-13 Selection Procedures – College President III.A.11-22:
III.A.11-14 Selection Procedures – Faculty III.A.11-20:
III.A.11-15 Selection Procedures III.A.11-24
III.A.11-16 SMCCCD Board of Trustees, Board Policies and Procedures III.A.11-01
III.A.11-17 SMCCCD Board of Trustees, Board Policy 2.19, Nondiscrimination Policy III.A.11-04
III.A.11-18 SMCCCD Board of Trustees, Board Policy 2.20, Equal Employment Opportunity III.A.11-05
III.A.11-19 SMCCCD Board of Trustees, Board Policy 2.21, Professional Ethics III.A.11-06
III.A.11-20 SMCCCD Board of Trustees, Board Policy 2.22, Employment of Relatives III.A.11-07
III.A.11-21 SMCCCD Board of Trustees, Board Policy 2.25, Prohibition of Harassment III.A.11-08
III.A.11-22 SMCCCD Board of Trustees, Board Policy 2.29, Sexual Assault and Education, Prevention, and Reporting III.A.11-12
III.A.11-23 SMCCCD Board of Trustees, Board Procedure 2.26.1, Drug-free Environment and Drug Prevention Program III.A.11-09
III.A.11-24 SMCCCD Board of Trustees, Board Procedure 2.28.1, Safety, Injury, and Illness Prevention Program III.A.11-10
III.A.11-25 SMCCCD Board of Trustees, Board Procedure 2.28.2, Workplace Violence Plan III.A.11-11
III.A.11-26 SMCCCD EEO Plan III.A.11-19
III.A.11-27 SMCCCD Faculty Minimum Qualifications Process
III.A.11-28 SMCCCD Office of Human Resources Downloads Portal III.A.11-28

III.A.11-29 Worker's Compensation Claims, Procedure Manual for Managers III.A.11-18

***Analysis and Evaluation***

HR serves as the subject-matter expert for all personnel related policies. The District has adopted Board Policies and Procedures that ensure equity and compliance in employment practices and HR matters. All written personnel policies and procedures are published on the Board web page (III.A.11-01). Personnel policies are reviewed on the six-year comprehensive review cycle and changes are vetted through the participatory governance process prior to Board approval (III.A.11-02). Personnel policies are included in the employee handbook (III.A.11-03) and include the following policies:

- Nondiscrimination Policy (III.A.11-04)
- Equal Employment Opportunity (III.A.11-05)
- Professional Ethics (III.A.11-06)
- Employment of Relatives (III.A.11-07)
- Prohibition of Harassment (III.A.11-08)
- Drug-Free Environment and Drug Prevention Program (III.A.11-09)
- Safety, Injury, and Illness Prevention Program (III.A.11-10)
- Workplace Violence Plan (III.A.11-11)
- Sexual Assault and Education, Prevention, and Reporting (III.A.11-12)

The District also provides policies and procedures related to other personnel matters including

- Short-term and Substitute Employment Policy (III.A.11-13)
- Faculty minimum qualifications process (III.A.11-14)
- Evaluation procedures (III.A.11-15, 16, 17)
- Workers Compensation Procedures (III.A.11-16)

The SMCCCD Equal Employment Opportunity Plan was adopted in May 2018 to describe the District's commitment to equal employment opportunities (III.A.11-19). Principles of the EEO plan, including training requirements for all screening committee participants, are built into the hiring procedures (III.A.11-20, 21, 22, 23). The hiring process website includes written guidelines and forms to ensure fairness, consistency, and equity in the new employee selection process (III.A.11-24).

Fairness, equity, and consistency of policies and practices are further supported within the collective bargaining agreements (III.A.11-25, 26), employee handbook (evidence), and the SMCCCD Board Resolution on Equity (III.A.11-27). Each of these documents is made available to the general public on the website (III.A.11-28).

***12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.***

***Evidence of Meeting the Standard***

III.A.12-1 Diversity and Understanding Unconscious Bias Training information III.A.12-05:
III.A.12-2 People Admin Screenshot III.A.12-06:
III.A.12-3 Sample diversity-related interview questions III.A.12-02:
III.A.12-4 Sample job postings on various posting websites III.A.12-08:
III.A.12-5 SMCCCD Board of Trustees Meeting for 16 May 2018 (Minutes p. 2, Approval of Consent Agenda; Agenda p. 2, 18-5-6CA Approval of 2018-2021 District Equal Employment Opportunity Plan) III.A.12-01
III.A.12-6 SMCCCD Board of Trustees, Board Policy 2.19, Nondiscrimination Policy III.A.12-03
III.A.12-7 SMCCCD Board of Trustees, Board Policy 2.20, Equal Employment Opportunity III.A.12-04
III.A.12-8 SMCCCD employee demographic data (by college) III.A.12-07:
III.A.12-9 SMCCCD Faculty Diversity Internship Program information III.A.12-09

***Analysis and Evaluation***

The SMCCCD 2018-2021 Equal Employment Opportunity (EEO) Plan was adopted by the Board of Trustees on May 16, 2018 (III.A.12-01). The EEO plan reflects the District's commitment to equal employment opportunity and creating a work and academic environment that is welcoming and fosters equity, diversity, and excellence. The District follows the EEO Plan in all its hiring procedures and strives to hire and retain equity-minded faculty and staff who are sensitive to and knowledgeable of the needs of the continually changing student body it serves (III.A.12-02).

The District demonstrates an understanding and concern for equity and diversity through its policies and practices (III.A.12-03, 04). Every member of a screening committee is required to participate in training on unconscious bias prior to serving on a committee (III.A.12-05). Any individual, whether or not an employee of the District, acting on behalf of the District with regard to recruitment and screening of employees, is subject to the EEO requirements of Title 5 and the District's EEO plan. The EEO training for all committee members fosters an understanding of equity and diversity across the institution.

The District values equity and diversity, and regularly evaluates the diversity and equity of its personnel. The SMCCCD Office of Human Resources tracks applicant ethnicity, gender, and disability for all positions using a confidential tracking system (III.A.12-06). Periodically, the Board reviews the demographic composition of the employee workforce and the applicant pool. HR works with the PRIE office to provide data which evaluator's the District's employment equity and diversity to ensure representation from a diverse population that is representative of the students served (III.A.1207). The College leadership team reviews this data to assess this information at the institutional level.

Positions at the College are advertised broadly through a variety of avenues such as the California Community College Registry (CCC Registry), Inside Higher Ed, Association of California Community College Administrators (ACCCA), and the SMCCCD Employment website (III.A.12-08). The College analyzes its employment equity record. In 2018, the District noted that the diversity of its faculty did not match the student population. To increase diversity in faculty

hiring, the District EEO committee worked with faculty to develop and implement the Faculty Diversity Internship Program (III.A.12-09).

***13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.***

***Evidence of Meeting the Standard***

III.A.13-1 AFT 1493/SMCCCD Contract, 2016-2019 III.A.13-03
III.A.13-2 Cañada College Mission Statement III.A.13-06
III.A.13-3 CSEA Chapter 33/SMCCCD Contract 2016-2019 III.A.13-04
III.A.13-4 CSEA Constitution and Bylaws and Standing Rules (p. 3 Code of Ethics) III.A.13-05
III.A.13-5 SMCCCD Board of Trustees, Board Policy 2.21, Policy on Professional Ethics III.A.13-01
III.A.13-6 SMCCCD Board of Trustees, Board Procedure 2.21.1, Institutional Code of Ethics III.A.13-02

***Analysis and Evaluation***

Adherence to a professional code of ethics is a value embedded in the College and serves as a guiding principle throughout the organization. The SMCCCD Board Policy and Procedures provides a written code of ethics to guide all employees (III.A.13-01, 02). The District follows discipline processes as defined in the collective bargaining agreements as appropriate. The bargaining units provide ethics statements to further uphold professionalism and civility (III.A.13-03, 04). Classified professionals are further guided by the statewide California School Employees Association Code of Ethics, which applies to each CSEA Chapter and all members (III.A.13-05). The College's mission, vision, and values statements all reflect a strong commitment to professional and ethical behavior with emphasis on character, cultural awareness, engagement, integrity, equity, and social justice (III.A.13-06).

***14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.***

***Evidence of Meeting the Standard***

III.A.14-1 Administrators/Academic Supervisory
III.A.14-2 AFT 1493 / SMCCCD Contract, 2016-2019 III.A.14-01
III.A.14-3 Approved faculty PD projects III.A.14-07:
III.A.14-4 ASGC Professional Development Committee, Report on the 2017-2018 PD Allocation Process and Decisions
III.A.14-5 ASGC Senate-Sponsored Professional Development
III.A.14-6 Campus PL committee III.A.14-12:
III.A.14-7 Classified PD application process III.A.14-10:
III.A.14-8 Classified PD workgroup membership III.A.14-09:
III.A.14-9 Classified Professionals
III.A.14-10 College PL Plan III.A.14-13:
III.A.14-11 College Professional Development Funding Allocation III.A.14-05:
III.A.14-12 Educational Master Plan, College Goals III.A.14-16
III.A.14-13 Faculty PD application process III.A.14-08:
III.A.14-14 NoviSurvey Results, January 2018 Flex Day Feedback III.A.14-20

III.A.14-15 PBC Meeting for 17 May 2017 (p. 4, Item II.G) III.A.14-14
III.A.14-16 Professional Learning Plan 2018-2020
III.A.14-17 Professional Learning, 2017 Professional Learning Needs Assessment Results III.A.14-18
III.A.14-18 Professional Learning, Campus-wide Professional Learning Committee
III.A.14-19 Professional Learning, Faculty
III.A.14-20 Professional Learning, Flex Day III.A.14-15
III.A.14-21 Professional Learning, Professional Development Funds III.A.14-06
III.A.14-22 Sample agenda – Manager's forum III.A.14-11:
III.A.14-23 SMCCCD Academic Senate, Faculty Flex Obligation III.A.14-02
III.A.14-24 SMCCCD Office of Human Resources, Training/Professional Development
III.A.14-25 SMCCCD Opening Day Announcement/Agenda III.A.14-04:
III.A.14-26 SMCCCD Professional Development Academy Schedule III.A.14-03:
III.A.14-27 SMCCCD Strategic Planning, Strategic Plan Brochure III.A.14-17
III.A.14-28 Student Equity professional development offerings III.A.14-19:

***Analysis and Evaluation***

The College provides professional development for faculty, staff, and administrators through a variety of opportunities coordinated by the College and through the District.

Full-time faculty members must fulfill at least 30 hours of flex activities per academic year in accordance with Article 7.11.1 of the collective bargaining agreement (III.A.14-01). Faculty members account for these professional development hours by submitting documentation to their respective Deans (III.A.14-02). Deans hold faculty members accountable to complete their flex obligation each year.

The District has established a professional development academy that provides a series of on-campus professional development opportunities for all employees. The classes are offered throughout the academic year and classified employees are permitted to attend as part of their regular work day (III.A.14-03). The District also coordinates Opening Day sessions prior to the start of each Fall semester (III.A.14-04). The District provides dedicated funding to the College for faculty, staff, and management professional development (III.A.14-05).

In 2017, the District launched a pilot program to support classified employees' and managers' educational attainment. The pilot program provides tuition reimbursement for completion of an Associate, Bachelors, or Master's degree at an accredited institution.

In accordance with Article 13 of the SMCCCD/AFT collective bargaining agreement, the College has a Faculty Professional Development committee to administer funding provided by the District. The Faculty PD program provides long-term and short-term funding for full-time and part-time faculty members (III.A.14-06). The funds provide faculty members an opportunity to participate in workshops and/or conferences, as well as long-term projects such as retraining or conducting research aligned with college priorities (III.A.14-07). Faculty can request PD funds by submitting a funding application to the Faculty PD committee. The committee reviews and evaluates proposals in accordance with established procedures (III.A.14-08)

The Classified Professional Development Program provides funding for classified employees to further their education and attend workshops, seminars, and/or conferences. The Classified Senate established a process to administer the funds using an ad-hoc workgroup (III.A.14-09).

This process has received recognition statewide as a transparent, fair practice to provide professional learning opportunities to classified professionals (III.A.14-10).

Administrator professional development funding is allocated through College Cabinet, with each administrator allowed up to $750 annually. Management training often occurs in the area of expertise of the individual in relationship to the institution. The District also holds monthly meetings with all managers. These meetings cover a variety of management professional development topics including sexual harassment training, understanding collective bargaining agreements, and equity (III.A.14-11).

In 2017, the College established a college-wide Professional Learning Committee (III.A.14-12) adopted its first college-wide professional learning plan (III.A.14-13, 14). The PL committee plans Flex Day activities to provide all employees with opportunities for continual professional development (III.A.14-15). The college's Educational Master Plan includes a specific goal related to professional development that leads to improved student outcomes (III.A.14-16). Additionally, the District strategic plan emphasizes professional development to foster student success (III.A.14-17).

The College provides proactive and responsive professional development opportunities to all constituencies through its professional learning program. Professional development needs of faculty, staff, and administrators are identified formally through surveys (III.A.14-18) and through informal suggestions. Additionally, the Student Equity program provides responsive professional development to the campus throughout the academic year (III.A.14-19). The college solicits feedback on professional development offerings and uses those results to improve and expand future offerings (III.A.14-20).

### *15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.*

***Evidence of Meeting the Standard***

III.A.15-1 AFT 1493 / SMCCCD Contract, 2016-2019 III.A.15-04
III.A.15-2 CSEA Chapter 33/SMCCCD Contract 2016-2019 III.A.15-05
III.A.15-3 SMCCCD Board of Trustees, Board Policy 2.13, Dissemination of Employee Information III.A.15-01, 03

Do we have a policy about personnel record access? III.A.15-02:

***Analysis and Evaluation***

The SMCCCD Office of Human Resources maintains the security and confidentiality of personnel files and employee information (III.A.15-01). Employee personnel files containing paper copies of employment records are kept in secured cabinets inside an access-controlled building. More recent personnel files are stored electronically. HR personnel are responsible for the security and maintenance of these files. Processes are in place to allow employees access to their personnel files in a secure and confidential environment as required by California Labor Code and California Education Code (III.A.15-02).

SMCCCD has adopted policy that governs the treatment and release of confidential information providing additional protection of personnel records (III.A.15-03). The treatment of personnel records is also addressed in the collective bargaining agreements with AFT and CSEA (III.A.15-04, 05). The District uses the People Admin applicant tracking system for the storage and

maintenance of electronic applicant records and information. Access to these electronic records are only granted to key personnel based on their scope of work. All systems are protected by digital firewalls and appropriate safeguards which are regularly audited for currency and effectiveness.

***Conclusions on Standard III.A. Human Resources***

[insert response]

***Improvement Plan(s)***

[insert response if applicable]

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[i] III.A.1-34
[ii] III.A.1-31
[iii] III.A.1-30
[iv] III.A.1-32
[v] III.A.1-17
[vi] III.A.1-19
[vii] III.A.1-20
[viii] III.A.1-21
[ix] III.A.1-22
[x] III.A.1-23
[xi] III.A.1-24
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[xiii] III.A.1-26
[xiv] III.A.1-34
[xv] III.A.1-35
[xvi] III.A.1-34
[xvii] III.A.1-28
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[xx] III.A.1-1
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[xxii] III.A.1-13
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[xxxii] III.A.2-16
[xxxiii] III.A.2-4
[xxxiv] III.A.2-18
[xxxv] III.A.2-12
[xxxvi] III.A.2-11

[xxxvii] III.A.2-17
[xxxviii] III.A.2-10
[xxxix] III.A.2-9
[xl] III.A.2-5
[xli] III.A.2-6
[xlii] III.A.2-8
[xliii] III.A.2-1

## B. Physical Resources

***1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.***

***Evidence of Meeting the Standard***

III.B.1-1 AFSCME Local 829, Council 57/SMCCCD Contract 2016-2019
III.B.1-2 AFT 1493/SMCCCD Contract, 2016-2019
III.B.1-3 Bi-Weekly CIP cabinet meeting agenda
III.B.1-4 Campus safety survey results
III.B.1-5 CAN Door lock upgrade project
III.B.1-6 CAN Emergency phone locations
III.B.1-7 Cañada College B1N Kinesiology and Wellness Center
III.B.1-8 Cañada College B23 New Science and Technology Building
~~III.B.1-9 Cañada College current building inventory III.B.1-01:~~
III.B.1-10 Cañada College Hazardous Materials Business Plan
III.B.1-11 Cañada College maintenance certifications
III.B.1-12 Cañada College Safety Committee
III.B.1-13 Cañada College Safety Committee meeting agenda (sample)
III.B.1-14 Cañada College work order (sample)
III.B.1-15 CSEA Chapter 33/SMCCCD Contract 2016-2019
III.B.1-16 Department of Public Safety organizational chart
III.B.1-17 Emergency prep drill information
III.B.1-18 Emergency Zone poster
~~III.B.1-19 Facilities Organizational Chart III.B.1-02:~~
III.B.1-20 Facilities Safety Task Force meeting agenda
III.B.1-21 List of scheduled maintenance projects
III.B.1-22 Menlo Park Agreement
III.B.1-23 Project Request Form
III.B.1-24 Public Safety Study Board Presentation
III.B.1-25 Public Safety Study communications
III.B.1-26 Radiologic Technology Clinical Agreement
III.B.1-27 SMCCCD 2015 Amendment to the 2011 Facilities Master Plan
III.B.1-28 SMCCCD AlertU
III.B.1-29 SMCCCD Board of Trustees meeting discussing the needs of the Department of Public Safety (March 14, 2018; Item 18-3-2C Update on Public Safety, p. 2-6)
III.B.1-30 SMCCCD Board of Trustees, Board Policy 6.80, Policy Governing the Use of Off-campus Facilities
III.B.1-31 SMCCCD Board of Trustees, Board Policy 8.13, Public Safety on District Property
III.B.1-32 SMCCCD Board of Trustees, Administrative Procedure 8.13.1, Public Safety on District Property, Campus Safety, Campus Security and Access
III.B.1-33 SMCCCD Board of Trustees, Board Policy 8.48, Traffic Regulations
III.B.1-34 SMCCCD Board of Trustees, Administrative Procedure 8.48.1, Parking
III.B.1-35 SMCCCD Board of Trustees meeting approving the 2020-2024 Five-Year Capital Construction Plan (July 25, 2018; Item 18-7-113B, p. 6)
~~III.B.1-36 SMCCCD Bond Oversight Committee III.B.1-05:~~
~~III.B.1-37 SMCCCD Bond Oversight, Measure H Bond Projects List III.B.1-03:~~

III.B.1-38 SMCCCD District Safety Committee meeting agenda and minutes (sample)
III.B.1-39 SMCCCD Emergency Preparedness Task Force meeting agenda (sample)
III.B.1-40 SMCCCD Employee Handbook
III.B.1-41 SMCCCD Facilities, Cañada College and College of San Mateo Roadway and Parking Lot Fixture LED Retrofit Project
III.B.1-42SMCCCD Five Year Capital Construction Plan, 2020-2024
III.B.1-43 SMCCCD Human Resources training/workshop (sample)
III.B.1-44 Tabletop exercise agenda
III.B.1-45 Weekly safety training schedule

***Analysis and Evaluation***

The District provides regular assessment of facilities and equipment to ensure safety. Employees can report unsafe conditions or general safety concerns through multiple channels including the College Safety Committee, work order system, and District Safety Committee. A process by which all personnel and students can report unsafe physical facilities is in place and communicated to the campus community. Campus personnel can request additional physical resources through the annual resource request process. The District provides leadership on facility and safety planning and allocates resources for continual improvement of the safety and maintenance of College facilities and equipment.

The College Safety Committee meets every other month to ensure all facilities, grounds, and equipment is in safe and working order[i]. The committee focuses on campus safety functions including reviewing campus construction activities and employee safety improvement recommendations[ii]. The committee aims to take a comprehensive and proactive approach to safety that is communicated to the campus. The District Safety Committee meets every quarter to discuss all District safety-related matters including facilities and security[iii]. Additionally, a District Emergency Preparedness Task Force meets bi-monthly to ensure a coordinated effort to emergency preparedness across all three colleges[iv]. The campus Facility Manager, VP-AS and Public Safety Captain regularly meet to discuss safety and security of campus facilities.

Any off-campus locations where regular instruction or business is conducted are also assessed and maintained to ensure facilities and equipment is in good working order[v, vi]. District Board Policies[vii, viii, ix] provide the directive and structure that ensures all College activities both on and off-campus are safety and secure.

The Office of Human Resources provides workshops and information to all employees on topics such as injury and illness prevention and employee self-care[x]. Additionally, HR staff is trained to conduct employee ergonomic assessments. Employee health and safety is addressed in the District Employee Handbook[xi] and collective bargaining agreements[xii, xiii, xiv].

The Facilities Department is responsible for the maintenance and operations of campus facilities and grounds. Employees can report facility issues and request facility repairs through the Onuma electronic work order system. Work orders are prioritized and addressed in a timely manner by the Facilities Team[xv]. Campus Project Requests can be submitted by emailing a Project Request form to division deans. Once the dean approves, the VPAS will discuss with the campus Facility Manager during their weekly meetings[xvi]. Emergency needs such as broken glass can be reported via telephone or UHF radio for an immediate response. Facilities are systematically checked throughout the day for cleanliness and safety.

The District's Facility Master Plan[xvii] and Five-Year Capital Outlay Plan[xviii], which was approved by the Board of Trustees[xix], drive the development of physical resources at Cañada. With the support of our local community through the Measure H bond, the College is currently constructing two brand-new instructional buildings: a state-of-the-art Kinesiology and Wellness Center[xx] and a technologically advanced Science and Technology building[xxi]. The District also participates in state scheduled maintenance, energy, and capital outlay programs[xxii]. The college's Executive Team attends bi-weekly meetings with district construction staff to discuss all capital projects, identify potential safety and/or logistical concerns, and mitigate concerns[xxiii].

In 2016/2017, the campus completed an upgrade of all exterior lighting to improve safety around building exteriors and parking lots using Prop 39 funding[xxiv]. Public safety provides safety escorts to students and employees upon request. Emergency phones are located throughout the campus in all major buildings[xxv]. Over the past 2 years, the District has provided resources to upgrade door locks throughout the campus to ensure all classrooms and offices have push button or thumb turn locking capability on the interior door in the event of an armed intruder situation[xxvi]. Public safety also provides emergency alerts through the AlertU system[xxvii] and every classroom and common area on campus has an Emergency Zone poster with pertinent information in the event of an emergency or evacuation[xxviii]. In response to a 2018 survey, Cañada College collected responses from 215 students, showing that 135 feel safe on the campus[xxix].

The facilities department conducts weekly safety training to ensure all employees receive necessary training to mitigate industrial injuries and illness[xxx]. A District-level Facilities Safety Task Force meets quarterly to review routine safety inspection reports, departmental accident reports, and discuss best practices for safety[xxxi]. All maintenance certifications such as fire extinguishers, backflow prevention devices, elevators, and exhaust hoods are up-to-date and in working order[xxxii]. The College has an approved Hazardous Materials Business Plan in accordance with local and state requirements[xxxiii].

The District provides a Department of Public Safety at each campus[xxxiv], led by a Captain. Each semester, there is a minimum of one emergency preparedness drill for all students and employees[xxxv] and regular emergency operations center trainings and simulations for College leadership[xxxvi]. In August 2018, the District hired our first Emergency Preparedness Manager to coordinate emergency preparedness and safety across the district.

In September 2017, the District conducted a comprehensive review of the safety and security of the college campuses. This included on-site review of physical safety, interviews with employees and review of existing policies, procedures, and documentation. All employees and students were engaged in the process[xxxvii]. The review culminated with a thorough report with recommendations to further strengthen the safety and security of physical resources at all District locations[xxxviii]. Additional funding was allocated to the Department of Public safety to increase the number of personnel, update existing equipment, and secure new vehicles[xxxix].

The facilities of Cañada College are designed, built and properly maintained to ensure that safe and sufficient physical resources exist that facilitate teaching and learning in support of student success. The Board has policies[xl] and procedures[xli] in place that provide a foundation for the provision of safe and sufficient physical resources at the College. College administration and the

SMCCCD Vice Chancellor of Facilities, Planning, Maintenance and Operations give safety issues the highest priority.

***2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.***

***Evidence of Meeting the Standard***

III.B.2-1 Ad Astra RFP
III.B.2-2 Administrative Services, Space Allocation
III.B.2-3 Adopted space allocation guiding principles
III.B.2-4 Annual Planning Resource Request, Biological and Health Sciences, 2017-2018 (sample)
III.B.2-5 Annual scheduled maintenance report
III.B.2-6 APPA service levels
III.B.2-7 Building 13 roof replacement/HVAC project
III.B.2-8 Building 3 Lobby glass replacement project
III.B.2-9 College Technology Plan
III.B.2-10 Custodial work schedule
III.B.2-11 District Purchasing Guidelines
III.B.2-12 Educational Master Plan (EMP)
III.B.2-13 Facility assessment/inspection
III.B.2-14 FPP application, Building 13
III.B.2-15 IPP application, Building 3
III.B.2-16 PBC minutes discussing space allocation (May 18, 2016; p. 3-4, Item II.D Space Allocation Update)
III.B.2-17 Program Review, Business, Accounting and Paralegal, 2017-2017
III.B.2-18 Sample project request
III.B.2-19 Sample technology resource request
III.B.2-20 Sample work order
III.B.2-21 SMCCCD 2015 Amendment to the 2011 Facilities Master Plan
III.B.2-22 SMCCCD Facility Space Inventory
III.B.2-23 SMCCCD Strategic Plan
III.B.2-24 SMCCCD Technology Plan
III.B.2-25 Space inventory report
III.B.2-26 Technology committee description
III.B.2-27 Technology replacement schedule

***Analysis and Evaluation***

Instructional and student support program needs are the primary consideration when planning facility use. The college regularly assesses facility use through enrollment and capacity/load ratios and space inventory reports[xlii]. Comprehensive program reviews are conducted every two years provide an opportunity for programs to identify facility and equipment needs[xliii]. The College annual planning process provides all programs the opportunity to request facility and equipment needs as well[xliv]. Long-term needs are incorporated into the EMP[xlv], which in turn is used to inform comprehensive District Facilities Master Plan[xlvi] and both District[xlvii] and College[xlviii] Technology Plans. These plans provide the framework for facility and equipment resource allocation decisions at the college.

Through the collaborative planning process, the College identified facility needs not fully addressed through the Measure H bond. Two capital construction projects—modernization of Building 13[xlix] and Building 3[l]—were submitted to the State capital outlay program. As the college awaits approval for state funding on these projects, some of the facility needs have been addressed using scheduled maintenance and other funds[li, lii].

During the 2016/2017 academic year, the District coordinated efforts between the three colleges to identify gaps within existing facility use and scheduling. During this process a need emerged for a comprehensive overhaul of the college scheduling process. The three colleges worked together to develop a Request for Proposal[liii] and following district guidelines[liv] selected a scheduling software vendor, Ad Astra. In 2017, the PBC formed a Space Allocation Workgroup to assess existing governance processes. Over the course of 18 months, the group assessed existing governance processes, reviewed best practices, and developed space allocation guiding principles[lv]. The Council formally adopted a set of space allocation guiding principles in May 2016[lvi]. The resulting principles can be viewed on the Space Allocation website[lvii].

The College uses multiple processes to ensure program and service needs drive equipment purchases and replacements, facility modifications, and maintenance needs. The SMCCCD Facilities Planning Department submits a Facilities Space Inventory Report as required to the State every three years as part of the overall assessment and evaluation of all District facility use[lviii]. The District also submits an annual Scheduled Maintenance Report to the State, identifying the College's needs for scheduled maintenance and requesting state funds for prioritized projects[lix].

The Facilities, Maintenance, and Operations team maintains and monitors all college facilities. For ongoing facility maintenance, the College uses Dabblefox software to produce custodial schedules[lx], Onuma for work order systems[lxi] and project requests[lxii]. All college facilities are maintained using APPA levels as a benchmark[lxiii]. Monthly quality assurance inspections for cleanliness are conducted and any issues identified are addressed[lxiv].

Technology is constantly evaluated and replaced or upgraded by ITS staff. The ITS technicians work closely with faculty, staff, and administrators to maintain awareness of technology replacements. Replacements of classroom technology are done using a schedule to ensure regular, systematic replacement to keep all classroom technology updated and in good working order[lxv]. The College further evaluates technology needs through its technology committee[lxvi] and annual program planning process[lxvii].

Facility planning is aligned with the College mission and ultimately driven by the District[lxviii] and College[lxix] strategic plans. The College ensures that program and service needs determine equipment replacement and maintenance through a comprehensive program review and annual resource request process.

***3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.***

***Evidence of Meeting the Standard***

III.B.3-1 Business hub project overview
III.B.3-2 Cañada College Facilities Rental, Overview
III.B.3-3 Cañada College Program Review, Process
III.B.3-4 Capital Improvement Program (CIP) cabinet meeting agenda
III.B.3-5 CEQA documentation
III.B.3-6 Course scheduling screenshot
III.B.3-7 Course scheduling system snapshot
III.B.3-8 Facilities resource request (sample)
III.B.3-9 Facility use permit
III.B.3-10 Resource request prioritization decisions
III.B.3-11 Sample Ad Astra report, events usage/event schedule
III.B.3-12 Sample Ad Astra report, instructional usage
III.B.3-13 Sample report
III.B.3-14 SMCCCD Board of Trustees, Board Policy 8.80 Community Use of District Facilities
III.B.3-15 SMCCCD Final Environmental Impact Report (EIR)
III.B.3-16 Standing meeting: College President, VPA, and Facility Manager

***Analysis and Evaluation***

The College regularly assesses facility use using a multi-pronged approach. The Facility Manager meets regularly with the President and VPAS to discuss the status and needs of campus facilities[lxx]. College administrative staff review room usage reports using Ad Astra to plan for class scheduling[lxxi]. The staff coordinating facility use for events monitors room use and reports trends and needs to the VPAS and Campus Facility Manager[lxxii]. Each semester, division deans work with staff to plan and optimize course scheduling[lxxiii]. The College uses Ad Astra to provide enrollment analytics in order to continually maximize facility use and increase institutional capacity that meets students' instructional and support needs[lxxiv].

The College uses Ad Astra to manage facility use requests for all activities, both internal and external[lxxv]. The class schedule from Banner is downloaded into Ad Astra in real-time and is an integral part of the overall room scheduling process. Non-instructional facility reservations are managed in Ad Astra to ensure non-instructional or external facility requests do not displace or disrupt student instruction or support services[lxxvi]. College instructional programs have priority access to facilities. Facility use by external entities requires a facility use permit[lxxvii] and insurance in accordance with board policy[lxxviii].

Capital construction projects are planned in accordance with all local and state regulatory requirements. The District conducted an Environmental Impact Report[lxxix] and went through the California Environmental Quality Act (CEQA) process[lxxx] for all Measure H projects. As projects are planned and implemented, logistics and campus impacts are discussed with the college during bi-weekly Capital Improvement Program (CIP) cabinet meetings[lxxxi].

The College continually improves facilities and equipment through ongoing assessment of classroom needs. Faculty and staff identify needs through program review and the annual planning process[lxxxii]. Resource requests are discussed and prioritized through the participatory

governance process[lxxxiii] and decisions are communicated to the campus[lxxxiv]. The College also uses evaluation of needs to leverage external grant and categorical funding to address identified areas of improvement. The College recently renovated space within Building 13 to create a Business hub with state-of-the-art technology, student collaboration space, and individual student study space[lxxxv].

### *4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.*

***Evidence of Meeting the Standard***

III.B.4-1 Five-year instructional equipment plan
III.B.4-2 APPA standards
III.B.4-3 CAN B23 RFP requirements
III.B.4-4 Construction forum invitation
III.B.4-5 Construction planning agenda and minutes
III.B.4-6 Educational Master Plan (EMP)
III.B.4-7 LEED scorecard
III.B.4-8 Participatory Governance Manual (PGM)
III.B.4-9 Program Review, Process
III.B.4-10 Resource allocation model, facilities assumptions
III.B.4-11 SMCCCD 2015 Amendment to the 2011 Facilities Master Plan
III.B.4-12 SMCCCD Board Report, Approval of 2020-2024 Five-Year Capital Construction Plan, 25 July 2018
III.B.4-13 SMCCCD Five-Year Capital Construction Plan, 2020-2024
III.B.4-14 SMCCCD Strategic Plan
III.B.4-15 SMCCCD Strategic Plan, Scorecard and Metrics

***Analysis and Evaluation***

The College uses participatory governance processes to provide input and feedback on institutional planning and long-range capital planning[lxxxvi]. Physical resource needs are identified and addressed through the annual resource allocation process[lxxxvii]. As new facilities are planned and designed, the College uses a collaborative process to gather input and information from college stakeholders[lxxxviii].

Long-range capital plans guide decision-making through planning documents such as the SMCCC Facilities Master Plan[lxxxix], the Five-Year Construction Plan[xc], the EMP[xci] and District Strategic Plan[xcii]. The District conducts a total cost of ownership (TCO) assessment of personnel needs to maintain new technology or facilities, ongoing maintenance costs, depreciation, and replacement plans for equipment. Resources related to TCO assessments are included in long-term planning to ensure facilities are sustainable and equipment is functional and modern[xciii, xciv].

In anticipation of increased building related to Measure H projects, District facilities prepared a staffing plan using APPA standards for allocating staff based on assignable square footage and level of service[xcv]. The plan is used to guide planning and assessment of staffing needs and is taken into consideration in resource allocation multi-year budget projections[xcvi].

SMCCCD is committed to sustainable facilities, equipment, and technology. As such, consideration of life-cycle costs is carefully reviewed in capital planning. All proposals for new construction projects are required to include a TCO component[xcvii]. To minimize future custodial and maintenance costs, the College Facilities department has been involved in the planning, design, and selection of material for new facilities[xcviii]. To maximize future energy savings, the college's new facilities have been designed to the Green Building Council's Leadership in Energy and Environmental Design (LEED) certification standards[xcix].

Long-range capital plans are linked to institutional planning and planning processes ensure that capital projects support College goals. The District has identified the elements which comprise the total cost of ownership to use when making decisions about facilities and equipment. The District systematically assesses the effectiveness of long-range capital planning in advancing institutional goals through metrics and outcomes[c].

***Conclusions on Standard III.B. Physical Resources***

[insert response]

***Improvement Plan(s)***

[insert response if applicable]

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[i] III.B.1-12
[ii] III.B.1-13
[iii] III.B.1-38
[iv] III.B.1-39
[v] III.B.1-22
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[vii] III.B.1-30
[viii] III.B.1-31
[ix] III.B.1-32
[x] III.B.1-43
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[lxxxvii] III.B.4-9
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[xcii] III.B.4-14
[xciii] III.B.4-1
[xciv] III.B.4-13
[xcv] III.B.4-2
[xcvi] III.B.4-10
[xcvii] III.B.4-3
[xcviii] III.B.4-5
[xcix] III.B.4-7
[c] III.B.4-15

## C. Technology Resources

***1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.***

***Evidence of Meeting the Standard***

III.C.1-1 Cañada Lab Inventory, February 2019 (evidence folder)
III.C.1-2 Cañada Printer Inventory 2018 (evidence folder)
III.C.1-3 Cañada Workstation and Printer Inventory by Employee and Office, January 2019 (evidence folder)
III.C.1-4 Canvas Support for Students
III.C.1-5 Canvas Supports for Faculty and Staff
III.C.1-6 CDWG-Storage Upgrade for CAN CSM and SKY.msg (evidence folder)
III.C.1-7 CENIC Primary 10G Internet Circuit (via Sunnyvale) Website Link
III.C.1-8 CENIC Secondary or Backup 10G Internet Circuit (via Oakland) Website Link
III.C.1-9 Construction Specification, Communication Building Pathways - Cable Tray
III.C.1-10 Construction Specification, Communications Backbone ISP Fiber Cabling
III.C.1-11 Construction Specification, Communications Backbone ISP Twisted Pair Cabling
III.C.1-12 Construction Specification, Communications Backbone OSP Fiber Cabling
III.C.1-13 Construction Specification, Communications Backbone OSP Twisted Pair Cabling
III.C.1-14 Construction Specification, Communications Horizontal Twisted Pair Cabling
III.C.1-15 Construction Specification, Distributed Antenna System
III.C.1-16 Construction Specification, Emergency Responder Radio
III.C.1-17 Corporation for Network Initiatives in California (CENIC)
III.C.1-18 Design Standards, Telecommunications, AV, and Classroom Technology Infrastructure Plans
III.C.1-19 ELearning Innovations Call Center Reports (evidence folder)
III.C.1-20 Flex Day planning process
III.C.1-21 Flex Day Schedules and Agendas
III.C.1-22 iContracts and Shared Costs Worksheet (evidence folder)
III.C.1-23 Instructure Order Form (evidence folder)
III.C.1-24 NetTutor for Students
III.C.1-25 Network Diagrams (wireless, firewalls, and phones) (evidence folder)
III.C.1-26 Professional Learning Plan
III.C.1-27 Purchase of Cloud Based or Enterprise Software
III.C.1-28 Purchasing Procedures and Contract Requirements
III.C.1-29 SMCCCD Board of Trustees, Board Policy 2.34, Computer and Network Use
III.C.1-30 SMCCCD Facilities, Design Standards
III.C.1-31 SMCCCD ITS Organizational Chart
III.C.1-32 SMCCCD ITS Request procedures
III.C.1-33 SMCCCD ITS Strategic Plan 2014-2016
III.C.1-34 SMCCCD ITS Technology Infrastructure of Technology (evidence folder)
III.C.1-35 SMCCCD ITS Training Room Calendar
III.C.1-36 SMCCCD ITS Trainings and Schedules, NoviSurvey Workshop Series—Feedback (evidence folder)
III.C.1-37 SMCCCD Professional Development Academy Workshops
III.C.1-38 Technology Committee Meetings and Minutes

III.C.1-39 Technology Committee meeting approving the Technology Strategic Plan (February 26, 2019)
III.C.1-40 Technology Procurement Business Process
III.C.1-41 Technology Strategic Plan 2017-2019

***Analysis and Evaluation***

The District board policy[i] supports the College's management and operational functions, academic programs, teaching and learning, and support services. These are outlined in the ITS Program Review, which was completed fall 2018. This document explains the responsibilities of ITS and services that impact the College. This also helps indicate the direction of Cañada's Technology Committee and program review. Collaboration between the Technology Committee and District ITS yields programs and policies that meet the needs of students, faculty and staff with all technological needs.

The College strives to provide sufficient technology systems and support for all academic, student service, and operational departments. It ensures effective foundational needs are met to promote student success and institutional effectiveness. District ITS, with guidance from the College, is responsible for the development, implementation and maintenance of technology to support student and employee services. It provides the following services campus community[ii]:

- Administrative systems
- Network services and infrastructure
- Peninsula Library System connection
- Construction support services
- Instructional technology and web services
- Computers and media, service and support
- Technology training
- Disaster recovery site
- Video surveillance systems
- Emergency contact systems
- Building management systems
- Telephone and voicemail

ITS is divided into four units that include desktop and media support, network services and support, web support services and administrative information systems. The Office consists of 40 employees[iii]:

- 1 CTO
- 3 Directors
- 1 Administrative Analyst
- 2.5 Staff Assistants
- 17 Technicians
- 3 Network Engineer/Tech
- 1 DBA
- 6 Admin Services
- 3 Sys Admins
- 4 Web Services

ITS supports the following areas and programs:

- ERP (Banner), Data Warehouse, Workflow, Reporting and Document Management Tools
- Student Services – Online Application, Registration, Degree Audit, Education Planning, Financial Aid, Fee Payment, Payment Plans, Counseling Appointments, Online Schedule
- Communications – Digital Signage, Non-Emergency & Emergency Text Messaging, Emails & Voicemail
- Web Services – SSO, Canvas (LMS), Omni (CMS), Online Surveys & Evaluations, Employee & Student Email
- Servers, Shares, Load Balancers, DNS, DHCP,
- Desktop, Printers & Telephones
- Network Infrastructure including VLANs, Switches, Firewalls, VPN, Public & Private Wireless Access
- Instructional computers in labs and classrooms and supports computers assigned to faculty, staff, and administrators in support of instruction and student services functions.
- Support for devices on the SMCCCD network including printers, servers, wireless access points, multi-media equipment, and other devices in addition to computers.
- SMCCD has more than 330 classrooms equipped with instructional technology to support instruction and enhance student learning.
- Additionally, the ITS team supports student huddle spaces or technology enabled active learning, conference rooms, libraries, and non-instructional computer labs across the College.
- Antivirus and threat protection
- Remote user, offices or instructional site support

Technologies that are indirectly supported by ITS include the following:

- ACAMS security system
- Building Management Systems and Environmental Controls
- Curricunet
- TractDat
- Sars Grid and SarsAnywhere
- Comevo
- Bank Mobile – Financial Aid payments to students
- Clockwork – DSPS services
- Funnelback
- Credentials Solutions – Transcripts
- Accudemia
- iContracts[iv]
- Salesforce – International Student
- Academic Works
- Xerox Print Management

- Ad Astra

*Instructional Technology Systems Resources (Servers and Storages)*

In 2015, to accommodate instructional-based resources:

- file share for student course work;
- system platform where Computer Science courses can teach programming;
- license servers for Engineering based software;
- increase video graphic interface for mac computers to handle animated graphics for Digital Art & Animation.

ITS has installed a high resource server and storage environment. With a carefully scalable system, the technology team has been able to centralize all instructional services to serve instructional needs that require central computing on a stable and high-performance environment[v]. This can be seen in Table 5.

| Type | Resource | Timeline |
|---|---|---|
| **Server** | Qty. 3, Dual Intel Xeon E5-2620 v3 @ 2.4GHz (4th gen "Haswell" Intel CPU). - 96GB of memory - Dual 10gbe Ethernet NIC | Summer 2015 |
| | Approx. 75% compute capacity used | |
| | Approx. 67% storage capacity used | |
| | 37 provisioned virtual machines: | |
| | 12 instructional, 13 network, 12 technical support | |
| **Storage** | Network Attached Storage -<br>26TB total usable space,<br>4x 10gbe Ethernet NIC | Summer 2015 |
| | 18TB total usable space and integrated flash cache | Fall 2018 (upcoming) |
| **Network** | Dual Cisco Nexus 9000 switches | |
| | 48 10gbe Ethernet ports | |
| | Qty. 6, 40gbe Ethernet ports | |

*Table 5: Server and Storage Statistics (current)*

To ensure that faculty, students, and staff have access to high-performance and reliable network services such as Internet, voice communications and email resources, ITS has implemented a comprehensive and redundant network infrastructure across the District[vi].

*Upgrades*

- Campus Core Network Switch Upgrade (completed spring of 2015): ITS upgraded core network switches at the College of San Mateo MPOE and District Office. The core upgrade consists of installing and configuring 10 gig switch ports, designed to connect and communicate to individual campus buildings with dual paths. As a result, this permits the campus community to experience faster access to internet and intranet data,

this core upgrade increased each building's connection to the campus's network from 1Gig to 20Gig. Likewise, this was the infrastructure primary step in upgrading all network switches throughout the District. Forthcoming projects will replace switches at each campus MDF/IDF with additional 10 gig switches as well as campus backbone or intranet connections between Skyline, Cañada, and CSM.

- Campus Backbone: Upgraded from 500Meg to 5Gig connection between each of the three campuses, which provides optimum bandwidth for file shares, Banner access, backup services, as well as offer higher-availability toward technology services. In case of primarily service outages, the district-wide interconnection is also designed to route traffic via alternate campus, regaining Internet and Intranet network and phone services instantly.
- DW Individual Building MDF/IDF UPS Device Replacement (fall 2015: 80% complete): replace and upgrade all backup battery power which serves the campus's individual building network. UPS along with adequate battery packs are arranged in all network rooms to ensure 4-hour service uptime during power outage. Building UPS will keep services such as building management system devices, phones, wireless and date network, cameras, event announcement speakers, as well as other Power over Ethernet (POE) devices in operation until main power is restored.
- DW MPOE (Main Point of Entry) Symetra UPS Device Replacement (completion date: spring 2019): To improve campus wide technology infrastructure, ITS is transitioning to a new backup power system in the District as well as each college data centers (MPOE).
- DW Telephone System Replacement (completed June 2016): SMCCCD Board approved to contract with Maverick Networks to design and implement a new phone system from Mitel.
- Campus Firewall Upgrade (completed spring 2017): ITS previously deployed CISCO ASA firewalls at each MPOE and District office. These devices are a key part of the network traffic defense of the District and individual campus's data network. Since these firewalls were 10 years in age and reached manufacture end-of-life, new solutions were evaluated, purchased and installed. The industry standard of next-generation firewall switches offers various functions, including enhanced perimeter protection from, denial of service (DOS), virus and malware attacks.
- Internet Connection 10Gig Circuit (completed January 2018): Preceding projects such as Campus Firewall, core switch and router upgrades allow the District to upgrade all of its campus Internet circuits connections to Corporation for Network Initiatives in California (CENIC)[vii] 10 Gigabits backbone with redundant connection. The upgrade allows the College to connect to CENIC's high-speed research and education network, which is 10 times faster than the previous connection.

*Campus Internet Traffic:*

- CENIC Primary 10G Internet Circuit (via Sunnyvale) Website Link
- CENIC Secondary or Backup 10G Internet Circuit (via Oakland) Website Link
- Network Switch Upgrade (10 GB) Each campus building has a dual redundant connection to the core network that offers a total of 20Gig bandwidth toward backbone and 1Gig connection to each desktop and other end-point network device. Building

network switches also serve other critical technology devices such as phones, Wireless Access Points (WAPs), surveillance cameras which also are Power over Ethernet (PoE) devices.

- DW Wireless Access Point (WAP) Phase I Replacement: upgraded all campus WAPs with Cisco Meraki units. Phase II: Expansion: Adding wireless access points in all classrooms as well as enhance the coverages in open areas such as student centers, learning centers, and libraries. (80% complete).
- To maintain the reliability of services that are hosted by ITS at the District Office, the facilities department has installed and maintains an emergency generator to provide backup electrical power to the building for as long as necessary during a power outage.
- For fire protection, a VESDA (Very Early Smoke Detection Apparatus) system has been installed in the Computer Center. In the event of a fire or overheating of equipment the VESDA systematically shuts down the equipment in the computer center and sets off the appropriate warnings.
- ITS conducts backups for all administrative data stored on its servers. Ensuring that all server-based data is recoverable, ITS has a comprehensive backup strategy where data is written to high-density tapes that are stored in an off-site location on a weekly basis.
- ITS facilities around the District host the District's security system, ACAMS. ITS supports the network services that are required to operate this system.

Information technologies are a critical element in the design of all new buildings and for the renovation of older buildings[viii]. This technology includes a robust network infrastructure, VoIP, Power-over-Ethernet (PoE) support toward wireless access points and building wide access control system, video, security, fire alarm systems, HVAC systems, individual classroom technology, audio/visual systems, integrated event announcement system, digital signage and other technology.

Most classrooms throughout the district have been constructed or upgraded to meet the district standards for smart classrooms[ix], [x], [xi], [xii], [xiii], [xiv], [xv], [xvi]. To enhance student learning experiences, faculty utilizes smart classrooms equipped with overhead projectors and speakers, combined with wireless internet access available for use by the college community.

*(The District has approximately 550 faculty, staff, and student lab workstations. There are 77 owned virtual machines on-campus and 24 leased virtual machines off-campus. The College's infrastructure includes fixed network cabling (copper and fiber), network switches, firewall, servers, SANs and a blade server, a remote access system, a wireless network system, the SIS, a reporting system, workstation operating systems, a distance education system, and Microsoft Office Suite and Adobe Suite software.) – Replace with SMCCCD Text*

- Shared Costs Software (5.1 - FY18-19 Preliminary DW Shared Cost Software_07 3118)
- District Goods and Services Evidence Website – Minimum standards
- What technologies do we provide for all employees?
    - Desktop (staff and administrators)
    - Laptop (faculty and managers)
    - Telephone
    - Mobile phone stipend (with approval)

    - Email
    - Banner access (with approval)
    - WebXtender (if required)
    - Other systems as required
- Evidence documents for 1 – staff, 2 - faculty
- Each college has central duplicating center for bulk printing. Each division and individual has access to printers and scanners. Employees are assigned user logins for photocopying and printing is network enabled. --- Evidence LanSweeper report of printers. [10]
- All student labs are equipped with at least one printer.

*Instructional Technology Replacement Procedure*

ITS maintains an inventory of all technological equipment on the campus, including the equipment in the computer laboratories[xvii] and items that are assigned to specific personnel and offices[xviii]. Regular evaluations of instructional equipment for age, performance and resource requirements, if upgrades are necessary ITS upgrades or changes are reviewed with the Offices of Administrative Services, Instruction and Student Services, each of which prioritizes resource requests. Upon discussing these recommendations with all division deans, VP-I provides priorities and timeline toward upgrades.

A highly customized system with specific standards has been developed by ITS; 5-7 years of replacement cycle is sufficient toward most workstations and laptop devices. Emergency replacements or immediate upgrades are approved by the VPI and the VPAS to ensure funds are available.

The Technology Committee is a subcommittee of PBC and is composed of representatives from every division of the college including staff, faculty, administrators, and the District Information Technology Services staff. It meets a minimum of two times per year[xix] and provides an update to PBC on technology issues, such as:

- Progress made regarding replacement and new technology implemented on campus
- Changing technology needs for instruction, student services, and business operations
- Consultation with the PRIE Department that assess the technology needs of the College by use of surveys
- Review of the yearly budget allocation and replacement cycle for technology

The Committee is tasked with preparing a technology strategic plan[xx] that integrates with the SMCCCD Technology Strategic Plan[xxi]. The District Technology Strategic Plan is a living document providing guidance for the acquisition and application of technology in a continually changing teaching and learning environment. The plan is intended to act as a compass, giving direction to the technology decisions and aligning with the mission and vision of Cañada College. Technology is implemented both to enhance and improve instruction and to provide ways for the college to perform its operations in business, research, and student services more effectively.

*Technology Usage*

Desktop computers and media services support for the Colleges and District Office is a centralized ITS service. ITS technicians are stationed on each campus. ITS technicians assist the colleges with technology purchases. Local ITS technicians collaborate with the district and sister colleges to develop operational standards, supporting software updates, technology inventory, and asset management. Service and support are provided through a centralized Help Center that uses a web-based tool enabling users to place repair orders and track their completion status[xxii]. The College also provides a number of spaces with up-to-date computers, both PC and Mac, for instructional use and general student or community member access. There are over 1121 instructional lab workstations available for Cañada College students' campus wide[xxiii].

The ASLT Division accommodates a variety of academic support and educational pathway programs that provide students with essential resources, professional support, and skill building and lifetime learning. In addition, the ASLT Division supports efforts within the District to advance the scope and capabilities of its information technology and learning technology infrastructure as it impacts teaching and learning at the college. The Library and Learning Center provide resources and support for information literacy, undergraduate research, peer-led learning assistance, STEM resources, and support for critical thinking and academic inquiry. There are computer labs and laptop or iPad banks for students, faculty, and staff to utilize while on campus. The District provides Net Tutor[xxiv] for all students to engage with online tutorial services for academic classes.

Distance Education offers courses in which part or all of the class meetings on campus are replaced with online interaction. These courses offer an excellent opportunity for students to pursue their academic goals and the flexibility to accommodate their schedules. The Technology Committee works with the DE Coordinator and the Instructional Technologists to ensure that the Technology Strategic Plan meets the needs of the DE faculty and of the students taking DE courses. The District has adopted the Canvas LMS[xxv], which provided by the California Community College Technology Center's OEI. There is student support for Canvas at the College in the Learning Center, Business Hub, and on online[xxvi]. Additionally, there is support for faculty and staff provided by the Instructional Technologist and online guides[xxvii]. The District provides 24/7 support for Canvas through ELearning Innovations Helpdesk and Instructure Helpdesk[xxviii].

The Business Hub is the center of the Business, Accounting, and CBOT departments on campus. The space functions as a lecture classroom and a collaborative workplace allowing for homework study groups and team projects. Instructional aides provide technological support from 8 to 8 when the lab is open. The Business Hub includes the following:

- Multiple projection screens for lecture and guest speakers
- Collaborative workspace area
- Laptops for student use
- 2 private study rooms
- Modular desks
- Modular whiteboards

- Printers
- Simulcasting station
- Couches, tables, and chairs
- Multiple power outlets and USB power outlets
- Student support services
    - Student Software Support
    - Business, accounting, AutoCAD and computer application tutoring

Cañada College creates a professional learning plan[xxix] to help determine the best practices for conducting trainings and Flex Day college wide trainings. The Professional Learning Committee keeps notes of their planning process[xxx], as well as agendas of Flex Day offerings[xxxi]. Typically during Flex Days there is training for faculty and staff on software programs and cloud based applications to improve the teaching and learning experience. Additionally, ITS hosts trainings for the entire district, which are held on a rotating schedule at the different campuses[xxxii]. Additional ITS trainings are held at the District office at their training room[xxxiii].

### *2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.*

***Evidence of Meeting the Standard***

III.C.2-1 Classroom Projector worksheet (evidence folder)
III.C.2-2 Faculty and Staff Inventory worksheet (evidence folder)
III.C.2-3 Instructional Lab Inventory worksheet (evidence folder)
III.C.2-4 Program reviews with technology requests
III.C.2-5 Replacement List [23]
III.C.2-6 SMCCCD ITS Computer Count Email
III.C.2-7 SMCCCD ITS Help Center End User Support Survey Report 2018 (evidence folder)
III.C.2-8 SMCCCD ITS, Banner 9 and system upgrades
III.C.2-9 SMCCCD ITS, CRM Taskforce, Evaluating new technology, CRM Vendor Interview (evidence folder)
III.C.2-10 Technology Committee meeting minutes discussing the next cycle of technology strategic planning (February 26, 2019)
III.C.2-11 Technology Survey Results, 2016

***Analysis and Evaluation***

In collaboration with the District ITS office, the Technology Committee and college administrators are able to plan, update, and replace the hardware and software needed to support the college community. This is all done through evaluation of services and the program review to meet the ever-changing needs of students, faculty, and staff.

The Technology Committee supports the continual collaboration between the campus and the District. Review of the annual replacement lists[xxxiv, xxxv, xxxvi] by the Technology Committee, the VPAS office and District ITS ensures that hardware and software needs are keeping pace with technology advances, which supports and serves teaching and learning on campus. The Technology Committee issues periodical surveys[xxxvii] of the campus community to gauge additional technological needs. The Committee then uses this information, along with the

information garnered from program review requests for technology[xxxviii], and plans accordingly for technological needs[xxxix].

ITS provides equipment replacement lists for student labs, faculty, and staff computers and printers. District ITS maintains an inventory of classroom technology, including projectors, flat panel displays, and computers. Cañada College currently has 1390 PCs and 189 Macs for a total of 1579 computers for student, faculty, and staff use[xl].

The upgrade to the Banner System from Banner 8 to Banner 9 is supported with departmental training[xli]. The CRM taskforce helps identify new technology and vendors for budgeting and planning purposes for departments to plan[xlii]. ITS has established classroom technology standards that guide technology planning. College programs, divisions, and departments identify additional technology needs through program review. Cañada students, faculty, and staff also take part in surveys that help indicate the services they use; the data collected from these surveys help to guide ITS in their requests for support[xliii].

### *3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.*

***Evidence of Meeting the Standard***

Menlo Park Center (MPC) Technology spreadsheet (evidence folder)
SMCCCD Technology Strategic Plan***

***Analysis and Evaluation***

District ITS offers a variety of different tools to protect the College's data and maintain the security of student, faculty, and staff information. This is completed both at the district office as well as at Cañada's main campus and satellite locations. The College works to maintain the highest level of resources, security, and access available for the campus and its satellite locations. This is completed through district and campus ITS departments working to maintain and implement measures to keep technology safe at all locations. The District Technology Strategic Plan*** lays out the strategies and procedures to secure all data.

Securing college data is a high priority and a number of hardware and software tools are in place to protect and detect unauthorized access, including:

- Sophos Anti-Virus and Microsoft Forefront: antivirus and malware detection and removal tools to protect all desktops and servers
- Sophos Puremessage: to detect and quarantine spam email messages
- Snort: to detect and control unauthorized network intrusion
- Cisco Netflow: to monitor and report on network connections
- Exinda: a packet-shaping appliance that blocks peer-to-peer services, like BitTorrent, and other services that can introduce malware and viruses
- Microsoft Group Policies: applied to District owned and managed PCs to protect them from malware, plug-ins that are malicious, file attacks, and to prevent students from installing software on PCs in the instructional computer labs
- Public Wireless Network: open to use by students and allows access to internet services; access to the public wireless network is automatically shut down from 11:00pm to 6:00am daily

- Private Wireless Network: a secure wireless network that requires authentication and provides access to services like Banner
- OpenDNS: to prevent faculty, staff and students who use our network from being redirected to known malicious web sites

The College offers courses at a number of off-site locations, including its Menlo Park Center, a number of elementary schools in the Redwood City School District, and the Pescadero Community Center. At most of these off-site locations, the College and the District are working with community partners. One element of that partnership is that the facilities are wholly maintained by the external partner; this includes technology hardware and software. The one exception is the Menlo Park Center+++, where the College offers courses in CBOT, Math, ECE, and Career and Counseling. The District does maintain the technology at that site.

***4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.***

***Evidence of Meeting the Standard***

III.C.4-1 ASCC Student Survey on Technology Needs
III.C.4-2 CiA Training for Tutors
III.C.4-3 Flex Day Agenda for August 21, 2018 (evidence folder)
III.C.4-4 Flex Day Agenda for October 18, 2018 (evidence folder)
III.C.4-5 Learning Center Trainings for Tutors
III.C.4-6 Professional Learning Committee
III.C.4-7 Professional Learning, Follow-Up Flex Day Resources
III.C.4-8 Professional Learning, PL Opportunities
III.C.4-9 QOLT Work Group
III.C.4-10 SMCCCD Board of Trustees, Board Policy 2.34, Computer and Network Use
III.C.4-11 SMCCCD Human Resources, Evaluations of Trainings
III.C.4-12 SMCCCD Professional Development Academy Workshops

***Analysis and Evaluation***

As discussed in Standard III.C.1 on page 145, the technological services that the College and the District provide are vital to how they are able to support students, faculty, staff, and administrators. In accordance with board policy[xliv], the District provides the technological devices that its employees need for their work and provides the training necessary to utilize it. Teaching and learning are vital for the students, faculty, staff, and administrators. To this end, the Office of Human Resources and the college Professional Learning Committee offer a variety of educational opportunities online, in one on one settings, and through professional learning opportunities are available.

Through the auspices of the Professional Learning Committee[xlv], the College offers numerous trainings for faculty and staff, primarily at the different Flex Days[xlvi] throughout the academic calendar. There are regular trainings and open sessions for Canvas, TracDat, and CurricUNET, with further training on Canvas provided by the DEAC's QOLT Work Group[xlvii]. Additionally, the Professional Learning Committee provides resources for a variety of online technology

training[xlviii]. Additionally, the Office of Human Resources[xlix] offers numerous trainings for faculty and staff with respect to technology.

Support and training that is available to faculty and staff include the following:

- ITS Training
- OmniUpdate Training
- Instructure Training
- HR Professional Development Training
- Other Professional Development Training
- Lynda.com
- ELearning Innovations Support

Support and training that is available to students include the following:

- Library
- Tutoring Center
- Net Tutor
- Canvas Training provided by Instructure
- ELearning Innovations Support

### *5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.*

***Evidence of Meeting the Standard***

III.C.5-1 DE Strategic Plan 2017-2019
III.C.5-2 DEAC Instructional Design Resources for Distance Education
III.C.5-3 SMCCCD Board of Trustees, Board Policy 2.34, Computer and Network Use
III.C.5-4 SMCCCD Board of Trustees, Board Policy 2.35, Use of District Communications Systems
III.C.5-5 SMCCCD Employee Handbook (repeating BP 2.34)
III.C.5-6 SMCCCD Title IX website
III.C.5-7 Student Code of Conduct (Sections 27 and 33)
III.C.5-8 Technology Committee
III.C.5-9 Technology Strategic Plan 2017-2019

***Analysis and Evaluation***

The District and the College clearly outlines its standards for students, faculty, staff, and administrators. All of this information can be found online, as well as in printed form for students in their planners under the code of conduct. There is also a clear method for understanding repercussions of misuse of the technology available there.

The District has policies[l, li] in place to maintain the integrity of the college constituents. This is available in the student code of conduct[lii], as well as in Distance Education[liii, liv] and Technology Strategic Plan[lv], the last of which is provided by the Technology Committee[lvi]. The District additionally disseminates these policies in its employee handbook[lvii]. The District has a website[lviii] that allows reporting of any Title IX infractions, including those that occur using technology; this site is linked to all course shells in Canvas.

***Conclusions on Standard III.C. Technology Resources***

[insert response]

***Improvement Plan(s)***

[insert response if applicable]

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[i] III.C.1-29
[ii] III.C.1-33
[iii] III.C.1-31
[iv] III.C.1-22
[v] III.C.1-5
[vi] III.C.1-25
[vii] III.C.1-17
[viii] III.C.1-18
[ix] III.C.1-9
[x] III.C.1-10
[xi] III.C.1-11
[xii] III.C.1-12
[xiii] III.C.1-13
[xiv] III.C.1-14
[xv] III.C.1-15
[xvi] III.C.1-16
[xvii] III.C.1-1
[xviii] III.C.1-3
[xix] III.C.1-38
[xx] III.C.1-39
[xxi] III.C.1-32
[xxii] III.C.1-31
[xxiii] III.C.1-1
[xxiv] III.C.1-24
[xxv] III.C.1-24
[xxvi] III.C.1-4
[xxvii] III.C.1-5
[xxviii] III.C.1-19
[xxix] III.C.1-26
[xxx] III.C.1-20
[xxxi] III.C.1-21
[xxxii] III.C.1-36
[xxxiii] III.C.1-35
[xxxiv] III.C.2-1
[xxxv] III.C.2-2
[xxxvi] III.C.2-3
[xxxvii] III.C.2-11
[xxxviii] III.C.2-4
[xxxix] III.C.2-10
[xl] III.C.2-6
[xli] III.C.2-8

[xlii] III.C.2-9
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[xlvii] III.C.4-9
[xlviii] III.C.4-8
[xlix] III.C.4-12
[l] III.C.5-3
[li] III.C.5-4
[lii] III.C.5-7
[liii] III.C.5-2
[liv] III.C.5-1
[lv] III.C.5-9
[lvi] III.C.5-8
[lvii] III.C.5-5
[lviii] III.C.5-6

## D. Financial Resources

### *Planning*

***1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)***

***Evidence of Meeting the Standard***

III.D.1-1 CCCCO Exhibit A
III.D.1-2 CCCCO Exhibit R
III.D.1-3 Educational Master Plan
III.D.1-4 FY 16.17 Financial Audit Report
III.D.1-5 FY 17.18 Unrestricted Allocation
III.D.1-6 FY 18.19 College Budget
III.D.1-7 Grant Proposal Development Flow Chart
III.D.1-8 List of External Grants
III.D.1-9 Measure H Bond Funded Projects
III.D.1-10 Resource Allocation Model
III.D.1-11 SMCCCD Board of Trustees, Board Policy 8.11 District Budget
III.D.1-12 SMCCCD Board of Trustees, Administrative Procedure 8.11.1 District Budget
III.D.1-13 SMCCCD Board of Trustees, Board Policy 8.00 Fiscal Management
III.D.1-14 SMCCCD Board of Trustees, Administrative Procedure 8.00.1 Fiscal Management
III.D.1-15 SMCCCD Budget Development Process
III.D.1-16 SMCCCD Facilities, Cañada College B1N Kinesiology and Wellness
III.D.1-17 SMCCCD Facilities, Cañada College B23 New Science and Technology Building
III.D.1-18 SMCCCD Innovation Fund Report, FY 17-18 (evidence folder)
III.D.1-19 SMCCCD Strategic Plan
III.D.1-20 Three-Year Revenue Projections

***Analysis and Evaluation***

Cañada College is part of the San Mateo County Community College District (SMCCCD), a three-college district. It has sufficient revenues to support educational improvement and innovation. As a community-supported district, SMCCCD is fortunate to have property taxes in excess of the state determined revenue limit. This means that the College has resources available that would not be possible as a state-funded institution. Finances are managed with integrity in a manner that ensures short and long-term financial stability. Resources are allocated using a process that provides a means to fund institutional improvements and maintain student success.

Fiscal policies[i, ii] are codified as Board Policies to guide the effective management of fiscal affairs in a manner which ensures fiscal stability and integrity in resource allocations. The District's annual audits have had no fiscal findings or audit adjustments over the last 3 years[iii]. The College's site allocation of unrestricted general funds is a proportional share of the SMCCCD local revenue and annual expenditure budget based on the District's resource allocation model[iv]. The College has an EMP[v] that is integrated with the District Strategic Plan[vi],

and the District provides funding to the College specifically for the implementation of this plan over the last 3 years[vii].

For the 2017-2018 fiscal year, the College's total unrestricted fund budget was $25.2 million[viii]. This budget funds the general operating expenses of the institution. For the 2018-2019 fiscal year, the College total unrestricted budget is $27.9 million (III.D.1-04). Personnel costs comprise 95% of the college's unrestricted general fund budget. The remaining 5% of the College's budget is allocated for supplies, materials, operating costs, and capital outlay[ix]. The District funds some of the direct college operating costs such as utilities. The District is community supported, meaning that the District does not receive state apportionment and is directly funded by local property tax revenue[x]. The increase in unrestricted funds from prior year levels is the result of increases in local property tax revenue. The College receives restricted funds for state-funded categorical programs, local revenue such as parking and health fees, and externally funded grants[xi, xii]. The unrestricted and restricted budgets combine to provide the college the resources necessary to support and sustain student learning programs and services and to improve institutional effectiveness.

Voters approved Measure H in November 2014, a general obligation bond to improve and construct educational facilities at all three campuses in the District. The College's share of Measure H is approximately $102 million[xiii]. With this revenue, the College has been able to fund important new projects from the SMCCCD Facilities Master Plan including a new Kinesiology and Wellness Center[xiv] as well as a new Science and Technology Building[xv].

The District prepares and provides the College with 3-year revenue projections annually to ensure sufficient resources are available for short and long-term planning. The projections indicate the District can balance its budget for each of the 3 years included in the projections. The District also has reserves in the unrestricted general fund that routinely exceed the State's recommended reserve of 5% and the college maintains a healthy contingency fund[xvi]. In addition to the unrestricted general fund budget, the College also relies on restricted funds such as grants to support its mission. All grants are developed to directly support the mission and priorities of the College. Grant planning includes faculty and staff who ultimately implement the projects[xvii]. Examples of recently funded grants that support the college mission include:

- HSI Stem Ganas
- HSI ESO Adelante
- Promise Innovation

The District follows established policies[xviii, xix] and procedures[xx, xxi], regulations, and accepted accounting practices[xxii] in managing resources. The District annual audit reports reflect the integrity of the institution's financial management and stability[xxiii] (III.D.1-03).

***2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.***

***Evidence of Meeting the Standard***

III.D.2-1 Budget Projection Discussion
III.D.2-2 Educational Master Plan (EMP)
III.D.2-3 Enrollment and Productivity Report
III.D.2-4 FY 2017.2018 External Audit Report
III.D.2-5 Integrated Planning Calendar (evidence folder)
III.D.2-6 PBC meeting discussing the college's mission review process (September 20, 2017; p. 3-4, Item II.F)
III.D.2-7 PBC meeting discussing the 3-year budget projections, new position approvals, and a budget development timeline (February 21, 2018; p. 2-3, Items II.4 Three-year Budget Projections, II.5 New Position(s) Approval, II.6 Budget Development Timeline)
III.D.2-8 PBC meeting discussing College Budget Principles (March 21, 2018; p. 3, Item II.5)
III.D.2-9 PBC meeting discussing the FCMAT Report Update and the Enrollment Management Task Force (September 5, 2018; p. 1, Item 2 FCMAT Report Update; p. 2-3, Item 6 Enrollment Management Task Force)
III.D.2-10 PBC meeting discussing integrated planning and budgeting for the college (September 6, 2017; p. 2, II.A Integrated Planning and Budgeting)
III.D.2-11 Program Review, Process
III.D.2-12 Sample Budget Availability Report, Enrollment Services
III.D.2-13 Sample Program Review
III.D.2-14 SMCCCD Board minutes approving the FY 2018-19 Budget (September 12, 2018; Item 18-9-101B, p. 7-9)
III.D.2-15 SMCCCD Board of Trustees Agenda Packet for June 21, 2018 (p. 49-78, Item 18-6-102B Adoption of the 2018-19 Tentative Budget)
III.D.2-16 SMCCCD Board Website
III.D.2-17 SMCCCD Financial Services, FY 18-19 Budget Report

***Analysis and Evaluation***

Financial planning and associated resource allocation is integrated into the college planning processes and aligned with the institution's mission and goals[xxiv]. PBC has developed guiding principles to effectively support budget development and resource allocation decisions[xxv]. The College's resource allocation process is designed to support the achievement of its plans and goals through funding of needs identified through the program review process. The District and College have a variety of financial controls in place to ensure fiscal stability including board policies and administrative procedures that guide the budget development process. The workflow for requisitions and expenditures requires approval at the budget manager level, college VP level, and ultimately by the District Budget Officer before any expenditure can be made. The effectiveness of these financial controls is evidenced in the District Annual Budget Report[xxvi].

The District's prudent approach to fiscal management and strong reserves mitigates cash flow deficiencies stemming from delayed revenue streams. The District has sufficient insurance to cover its needs. Areas covered by self-funded insurance are supported by sufficient reserves to handle financial emergencies.

The college mission is at the forefront of annual fiscal planning through annual review and discussion of the mission statement during participatory governance meetings[xxvii]. The EMP provides strategic direction that serve as college goals which inform financial planning and decision-making for the College[xxviii]. Resources are allocated to programs and services that align with the college mission through an integrated planning process using program review as the primary mechanism for identification of program and area needs[xxix].

All instructional departments, student services areas, and administrative units conduct program reviews to evaluate effectiveness leading to improvement every 2 years. These reviews demonstrate alignment with the college mission and strategic goals, highlight areas of strength, describe assessment results, and request resources needed to make improvements[xxx]. Personnel requests, funding allocations, facilities improvement, and technology purchases are initiated through the program review process. Items requested in program review are prioritized at the department and division levels. Compiled resource requests are then prioritized by the appropriate planning council and ultimately reviewed by the PBC to provide a funding recommendation to the President[xxxi].

The College's general fund budget is developed using the District Resource Allocation Model and includes FTES goals. The College uses data and reports to carefully manage student enrollment and monitor budget expenditures in order to monitor enrollment goals while staying within its financial means[xxxii, xxxiii]. The College maintains a sufficient ending balance each year to maintain a reserve needed for emergencies[xxxiv]. The District has reserves in the Unrestricted General Fund that routinely exceed the State's recommended reserve of 5%[xxxv]. The District plans its cash flows carefully as the bulk of its funds come twice a year, in December and in April. While the District used to issue Tax Revenue Anticipation Notes, the cash balances are sufficient such that TRANs are no longer needed.

The SMCCCD Executive Vice Chancellor provides regular budget information to the Board of Trustees. Information provided includes tentative budget, adopted budget, district innovation fund projects, and quarterly budget reports[xxxvi]. The Board approves the annual budget[xxxvii] and external audit reports[xxxviii] in an open public session. Representatives from each college are in attendance at board meetings, and all information presented to the Board is publicly available[xxxix]. The Board receives updates about progress on the District's strategic plan as part of the tentative budget approval in June and adopted budget approval in September. These updates include budget and actual spending as well as progress on the goals set in the plan[xl].

The President provides information regarding enrollment and related matters to the campus community through the governance process and general communications in order to link financial decisions to institutional planning[xli]. Budget information is regularly presented to the PBC; members report information back to their stakeholders, gather input from their constituencies, and return to PBC for further discussion[xlii, xliii].

Detailed financial information is available to the College through the college's Banner enterprise resource system and WebSmart information system. Managers and staff have access to financial information reports at the department, division, and college levels. The Business Office provides regular financial reports for the campus community to view[xliv].

The District has a $350,000 deductible for its workers compensation insurance, and the estimated liability for incurred but not reported costs is fully funded. The District completes and actuarial study each year for workers compensation to determine the rate we charge ourselves. The District has property, inland marine, and boiler and machinery insurances with a deductible of $150,000. The District has liability insurance in two layers with a $150,000 deductible. The District budgets for insurance claims within the deductibles and maintains a reserve for claims.

***3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.***

***Evidence of Meeting the Standard***

III.D.3-1 Annual Integrated Planning Calendar
III.D.3-2 Budget Office
III.D.3-3 DCBF Agenda 05.15.2018
~~III.D.3-4 DCBF Minutes 04.17.2018~~
III.D.3-5 Educational Master Plan (EMP)
III.D.3-6 FY 18.19 College Tentative Budget Presentation
III.D.3-7 FY 18.19 District Tentative Budget Presentation
III.D.3-8 FY 18-19 College Budget Principles
III.D.3-9 FY 18-19 Resource Allocation Model
III.D.3-10 FY 18-19 Resource Requests, Detailed
III.D.3-11 FY 18-19 Resource Requests, Summary
III.D.3-12 PBC Agenda 05.16.2018
III.D.3-13 PBC meeting discussing the 3-year budget projections, new position approvals, and a budget development timeline (February 21, 2018; p. 2-3, Items II.4 Three-year Budget Projections, II.5 New Position(s) Approval, II.6 Budget Development Timeline)
III.D.3-14 PBC meeting discussing the FCMAT Report Update and the Enrollment Mangagement Task Force (September 5, 2018; p. 1, Item 2 FCMAT Report Update; p. 2-3, Item 6 Enrollment Management Task Force)
III.D.3-15 SMCCCD Board of Trustees Agenda Packet for 21 June 2018 (p. 49-78, Item 18-6-102B Adoption of the 2018-19 Tentative Budget)
III.D.3-16 SMCCCD Financial Services, Budget
III.D.3-17 SMCCCD Financial Services, FY 18-19 Budget Report
III.D.3-18 SMCCCD Integrated Budget Planning Calendar

***Analysis and Evaluation***

The College's financial planning and resource allocation are integrated in the planning process, and college processes are clearly defined. Established processes for financial planning and budget development are communicated to the college and made publicly available. The College's processes are used to ensure consistent participation in financial planning and budget development using the participatory governance structure and through open, transparent communication with the College.

The District[xlv] and College[xlvi] have established clearly defined policies and procedures for financial planning in budget development. The District provides a resource allocation model[xlvii] approved by the DCBF to guide the budget and allocation processes. Resource allocation to the colleges follows a budget timeline[xlviii] that is approved by the Board of Trustees and is publicly available. The budget timeline[xlix] is shared with the PBC, the college participatory governance council responsible for recommending the tentative budget to the President[l]. Budget development at the College is completed within the timeline and submitted to the District.

The College receives notice of the initial annual budget allocation following review at the district level. At the college level, allocation of financial resources is managed in manner to effectively fulfill the college mission and work toward achieving the strategic directions outlined in the EMP[li]. In order to ensure that college resources are aligned with the mission, guiding principles adopted by PBC are used and budget development is completed through the college governance structure[lii]. The College uses the initial allocation to develop the budget using three major cost centers: permanent personnel, hourly personnel, and operating costs. The VP-AS is responsible for creating the tentative college budget in May[liii] and presents the budget to PBC for review and approval[liv]. The budget is then sent to the President for final review before submission to the District.

The Executive Vice Chancellor uses the tentative college budget approved through the governance structure to complete the district tentative budget[lv]. In accordance with California Education Code, the Board of Trustees adopts the district tentative budget[lvi]. Upon adoption of the statewide budget and final San Mateo County property tax revenue, the District provides a revised Resource Allocation Model with adjusted revenue[lvii] so the College can prepare a final budget accordingly. The College adopted budget is presented to PBC in September before final adoption by the Board of Trustees[lviii].

College resource allocations support the strategic goals through the provision of resources identified in program review. In addition to program review, departments have opportunity to submit resource requests for consideration[lix]. This process ensures that institutional needs, such as replacement of equipment in classrooms, are included in the development of the budget and allocation of resources. Resource requests must provide evidence of supporting the college mission and EMP goals[lx]. When making allocations, PBC uses the Guiding Principles to establish priorities in alignment with the mission and strategic directions in order to evaluate requests.

The DCBF is a district-wide participatory governance group that reviews the annual Resource Allocation Model[lxi]. The Resource Allocation Model determines the distribution of unrestricted general fund resources and serves to ensure allocation of resources through alignment with State guidelines.

***Fiscal Responsibility and Stability***

***4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.***

***Evidence of Meeting the Standard***

III.D.4-1 Budget Availability Report, English Department
III.D.4-2 FY 18-19 College Adopted Budget
III.D.4-3 FY 18-19 College Tentative Budget Presentation
III.D.4-4 FY 18-19 Prioritized Resource Requests
III.D.4-5 FY 2018-19 College Budget Principles Presentation
III.D.4-6 Integrated Planning Calendar (evidence folder)
III.D.4-7 PBC Agenda 05.16.2018
III.D.4-8 PBC meeting discussing integrated planning and budgeting for the college (September 6, 2017; p. 2, II.A Integrated Planning and Budgeting)
III.D.4-9 PBC meeting discussing a budget update and the resource request process (February 7, 2018; p. 2, Items II.3 Budget Update, II.4 Resource Request Process)
III.D.4-10 SMCCCD Board Agenda Packet for September 12, 2018 (p. 29, Item 18-9-101B Adoption of the 2018-19 Final Budget)

***Analysis and Evaluation***

Financial information is readily available to college faculty and staff, allowing planning to realistically reflect the college's available resources. College leadership regularly communicates projected and actual revenue and expense information to support informed fiscal decision-making. The processes for resource allocation are clearly outlined in the Integrated Planning Model[lxii]. Individuals involved in institutional planning receive accurate information regarding available funds, including the annual budget showing ongoing and anticipated financial commitments. The College establishes funding priorities in a manner that supports achievement of the institution's mission and goals.

The College budget is developed through an iterative process that begins with review of position control—permanent employees' salaries and benefits—to ensure accuracy of payroll accounts and staffing information. Of the college's 2018/2019 general fund budget, 95% was committed to salaries and benefits with the remaining 5% budgeted for supplies, travel, maintenance, and other operating costs[lxiii].

PBC establishes recommendations for the allocation of resources[lxiv, lxv]. PBC uses a set of guiding principles[lxvi] to ensure resource decisions are based on alignment with the college mission and goals. PBC receives a list of needs identified through the annual program review process once the requests have been prioritized by the division and corresponding planning council. Upon receipt of the prioritized lists, the PBC reviews all the requests and forwards a master prioritized list as a funding recommendation to the President[lxvii].

The District Executive Vice Chancellor provides regular reports to the Board of Trustees and college leadership about the status of state funding and annual budget assumptions[lxviii]. This information is shared at the college level and readily available throughout the planning process[lxix]. Budget managers and administrative staff have access to financial information through the Banner financial management system.

Budget and expenditure information is available to all college employees through the SMCCCD portal and management has access to real-time budget reports through Banner[lxx]. The VP-AS provides regular reports to the President's Executive Team, College Cabinet, College Council, and PBC throughout the year[lxxi], [lxxii].

***5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.***

***Evidence of Meeting the Standard***

III.D.5-1 Accounts Payable Process Overview III.D.5-05:
~~III.D.5-2 College Budget Projections FY 18-21~~
III.D.5-3 PBC meeting discussing the 2016-2017 Mid-Year Report (February 1, 2017; p. 2-3, Item II.C 2016-2017 Mid-Year Report)
III.D.5-4 PBC meeting discussing the 3-year budget projections, new position approvals, and a budget development timeline (February 21, 2018; p. 2-3, Items II.4 Three-year Budget Projections, II.5 New Position(s) Approval, II.6 Budget Development Timeline)
III.D.5-5 Sample Banner Requisition
III.D.5-6 SMCCCD General Services, General Purchasing Procedures

***Analysis and Evaluation***

The College's budget managers and appropriate staff have real-time access to Banner's reliable and timely financial information in order to guide their decision-making. The College budget accurately reflects institutional spending and has credibility with the end-users. Funds are allocated in a manner that supports achieving institutional goals and effectiveness. System security clearances are controlled and assigned based on individual job requirements. The number of staff with a high level of system access is carefully limited. Controls within the Banner system and a strong set of internal controls work together to ensure the financial integrity of the College and the District. PBC reviews and discusses the budget multiple times during the academic year as part of planning for current and future fiscal needs.

The annual budget development process begins with a review of the prior year's budget, including revenue, expenses, and assumptions. This provides the opportunity for the College to prepare multi-year projections and conduct an analysis of expenditures in order to determine what adjustments are needed to reflect projected institutional spending. Each year, multi-year projections are presented to the college for thorough review and discussion during the preliminary stages of the budget development process[lxxiii]. The College relies on a budget development process grounded in program review and learning outcome assessment to support financial decision making including funding instructional equipment[lxxiv]. PBC reviews the college budget regularly to evaluate the effectiveness of the institution's fiscal planning. This review informs plans for current and future budget needs[lxxv].

Responsible and appropriate use of financial resources is ensured through a variety of internal control mechanisms. The District uses Banner as the enterprise resource system to record financial data and to process financial transactions. The system has multiple control mechanisms built in to assure the responsible and appropriate use of the college's fiscal

resources. For example, purchase requisitions generated electronically in Banner require a valid account number, available budget, and multiple layers of approvals[lxxvi]. Budget transfers require review and approval of the appropriate department administrator and the College Business Officer before going through approval at the District level[lxxvii].

### *6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.*

***Evidence of Meeting the Standard***

III.D.6-1 Administrative Services, Budget Office
III.D.6-2 Budget Development Guidelines
III.D.6-3 Budget Development Tasks
III.D.6-4 CCC Contracted District Audit Manual
III.D.6-5 FY 14-15 Audit
III.D.6-6 FY 15-16 Audit
III.D.6-7 FY 16-17 Audit
III.D.6-8 FY 17-18 Audit Report
III.D.6-9 FY 2018-19 College Budget Principles Presentation
III.D.6-10 PBC meeting discussing the college budget priorities for FY 2018-19 (March 7, 2018; p. 2, Item II.7 College Budget Priorities)
III.D.6-11 PBC Meeting Minutes 05.16.2018 (not yet available)
III.D.6-12 SMCCCD Board of Trustees Agenda Packet for June 21, 2018 (p. 49-78, Item 18-6-102B Adoption of the 2018-19 Tentative Budget)
III.D.6-13 SMCCCD Budget Development Process
III.D.6-14 SMCCCD Financial Services, FY 18-19 Budget Report

***Analysis and Evaluation***

The College's financial documents reflect an inclusive budget development process that includes programs, departments, divisions, governance groups and the Board of Trustees. The inclusive process ensures a final budget that appropriately allocates financial resources to support student learning programs and services.

Annual audit reports reflect a high degree of credibility and accuracy, and the PBC is informed of the District audit report results.

The District's financial statements are audited annually in accordance with the California State Chancellor's Office California Community College Contracted District Audit Manual[lxxviii]. The District received an unmodified audit for the past four years[lxxix, lxxx, lxxxi]. The unmodified audit reports are reflective of the high degree of credibility and accuracy of the District's financial documents.

All District financial information is presented to the Board of Trustees in the Tentative Budget Report[lxxxii] (III.D.6-05), Final Budget Report[lxxxiii], and the Annual Audit[lxxxiv]. Information presented to the Board is also communicated at the college level to the various participatory governance groups[lxxxv, lxxxvi] and made available on the website[lxxxvii].

The college budget is an accurate reflection of institutional spending. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation of resources to support student learning programs and services. PBC is informed of

budget changes and implications[lxxxviii]. PBC members report summaries of discussions to their constituency groups and report back any further discussion items at a subsequent PBC meeting under the standing item 'Planning Council Reports'[lxxxix]. The budget development process includes program managers, deans, vice presidents, and their support staff[xc, xci, xcii].

### *7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.*

***Evidence of Meeting the Standard***

III.D.7-1 FY 14-15 Audit
III.D.7-2 FY 15-16 Audit
III.D.7-3 FY 16-17 Audit
III.D.7-4 FY 17-18 Audit
III.D.7-5 SMCCCD Board of Trustees, Board Packet for 28 January 2018 (p. 94, Item 18-1-100B Receipt and Acceptance of the 2016-17 District Audit Report)

***Analysis and Evaluation***

The District conducts an annual external financial audit. Information regarding the annual audit, including information about budget, fiscal conditions, financial planning, and audit results are communicated at the college level. The continued unmodified annual audit report reflects that budget information, including the fiscal condition, financial planning, and audit results is sufficient in content and timing to support institutional and financial planning and financial management.

The District regularly evaluates its financial and internal control systems for validity and effectiveness, and the results of this assessment are used for improvement. There have been no findings in the last four years of audits[xciii, xciv, xcv, xcvi]. Audit reports are made publicly available and presented to the Board of Trustees annually[xcvii] (III.D.7-05). The results of audits are shared and discussed at the campus level through the governance structure.

### *8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.*

***Evidence of Meeting the Standard***

III.D.8-1 FY 17-18 Audit Report
III.D.8-2 Grants Development and Management, Overview
III.D.8-3 Grants Roles and Responsibilities
III.D.8-4 Measure H Bond Expenditures 09.30.2016
III.D.8-5 SMCCCD Bond Oversight Committee, Overview
III.D.8-6 SMCCCD Financial Services, Internal Audit College Internal Audit Group (CIAG)

***Analysis and Evaluation***

District and College financial and internal control systems are regularly evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement. Special funds are audited or reviewed by funding agencies on a regular basis, with no recent findings. SMCCCD annual audits demonstrate the integrity of appropriate and effective financial management practices. Expenditures from grants and special funds are made in a manner consistent with the intent and requirements of the funding source, and bond expenditures are consistent with regulatory and legal restrictions. Internal control systems are regularly reviewed at the District and College level.

Financial management processes are reviewed after each audit to identify any areas where improvement can be made. The audit reports examine the District's and College's financial management processes and provide, when necessary, recommendations to strengthen and improve the institution's financial processes, internal controls, and accountability[xcviii]. Bond expenditures[xcix] are regularly reviewed and are consistent with regulatory and legal restrictions[c].

Special fund expenditures, such as grant and categorical funds, are made according to the strict guidelines of the project as authorized by the funding agency. The College provides processes, guidelines, and support to ensure project managers expend funds in a manner consistent with the intent and requirements of the funding source[ci, cii].

In addition to the annual external audit, CIAG reviews college financial management practices and provides feedback and recommendations for improvement[ciii]. For example, the CIAG may review or make recommendations to improve cash handling procedures or operations at the Cashiers' Office. The College Business Office also conducts operational audits to further reduce risk associated with internal controls, processes, and procedures.

No internal control deficiencies were noted in annual audit reports for the past four years, and no recommendations have been cited regarding the financial management of grants or special funds.

### *9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.*

***Evidence of Meeting the Standard***

III.D.9-1 Liability Insurance Summary III.D.9-02:

III.D.9-2 SMCCCD Board Agenda Packet for 12 September 2018 (p. 29, Item 18-9-101B Adoption of the 2018-19 Final Budget)

***Analysis and Evaluation***

The College and District's conservative approach to fiscal management ensures sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences. As a result of strong cash flows, the District does not need to issue Tax and Revenue Anticipation Notes (TRANs). With the current strong cash position of the District, it is not likely the District will require debt financing in the foreseeable future. The District's level of unrestricted fiscal reserves (13%) is above the state recommended level of 5% and is more than adequate to meet financial emergencies and unforeseen occurrences.

Every year, College and District ending balances are tracked and analyzed. As a community supported district, SMCCCD has a strong financial position with a healthy ending balance. The District's financial position and integrated planning activities to maintain fiscal stability are indicated in the annual budget adopted by the Board[civ]. To further ensure financial stability, the Board directed staff to increase reserves to 13%, well above the state recommendation of 5%. The District's reserve includes reserves for budget contingency, emergency response, and cash flow[cv]. The contingency reserve is not a budgeted line item as there is no intention to expend these funds except in an emergency.

The District monitors risk regularly to assure appropriate levels of insurance coverage. The District maintains insurance coverage that includes employee, property, casualty, and liability insurance in accordance with the responsibility to protect college assets from losses that would place the College at fiscal risk[cvi].

***10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.***

***Evidence of Meeting the Standard***

III.D.10-1 Bond Oversight Committee 2016 Annual Report to the Community
III.D.10-2 FY 14-15 Audit
III.D.10-3 FY 15-16 Audit
III.D.10-4 FY 16-17 Audit
III.D.10-5 FY 18-19 Reserve Information
III.D.10-6 FY 18-19 Resource Allocation Model
III.D.10-7 San Mateo County Community Colleges Foundation, About the Foundation
III.D.10-8 SMCCCD and BankMobile Master Agreement
III.D.10-9 SMCCCD BankMobile Compliance Handbook
III.D.10-10 SMCCCD Board of Trustees Agenda Packet for 20 March 2018 (p. 101, Item 18-3-100B Acceptance of the 2017-18 Mid-year Budget Report and Approval of Budgetary Transfers and Income Adjustments for the Period Ending December 31, 2017)
III.D.10-11 SMCCCD Board of Trustees, Board Policy 8.05 District Financial Audits
III.D.10-12 SMCCCD Board of Trustees, Administrative Procedure 8.05.1 Audit
III.D.10-13 SMCCCD Board of Trustees, Board Policy 8.14 Bond Oversight Committee and Accountability Measures
III.D.10-14 SMCCCD Bond Oversight Committee, Overview

***Analysis and Evaluation***

The College and District practices effective oversight of all finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets. Funds are separated in accordance with state and federal guidelines, and reliable budget information is available to all program managers and administrators. The College has established processes to regularly assess the use of financial resources and ensures all financial resources are used appropriately and effectively. It maintains compliant with Federal Title IV and other external funding agencies and has no recent audit findings. Internal controls and processes are regularly evaluated and the results of the evaluation are used to improve practices.

The College provides appropriate and effective oversight of finances through monitoring and provision of regular financial reports to managers who manage their respective programs and funding sources. The District ensures it assesses its use of financial resources systematically and effectively through the separation of funding sources and bank accounts. The Board receives regular budget reports and updates on all funds[cvii]. All college funds, including those specific to financial aid, grants, externally funded programs, contractual relationships, and auxiliary operations are subject to an annual independent external audit, per board policy[cviii] and administrative procedure[cix].

The College and District have worked collaboratively to review expenditures and align budgets with enrollment projections to ensure adequate funding for student outcomes and institutional effectiveness. The district resource allocation model uses enrollment projections as an integral component of how funding is allocated to the College[cx]. In the event of unforeseen emergencies, the District maintains a reserve well above the state recommendation of 5%[cxi]. The District also maintains a healthy ending balance to ensure multi-year special projects and activities are funded. Ending balances for the last 3 years are as follows:

- FY 17/18 ending balance: $38,177,408
- FY 16/17 ending balance: $33,882,786
- FY 15/16 ending balance: $32,185,620

The District maintains compliance with federal Title IV rules and regulations through systematic review and updating of related policies, procedures and business practices. Recent external audit findings related to Title IV indicate no findings[cxii], [cxiii], [cxiv]. The District holds a contract with BankMobile to service financial aid disbursement that is in compliance with federal regulations and accreditation requirements[cxv]. Reconciliation of all financial aid funds is completed after each transmittal to students and finalized at the end of the fiscal year[cxvi].

The San Mateo Community College Foundation is a separate 501 (c)(3) with the purpose of supporting the College and our students through the provision of scholarships and other program funding[cxvii]. The District maintains a contractual agreement with the Foundation and provides financial oversight of the Foundation. Accounting services are provided to the Foundation to ensure appropriate separation of duties regarding processing of cash. The Foundation's annual audit and 990 tax returns are posted on the Foundation website and reported to the Board of Trustees[cxviii].

The SMCCCD Bond Oversight Committee is responsible for ensuring appropriate expenditure of Measure H bond funds and for providing information to the public regarding bond expenditures[cxix]. Bond Oversight Committee members are appointed by the SMCCCD Board of Trustees and its meetings are governed by the Brown Act[cxx]. The Committee issues an annual report detailing activities related to bond expenditures and all meetings are open to the public[cxxi].

*Liabilities*

***11. The level of financial resources provides a reasonable expectation of both short- term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.***

*Evidence of Meeting the Standard*

III.D.11-1 PBC meeting discussing the 3-year budget projections, (February 21, 2018; p. 2-3, Item II.4 Three-year Budget Projections)
III.D.11-2 Educational Master Plan (EMP)
III.D.11-3 FY 18.19 Resource Allocation with Assumptions
III.D.11-4 Integrated Planning Calendar
III.D.11-5 SMCCCD 2015 Amendment to the 2011 Facilities Master Plan
III.D.11-6 SMCCCD Strategic Plan
III.D.11-7 Technology Plan

*Analysis and Evaluation*

The College considers short- and long-term plans and priorities when making financial decisions to assure fiscal stability. The District plans for payments of long-term liabilities and obligations including health benefits, insurance costs, and building maintenance costs. Long-range financial priorities including expected benefit increases, compensation increases, STRS/PERS increases and debt payments are included in multi-year projections and evaluated annually. The College uses processes to conduct short- and long-term fiscal planning and develop priorities for resource allocation. Resources are allocated annually for payment of liabilities and increase reserves to address long-term obligations. Resources are directed to actuarially developed plans for Other Post-Employment Benefit (OPEB) obligations.

The College reviews multi-year projections provided by the budget office each year as part of the annual planning process to provide the information necessary for financial planning[cxxii]. The College's integrated planning process provides the opportunity to incorporate planning, budgeting, personnel, resource allocation, and evaluation throughout the year with consideration of short- and long-term financial planning[cxxiii]. All planning is grounded by the College mission and is focused on student success. College plans such as the EMP[cxxiv], Technology Plan[cxxv], District Strategic Plan[cxxvi], and Facilities Master Plan[cxxvii] provide direction for allocation of resources and both short- and long-term financial solvency. The adopted Guiding Principles for resource allocation and program review provide processes which allow the College to identify one-time and on-going needs to address in the budgeting process.

The District provides leadership in planning to meet major long-term needs and priorities such as retiree health benefit liability, capital improvements, and pension rate increases. The District considers these needs annually during budget development and is reflected in the planning assumptions and allocation in the resource allocation model[cxxviii]. The College considers other short- and long-term liabilities such as faculty unity banking, compensated absences, and instructional equipment replacement during its budgeting process.

With its current community-supported status, the District is no longer solely dependent on State apportionment, allowing for more predictable revenue projections for short- and long-term planning. The majority of revenue is received twice a year in December and April, when the County distributes tax revenue. Between the months of July and December, without significant cash receipts, cash management is vital. In order to simplify the process and obtain the best pricing for issuance costs, the District participates in the California School Boards Association (CSBA) California Reserve Program for issuance of tax-exempt tax revenue anticipation notes (TRANs). In past years, it had been standard practice to issue TRANs to provide the necessary cash flow to fund District operations to meet payroll and other District obligations during the months before property taxes are available. However, due to its favorable financial position the District has not issued TRANs for cash flow purposes in several years.

***12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.***

***Evidence of Meeting the Standard***

III.D.12-1 SMCCCD Financial Services, FY 18-19 Budget Report

***Analysis and Evaluation***

SMCCCD uses prudent fiscal management practices to identify and plan for long-term liabilities and obligations in order to maintain the fiscal stability of the College and District. The District fully funds its annual OPEB obligation based on current actuarial studies. Recent audit reports note that the District is in compliance with GASB 45.

The District maintains implementation and oversight responsibility in meeting major long-term liabilities and obligations such as Other Post-Employment Benefits (OPEB), compensated absences, and other employee-related obligations. The reserve fund for Post-retirement benefits budget for 2018-2019 totals $5.9 million. The fund consists of interest income and transfers from other funds. In compliance with GASB 45 requirements, the District uses an actuarial study to determine overall liability of post-retirement medical benefits and future medical costs. In 2009, the District established an irrevocable trust, the Futuris Other Post-Employment Benefits (OPEB) Trust. The Trust allows the District cash management flexibility and long-term investments that will receive a better return, ultimately reducing the long-term liability. In 2017-18, the District deposited $12.2 million into this irrevocable trust and the current budget allows for an additional $2.6 million by the end of June 2019[cxxix].

The District's Investment Trust portfolio had an ending asset allocation in mutual funds of 50% in fixed income funds, 45% in equity funds (equity funds comprised 36% in domestic equity and 9% in international equity) and 5% in real estate. The value of the portfolio as of June 30, 2018 was $114.9 million and includes contributions during the year of $12.2 million. The District contracted with Geoff Kischuk of Total Compensation Systems, Inc. to prepare an Actuarial Study of Retiree Health Liabilities in compliance with Governmental Accounting Standards Board (GASB) Statements 74 and 75. The last actuarial report (September 2017) indicates that the District's liability is almost fully funded at 98%. The District anticipates this liability will be

fully funded after additional contributions of $2.6 million in fiscal year 2018-19. The District's Retirement Board of Authority (RBOA) maintains oversight of retirement fund investments[cxxx].

***13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.***

***Evidence of Meeting the Standard***

III.D.13-1 SMCCCD Board of Trustees, Board Policy 8.06 Investment of District Funds
III.D.13-2 SMCCCD Financial Services, FY 18-19 Budget Report
III.D.13-3 SMCCCD Investment Procedures

***Analysis and Evaluation***

The District issued a general obligation bond for capital improvement projects and the use of these funds are tracked and monitored by fund number. The planning, allocation, and tracking of funds demonstrate the proper use and management of the funds. In addition, the annual audit report of the District's long-term liabilities and financial statements demonstrates a high level of integrity and the use and repayment of these funds. There are no audit findings on financial integrity or misuse of funds. The District ensures that locally incurred debt repayment schedule does not have an adverse impact on meeting all current fiscal obligations.

The District issued a general obligation bond for capital improvement projects in 2015 and these funds are tracked by fund number. The planning, allocation, and tracking of these funds demonstrate proper use and management of these funds. The $388 million bond measure allows the District to complete modernization/construction/reconstruction projects as indicated in the 2015 Facilities Master Plan Amendment. As of June 30, 2017, the District has expended $26,185,152 and committed $218,185,152 of Measure H funds.

The District uses a debt service fund to account for the accumulation of resources for, and the payment of, general long-term debt. Revenue to this fund comes from the assessed property taxes to pay off the General Obligation Bond (Measure H). The District budget for debt service in 2017-18 was $54,369,200, which includes debt reduction principal and interest payments. Estimated income is projected at $54,421,900. The District evaluates the debt service fund annually to ensure appropriate resources are allocated for the repayment of any locally incurred debt instruments and the information is reported in the annual financial report to the Board of Trustees[cxxxi]. District investments are guided by Board policy using a conservative yet flexible approach to deploy cash funds in various types of investment portfolios[cxxxii], [cxxxiii].

***14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.***

***Evidence of Meeting the Standard***

III.D.14-1 FY 17/18 Audit Report

III.D.14-2 SMCCCD Board Agenda Packet for September 12, 2018 (p. 29, Item 18-9-101B Adoption of the 2018-19 Final Budget) III.D14-03:

III.D.14-3 SMCCC Foundation Audit Report

***Analysis and Evaluation***

Ongoing management review, monitoring, and external audits provide the assurance that all expenditures are used with integrity in a manner consistent with the intended purpose of the funding source. The District performs an annual assessment of debt repayment obligations, and resources are allocated in a manner that ensures on-going fiscal stability. The District and the College ensure that financial operations of all activities are appropriately monitored.

All District funds undergo an annual external compliance audit, with no findings in the past 5 years. This includes general funds, financial aid, auxiliary funds, grant funds, and Measure H bond funds[cxxxiv]. The SMCCC Foundation also undergoes an annual external audit[cxxxv]. The District conducts an annual assessment of debt repayment obligations and allocates resources in a manner which ensures stable finances. During the annual budgeting process, debt service payments are budgeted and reviewed by the Board of Trustees[cxxxvi]. Because of its strong cash flow, the District has not issued certificates of participation (COP) or tax revenue anticipation notes (TRANs) in recent years.

Financial resources are managed and tracked in the Banner ERP system by their respective budget codes (fund, organization, account, program) to ensure funds are used in a manner consistent with the intended purpose of the funding source. For restricted funding sources such as state categorical or federal grant funds, revenue and expenses are carefully tracked and reviewed to ensure funds are appropriately monitored and used with the intended purpose of the funding source.

***15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.***

***Evidence of Meeting the Standard***

III.D.15-1 SMCCCD/BankMobile Contract

III.D.15-2 College Navigator page for Cañada College

***Analysis and Evaluation***

The District and College work diligently to monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act. The District's three-year default rate is within federal guidelines, and in the event the default rate exceeds federal guidelines a plan to reduce the rates would be created and implemented. Student loan default rates, revenue, and related matters are monitored and assessed to ensure compliance with federal regulations.

Federal student financial aid revenue and disbursements, as well as student loan default rates, are constantly monitored to ensure compliance with federal requirements. The College financial aid department and SMCCCD budget department ensure appropriate segregation of duties during the financial aid disbursement cycle to maintain Title IV compliance. Student eligibility is determined by the College financial aid department and fund management is maintained by the District. The District disburses financial aid funds through BankMobile, a third party administrator[cxxxvii].

Student loan default rates were 13.7% in 15/16, and 15.1% in 14/15; the 16/17 rates will be announced in September 2019[cxxxviii]. These are the most current default rates available. SMCCCD is in compliance with the federal regulation of less than a 30% default rate over three years. Should the District fall out of compliance, a default management plan would be created and implemented.

### *Contractual Agreements*

#### *16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.*

***Evidence of Meeting the Standard***

III.D.16-1 iContracts Screenshot
III.D.16-2 SMCCCD Board of Trustees, Board Policy 8.03 Authorized Signatures
III.D.16-3 SMCCCD Board of Trustees, Administrative Procedure 8.03.1 Designation of Authorized Signatures
III.D.16-4 SMCCCD Board of Trustees, Board Policy 8.15 Purchasing
III.D.16-5 SMCCCD General Services Website
III.D.16-6 User Guidelines for Contracts

***Analysis and Evaluation***

The College and District have systematic processes in place that ensure contractual agreements with external entities are consistent with the mission and goals of the College, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations. The College and District maintain control over all contracts and each contract contains provisions whereby the District can terminate contracts that do not meet required standards of quality.

All contractual agreements with external entities undergo extensive review and approval at the College and District level. Contractual agreements with external entities are usually initiated at the department or division level to achieve program or college-wide goals. Proposed agreements are reviewed and require approval by the appropriate dean, vice president, and president. Once reviewed and approved by the appropriate college personnel, agreements are sent to the District Executive Vice Chancellor's Office for processing and execution[cxxxix]. The College uses iContracts to ensure proper workflow tracking and management of all agreements with external entities[cxl].

According to Board Policy 8.03[cxli] and its associated administrative procedure[cxlii], the Board delegates authority to the Chancellor and his designees to sign all district documents in accordance with Board policy and California Education Code. Board Policy 8.03 also delegates authority to the Executive Vice Chancellor, Chief Financial Officer, and Director of General Services to sign agreements and warrants on behalf of the District. The College process includes all agreements to be processed through the College Business Office prior to submission to the District Executive Vice Chancellor's Office for signature. To ensure college approvals of all agreements, a cover sheet with appropriate signature approvals is forwarded with the contract to the Executive Vice Chancellor's Office.

The District's Purchasing Procedures and Contract Requirements ensure compliance with Education Code, Public Contract Code, and Civil Code[cxliii, cxliv]. Board approval is required for contracts in excess of the legal bid limit of $90,200, any lease agreement, annual membership dues over $25,000, and public works projects over $175,000. Contracts are reviewed at the District to assess risk exposure and ensure proper insurance requirements are met[cxlv, cxlvi]. Legal counsel reviews contracts on an as-needed basis.

***Conclusions on Standard III.D. Financial Resources***

[insert response]

***Improvement Plan(s)***

[insert response if applicable]

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[i] III.D.1-13
[ii] III.D.1-11
[iii] III.D.1-4
[iv] III.D.1-10
[v] III.D.1-3
[vi] III.D.1-19
[vii] III.D.1-18
[viii] III.D.1-5
[ix] III.D.1-6
[x] III.D.1-2
[xi] III.D.1-1
[xii] III.D.1-8
[xiii] III.D.1-9
[xiv] III.D.1-16
[xv] III.D.1-17
[xvi] III.D.1-20
[xvii] III.D.1-7
[xviii] III.D.1-11
[xix] III.D.1-13
[xx] III.D.1-12
[xxi] III.D.1-14

[xxii] III.D.1-15
[xxiii] III.D.1-4
[xxiv] III.D.2-5
[xxv] III.D.2-8
[xxvi] III.D.2-17
[xxvii] III.D.2-6
[xxviii] III.D.2-2
[xxix] III.D.2-3
[xxx] III.D.2-13
[xxxi] III.D.2-11
[xxxii] III.D.2-3
[xxxiii] III.D.2-1
[xxxiv] III.D.2-8
[xxxv] III.D.2-17
[xxxvi] III.D.2-15
[xxxvii] III.D.2-17
[xxxviii] III.D.2-4
[xxxix] III.D.2-16
[xl] III.D.2-15
[xli] III.D.2-9
[xlii] III.D.2-7
[xliii] III.D.2-10
[xliv] III.D.2-12
[xlv] III.D.3-16
[xlvi] III.D.3-2
[xlvii] III.D.3-9
[xlviii] III.D.3-18
[xlix] III.D.3-1
[l] III.D.3-13
[li] III.D.3-5
[lii] III.D.3-8
[liii] III.D.3-6
[liv] III.D.3-12
[lv] III.D.3-7
[lvi] III.D.3-15
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[lx] III.D.3-10
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[lxviii] III.D.4-10
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[lxxv] III.D.5-4

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[lxxvii] III.D.5-6
[lxxviii] III.D.6-4
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[xc] III.D.6-3
[xci] III.D.6-1
[xcii] III.D.6-13
[xciii] III.D.7-4
[xciv] III.D.7-3
[xcv] III.D.7-2
[xcvi] III.D.7-1
[xcvii] III.D.7-5
[xcviii] III.D.8-1
[xcix] III.D.8-4
[c] III.D.8-5
[ci] III.D.8-2
[cii] III.D.8-3
[ciii] III.D.8-6
[civ] III.D.9-2
[cv] III.D.9-2
[cvi] III.D.9-1
[cvii] III.D.10-10
[cviii] III.D.10-11
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[cxiv] III.D.10-2
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[cxxvi] III.D.11-6
[cxxvii] III.D.11-5
[cxxviii] III.D.11-3
[cxxix] III.D.12-1

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[cxxxi] III.D.13-2
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[cxxxv] III.D.14-3
[cxxxvi] III.D.14-2
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[cxxxviii] III.D.15-2
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[cxlii] III.D.16-3
[cxliii] III.D.16-6
[cxliv] III.D.16-4
[cxlv] III.D.16-6
[cxlvi] III.D.16-5

## Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

### A. Decision-Making Roles and Processes

***1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.***

***Evidence of Meeting the Standard***

IV.A.1-1 ¡ESO! Adelante Program
IV.A.1-2 Academic Committee for Equity and Success, ACES Inquiry 2017
IV.A.1-3 Academic Senate Governing Council (ASGC)
IV.A.1-4 Administrative Planning Council (APC)
IV.A.1-5 Annual Climate Survey 2018
IV.A.1-6 Curriculum Committee
IV.A.1-7 Educational Master Plan (EMP)
IV.A.1-8 Grants Development and Management
IV.A.1-9 Instructional Planning Council (IPC)
IV.A.1-10 Learning Center, JAMS
IV.A.1-11 Professional Learning, Flex Day
IV.A.1-12 Program Review
IV.A.1-13 STEM Center
IV.A.1-14 STEM Center, MESA
IV.A.1-15 Student Services Planning Council (SSPC)

***Analysis and Evaluation***

Cañada College is a community college that seeks to provide an environment that fosters innovation and support. Innovation takes the form of changes to practices, new academic support programs and services, modification to existing and creation of new curriculum, and improvements to teaching and learning. The faculty, staff and students are strongly supported by the administration to take these innovative practices and put them in motion for the betterment of the college and the overall community.

The College has numerous grants that have led to the creation of new and innovative academic support programs and services, such as the Jams[OBJ] for students who need help with Math, Physics, Chemistry, and English. Additionally, the STEM Center[i], including the MESA[ii] program, and ¡ESO! Adelante¡[iii] programs support underrepresented students and help close equity gaps. These grants[iv] are supported by the Office of the Vice President of Administrative Services and the Office of Instruction through an approval and management process.  for students who need help with Math, Physics, Chemistry, and English. Additionally, the STEM Center[v], including the MESA[vi] program, and ¡ESO! Adelante¡[vii] programs support underrepresented students and help close equity gaps. These grants[viii] are supported by the Office of the Vice President of Administrative Services and the Office of Instruction through an approval and management process.

Through participatory governance and leadership, the administration supported ACES Inquiry Projects[ix], a college-wide professional learning system for faculty, staff, and administrators to inquire into key equity issues and create plans to support students facing higher rates of disproportionate impact. These inquiry projects resided as a part of the Academic Committee for Equity and Success (ACES). These projects and the innovations that arise from them were then disseminated and acted upon during Flex Day[x] activities and discussions, further including the entire campus community. The projects were suspended in spring 2018, but the investigations and reports that emanated from them continues to inform current equity projects. As funding becomes available, ACES will revisit these inquiry projects.

Innovation and support feature strongly in the courses and academic programs that the faculty create and maintain. The Curriculum Committee[xi] offers support for creating new programs and timely modifications of existing courses and programs. The Academic Senate Governing Council[xii] support these innovations, including the creation of procedures for program development, improvement, and discontinuation. The administrators support these innovations through participatory governance in the Curriculum Committee and in consultation with the Academic Senate.

In order to capture a global view of programs and services, all programs and departments utilize the Program Review[xiii] process biennially to identify new needs and improve and modify their existing courses and programs. The three participatory governance planning councils—Instructional Planning Council[xiv], Student Services Planning Council[xv], and Administrative Planning Council[xvi]—review the program reviews with support from administration and make recommendations accordingly.

Similarly, when planning the Education Master Plan[xvii], it is a collective process. The administration brings the discussion of this plan to participatory governance meetings and open forums. This process of discussion allows faculty, staff and administrators to provide input and get information. The Plan is fully vetted by all participatory governance bodies.

The Office of Planning, Research and Institutional Effectiveness proctors an annual climate survey[xviii] to faculty, staff, and administrators. In December 2017, the campus community indicated that they felt supported by their supervisors and administrators (see Figure 1 below).

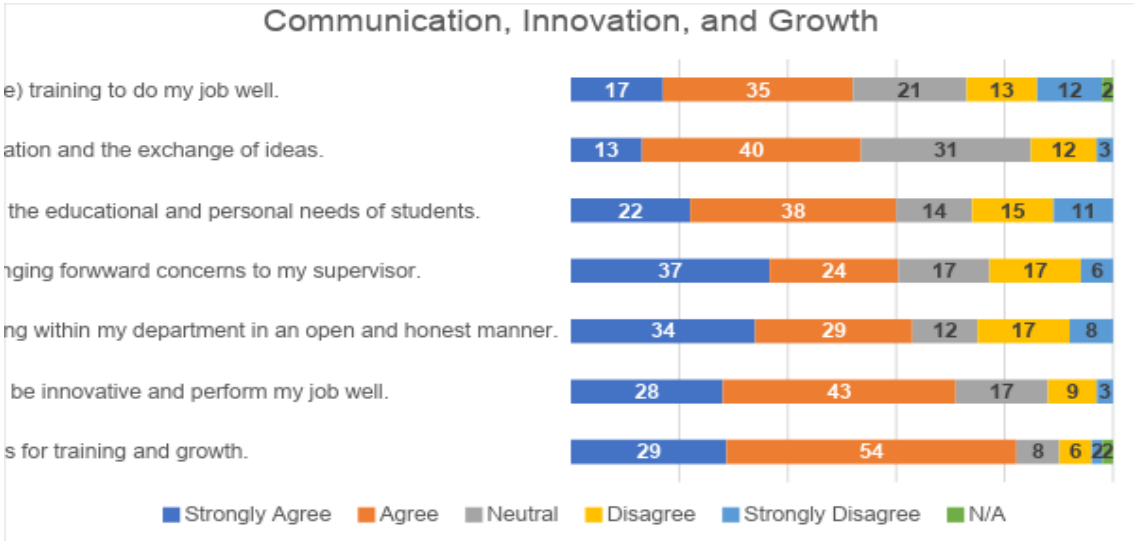


*Figure 21: 2018 Campus Climate Survey Report: Communication, Innovation and Growth*

The College's institutional leaders consistently encourage all members of the campus community to seek out alternative options to solve the issues that students face. The college seeks solutions both internally and externally. The participatory governance bodies routinely evaluate the efficacy of these solutions, and the campus engages in self-evaluation as a means of analyzing these programs. When there are gaps that continue to not be met, institution leaders consult with experts in those fields for ways to improve. Institutional excellence is the focus of all of these initiatives.

***2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.***

***Evidence of Meeting the Standard***

IV.A.2-1 Academic Senate Governance Council (ASGC)
IV.A.2-2 Administrative Planning Council (APC)
IV.A.2-3 Associated Students of Cañada College (ASCC)
IV.A.2-4 Classified Senate
IV.A.2-5 Curriculum Committee
IV.A.2-6 Instructional Planning Council (IPC)
IV.A.2-7 Participatory Governance Manual (PGM)
IV.A.2-8 Planning and Budgeting Council (PBC)
IV.A.2-9 SMCCCD Board of Trustees, Board Policy 2.08, District Participatory Governance Process
IV.A.2-10 SMCCCD Board of Trustees, Board Policy 2.18, Student Participation in District and College Governance
IV.A.2-11 SMCCCD District Participatory Governance Council (DPGC)
IV.A.2-12 Student Services Planning Council (SSPC)

***Analysis and Evaluation***

Cañada College's participatory governance groups work to establish and implement policy and procedures. The PGM[xix] is updated annually by the PBC and its constituents; it details the overall function of participatory governance entities as they establish efficient policies and procedures. The College's participatory governance process is in accordance with District Board policy[xx], which further describes shared governance, specifically in regards to Academic Senate, Associated Students, and Classified Senate/California State Employee Association (CSEA), at the college- and district-level.

PBC[xxi] advises and makes recommendations to the President on matters pertaining to prioritizing expenditures to advance the college goals, planning, governance issues, issues regarding college facilities, maintenance, and operations, issues regarding campus climate, and any other issue affecting the well-being of the college at-large. It reviews college and district policies and develops procedures to implement policy; provides accreditation oversight; establishes ad-hoc workgroups and subcommittees to address college planning needs and priorities. Three participatory governance councils directly inform the Planning and Budgeting Council: IPC, SSPC, and APC.

- IPC[xxii] is made up of faculty, classified staff, administration, and student representatives, with its focus is on the instructional areas of the campus. The council develops a calendar for program review, staffing, equipment and facilities needs as they pertain to instruction, as well as an evaluation process for the program review cycle. It issues recommendations about policies and procedures as they relate to instruction, as well as prioritization of resources as they relate to Strategic Goals regarding instruction and review of Instructional Strategic Goals yearly. The council also evaluates proposals for new instructional programs and instructional program discontinuance, and it supports the accreditation review process and self-study. It completes a yearly review of its mission statement and roles.
- SSPC[xxiii] includes faculty, classified staff and administrative representatives from the student services areas and coordinates planning related to programs under Student Services. The council reviews all program reviews for student services programs and departments, and issues recommendations for resources and personnel. It organizes all student learning outcome assessments and services area outcomes assessments, which then are incorporated into the program review process for these departments and programs.
- APC[xxiv], in collaboration and communication with SSPC and IPC, oversees the implementation of a comprehensive process for planning and assessing administrative services based on program review, the effective integration of student learning outcomes into program activities and services, and alignment with the college's mission and strategic goals. It develops, implements, and evaluates an Administrative Program Plan cycle, including staffing, and makes recommendations about policy.

ASGC[xxv] provides for the effective participation of faculty in participatory governance and assumes primary responsibility for making recommendations to the college administration and district in the areas of curriculum and academic and professional standards, as supported by board policy[xxvi]. These areas, referred to as 10+1, include curriculum, including establishing prerequisites and placing courses within disciplines; degree and certificate requirements; grading policies; educational program development; standards or policies regarding student preparation and success; district and college governance structures, as related to faculty roles;

faculty roles and involvement in accreditation processes, including self-study and annual reports; policies for faculty professional development activities; processes for program review; processes for institutional planning and budget development; and other academic and professional matters as are mutually agreed upon between the governing board and the Academic Senate. The Curriculum Committee[xxvii] is a standing committee of the Academic Senate and ensures that faculty have purview over course and program creation and modification See section IV.A.3 on page 185 for more information on the Curriculum Committee.

The Classified Senate[OBJ] consists of permanent full and part-time employees representing CSEA, American Federation of State, County and Municipal Employees (AFSCME), and non-represented classified employee. The Classified Senate participates in the college governing process; represents the needs, concerns, and viewpoints for classified staff; and promotes and supports opportunities for classified professional development. consists of permanent full and part-time employees representing CSEA, American Federation of State, County and Municipal Employees (AFSCME), and non-represented classified employee. The Classified Senate participates in the college governing process; represents the needs, concerns, and viewpoints for classified staff; and promotes and supports opportunities for classified professional development.

Students engage in participatory governance through the Associated Student Senate[xxviii]. College-wide initiatives, such as the Education Master Plan, are brought to Student Senate for discussion. Furthermore, student representatives are voting or observing members of many participatory entities. Student participation in college district and college governance is defined in Board Policy 2.18[xxix].

Student focus and participation are at the core of all policies, with significant student input being garnered from participatory governance bodies and from the Associated Students body itself. All policies are either created at the district level by the District Participatory Governance Council[xxx] or at the college level by one of the four planning councils, with PBC being the final recommending body before the President who then makes the final decision. All planning councils have strong representation of faculty and staff, with administrators also serving on these participatory governance bodies.

***3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.***

***Evidence of Meeting the Standard***

IV.A.3-1 Academic Senate Governance Council (ASGC)
IV.A.3-2 Curriculum Committee Handbook, page 7, section 1.2 Membership
IV.A.3-3 Participatory Governance Manual (PGM)
IV.A.3-4 Planning and Budgeting Council (PBC)
IV.A.3-5 Program Review
IV.A.3-6 SMCCCD Board Policy 2.08 District Participatory Governance Process
IV.A.3-7 SMCCCD District Participatory Governance Council (DPGC)

***Analysis and Evaluation***

As detailed in Standard IV.A.2 on page 183, Cañada College has a strong history of participatory governance, with an eye towards continual improvement so as to ensure that all voices are heard and incorporated into all aspects of governance on the campus. This is particularly true for faculty of all ranks and for administrators, who play a strong roll in all participatory governance bodies for the campus.

The District Board of Trustees has empowered DPGC[xxxi] to work at the district-level; through Board Policy 2.08[xxxii], this council is primarily composed of faculty and administrators, with representation of classified staff and students. The ASGC President and the College President sit on that council, as well as on PBC[xxxiii], thus ensuring that continuous connection to district-level participatory governance follows down to the college-level governance. Any board policies and procedures that are relevant to college-level planning and budgeting are further discussed in PBC, with recommendations from all areas of the campus welcomed and encouraged. The ASGC President is a co-chair for this council, with the College President being an *ex officio* member. This body revises its own bylaws and the PGM[xxxiv] regularly, so as to ensure the currency of any procedures with respect to governance on its campus.

The ASGC[xxxv] also discusses and makes recommendations on Board Policies and Procedures that are relevant to instructional issues. With wide representation from all areas of faculty, as well as student representation, this ensures that the faculty voice remains a strong component to any decision with respect to instructional matters.

Program review[xxxvi] is the primary driving factor with respect to budgetary matters; through biennial reports and annual resource requests, the college administration is able to adequately assess needs. These needs are discussed as a part of the role of IPC with respect to instructional programs, or SSPC for student services programs; there is both faculty and administrative representation on both councils. These requests are then forwarded to PBC for final recommendations, with the Vice President of Administrative Services being the voice of budgetary needs and availability.

Policies and procedures about curriculum emanate from the Curriculum Committee or the Academic Senate, with the faculty having the primary voice. Both bodies have representation from faculty in all academic divisions, with administration also being part of the Curriculum Committee[xxxvii] in the person of the Vice President of Instruction and the Articulation Officer.

Faculty and administrators constitute the majority of PBC and two of the planning councils that feed directly into it, with strong representation from classified staff. ASGC and the Curriculum Committee consist of faculty, thereby ensuring that faculty are in direct control of decisions that are granted to them via the 10+1 rights that they hold in the State of California. Faculty and administrators are joint chairs of IPC, which is the body that oversees compliance with learning outcomes assessment and program review.

***4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.***

***Evidence of Meeting the Standard***

IV.A.4-1 Curriculum Committee Handbook (p. 7, Section 1.1 Statement of Purpose; Section 1.2 Membership)
IV.A.4-2 Instructional Planning Council (IPC)
IV.A.4-3 Program Review, Instructional Programs
IV.A.4-4 SMCCCD Board of Trustees, Board Policy 6.13, Curriculum Development, Program Review, and Program Viability
IV.A.4-5 SMCCCD Board of Trustees, Administrative Procedure 6.13.1, Curriculum Development, Program Review, and Program Viability
IV.A.4-6 SMCCCD Board of Trustees, Administrative Procedure 6.13.2, Curriculum Committees

***Analysis and Evaluation***

Through well-defined participatory governance structures in place, faculty and academic administrators provide recommendations about curriculum and student learning programs and services. The Academic Senate is the ultimate body responsible for all policies and procedures with respect to curriculum and student learning programs and services, with specific duties being delegated to the Curriculum Committee and the Instructional Planning Council. This is outlined by Board Policy 6.13[xxxviii], with further support in Administrative Procedures 6.13.1[xxxix] and 6.13.2[xl], thus ensuring that the faculty work with the College President and the Vice President of Instruction on all matters of instruction.

The Curriculum Committee is the primary body responsible for making curriculum and student learning recommendations. The committee membership[xli] includes two faculty members from each instructional division, two faculty members from Student Services, the Transfer Center Program Supervisor, the Degree Audit Program Services Coordinator, a student representative, the Articulation Officer, a Curriculum and Instructional Systems Specialist, and the Vice President of Instruction. The committee meets bi-weekly, with a quorum in place when more than half of the voting members, including the chairperson, are present. Specifically, the Curriculum Committee is responsible for new course proposals and course modifications, course deactivations (banking and deletions), new program proposals and program modifications, program deactivations (banking and deletions), and other curricular matters including graduation requirements, general education patterns, and audit list changes[xlii]. The committee meetings are the place where course articulation with four-year institutions are announced.

IPC[xliii] is the body responsible for regular review of student learning programs through the program review process. All instructional programs perform biennial reviews[xliv], as discussed in the Standard I.B.5 on page 51; the Instructional Planning Council facilitates the campus review of these reports, which include student learning outcome data and reflections at the course- and program-level.

The Academic Senate retains its 10+1 rights with respect to instruction, including curriculum matters, program review of instructional programs and learning outcomes assessment. It has delegated curriculum matters to its Curriculum Committee, while it has tasked the Instructional

Planning Council to oversee program review for instructional programs and learning outcomes assessment; both of these participatory governance bodies are either chaired or co-chaired by faculty leadership, with the Vice President of Instruction playing a significant role on both bodies. In this way, the faculty and the Vice President of Instruction work together to achieve the goals of the college.

***5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.***

***Evidence of Meeting the Standard***

IV.A.5-1 SMCCCD Board of Trustees, Board Policy 1.10 Duties and Responsibilities of the Board
IV.A.5-2 SMCCCD Board of Trustees, Board Reports and Minutes

***Analysis and Evaluation***

Both the District and the College pride themselves on institutionalizing practices, policies, and procedures that ensure that all perspectives are considered. Information flows down from the district-level governance bodies, as well as flows up from the college-level bodies, with action taken at the appropriate levels.

The District Board of Trustees[xlv] is the ultimate decision-making body for the district, with significant input from the Chancellor, the College Presidents, the District Academic Senate President, and other participatory bodies at the district- and college levels. It receives information and varying college perspectives and makes recommendations and suggestions. Board policies specify the roles and value of students, classified staff, faculty and administrators. The Board has created and is governed by policies that require consideration of relevant and timely perspectives in the governance of the San Mateo County Community College District, principally by the District Participatory Governance Council, as discussed in Standard IV.A.3 on page 185. Board Members within the district are committed to their responsibilities as leaders of the District, as evidenced by their never-ending support for each campus, activities and programs that are offered to students, faculty and staff. The Board of Trustees are active participants in the district-wide governance process, with information regarding district-wide decisions available on the Board's website[xlvi].

Cañada College ensures the appropriate consideration of relevant perspectives by adhering to college- and district-wide participatory governance practices. Through the participatory governance policies, constituent groups are a part of the campus community of recommending agencies that constitute and support its governance processes. Relevant perspectives including faculty, staff, students and administrators as parts of its collaborative processes. Communication for the varying constituent groups is done via the website for each given participatory body, as well as representation across the campus in department and division meetings. Participatory governance on the campus-level is discussed in greater depth in Standard IV.A.3 on page 185.

From the District Board of Trustees down to the College, there exists a culture of inclusion, so as to ensure that expert perspective is included at all times. As discussed in various standards, the College encourages perspectives from across the campus community in every endeavor and decision, with expert input being of prime interest.

### *6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.*

***Evidence of Meeting the Standard***

IV.A.6-1 APC Minutes (current year)
IV.A.6-2 ASGC Minutes (current year)
IV.A.6-3 Classified Senate Minutes (current year)
IV.A.6-4 IPC Minutes (current year)
IV.A.6-5 PBC Minutes (current year)
IV.A.6-6 President's Board Reports
IV.A.6-7 SSPC Minutes (2018-2019)
IV.A.6-8 *The Olive Hill Press*

***Analysis and Evaluation***

The decision-making process and resulting decisions are documented and shared throughout the campus community. Participatory governance meetings are the primary bodies with respect to larger decisions and the results of said decisions, specifically the planning councils: PBC[xlvii], IPC[xlviii], SSPC[xlix], and APC[l]. ASGC[li] and the Classified Senate[lii] focus on decision making and results of said decisions with respect to instruction and classified staff, respectively. Each of these bodies includes representation from all aspects of the campus community, respective to the duties that each one carries out. All participatory governance meetings are open to the public and abide by Section 54952 of the California Government code, known as the Brown Act. Minutes of meetings, which show discussions and decisions, are available on each body's website, with agendas published to the campus community within 72 hours of a given meeting via email and on designated bulletin boards across the campus. The minutes for each body's meetings are robust with dialogue and decisions made clear.

College-level decisions are shared through representatives reaching out to their constituencies. As individual decisions need more specific announcements, responsible parties send emails to the campus community, either directly or through the Marketing Department. The *Olive Hill Press*[liii], a bi-weekly newsletter that is disseminated across the campus community and to relevant district personnel. The President's Board Reports[liv], a monthly report of the College's news and events are available on the President's website.

The College's decision-making processes and the resulting decisions from the various participatory governance bodies and from the President are widely communicated via methods that are consistent with the Brown Act. The representatives to the various bodies communicate any and all necessary processes and decisions to their constituents across the campus community, be it in division and department meetings and via email.

***7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.***

***Evidence of Meeting the Standard***

IV.A.7-1 Campus Climate Survey Results 2017
IV.A.7-2 PGM Evaluation of Governance
IV.A.7-3 PRIE Survey Results
IV.A.7-4 SMCCCD Board of Trustees, Administrative Procedure 2.02.2 Chancellor of the District: Evaluation
IV.A.7-5 SMCCCD Board of Trustees, Board Policy 2.03 College Presidents
IV.A.7-6 SMCCCD Performance Evaluation Procedures for Administrator and Academic Supervisory Employees

***Analysis and Evaluation***

The College regularly evaluates its leadership and participatory governance bodies, both internally and with input from the campus community[lv]. The results of these evaluations result in affirmations of successes and analyses of areas of improvement, with the goal of continual self-improvement.

According to the Board Policy 2.03[lvi], the College President is evaluated by the Board of Trustees and the Chancellor with respect to goal attainment. Additionally, Board Procedure 2.02.2[lvii] states that the Board evaluates the Chancellor annually with respect to goal attainment. New administrators must complete a comprehensive evaluation in their first year of employment and a regular evaluation in their second year[lviii].

The PRIE Office evaluates student, staff, administration, and faculty attitudes towards governance, policies, and procedures through a Campus Climate survey[lix]. The Campus Climate survey found that 48% of respondents either strongly agreed or agreed that the processes in place at the time allowed them to be involved in problem-solving on college decisions and matters. However, many respondents indicated that the college needed to improve on communication and transparency of decision making.

Since 2014, PRIE annually evaluates the participatory governance process using an online survey. The results of these surveys are available publicly on its website[lx], along with the results of various surveys given to faculty, staff, students, administrators, and the campus community at large. PBC determines these evaluation questions[lxi]. According to the timeline, PBC reviews evaluation questions each March, with the questions being reviewed by the other participatory governance bodies in April; in May PBC makes necessary changes to the evaluation questions, and the survey is disseminated accordingly.

The College uses surveys disseminated from the PRIE Office to collect perceptions and evaluations from the campus community; the results of these surveys are public and are discussed in various participatory governance bodies so as to analyze the data in public forums and with the input of the entire campus community. From these analyses decisions and policies are either created or revised with the goal of continued excellence across the campus decision-making processes.

***Conclusions on Standard IV.A. Decision Making Roles and Processes***

[insert response]

***Improvement Plan(s)***

[insert response if applicable]

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[v] IV.A.1-13
[vi] IV.A.1-14
[vii] IV.A.1-1
[viii] IV.A.1-8
[ix] IV.A.1-2
[x] IV.A.1-11
[xi] IV.A.1-6
[xii] IV.A.1-3
[xiii] IV.A.1-12
[xiv] IV.A.1-9
[xv] IV.A.1-15
[xvi] IV.A.1-4
[xvii] IV.A.1-7
[xviii] IV.A.1-5
[xix] IV.A.2-7
[xx] IV.A.2-9
[xxi] IV.A.2-8
[xxii] IV.A.2-6
[xxiii] IV.A.2-12
[xxiv] IV.A.2-2
[xxv] IV.A.2-1
[xxvi] IV.A.2-9
[xxvii] IV.A.2-5
[xxviii] IV.A.2-3
[xxix] IV.A.2-10
[xxx] IV.A.2-11
[xxxi] IV.A.3-7
[xxxii] IV.A.3-6
[xxxiii] IV.A.3-4

[xxxiv] IV.A.3-3
[xxxv] IV.A.3-1
[xxxvi] IV.A.3-5
[xxxvii] IV.A.3-2
[xxxviii] IV.A.4-4
[xxxix] IV.A.4-5
[xl] IV.A.4-6
[xli] IV.A.4-1
[xlii] IV.A.4-1
[xliii] IV.A.4-2
[xliv] IV.A.4-3
[xlv] IV.A.5-1
[xlvi] IV.A.5-2
[xlvii] IV.A.6-5
[xlviii] IV.A.6-4
[xlix] IV.A.6-7
[l] IV.A.6-1
[li] IV.A.6-2
[lii] IV.A.6-3
[liii] IV.A.6-8
[liv] IV.A.6-6
[lv] IV.A.7-2
[lvi] IV.A.7-5
[lvii] IV.A.7-4
[lviii] IV.A.7-6
[lix] IV.A.7-1
[lx] IV.A.7-3
[lxi] IV.A.7-2

## B. Chief Executive Officer

***1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.***

***Evidence of Meeting the Standard***

IV.B.1-1 Association of California Community College Administrators
IV.B.1-2 SMCCCD Board of Trustees, Board Policy 2.03 College Presidents
IV.B.1-3 *The Olive Hill Press*

***Analysis and Evaluation***

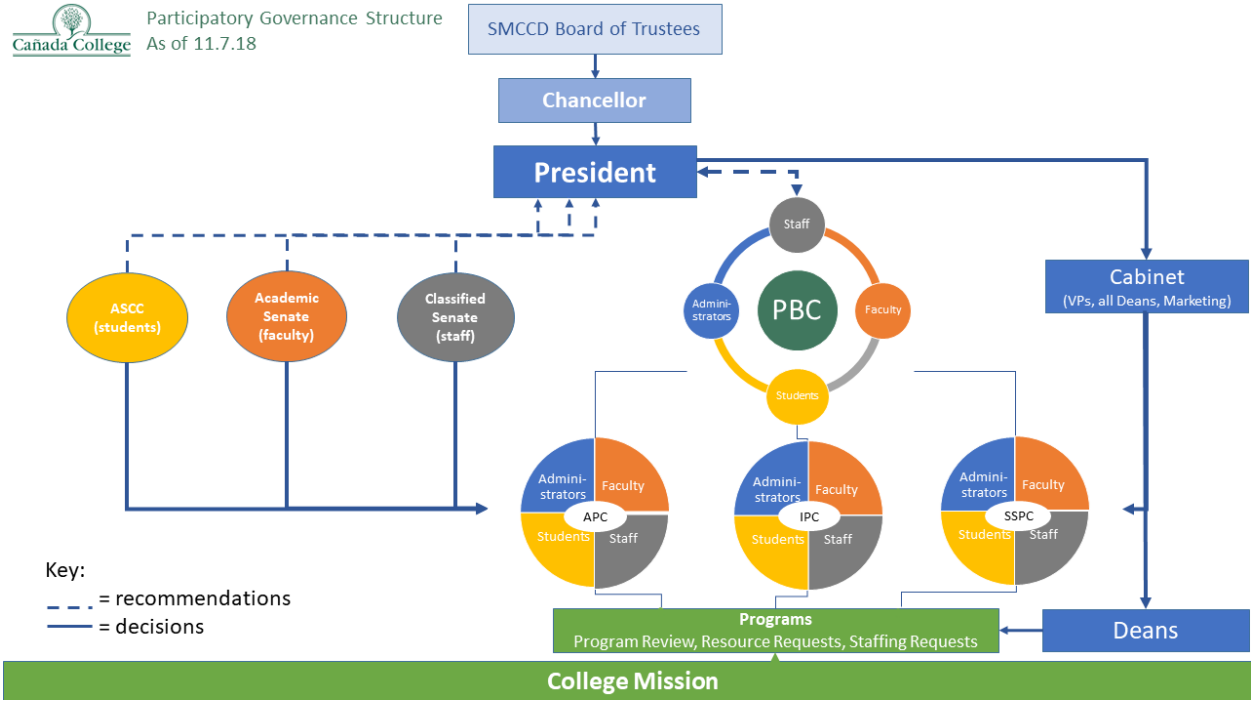


*Figure 22: Organizational Chart with Participatory Governance Bodies*

Board policy[i] articulates that the President of Cañada College has primary oversight and responsibility of the College and its campuses. The President has primary responsibility for the quality of instruction and provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. The President regularly communicates through a variety of methods and modalities to both internal and external stakeholders on the institutional values, goals, institutional-set standards, and other relevant information on the College. She focuses on student learning and ensures linkages are made through the integrated planning process of institutional research, student and institutional effectiveness, strategic planning, program review, and resource allocation process.

Board policies and administrative regulations articulate the responsibilities of the college president in almost all areas that define the position of the institutional chief executive officer. Under these policies and regulations, the President of Cañada College has primary oversight and responsibility over all locations of Cañada College, which includes the Menlo Center, Pescadero Adult School and other locations which Cañada College courses may be offered.

District Board Policy 2.03[ii] states, the president is the chief executive officer of the college. She leads campus decision-making bodies and provides visionary management on the development and cohesion of the mission, strategic and educational plans.

The College President ensures the quality of the institution by establishing an expectation of excellence for the College. This is done largely through interactions with the campus community. The President shares ideas and provides counsel to campus leaders including academic and classified senate leadership. She informs and receives feedback on topics such as district news and policies, trends in education, college research and demographics data, campus events and other areas. The President participates at Academic Senate, Classified Senate, and Student Senate meetings. She also participates in division and department meetings as well as meetings with campus committees and workgroups.

Beginning in July 2018, the president hosted a President's Council Leadership Retreat, where the college leadership engaged in an all-day training on leadership and communication skills. The team has been planning for July 2019, to develop this meeting into an annual strategic planning and president's council leadership retreat, designed to review and evaluate the prior year's work and outcomes for the coming year. These efforts will provide the framework for planning Opening Day agenda in the fall and spring semesters. The President will ensure institutional information including progress made toward meeting mission, values and goals.

The President is the ultimate decision maker for the campus, with multiple bodies reporting to her with recommendations on planning, budgeting, instruction, and student services. The Cabinet reports directly to the President and serves as part of the decision-making process. The President entrusts some of the day-to-day operational decision-making to the vice presidents, deans, or other administrators over their respective areas. Administrators serve as members, chairs or co-chairs of various committees assigned by the President. The President ensures that communication continues throughout the year in a variety of formats. The President provides weekly updates to the campus. The committees and councils have regular updates on the various activities that are broadcasted through the President's monthly newsletter, *The Olive Hill Press*[iii].

The President's leadership is evident within the institution through her work as the chair of the Cañada College Council and her role as an ex-officio member of the four planning councils—PBC, IPC, SSPC, and APC—and current Ad Hoc Task force. The President provides leadership in budgeting and assures that Cañada College operates in a sound fiscal approach that is both transparent and meets the needs of the institution.

***2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.***

***Evidence of Meeting the Standard***

IV.B.2-1 College Cabinet Organizational Chart (January 2019)
IV.B.2-2 Curriculum Committee Handbook (page 7, section 1.2, Membership)
IV.B.2-3 IPC Bylaws (page 2, section III.1, Composition)
IV.B.2-4 PBC Members
IV.B.2-5 Professional Learning, Flex Day

IV.B.2-6 SMCCCD Tools for Tolerance
IV.B.2-7 Student Services Planning Council (includes membership)

***Analysis and Evaluation***

The organizational chart in Figure 22 reflects levels of authority and accountability consistent with the college's mission and vision. The President's direct reports[iv], making-up the executive leadership team, are the Vice Presidents of Administrative Services, Instruction and Student Services. The administrative structure is reviewed periodically and adjusted to meet campus and district needs. Additionally, the Dean of PRIE and the Director of Community Relations and Marketing report directly to the President.

The Vice President of Administrative Services serves to interpret and analyze budget and financial information and data, which are received from District, State and other sources. Through this office, the President directs and monitors all college administrative services functions to remain consistent with implementing the College's strategic plan and mission. Additionally, this information is disseminated to the campus community through PBC, of which the President and the Vice President of Administrative Services are *ex officio* members.

The College's budgeting process is a significant component of integrated planning and is tied to program review. The President works closely with the Vice President of Administrative Services who leads the development of the annual budget and monitors the budget expenditure process. The college has the PBC, which oversees and facilitates the institution's planning processes, including the Strategic Plan, the Educational Master Plan, the Instructional Program Plan, and the Student Services Program Plan. These plans are based upon annual cycles of program review and SLO assessment.

PBC[v] is organized into seven workgroups each with a special area of focus and relationship to accreditation standards. PBC uses data from these plans to make decisions and recommendations regarding resource allocation. It also has a vigorous process that ties program and organizational needs to program planning, strategic planning and organizational directions with recommendations coming from the operating level with input from department staff, faculty, directors, deans, and vice presidents. The process is tied to the College resource allocation model, thus allowing the budgeting process to work with very specific figures for operations. Co-chaired by the Academic Senate President and the Classified Senate President, the Council makes recommendations to the President through participatory governance.

The Vice President of Student Services provides administrative leadership for the College's Student Services programs, primarily focusing on improving student access and maximizing successful learning outcomes. This position serves as the co-chair of SSPC[vi], and in this position helps to disseminate information on student services to the necessary departments and programs. The position also serves as an *ex officio* member of the PBC.

The Vice President of Instruction is responsible for planning, developing, coordinating, and evaluating the college's instructional programs and services. The Vice President of Instruction administers the overall coordination, implementation, evaluation, and improvement of the college curricula and its instructional faculty and staff, activities, services, and facilities. The position serves as the co-chair of IPC[vii] and on the Curriculum Committee[viii], which ensures that

the Vice President works directly with faculty on matters of instruction, in particular curriculum development and program review. The position also serves as an *ex officio* member of PBC.

The President's Cabinet comprises the higher-level administrators, including the three Vice Presidents, the Dean of PRIE, and the Director of Community Relations and Marketing. The different division deans, each of whom report to their respective Vice President, are members of the Cabinet. This body works with the President as the decision-making core, working with the rest of the campus community to ensure that all parties are fulfilling their duties and responsibilities.

The President has an essential role in the areas of selecting personnel. She provides effective leadership in the area of selecting and developing personnel by choosing faculty members who are well-qualified in their fields of study as well as demonstrating high standards of integrity and inclusion that are a key focus at Cañada College and the Menlo Center. Through the District processes, there are well-established procedures for hiring faculty, academic administrators, and classified staff. Given the direct impact that faculty and administrators have on students and learning, the President personally interviews the final candidates for each position and makes the final hiring determination of all full-time faculty and dean-level or higher administrator positions, which are then forwarded on to the chancellor to be reviewed and approved by the Board of Trustees.

The President continues to show support for developing personnel in a number of ways. The President has supported full and part-time faculty to participate in professional development opportunities such as Flex Day activities[ix] and Museum of Tolerance trips[x]. Further, the President has promoted professional development among the Classified Staff through working with the Classified Senate to allocate funding for the annual Classified Senate state conference. Finally, the President ensures there is a sufficient allocation of funds to the Staff Development committee to ensure that faculty have the opportunity to remain current in their field of study and take advantage of conferences and opportunities focused on teaching and learning.

***3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:***

- ***establishing a collegial process that sets values, goals, and priorities;***
- ***ensuring the college sets institutional performance standards for student achievement;***
- ***ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;***
- ***ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;***
- ***ensuring that the allocation of resources supports and improves learning and achievement; and***
- ***establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.***

***Evidence of Meeting the Standard***

IV.B.3-1 Educational Master Plan

IV.B.3-2 Institution-Set Standards and Goals
IV.B.3-3 Participatory Governance Manual
IV.B.3-4 SMCCCD Annual Board Retreat (See evidence folder)

***Analysis and Evaluation***

As an *ex officio* member of the PBC[xi], the President regularly guides institutional improvement of the teaching and learning environment. The Council makes recommendations to the President, who in turn makes her decisions based on the needs of the college and the data provided. The Council regularly discusses and evaluates data with respect to program evaluation and enhancement, hiring decisions, funding requests, and other areas that participatory governance is required.

Among the President's direct reports is the Dean of PRIE. This position conducts institutional planning, assessment, and evaluation of institutional effectiveness, consistent with the college and district strategic and educational plans. The President assigns data analytics to this Dean to monitor and evaluate institutional-set standards[xii].

The President engages in comprehensive review and analysis through the annual shared governance process and review of institutional set-standards and goals. She participates in District review, preparation, and discussion of cumulative data and strategies with the Board of Trustees during the annual Board Retreat[xiii]. She moves forward on resulting goals and strategies and communicates these to campus. She regularly uses these data as a springboard to introduce and re-establish college initiatives and strategies.

Through the auspices of the Office of Planning, Research and Institutional Effectiveness, as well as the direction of the Planning and Budgeting Council, the President directs the development, adoption, and implementation of the college's Educational Master Plan. It is also through the President that the Planning and Budgeting Council requested that the Institutional Effectiveness Partnership Initiative send a Peer Review Team to evaluate and assist with areas of professional development and other areas.

The Cañada College President worked continually on transparency and outreach during her first year. She met with the larger leadership team of faculty and classified representatives. She continues to meet regularly with vice presidents, deans, directors, and supervisors weekly and monthly. In addition, in order to facilitate greater dialogue with the constituencies from the Offices of Instruction, Student Services, and Administrative Services, in her second year the President began meeting with these communities in IPC, SSPC, and APC groups once a month. A strong and functioning shared governance process ensures the quality of the institution. Each of these participatory governance bodies is described in greater detail in Standard IV.A.2 on page 183.

***4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.***

***Evidence of Meeting the Standard***

IV.B.4-1 Accreditation Steering Committee

***Analysis and Evaluation***

Accreditation is the fulfillment of the college's responsibility and promise to its students that that education received meets or exceeds set standards of quality and is accepted at other institutions for transfer, thus meeting ACCJC standards.

The President provides leadership throughout the accreditation process, beginning with discussions with district and college leadership. Through these discussions, the Oversight Committee and chairs are identified, with specific roles assigned to various personnel. The President ensures that faculty. staff, and administration are represented at all levels of this process. PBC has been identified as the Oversight Committee for the current cycle.

The Dean of PRIE serves as Accreditation Liaison Officer and directly reports to the President. The Faculty Accreditation Coordinator co-chairs the Accreditation Steering Committee[xiv] with the Accreditation Liaison Officer, developing the accreditation timeline, recommending and recruiting standards team leaders, and conceptualizing and identifying training activities. The President attends Accreditation Steering Committee meetings to present relevant information, answer questions, and provide common messaging and support. The President provides guidance to the Ad Hoc Accreditation Steering Committee as needed.

The President works with the Accreditation Steering Committee and PBC, and in particular with the Accreditation Liaison Officer and the Faculty Accreditation Coordinator, to ensure that all aspects of the Eligibility Requirements, Accreditation Standards, and Commission policies are being met at all times.

### *5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.*

***Evidence of Meeting the Standard***

IV.B.5-1 PBC Allocation of Resources

***Analysis and Evaluation***

The President provides high-level direction regarding the overall operation of the college by delegating relevant authority to the vice presidents, deans and other management staff; she provides leadership for the implementation of policies and procedures that represent equal opportunity for students and staff. An example of this is the budget development and resource allocation process[xv].

As a team member of the Chancellor's Cabinet and the DPGC, the President participates in the collaborative efforts on policy development and institutional application. She represents the college at District Board of Trustees meetings, giving updates and being the voice of the campus community. As discussed in Standard IV.B.1 on page 193, the President is an *ex officio* member of PBC, and as such she acts as a link between the college and the district.

The President regularly communicates institutional values, goals, institutional-set standards, and other relevant information, both internally and externally. In order to ensure internal stakeholders are well informed, there are several mechanisms in place for the dissemination of information. She utilizes cabinets, councils, meetings, and communication mediums while attending spontaneous meetings because accessibility and visibility are paramount concerns as

well. She has weekly meetings with the President's Cabinet, which consists of all three vice presidents, deans, director of communications and marketing, and the director of operations. Monthly, the president meets with College Council, which is highly inclusive and consists of all the vice presidents, deans, directors, and managers.

### *6. The CEO works and communicates effectively with the communities served by the institution.*

***Evidence of Meeting the Standard***

IV.B.6-1 Association of California Community College Administrators
IV.B.6-2 President's Weekly Update
IV.B.6-3 SMCCCD Board of Trustees, Board Minutes
IV.B.6-4 SMCCCD Board of Trustees, Board Packets
IV.B.6-5 *The Olive Hill Press*

***Analysis and Evaluation***

The President works and communicates with organizations and partners in the College's service area. These communities include the underrepresented communities, such as East Palo Alto and North Fair Oaks, as well as the coastal communities. She connects with the business community as possible so as to partner with potential employers of the College's students, in addition to connecting with key feeder high schools. She regularly participates in the Association of California Community College Administrators[xvi] and the State Chancellor's Office to learn about trends, best practices, and legislations affecting community colleges. Her weekly updates[xvii] and monthly editions of *The Olive Hill Press*[xviii] are available online for public viewing.

President Jamillah Moore is an active member of the following organizations:

- Member, RWC 2020 Executive Team
- Member, RWC 2020 Leadership Council
- Member, Education Committee, RWC San Mateo Belmont Chamber
- Member, Sequoia Hospital Community Board
- Member, SUHSD Small School Advisory Committee
- Member, KASP Steering Committee
- Member, JobTrain Economic Opportunity Awards Nominations Panel

Additionally, she is an officer with the following groups:

- Director, RWC San Mateo Belmont Chamber Board of Directors
- Director (ex officio), SMCCC Foundation Board of Directors
- Commissioner, California Student Aid Commission

The President regularly communicates institutional values, goals, institutional-set standards, and other relevant information, both internally and externally. Serving on the various boards in the community allows the college to participate in the community at-large. It also provides a constant and seamless platform for the transference of information from both parties. In order to ensure internal stakeholders are well informed, there are several mechanisms in place for the dissemination of information. The President maintains high visibility in and around the community. She also encourages all members of the administration to maintain a strong community presence. The information gained by the presence in the community allows for stronger and more cohesive partnerships.

In order to ensure external stakeholders are well informed, the President uses a variety of ways to communicate institutional values, goals, priorities, and institutional effectiveness and status on planning and initiatives. The President serves as a member of community-based entities such as Redwood City Chamber, Redwood City Chamber Education Committee, Redwood City 2020, Redwood City Rotary, among others. She meets at a minimum annually with the superintendent of the Sequoia Union High School District, which serves as a feeder to the College, as well as the County Superintendent; she attends one school board meeting per semester. At these meetings she updates the public on the College and its efforts.

Additionally, the President stays in contact with area city managers, mayors, and city councils, and provides annual updates on the College, including its mission, Strategic Plan, Educational Master Plan, and information regarding institutional effectiveness and student performance. The President attends at least one City Council meeting for each city per semester to ensure regular communication with the College. Further, the President assigns different administrators of the College to provide updates to different communities through different community and civic organizations. The President ensures external entities have adequate opportunities to learn about the College through reports including monthly oral and written reports to the District Board of Trustees. All reports and documents[xix,xx] are available for public access on the SMCCCD Board of Trustees' website.

***Conclusions on Standard IV.B. CEO***

[insert response]

***Improvement Plan(s)***

[insert response if applicable]

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[i] IV.B.1-2
[ii] IV.B.1-2
[iii] IV.B.1-3
[iv] IV.B.2-1
[v] IV.B.2-4
[vi] IV.B.2-7
[vii] IV.B.2-3
[viii] IV.B.2-2
[ix] IV.B.2-5
[x] IV.B.2-6
[xi] IV.B.3-3
[xii] IV.B.3-2
[xiii] IV.B.3-4
[xiv] IV.B.4-1
[xv] IV.B.5-1
[xvi] IV.B.6-1
[xvii] IV.B.6-2
[xviii] IV.B.6-5
[xix] IV.B.6-3
[xx] IV.B.6-4

## C. Governing Board

***1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)***

***Evidence of Meeting the Standard***

IV.C.1-1 Educational Master Plan
IV.C.1-2 SMCCCD Board of Trustees Agenda Packet for December 12, 2019
IV.C.1-3 SMCCCD Board of Trustees Agenda Packet for January 24, 2018
IV.C.1-4 SMCCCD Board of Trustees, Board Policy 1.02, Organization of the Board
IV.C.1-5 SMCCCD Board of Trustees, Board Policy 1.05, Student Trustee
IV.C.1-6 SMCCCD Board of Trustees, Board Policy 1.10, Duties and Responsibilities of the Board
IV.C.1-7 SMCCCD Board of Trustees, Board Policy 2.06, Board Policies and Administrative Procedures
IV.C.1-8 SMCCCD Board of Trustees, Board Policy 2.21, Professional Ethics
IV.C.1-9 SMCCCD Board of Trustees, Board Policy 2.45, Conflict of Interest
IV.C.1-10 SMCCCD Strategic Plan

***Analysis and Evaluation***

The SMCCCD Board of Trustees is an independent, policy-making body charged by California Education Code, Section 70902, with responsibility for establishing academic standards, approving courses of instruction and educational programs, and determining and controlling the operating and capital budgets of the District. As required by California Education Code, the SMCCCD Board of Trustees has adopted a set of policies that detail accreditation expectations as well as delineate expectations for these matters. The Board's policies are publicly posted on the District's website and reviewed regularly for accuracy, currency and relevance[i].

The Board of Trustees' authority and responsibilities are outlined within Board Policy 1.10[ii], and include oversight of establishing policies, assuring the fiscal health and stability of the District and its colleges, monitoring institutional performance and quality, and representing the public interest. Additional governing policies include the delegation of duties to the district chancellor and college presidents, conduct of board elections, decorum at meetings, code of ethics for evaluating actions and the identification and handling of conflicts of interest. In this way, the Board aligns its duties and responsibilities with the institutional mission, accreditation standards, and federal and state regulations to set prudent, ethical and legal standards for the performance and operations of the District and its colleges.

The District is co-terminus with the boundaries of San Mateo County. The Board of Trustees consists of five members, each elected by the voters within the county. In 2017, the Board adopted a new election model, moving from an at-large election system—whereby trustees ran countywide—to trustee areas in which each trustee represents a discrete area within the District/county. Trustees are elected to staggered four-year terms[iii]. The Board also has one non-voting student trustee who is elected by representatives of students of the District's three colleges. The student trustee is elected annually[iv].

The Board generally meets twice per month, with the first meeting being a study session format that allows the Board to thoroughly review and discuss topics, generally those relating to student success, and become more familiar with issues facing students, faculty and staff. The

second meeting is typically a business meeting where matters relating to personnel, finances, facilities, information technology, curriculum, policies and other operational issues are discussed and approved.

*Academic Quality and Effectiveness of Student Learning and Support Programs and Services*

In 2015, the Board adopted a districtwide Strategic Plan that focuses on 'Students First' and emphasizes success, equity and social justice. A comprehensive set of metrics and a corresponding data scorecard have been established and published on the District's website to allow for regular monitoring and review of the key targets outlined in the plan. Additionally, to ensure the academic quality of the District and its three colleges, the Board receives updates and reviews progress in a number of key areas throughout the year. These include the California Community College Chancellor's Office Student Success Scorecard and the Institutional Effectiveness Partnership Initiative Framework of Indicators. The Board also receives updates on accreditation reports, substantive change proposals, the District Strategic Plan[v], and the college's Educational Master Plan[vi].

*Integrity*

In the area of institutional integrity, the Board examines its internal practices and processes through guidelines established by a code of ethics[vii] and policy on conflict of interest[viii]. The Board receives performance reports from the District's three colleges and from District divisions and delegates to the Chancellor the authority to administer policies, set procedures, and report back to the Board on the status of the District and the colleges.

*Financial Stability of the Institution*

To steward the financial integrity and stability of the institution, the Board receives and reviews quarterly financial statements and reports from the District's Finance Office[ix]. District and college leaders provide updates on important matters of internal stability and long-term fiscal viability.

Independent, external audits are performed to ensure that the District's internal controls, processes, guidelines, and policies are adequate, effective and in compliance with accepted standards for higher education. These audits include District operating and voter-approved bond monies. Results of these audits are presented to the Board in a public session each year[x].

### *2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.*

***Evidence of Meeting the Standard***

IV.C.2-1 SMCCCD Board of Trustees, Board Policy 1.35 Board Member Conduct
IV.C.2-2 SMCCCD Board of Trustees, Board Policy 1.40 Meetings of the Board
IV.C.2-3 SMCCCD Board of Trustees Minutes for April 7, 2018

***Analysis and Evaluation***

Each business matter for review or action by the Board of Trustees is considered in full and openly discussed at board meetings. Matters that are confidential in nature are discussed in closed session, with reports out to the public regarding any actions taken during those sessions[xi]. All votes of the Board take place and decisions are made in public, and most voting matters are resolved unanimously. In those instances when a board member holds unique and individual perspectives, viewpoints are shared and votes are taken in the normal course of

action. After a decision is made, the Board moves forward as a collective entity on all related actions.

*Acting Collectively, Divergent Voices*

The Board assures that topics discussed are addressed using existing policies and practices, such as proper decorum[xii]. As a result, members engage in debate professionally, with respect and civility. The Board of Trustees also complies with state laws regarding discussion of topics outside of open forums, and meetings are publicly announced and open to all in accordance with the Brown Act[xiii].

The Board of Trustees conducts a self-evaluation each year that reflects the Board's opinion that trustees are adhering to the philosophy statement and to each of the code of ethics statements regarding collective action[xiv]. Trustees are careful to assess whether Board actions align with the district policies and mission. While the Board does not always vote unanimously to support administration's recommendations, trustees accept and support the decision of the majority.

The Board of Trustees participates in effective trustee training workshops and holds periodic retreats, typically at least once each year. In 2018[xv], the Board held a special retreat exclusively to focus on board organization, partnerships and actions as a collective unit.

### *3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.*

***Evidence of Meeting the Standard***

IV.C.3-1 SMCCCD Board of Trustees, Board Policy 2.02 Chancellor of the District
IV.C.3-2 SMCCCD Board of Trustees, Administrative Procedure 2.02.1 Chancellor of the District: Selection Procedures
IV.C.3-3 SMCCCD Board of Trustees, Administrative Procedure 2.02.2 Chancellor of the District: Evaluation
IV.C.3-4 SMCCCD Board of Trustees, Board Policy 2.03 College Presidents
IV.C.3-5 SMCCCD Board of Trustees, Administrative Procedure 2.03.1 College Presidents: Selection Procedures

***Analysis and Evaluation***

The Board has clearly defined policies and procedures for the selection and evaluation of the District chancellor[xvi]. The college president is employed and evaluated by the Board of Trustees and the chancellor[xvii]; an accompanying procedure outlines the selection process for the college president[xviii].

*Selection of Chancellor*

The SMCCCD has enjoyed an extended period of stability in its senior leadership ranks, with the current chancellor serving for the past 19 years. However, the Board of Trustees does have a documented process[xix] for conducting the search and selection of the chancellor, who is the chief executive officer of the District. Board policy 2.02[xx] states that "In the case of a vacancy for the position of Chancellor, the Board shall establish a search process to fill the vacancy. The process shall be fair and open and comply with relevant regulations." As such, Administrative Procedure 2.02.1[xxi] outlines the principles that shall guide all activities related to the screening and selection of a new chancellor, including the development of a position description,

composition of a selection committee, interview process and evaluation and selection of candidates.

*Evaluation of Chancellor*

Board Policy 2.02[xxii] requires that the chancellor "be evaluated by the Board annually based upon goals which are mutually agreed upon by the Board of Trustees and the Chancellor and in accordance with any other provisions of the Contract of Employment for Chancellor. The Board shall evaluate the Chancellor using an evaluation process developed and jointly agreed to by the Board and the Chancellor." Further, accompanying Administrative Procedure 2.02.2[xxiii] outlines the performance evaluation categories, including:

- Institutional Performance
- Relationship with the Governing Board
- State, Public and Community Relations
- Faculty, Staff, Student, and Administrative Relations
- Educational Planning
- Institutional Leadership
- Budgetary and Fiscal Management
- Personal Qualities

Additionally, AP 2.02.1[xxiv] includes an instrument for the chancellor's evaluation.

### *4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)*

***Evidence of Meeting the Standard***

IV.C.4-1 SMCCCD Board of Trustees, Board Policy 1.02 Organization of the Board
IV.C.4-2 SMCCCD Board of Trustees, Board Policy 1.05 Student Trustee
IV.C.4-3 SMCCCD Board of Trustees, Administrative Procedure 1.05.1 Selection of Student Member
IV.C.4-4 SMCCCD Board of Trustees, Board Policy 1.10 Duties and Responsibilities of the Board
IV.C.4-5 SMCCCD Board of Trustees, Board Policy 1.35 Board Member Conduct
IV.C.4-6 SMCCCD Board of Trustees, Board Policy 2.45 Conflict of Interest

***Analysis and Evaluation***

The District's Board of Trustees functions as an independent policy-making body that reflects the educational interests of the community it serves and, at the same time, protects and defends the institution from undue influence or political pressure. The Board's policies and practices uphold its commitment to reflecting the public interest, ensuring broad representation from local constituencies, and maintaining independence in decision-making, in support of the institution's educational mission[xxv].

*Board Reflection of Public Interest*

To better serve the interests of public interest in San Mateo County, in 2017, the Board transitioned away from an at-large election system to a by-trustee-area system, with each member of the Board representing a distinct and separate area of the county[xxvi]. The Board also includes a Student Trustee, who serves a one-year term on the Board and votes on related business items (except for closed-session issues) in an advisory capacity[xxvii, xxviii].

The Board's commitment to reflecting public interest is also assured by regular and formal communications with the public regarding Board activities and decisions through its public meetings. There is a standing item on every regular Board meeting agenda for public comment, and Board minutes reflect that members of the public and college community frequently use this as an opportunity to voice their views on issues relevant to the Board. Each Board agenda contains two opportunities for public comment, on items from the closed session and on items not covered as agenda items in the open session. Additionally, the District is transparent in its actions and posts all board meeting agendas, minutes of meetings and policies and procedures on the District's website.

Broad representation, independence, and reflection of public interest are ensured by various Board policies on public interest. Board Policy 1.35[xxix], which regards board member conduct, reinforces that, "No member of the Board shall make, participate in making or, in any way, attempt to use his or her official position to influence a governmental decision in which he or she knows or has reason to know that he or she has a financial interest." A formal conflict of interest policy is outlined in Board Policy 2.45[xxx], which stipulates that, "[a] Board member shall not engage in any employment or activity that is inconsistent with, incompatible with, in conflict with or inimical to his/her duties as an officer of the District." The policy further states that, "Board members and employees shall not be financially interested in any contract made by them in their official capacity or in any body or board of which they are members." If such an interest or conflict arises, the board member has a duty to disclose the interest or conflict. Further, members are prohibited from concurrently serving on a high school district board of trustees[xxxi].

***5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.***

***Evidence of Meeting the Standard***

IV.C.5-1 Community College League of California (CCLC)—Policy and Procedure Services
IV.C.5-2 SMCCCD Board of Trustees, Board Policy 1.01 District Mission
IV.C.5-3 SMCCCD Board of Trustees, Board Policy 1.10 Duties and Responsibilities of the Board
IV.C.5-4 SMCCCD District Strategic Plan

***Analysis and Evaluation***

All policies of the Board are designed to help the organization better meet its mission as a community college in the California system. Educational quality, legal matters, and financial stability are ultimately the responsibility of the Board. Board policies make sure that the institution's programs and services are provided resources and support to maintain a high degree of quality and integrity.

Board Policy 1.10[xxxii] outlines the duties and responsibilities of the Board. Among the 21 different areas covered in the policy, which represent the public interest, the Board states commitment to:

- Establish, enforce, and periodically review Board policies consistent with the goals and operation of the District and its Colleges.
- Appoint and annually evaluate the Chancellor of the District.

- Provide guidelines on funding levels, allocations, and District reserves; review and consider staff-prepared District and College budgets; adopt annual budget; assure fiscal health and stability.
- Approve all District and College programs, insuring that program offerings are responsive to and reflect community needs.
- Delegate appropriate authority for implementation of State law, regulations, and Board policies.
- Monitor institutional performance and educational quality.
- Provide the best possible learning experiences for students of the Colleges.
- Represent the general interests of the entire College District and to act only on the basis of what is in the best interests of the College District and the community.
- Hire and evaluate the Chancellor.

The District mission is set forth in Board Policy 1.01[xxxiii]. The Board has approved policies, institutional goals, and other formal statements that describe Board of Trustees expectations for quality, integrity, and improvement of student learning programs and services for students, the college, and the community. Additionally, the Board ensures the mission is at the heart of the planning process. The Board regularly reviews the District's Strategic Plan, to ensure proper alignment with these policies[xxxiv].

To help in its work, the District subscribes to the CCLC[xxxv] Board Policy and Administrative Procedure Service and typically sends representatives to the CCLC policy conference each year. This service is utilized by the California Community College system to identify policies required by law and accreditation, policies for good practice, and also policies on new and emerging areas of consideration. These policies are compliant with state regulations and align with educational quality, academic integrity, and student support programs and services standards in California.

### *6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.*

***Evidence of Meeting the Standard***

IV.C.6-1 SMCCCD Board of Trustees, Board Policy, 1.02 Organization of the Board
IV.C.6-2 SMCCCD Board of Trustees, Board Policy 1.05, Student Trustee
IV.C.6-3 SMCCCD Board of Trustees, Administrative Procedure 1.05.1, Selection of Student Member
IV.C.6-4 SMCCCD Board of Trustees, Board Policy 1.10, Duties and Responsibilities of the Board
IV.C.6-5 SMCCCD Board of Trustees, Board Policy 1.15, Officers of the Board
IV.C.6-6 SMCCCD Board of Trustees, Board Policy 1.20, Duties of Officers
IV.C.6-7 SMCCCD Board of Trustees, Board Policy 1.25, Secretary for the Board
IV.C.6-8 SMCCCD Board of Trustees, Board Policy 1.30, Compensation of Board Members
IV.C.6-9 SMCCCD Board of Trustees, Board Policy 1.35, Board Member Conduct
IV.C.6-10 SMCCCD Board of Trustees, Board Policy 1.40, Meetings of the Board
IV.C.6-11 SMCCCD Board of Trustees, Board Policy 1.45, Agendas for Meetings
IV.C.6-12 SMCCCD Board of Trustees, Board Policy 1.50, Minutes of Meetings
IV.C.6-13 SMCCCD Board of Trustees, Board Policy 1.55, Order of Business and Procedure
IV.C.6-14 SMCCCD Board of Trustees, Board Policy 1.60, Rules of Order for Board Meetings

***Analysis and Evaluation***

The Board of Trustees has adopted and published policies relating to the Board's size, duties, responsibilities, and operating procedures:

- Board Policy 1.02[xxxvi] outlines the authority, membership, election, term of office and filling of vacancies for the Board.
- Board Policy 1.05[xxxvii] and Administrative Procedure 1.05.1[xxxviii] outline the selection, duties, term of office and compensation for the student trustee.
- Board Policy 1.10[xxxix] establishes the areas for which the Board has authority and responsibility.
- Board Policy 1.15[xl] outlines the officers to be elected on an annual basis, while Board Policy 1.20[xli] enumerates the duties of each of the officers of the Board, including the secretary, as outlined in Board Policy 1.25[xlii].
- Board Policy 1.30[xliii] outlines salary, benefits, reimbursable expenses and retirement of Board members.
- Board Policy 1.35[xliv] provides the framework by which members are to conduct themselves as members of the Board.
- Board Policies 1.40[xlv], 1.45[xlvi], 1.50[xlvii], 1.55[xlviii], and 1.60[xlix] all relate to how meetings are structured, conducted and materials and information produced and covered.

***7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.***

***Evidence of Meeting the Standard***

IV.C.7-1 SMCCCD Board of Trustees, Board Policy 2.06 Board Policy and Administrative Procedure
IV.C.7-2 SMCCCD Board of Trustees, Administrative Procedure 2.06.1 Board Policy and Administrative Procedure
IV.C.7-3 SMCCCD Board of Trustees, Board Policy 2.07 Policy Development
IV.C.7-4 SMCCCD Board of Trustees, Board Policy 2.08 District Participatory Governance Process

***Analysis and Evaluation***

The SMCCCD Board of Trustees consistently acts in accordance with all board policies and administrative procedures and regularly reviews how effective they are in fulfilling the mission.

Board policies provide a clear framework for all of the Board's activity. Specifically, Board Policy 2.06[l], Administrative Procedure 2.06.1[li], and Board Policy 2.07[lii] describe the processes by which the Board accomplishes its work. In addition to the creation and implementation of board, the Board also has established a timeline for review of the policies for currency, relevance, and purpose at least every six years[liii].

As part of the policy formulation and review process, the Board has also outlined in Policy 2.08[liv] the role of the DPGC in policy patters. Particularly, the policy outlines that the Council is to advise the Board of Trustees, through its designee, the Chancellor, on among other things:

Board policies that directly affect faculty, staff and students of the District, as determined by the District administrator responsible for Board Policies, in conjunction with the DPGC co-chairs. All other Board policies will be brought to the DPGC as information items.

***8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.***

***Evidence of Meeting the Standard***

IV.C.8-1 SMCCCD Board of Trustees, Board Packet for November 29, 2017
IV.C.8-2 SMCCCD Board of Trustees, Board Packet for November 14, 2018
IV.C.8-3 SMCCCD District Strategic Plan

***Analysis and Evaluation***

The District's governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

In 2015, the Board adopted a comprehensive Strategic Plan, which focuses on student success, equity and social justice. With this Plan, the District recognizes that there is nothing more important to the District's future and to the future of San Mateo County than increasing student success rates. In addition to student access, student success is crucial to closing longstanding gaps in student attainment. Continuous usage of the District's data and evidenced-based practices will be required to identify and close these gaps.

The four overarching goals of the 'Students First' Strategic Plan[lv] include:

- Develop and strengthen educational offerings, Interventions, and support programs that increase student access and success.
- Establish and expand relationships with school districts, 4-year college partners, and community-based organizations to increase higher education attainment in San Mateo County.
- Increase program delivery options, including the expanded use of instructional technology, to support student learning and success.
- Ensure necessary resources are available to implement this strategic plan through sound fiscal planning and management of allocations.

There are a number of specific strategies and metrics for each goal that provide key indicators of student learning and achievement. The Board reviews the Strategic Plan annually and receives regular updates on the metrics and supporting activities, including extensive briefings in study sessions and in reports at business meetings. The College also brings forth to the Board various other reports and data, including the latest Integrated Plan[lvi], which encompasses the Equity Plan and Student Success and Support Program Plan, and Educational Master Plan[lvii].

***9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.***

***Evidence of Meeting the Standard***

IV.C.9-1 SMCCCD Board of Trustees, Board Members
IV.C.9-2 SMCCCD Board of Trustees, Board Policy 1.02 Organization of the Board
IV.C.9-3 SMCCCD Board of Trustees, Board Policy 1.10 Duties and Responsibilities of the Board

***Analysis and Evaluation***

Ongoing and systematic professional development is at the core of improved learning for individual board members and the Board as a collective body. Board membership continuity and overlapping member terms are provided for in board policy and in the implementation of that policy.

*Orientation and Training*

Orientation and training for new and existing board members is outlined in Board Policy 1.10[lviii]. In particular, the policy calls upon members, "To engage in ongoing development of the Board. The Board will conduct study sessions, provide access to reading materials, and support conference attendance and other activities that foster trustee education." Further, an onboarding and training process is outlined in this policy for newly elected or appointed board members. The 2018 election cycle resulted in one new trustee being elected to the Board. As that member ran un-opposed, staff briefed the candidate prior to the election on issues facing the District, key student success initiatives, the financial and operational details of the District and an overview of how the community colleges work in the county and throughout the state. Staff continues to provide such briefings to onboard the new trustee.

Ongoing training includes study sessions where staff and external experts offer in-depth presentations and activities on important topics to keep the Board current on important areas of college programs, services, system funding and revenue, and accreditation. Furthermore, each year the Board conducts an annual retreat where goals are set and reviewed and areas of professional development are often identified. In addition to the activities noted, board members attend state and national conferences geared towards trustees, to learn effective and promising practices for board operations.

*Membership Continuity*

In order to maintain continuity of board membership, the Board has staggered terms of office[lix]. The Board consists of five elected members. Two seats were up for election in 2018 and the three remaining seats will be up for election in 2020 and every four years thereafter, respectively. The term of office of each trustee is four years, commencing in December following the general election in November on a date determined by law.

The membership of the SMCCCD Board of Trustees has been highly stable. One trustee was first elected in 1995, a second in 1997, a third in 2003, a fourth in 2016 and the fifth in 2018. Collectively, they have nearly 65 years of combined service on the Board of Trustees[lx].

***10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.***

***Evidence of Meeting the Standard***

IV.C.10-1 SMCCCD Board of Trustees Meeting for 7 April 2018
IV.C.10-2 SMCCCD Board of Trustees, Board Policy 1.35 Board Member Conduct

IV.C.10-3 SMCCCD District Strategic Plan

***Analysis and Evaluation***

Prioritizing continuous improvement, academic quality, and institutional effectiveness are part of a mindset held by the SMCCCD Board of Trustees. Self-evaluation of practices and performance is a key component to maintaining and enhancing these values.

The process for Board evaluation is described in Board Policy 1.35[lxi]. The goal of the self-evaluation process is to identify strengths and areas of opportunity for improvement.

To this end, the Board of Trustees annually evaluates and assesses its performance against and alignment with established institutional goals and priorities[lxii], including those identified by the Strategic Plan[lxiii]. The results of the survey conducted among members are discussed at open Board sessions.

***11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)***

***Evidence of Meeting the Standard***

IV.C.11-1 SMCCCD Board of Trustees, Board Policy 1.35 Board Member Conduct
IV.C.11-2 SMCCCD Board of Trustees, Board Policy 2.21 Policy on Professional Ethics
IV.C.11-3 SMCCCD Board of Trustees, Board Policy 2.45 Conflict of Interest
IV.C.11-4 SMCCCD Board of Trustees, Administrative Procedure 2.45.1 Conflict of Interest
IV.C.11-5 SMCCCD Board of Trustees, Administrative Procedure 2.45.2 Conflict of Interest Code

***Analysis and Evaluation***

The Board of Trustees has established board policies for conflict of interest[lxiv], a code of ethics for performance[lxv], and a policy for Board member conduct[lxvi]. Further, it has developed administrative procedures for conflict of interest[lxvii], [lxviii].

*Code of Ethics and Conflict of Interest*

The relevant policies and procedures are posted and made available to the public through the District's website. When potential conflicts of interest or ethics matters arise, the Board consults with the chancellor and/or district legal counsel for advice. Violations of the Policy of Professional Ethics are addressed by the Board President, or Vice President in the event the President has committed the violation[lxix].

*Disclosing Interests*

Each year, board members file a Statement of Economic Interests (Form 700), from the California Fair Political Practices Commission, with San Mateo County as a public statement for review[lxx].

When a conflict or the appearance of a conflict arises, the board members recuse themselves, or are asked to recuse themselves[lxxi]. A review of the Board's actions over the past accreditation cycle reveals no violations of these board policies regarding improper behavior.

***12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.***

***Evidence of Meeting the Standard***

IV.C.12-1 SMCCCD Board of Trustees, Board Policy 2.02, Chancellor of the District
IV.C.12-2 SMCCCD Board of Trustees, Administrative Procedure 2.02.2, Chancellor of the District: Evaluation
IV.C.12-3 SMCCCD Board of Trustees, Board Policy 8.02, Delegation of Authority

***Analysis and Evaluation***

Pursuant to Board Policy 2.02[lxxii], the chancellor serves as "chief executive officer of the District and whose principal responsibility is leadership of the educational program." Further, through Board Policy 8.02[lxxiii], "The Board delegates to the Chancellor the authority to supervise the general business procedures of the District to assure the proper administration of property and contracts; the budget, audit and accounting of funds; the acquisition of supplies, equipment and property; and the protection of assets and persons." The chancellor is also responsible for administering all board policies through a system of administrative procedures and internal practices[lxxiv].

The Board of Trustees, in partnership with the chancellor, sets annual performance goals as a basis for evaluation[lxxv, lxxvi]. The duties identified in board policies, and as incorporated in the job responsibilities, guide the development of the goals and evaluation of progress. The chancellor works with the Board to make clear the difference between the Board's role as an oversight and policy-making body and the role of the chancellor.

***13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.***

***Evidence of Meeting the Standard***

IV.C.13-1 SMCCCD Board of Trustees, Board Policy 2.70 Accreditation
IV.C.13-2 SMCCCD Board of Trustees, Administrative Procedure 2.70.1 Accreditation

***Analysis and Evaluation***

The Board of Trustees is informed and regularly updated about all issues surrounding the accreditation process. The Board also participates in evaluating its own responsibilities in the process through various activities, including retreats and study sessions.

*Staying Informed on Accreditation Issues*

The Board of Trustees is apprised of, and regularly updated on, accreditation issues such as Eligibility Requirements, Accreditation Standards, and Commission policies, both on a regional and national basis, as well as accreditation efforts taking place at the college. In fact, the SMCCCD led efforts to reform the accreditation process, and as a result, the Board became very familiar with the standards, process, and practices of the Accreditation Commission.

*Helping the College Improve and Excel*

Board Policy 2.70[lxxvii] and its corresponding Administrative Procedure 2.70.1[lxxviii] outline the responsibilities of the Board and the chancellor regarding the accreditation process. Each year, the Board reviews the annual report and the annual fiscal report delivered to the ACCJC. In addition, the Board reviews any substantive change proposals for the college.

*Evaluating Roles and Functions*

For the current accreditation self-evaluation cycle, the Board of Trustees is scheduled to be fully briefed on the institutional self-study in April 2019 and May 2019, and final adoption of the report by July 2019. The Board is routinely provided with updates about the planning process and progress made on the college's self-evaluation.

***Conclusions on Standard IV.C. Governing Board***

[insert response]

***Improvement Plan(s)***

[insert response if applicable]

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[i] IV.C.1-7
[ii] IV.C.1-6
[iii] IV.C.1-4
[iv] IV.C.1-5
[v] IV.C.1-10
[vi] IV.C.1-1
[vii] IV.C.1-8
[viii] IV.C.1-9
[ix] IV.C.1-2
[x] IV.C.1-3
[xi] IV.C.2-2
[xii] IV.C.2-1
[xiii] IV.C.2-2
[xiv] IV.C.2-1
[xv] IV.C.2-3
[xvi] IV.C.3-1
[xvii] IV.C.3-4
[xviii] IV.C.3-5
[xix] IV.C.3-2
[xx] IV.C.3-1
[xxi] IV.C.3-2
[xxii] IV.C.3-1
[xxiii] IV.C.3-3
[xxiv] IV.C.3-2
[xxv] IV.C.4-4
[xxvi] IV.C.4-1
[xxvii] IV.C.4-2
[xxviii] IV.C.4-3
[xxix] IV.C.4-5
[xxx] IV.C.4-6
[xxxi] IV.C.4-1
[xxxii] IV.C.5-3
[xxxiii] IV.C.5-2
[xxxiv] IV.C.5-4
[xxxv] IV.C.5-1
[xxxvi] IV.C.6-1
[xxxvii] IV.C.6-2
[xxxviii] IV.C.6-3
[xxxix] IV.C.6-4
[xl] IV.C.6-5
[xli] IV.C.6-6

[xlii] IV.C.6-7
[xliii] IV.C.6-8
[xliv] IV.C.6-9
[xlv] IV.C.6-10
[xlvi] IV.C.6-11
[xlvii] IV.C.6-12
[xlviii] IV.C.6-13
[xlix] IV.C.6-14
[l] IV.C.7-1
[li] IV.C.7-2
[lii] IV.C.7-3
[liii] IV.C.7-2
[liv] IV.C.7-4
[lv] IV.C.8-3
[lvi] IV.C.8-1
[lvii] IV.C.8-2
[lviii] IV.C.9-3
[lix] IV.C.9-2
[lx] IV.C.9-1
[lxi] IV.C.10-2
[lxii] IV.C.10-1
[lxiii] IV.C.10-3
[lxiv] IV.C.11-3
[lxv] IV.C.11-2
[lxvi] IV.C.11-1
[lxvii] IV.C.11-4
[lxviii] IV.C.11-5
[lxix] IV.C.11-2
[lxx] IV.C.11-3
[lxxi] IV.C.11-3
[lxxii] IV.C.12-1
[lxxiii] IV.C.12-3
[lxxiv] IV.C.12-1
[lxxv] IV.C.12-1
[lxxvi] IV.C.12-2
[lxxvii] IV.C.13-1
[lxxviii] IV.C.13-2

## D. Multi-College Districts or Systems

***1. In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.***

***Evidence of Meeting the Standard***

IV.D.1-1 SMCCCD Board of Trustees, Board Policy 2.02 Chancellor of the District
IV.D.1-2 SMCCCD Board of Trustees, Board Policy 2.03 College Presidents
IV.D.1-3 SMCCCD Functional Map (evidence folder)

***Analysis and Evaluation***

The District Chancellor provides leadership and guidance in the communication of expectations of educational excellence and integrity throughout the District. The Chancellor also works with the administrative leaders at both the district- and college-level to assure support for the effective operation of the college and the district overall. Three leadership teams carry out this work, each with its own function:

- Chancellor's Cabinet: The Cabinet consists of the chancellor, three college presidents, chief of staff, chief financial officer, vice chancellor for human resources, and vice chancellor for educational services and planning, provides guidance and ongoing oversight of district academic programs, operations, and resources (human and financial). The Cabinet meets bi-weekly.
- Chancellor's Council: The Council consists of the members of Chancellor's Cabinet plus the vice chancellor for facilities, vice chancellor for auxiliary services, provost for international education, and chief technology officer, guides additional operational functionality to the Cabinet in the areas above. The Council meets bi-weekly.
- Chancellor's Staff: the staff includes the chancellor, chief of staff, all vice chancellors, chief financial officer, chief technology officer, director of general services. It provides districtwide central service support to the district's colleges. The staff meets weekly.

Through the mission, vision, and values statements, and through the District's Strategic Plan, the chancellor works with these administrative leadership teams to set priorities for the work that is to be done throughout the district and the college. It is expected that the cabinet, council and staff members, including the college president, communicate with their team members any actionable and/or relevant information that is discussed at the meetings.

Per Board Policy 2.02[i], the chancellor serves as the chief executive officer of the district and has the principal responsibility of providing leadership of the educational program. According to BP 2.02. the chancellor may, and does, delegate authority for the administration of the college to the college president. The role of the chancellor is outlined in the aforementioned policy, and the role and duties of the college president are outlined in Board Policy 2.03[ii].

Delineation of functions, roles, and responsibilities are understood among the executive leadership teams. Any questions about roles and responsibilities are discussed at the council level and any clarifications or necessary changes are addressed. The chancellor takes responsibility for ensuring district-level support for campus operations that are centralized,

delegating the functional responsibility to the vice chancellor responsible for that centralized area.

***2. The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.***

***Evidence of Meeting the Standard***

IV.D.2-1 Annual Bond Audit Reports
IV.D.2-2 Annual Financial Audit Reports
IV.D.2-3 Auxiliary Services Annual Report
IV.D.2-4 SMCCCD Board of Trustees, Board Policy 2.02 Chancellor of the District
IV.D.2-5 SMCCCD Board of Trustees, Board Policy 8.02 Delegation of Authority
IV.D.2-6 SMCCCD Financial Services, 2018-19 Final Budget Report

***Analysis and Evaluation***

*Chancellor Delineates, Documents, and Communicates Operational Responsibilities*

The chancellor, as CEO of the district, clearly delineates, documents, and communicates operational responsibilities and functions of the district from those of the colleges and adheres to this delineation in practice[iii]. Board Policy 8.02[iv] outlines those areas which have been delegated to the chancellor and which the chancellor may—and in practice does—delegate to others. In particular, "Subject to established administrative procedures, the Presidents of the Colleges are responsible to the Chancellor for the development of all aspects of the educational and student services program at their Colleges and for the administration and operations of the Colleges." Further areas of delegation to central administrators of the district are included in the policy[v].

The chancellor meets weekly with the college presidents, vice chancellors and district senior staff to discuss strategic and operational issues. Additionally, districtwide participatory governance groups, such as the Vice President's Council (comprised of all vice presidents from all of the District's three colleges), and District Budget Council (including representatives from each of the District's three colleges), facilitate communication between the District and College, providing a forum for expressing concerns about district services that support the college in achieving its mission and acting as a feedback mechanism to provide assessment of the effectiveness of district services.

The districtwide strategic, technology, and facilities master plans further differentiate the responsibilities of the colleges and district and provide data-driven metrics for measuring success. The District Strategic Plan in particular demonstrates how District services are focused on meeting the needs and priorities of the institution as an overwhelming majority of the District strategies incorporated into the plan are directly related to supporting specific college goals. This approach is also evident in the prioritization of spending illustrated in the resource allocation cycle, which also provides ample opportunity for communication and feedback[vi]

*The Chancellor Ensures that the Colleges Receive Effective and Adequate Services*

To support the college mission, the District provides high-quality, central services to all of the District's colleges and serve to minimize costs, ensure consistency, and avoid duplication of effort. These areas include:

- Chancellor's Office provides districtwide leadership and guidance on all areas of policy and operation to the District and colleges
- Educational Services and Planning coordinates academic and student support services throughout the District, as well as monitoring and implementing the District Strategic Plan
- Financial Services provides general financial oversight and support, including accounting, budget, payroll, purchasing and contracts, bond financing and grants
- Facilities Planning, Maintenance and Operations coordinates facilities planning and construction, facilities operations and maintenance, and public safety
- Human Resources coordinates recruitment, hiring, classification, compensation, benefits, training, diversity and equal opportunity
- Information Technology provides educational technology support, including systems and infrastructure, website, email, accessibility, and equipment
- International Affairs coordinates recruitment and matriculation of international students

The services of these operations are reviewed regularly at the various executive team meetings (Cabinet, Council, Staff), and as issues arise, they are addressed promptly by those leaders responsible for the functional areas.

Beyond the metrics included in institutional plans and feedback received through the governance process, District services are assessed through a variety of surveys and reports. The District's external auditors conduct an annual financial audit of all funds, books, and accounts; and the District contracts for an annual performance audit of the bond program (link to audit reports). Additionally, the Auxiliary Services operations publish an annual report detailing their operations and achievements (link to Aux Svs annual report).

### *3. The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.*

***Evidence of Meeting the Standard***

IV.D.3-1 California Education Code Section 70902(b)(5), Title 5 Sections 58300 et seq.;
IV.D.3-2 Cañada College Budget Presentation FY 2018-19 (adopted)
IV.D.3-3 Cañada College Annual Strategic Plan 2018-19
IV.D.3-4 FY 2017.2018 External Audit Report
IV.D.3-5 SMCCCD Board of Trustees, Board Policy 8.11, District Budget
IV.D.3-6 SMCCCD Budget Report FY 2017-18
IV.D.3-7 SMCCCD Resource Allocation Model
IV.D.3-8 SMCCCD Strategic Plan

***Analysis and Evaluation***

The District has a policy[vii] for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the college and district/system. The District CEO ensures effective control of expenditures.

The district budget development process is comprehensive and complex. There are many participants in the process: The Board of Trustees, administrators, faculty, staff, students, and members of the public. It is intended that the consultative process of the District provide adequate voice to all of the stakeholders so that final decisions related to the budget are reflective of the varied needs of the institution.

At the district level, needs and opportunities are identified by gathering information from the colleges, from the extended environment, and from deliberations of various planning groups. The DCBF meets regularly to discuss and evaluate budget assumptions and strategies. College input is received through regular district-wide councils such as the DPGC, the Instruction Council, the Student Services Council, and the Chancellor's Council. College input is also received when special groups are formed to address specific issues and various advisory committees, such as the DASAC.

The District is continuously engaged in some form of long-range planning, accreditation self-study, and program review. Teams of employees, consultants, community advisors and students are drawn together for these tasks. Every year, as the budget is developed, the Colleges and Chancellor's Office review their operations in relation to the District's and Colleges' strategic plan, set new goals and objectives, and evaluate results of past activities.

The District budget is constructed by the Chief Financial Officer, the District Budget Officer and the DCBF. They provide revenue and expenditures projections for the coming year, and the information is reported to the Chancellor and Board of Trustees. The Chief Financial Officer and the District Budget Officer work to communicate this critical information to those who are charged with the responsibility for preparing and managing District and College budgets.

The District Shared Governance Council (DSGC) is consulted on all policy matters and serves as an overall planning body. The DSGC receives budget information from the DCBF and receives recommendations from them related to budget process such as the schedule for budget development calendar, assumptions used in revenue estimates and the allocations system, set asides for such things as staff development and instructional equipment, and overall District goals and procedures.

### *Allocation and District Resources*

The allocation formula is based on a projection of all available funding. Many of the sources of revenue dictate how that revenue will be spent. These targeted monies are allocated according to the funding sources' guidelines. The Board of Trustees also designates the use of monies to recognize commitments or to achieve certain goals. This money is set aside in special allocations before determining the amount to be distributed to the Colleges and Chancellor's Office. The remaining monies are subject to the allocation formula.

The current resource allocation model was developed over a two-year period beginning in 2004-05 and was implemented in 2006-07 and is reviewed annually by DCBF. Faculty, staff, and students are engaged to consider various aspects of the model and the District's Shared Governance Council continue to be consulted on the allocation process.

*District Budget Work Schedule*

On a Districtwide basis, a Budget and Planning Calendar is developed by the District Budget Office in consultation with the DCBF during late fall and is adopted by the Board of Trustees in January. This Calendar serves as the master schedule for all subsequent budget development activities. The Budget and Planning Calendar is disseminated to all affected District and College groups to provide a framework for individual budget-related activities taking place within the District.

Throughout the spring semester, staff in the Chief Financial Officer's Office prepares estimates of revenue for the District and revises them according to updates on the State's budget development process. Also, prepared are estimates of revenue and expenditures by analyzing other revenue sources (parcel tax, grants, and redevelopment dollars), enrollment projections, current year expenditure trends, the status of negotiations with employee representatives, legal obligations, prior commitments, and rate changes for health benefits, insurance, utilities and other ongoing obligations.

During the budget development cycle, there is interaction and participation among shared governance groups, campus administrators, and Chancellor's Office staff. After this review, the Chief Financial Officer presents a Tentative Budget to the Board of Trustees for approval in June and that budget is used to establish beginning (but temporary) balances in the operating ledger. The Tentative Budget is actually "loaded" into the operating system and a budget is established for use (before July 1) so that expenditures required for the following fiscal year can be initiated in time for summer school to prevent interruption of services. A Final Budget is presented and adopted in September after the prior year ending balance is known, the State Budget has passed, and there is opportunity for a public hearing. Pursuant to the California Code of Regulations, the District is required to adopt a Tentative Budget prior to June 30th and a Final Budget by September 15th. Two copies of the adopted budget are submitted to the California Community College Chancellor's Office on or before September 30th. Appropriate forms (311's) are also submitted to the Chancellor's Office in Sacramento.

### *4. The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.*

***Evidence of Meeting the Standard***

IV.D.4-1 SMCCCD Board of Trustees, Board Policy 2.03 College Presidents
IV.D.4-2 SMCCCD Board of Trustees, Board Policy 8.02 Delegation of Authority

***Analysis and Evaluation***

The chancellor delegates full responsibility to the college president for the operation and function of the College[viii]. Board Policy 8.02[ix] stipulates that the Board of Trustees delegates the administration of the District to the Chancellor, who in turn delegates the administration of the college to the college president. The chancellor evaluates the president based upon their performance and goals related to this delegation of authority.

***5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.***

***Evidence of Meeting the Standard***

IV.D.5-1 SMCCCD District Strategic Plan

IV.D.5-2 SMCCCD District Strategic Plan, Scorecard and Metrics

***Analysis and Evaluation***

District planning is integrated with college planning through the District and college strategic plans. With an emphasis on student success, the District Strategic Plan[x] was completed in 2015, and is reviewed annually. The strategic plan process included participation by members of all constituencies (faculty, staff, students, administrators, board of trustees) from the District office and each college. The strategic plan objectives are linked to those of the college and are evaluated based upon set targets and the completions of activities that are delegated to members of the leadership at the District and the college. The Strategic Plan is documented on the District's website and is monitored for effectiveness using the Scorecard[xi]. This scorecard tracks metrics annually that are linked to the goals and objectives of each strategic initiative. In addition, the activities associated with the strategic initiatives are assigned to leaders at the district and the college to ensure that they are completed.

***6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.***

***Evidence of Meeting the Standard***

IV.D.6-1 SMCCCD Board of Trustees, Board Agenda Packets

IV.D.6-2 SMCCCD Board of Trustees, Board Policy 2.08 District Participatory Governance Process

***Analysis and Evaluation***

The District has a number of mechanisms to promote communication between the college and the District and to ensure effective and timely operations. Ongoing committees exist for the purpose of working jointly with the college and throughout the District. The Districtwide Participatory Governance Council (DPGC) consists of members of all constituency groups (CSEA, AFT, AFSCME, Faculty Senate, Associated Students, management representatives and chancellor representative) whose role it is to communicate any business to their constituents[xii]. Feedback gathered from constituent groups is brought back to the DPGC and shared with the other groups. Minutes of the DPGC meetings can be found on the District website.

The Chancellor's Cabinet meetings are the place where the senior leadership discusses the business of the colleges, and its membership includes all college presidents in the district and the chief of staff, chief financial officer, vice chancellor for human resources and vice chancellor for educational service and planning. The purpose of the Chancellor's Cabinet is to discuss and collaborate on the academic, fiscal and personnel matters of the college and the District. Cabinet members are tasked with taking back relevant information to their departments and/or colleges. A second and extended group that further discusses District and college issues is the Chancellor's Council, which includes members of the Cabinet, plus the vice chancellor for auxiliary services, vice chancellor for facilities and chief technology officer. This group discusses

and plans for issues relating to general operation and administration of the district and the colleges.

An additional group central in assuring effective communication is the Vice President's Council. This group, consisting of the vice presidents (administration, instruction, and student services) from each college, meets once each month to review and discuss issues of common concern to the District and impact all three of the district's colleges. This Council aids in formulating policy and procedures and gathers and disseminates information to their respective colleges and departments. The Council also works as a unit and provides support and counsel to each other and is a network of administrators across the District that helps identify and communicate matters of interest.

In compliance with the Brown Act, agenda and minutes items for each Board meeting are posted to the District's website for the public to view. Seventy-two hours before each Board of Trustees meeting, the Chancellor's office post a board meeting agenda and associated documents on the website[xiii].

***7. The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.***

***Evidence of Meeting the Standard***

IV.D.7-1 SMCCCD Board of Trustees, Board Policy 2.08 District Participatory Governance Process

***Analysis and Evaluation***

The District participates in a number of assessments of its effectiveness. The District participates in a District Office Program Review to obtain feedback on District services. The Office of General Services coordinates this effort, with each functional leader being responsible for their respective departments. The Chancellor's Staff serve as a coordinating body and results are reviewed and shared with this team, who communicates feedback to the respective area of responsibility.

Additionally, in accordance with Board Policy 2.08[xiv], the District ensures the participation of appropriate members of district and college constituencies (Academic Senate; Classified Staff; students) in decision-making through the Districtwide Participatory Governance Council. Each year, the DPGC reviews the policy and the effectiveness of the groups work and recommends chances to the policy as needed. Information discussed in the DPGC is widely shared with the various stakeholder groups across the District.

***Conclusions on Standard IV.D. Multi-College Districts or Systems***

[insert response]

***Improvement Plan(s)***

[insert response if applicable]

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[i] IV.D.1-1
[ii] IV.D.1-2
[iii] IV.D.2-4
[iv] IV.D.2-5
[v] IV.D.2-5
[vi] IV.D.2-6
[vii] IV.D.3-5
[viii] IV.D.4-1
[ix] IV.D.4-2
[x] IV.D.5-1
[xi] IV.D.5-2
[xii] IV.D.6-1
[xiii] IV.D.6-2
[xiv] IV.D.7-1

# H. Quality Focus Essay

### *Introduction of Projects*

The Cañada College Quality Focus Essay (QFE) confirms our commitment to the implementation of Guided Pathways through the emphasis of providing students with a strong start. This QFE will describe how the College plans to achieve a culture of continuous quality improvement and student success.

### *I CAN Start Strong (A pathways strategy: -6 to +9 months)*

Students who start strong in college yield higher rates of success. Understanding this concept, the California Community College Chancellor's Office has introduced the California Guided Pathways Initiative which is "a student-centered approach that can dramatically increase the number of students earning community college credentials, while closing equity gaps" (Foundation for California Community Colleges, 2018).

### *Building on Experience*

Cañada College employs an inclusive approach towards the implementation of Guided Pathways that builds on years of prior efforts to improve the students' experience from the 6 months prior to the 9 months following their initial enrollment.

- ***Multiple Measures Assessment Program (MMAP):*** As an MMAP pilot college, Cañada College implemented the use of high school transcripts to increase the accuracy of a student's placement in 2016. Since that time, Cañada has been a leader in making changes to curriculum to ensure adequate co-requisite and other real-time instructional supports to students needing those supports to succeed in transfer level coursework. By fall 2019, these curriculum changes will be fully implemented.
- ***STEM Center*** Thanks to considerable support from the US Department of Education, the Cañada College STEM Center launched a series of initiatives in 2016 that incorporate the Guided Pathways framework, including helping students: (1) choose an "Area of Interest"; (2) join a first-year cohort aligned with area of interest; (3) explore career options to better inform the choice of a major and plan of study; (4) receive guidance and support to stay on plan. As a result of this initiative, the STEM Center has closed the achievement gap of underserved and underrepresented students by utilizing high-impact practices such as supplemental instruction via peer tutoring, lab time?, and additional instructor support. Students participating in the STEM Center program have benefitted from a model that aligns instruction to contextualized support services. The College intends to apply lessons learned from the STEM Center to the college as a whole over the next several years.
- ***Career Education (CE):*** Cañada's exceptional career education programs have long implemented elements of the Guided Pathways framework. The College plans to better integrate and scale successful practices, such as ??, from its CE programs to its implementation of interest areas or "meta majors."

### *Guided Pathways at Cañada*

The results of these prior efforts, as well as that of the College's Guided Pathways inquiry phase, reveal that a focus on successful entry and a student's first year experience is pivotal to a student's persistence, success, and ultimate completion. Specific activities identified to provide students with a strong start include:

- Implementation/expansion of various high school engagement strategies: early college experiences such as dual enrollment, summer programs, and related outreach events
- Streamlining the application process
- Scaling Proactive Registration – define better
- Modification of the current Priority Enrollment Program (PEP) to better serve incoming students
- Providing support for completion of FAFSA and CA Dream Act documentation
- Increasing accuracy of Student Education Plans which can better inform course scheduling
- Developing a First Year Experience program
- Grouping degree programs into 'Interest Areas' or 'Meta Majors'
- Optimizing the class schedule to avoid class cancelations and conflicts
- Ensuring all degree and certificate programs are complete-able within the specified timeframe
- Aligning support services with interest areas and timing to fit student needs
- Expanding Bridge Programs preceding fall and spring terms
- Expanding cohorts via learning communities

### *Integrating Student Support and Instructional Services*

A common theme identified among Cañada's effective practices and the Guided Pathways framework is that of better integrating student support services with academic pathways. In order for students to effectively tackle transfer-level coursework on day one, explore careers and majors without losing time, and complete certificates, degrees or transfer more quickly than they have in the past, student services and instruction must be much more closely integrated via practices such as:

- Counseling aligned with academic pathways.
- Complementary supports such as embedded tutoring, mentoring and aligned with instructional programs in collaboration with faculty.
- Career exploration, project-based and work-based learning, internships, and job placement support within interest areas.

### *Organizational Structure*

Cañada's Guided Pathways efforts are supported by three working groups (Student Voices, Academic Pathways, and Business Processes Analysis) and a Steering Committee, all of which are closely aligned with the College's Enrollment Management Committee and all of its participatory governance Planning Councils.

### *Anticipated Impact on Student Learning and Achievement*

The anticipated impacts on student learning and achievement at Cañada as a result of the College's Guided Pathways efforts include: greater rates of degree completion and transfer achieved more efficiently, with fewer extraneous units earned, while improving employment outcomes and dramatically reducing any equity gaps in these achievements across sub-populations that have been disproportionately negatively impacted in the past.

### *Outcome Measures*

***GOAL 1: Completion***

Increase by at least 20 percent the number of Cañada College students who acquire associate degrees, credentials, certificates, or specific job skill sets that prepare them for in-demand jobs by 2021-22 (adjusted for enrollment fluctuations).

***GOAL 2: Transfer***

Increase by 35 percent the number of Cañada College students transferring to a UC or CSU by 2021-22 (adjusted for enrollment fluctuations).

***GOAL 3: Unit Accumulation***

Decrease the number of units accumulated by Cañada College students earning associate degrees, from an average of approximately 93 total units to an average of 85 total units by 2021-22.

***GOAL 4: Workforce***

Increase the percent of exiting career education students at Cañada College who report being employed in their field of study, from 65% to 72% by 2021-22.

***GOAL 5: Equity***

Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent by 2021-22 and fully closing those achievement gaps for good by 2026-27.

*Action Plan(s)*

| Objective | Activities | Timeline | Responsible Parties | Cañada College Strategic Plan Goal(s) Achieved |
|---|---|---|---|---|
| **Increase by at least 20 percent the number of Cañada students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.** | Complete-ability<br>Increased accuracy of Student Education Plans which can inform course scheduling<br>Grouping degree programs into 'Interest Areas' or 'Meta Majors'<br>Optimization of the class schedule to avoid class cancelations and conflicts<br>Alignment of support services with interest areas | Inquiry Phase: Fall 2018<br>Identify Strategy: Summer 2019<br>Implementation: Fall 2019 and Spring 2020<br>Collection and Data Analysis: Spring 2021 | Guided Pathway Teams:<br>Academic Pathways<br>Student Voices<br>Business Process Analysis<br>Steering Group | 1. Student Completion/ Success |
| **Increase by 35 percent the number of Cañada students transferring annually to a UC or CSU.** | Implementation/expansion of various high school engagement strategies: Dual Enrollment, Summer Programs, Outreach Events, etc…<br>Modification of the current Priority Enrollment Program (PEP) to better serve incoming students<br>Expansion of cohorts via learning communities<br>Expansion of Support and Instructional Programs | Inquiry Phase: Fall 2018<br>Identify Strategy: Summer 2019<br>Implementation: Fall 2019 and Spring 2020<br>Collection and Data Analysis: Spring 2021 | Guided Pathway Teams:<br>Academic Pathways<br>Student Voices<br>Business Process Analysis<br>Steering Group | 1. Student Completion/ Success |
| **Decreased by at least 1.1 percent the average number of units accumulated by Cañada students earning associate's degrees (at Cañada this would be represented by a decrease from 112 units to 101 units).** | Complete-ability<br>Increased accuracy of Student Education Plans which can inform course scheduling<br>Grouping degree programs into 'Interest Areas' or 'Meta Majors'<br>Optimization of the class schedule to avoid class cancelations and conflicts | Inquiry Phase: Fall 2018<br>Identify Strategy: Summer 2019<br>Implementation: Fall 2019 and Spring 2020<br>Collection and Data Analysis: Spring 2021 | Guided Pathway Teams:<br>Academic Pathways<br>Student Voices<br>Business Process Analysis<br>Steering Group | 1. Student Completion/ Success<br>and<br>3. Organizational Development |

| | | | | |
|---|---|---|---|---|
| | Alignment of support services with interest area. | | | |

| Objective | Activities | Timeline | Responsible Parties | Cañada College Strategic Plan Goal(s) Achieved |
|---|---|---|---|---|
| **Increased the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 60 percent to an improved rate of 69 percent—the average among the quintile of colleges showing the strongest performance on this measure.** | Expansion of Support (including Job Placement and Career assistance) and Instructional Programs<br>Identification of job placement data tool | Inquiry Phase: Fall 2018<br>Identify Strategy: Summer 2019<br>Implementation: Fall 2019 and Spring 2020<br>Collection and Data Analysis: Spring 2021 | Guided Pathway Teams:<br>Academic Pathways<br>Student Voices<br>Business Process Analysis<br>Steering Group | 1. Student Completion/ Success<br>2. Community Connections<br>3. Organizational Development |
| **Reduced equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps within 10 years.** | Streamlining the application process<br>Proactive Registration<br>Modification of the current Priority Enrollment Program (PEP) to better serve incoming students<br>Providing the needed support for FAFSA completion<br>Development of a First Year Experience program<br>Development of Bridge Programs<br>Expansion of cohorts via learning communities | Inquiry Phase: Fall 2018<br>Identify Strategy: Summer 2019<br>Implementation: Fall 2019 and Spring 2020<br>Collection and Data Analysis: Spring 2021 | Guided Pathway Teams:<br>Academic Pathways<br>Student Voices<br>Business Process Analysis<br>Steering Group | 1. Student Completion/ Success<br>2. Community Connections<br>3. Organizational Development |

*Table 6: Action Plan for the Quality Focus Essay*

The College wishes to affirm that, although this QFE emphasizes its Start Strong activities, the college is simultaneously moving forward with its Stay Strong and Finish Strong initiatives. Cañada College is confident that its inclusive, student-centered

approach will generate encouraging data that will meet its Educational Master Plan goals and, in so doing, will assist in achieving its mission:

> *Cañada College provides our community with a learning-centered environment, ensuring that all students have equitable opportunities to achieve their transfer, career education, and lifelong learning educational goals.*
>
> *The college cultivates in its students the ability to think critically and creatively, communicate effectively, reason quantitatively, and understand and appreciate different points of view within a diverse community.*

# List of Abbreviations and Acronyms

- A2B: Associates 2 Bachelors Program
- ACES: Academic Committee for Equity and Success
- APC: Administrative Planning Council
- ASCC: Associated Students of Cañada College
- ASGC: Academic Senate Governance Council
- ASLT: Academic Support and Learning Technologies Division
- CBET: Community-Based English Tutoring
- CBOT: Computer Business Office Technology
- CIETL: Center for Innovation and Excellence in Teaching and Learning
- DASAC: District Auxiliary Services Advisory Council
- DCBF: District Committee on Budget and Finance
- DE: Distance Education
- DEAC: Distance Education Advisory Committee
- DPGC: District Participatory Governance Council
- DRC: Disabilities Resource Center
- EMP: Educational Master Plan
- EPIC: Embedded Peer Instruction Cohort (in the STEM Center)
- ESL: English as a Second Language
- HR: Human Resources
- ILO: Institutional Learning Outcome
- IPC: Instructional Planning Council
- ITS: Information Technology Services
- LMI: Labor Market Index
- MESA: Math, Engineering, and Science Achievement (in the STEM Center)
- OEI: Online Education Initiative
- PBC: Planning and Budgeting Council
- PCC: Personal Counseling Center
- PGM: Participatory Governance Manual
- PLO: Program Learning Outcomes
- PRIE: Planning, Research, and Institutional Effectiveness
- SAO: Service Area Outcome
- SEP: Student Educational Plan
- SLO: Student Learning Outcome (course-level)
- SSPC: Student Services Planning Council
- SSSP: Student Success and Support Program
- TCO: Total Cost of Ownership
- TES: Transcript Evaluation Services
- TLC: Textbook, Laptop, and Computer Program (from the Learning Center and Library)
- VPAS: Vice President of Administrative Services
- VPI: Vice President of Instruction
- VPSS: Vice President of Student Services
- VROC: Veterans Resource and Opportunity Center

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