

**NOTE: If there is no link for a piece of evidence, it's in the evidence folder.**

## **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<sup>1</sup> 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 1 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
<b>Institution's broad educational purposes</b>	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.
<b>Intended student population</b>	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.
<b>Types of degrees and other credentials</b>	"...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.
<b>Commitment to student learning and student achievement</b>	"...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 1: 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 2.

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

Table 2: 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

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**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<sup>ii</sup>. Data

from the survey are published on the website, disseminated via email, and presented to<sup>iii</sup> and discussed by the PBC annually<sup>iv</sup>.

#### *Institution-set Standards*

The College also has established Institutional-Set Standards<sup>v</sup> (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<sup>vi</sup>.

#### *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<sup>vii</sup> 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<sup>viii</sup> and their own assessments of student learning outcomes via the college's annual Program Review Process<sup>ix</sup>. 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<sup>x</sup> 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 of 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<sup>xi</sup>. 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<sup>xii</sup>, 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<sup>xiii</sup>, 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<sup>xiv</sup> 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 1 below describes this process.



Figure 1: Cañada College Strategic Goals and Our Mission: Driving Student Success

The program review process<sup>xv</sup> is then guided by both the college mission and strategic goals. Resources requested by programs as part of that annual process<sup>xvi</sup> 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<sup>xvii</sup> 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<sup>xviii</sup> 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<sup>xix</sup> that allows PBC members to rank a program's requests based on a number of measures<sup>xx</sup>, 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<sup>xxi</sup>.

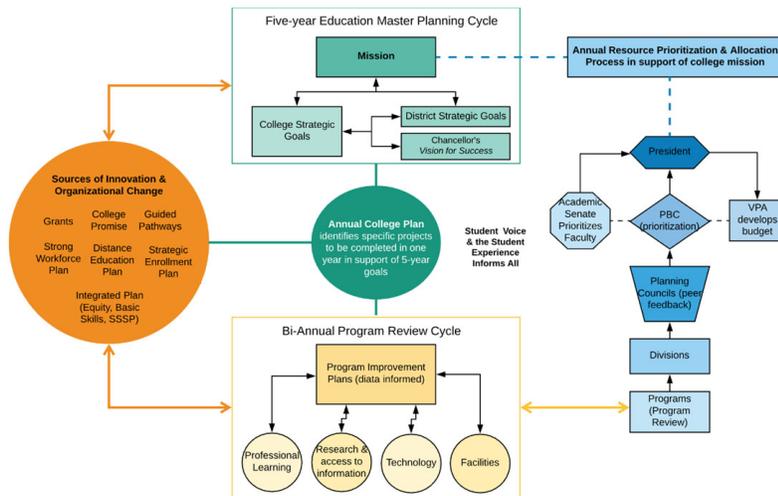


Figure 2: Cañada College Five-Year Educational Master Planning Cycle

#### Annual Planning

Beginning in 2018, the College revised its annual strategic planning process<sup>xxii</sup> 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 2.

**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<sup>xxiii</sup>, they conducted a campus-wide survey to gather feedback on proposed changes to the Mission<sup>xxiv</sup>. Because of the input, the EMP team updated the Mission statement<sup>xxv</sup> and presented it to PBC<sup>xxvi</sup>, which ultimately approved the new Mission statement<sup>xxvii</sup>. The new mission statement was approved by the Board of Trustees<sup>xxviii</sup>.

Cañada College publishes its mission statement in all course schedules, course catalogs<sup>xxix</sup>, Education Master Plans, Annual Plans, and on the College website<sup>xxx</sup>.

## 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.

**Commented [SH2]:** We'll work on these; if you see something, please send in your comments.

## 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

[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

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### *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<sup>1</sup> 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<sup>1</sup> with out-of-state (OOS) public and private universities and colleges. In addition, Cañada College has established Transfer Admission Guarantee agreements<sup>1</sup> 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<sup>1</sup> 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<sup>1</sup> or similar program; this is discussed in further detail in II.A.2 on page 2 and III.A.XXX

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

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career and technical education courses on a two-year assessment cycle for textbook currency, while advisory committees<sup>1</sup> 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 2.

The College is in the inquiry phase of Guided Pathways, working to facilitate timely student completion. The current GE Pathways Initiative<sup>1</sup> 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

[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)

Division, IPC, SSPC, APC, and PBC minutes (PR discussions)

Program Review reports on TracDat (include sample)

***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<sup>1</sup>, 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

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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<sup>i</sup>. 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<sup>l</sup> 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<sup>j</sup> 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 2, while more on the certification of instructors with respect to distance education can be found in Standard II.A.7 on page 2 and in Standard III.A.2 on page 2.

As discussed in Standards I.B.5 on page 2 and I.B.9 on page 2, program review<sup>k</sup> 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 2 and II.A.3 on page 2, 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

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[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<sup>d</sup> to instantiate this system in 2017<sup>i</sup>, 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 reinstated 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<sup>i</sup> aligned to their program review cycle<sup>h</sup>, 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.

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- All department three-year assessment plans are posted on the college's assessment webpage<sup>l</sup>.
  - 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<sup>i</sup>, 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<sup>l</sup>, and syllabi<sup>l</sup> are reviewed as part of the portfolio review for part-time and full-time faculty evaluations<sup>l</sup>.

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.

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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<sup>1</sup>, the college class schedule, and course outlines of record<sup>2</sup> 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<sup>3</sup>, supplemental instruction<sup>4</sup>, and a long-term textbook, laptop and calculator (TLC) lending program<sup>5</sup> 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<sup>6</sup>: 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

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### *Analysis and Evaluation*

All degree programs require completion of a minimum 60 semester units in order to graduate with an associate level degree<sup>1</sup>. 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<sup>2</sup>, partnerships with select four-year institutions<sup>3</sup>, 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)<sup>4</sup>, 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)

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## 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<sup>i</sup>, 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<sup>i</sup> 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<sup>i</sup> 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<sup>i</sup>, 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<sup>i</sup> 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,

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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
  - [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<sup>1</sup> 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<sup>1</sup> or similar program; this is discussed in further detail in II.A.2 on page 2 and III.A.2 on page 2. The DEAC meets monthly<sup>1</sup> 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

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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<sup>1</sup> with extended hours for evening and working students, including BTO peer mentors<sup>1</sup>, JAMS<sup>1</sup>, STEM Center<sup>1</sup>, proactive registration, and embedded tutoring<sup>1</sup>. The college offers a number of cohorts and learning communities, including CWA<sup>1</sup>, Puente<sup>1</sup>, ¡ESO! Adelante<sup>1</sup>, 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 2.

***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<sup>1</sup>.

The College has a policy allowing students to substitute courses<sup>1</sup> that were previously completed at another accredited institution<sup>1</sup> to fulfill prerequisite course requirements and/or courses that are required for an Associate Degree and/or certificate. These courses can be

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utilized after officially evaluated by the District Transcript Evaluation Services (TES)<sup>1</sup>. 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<sup>1</sup> 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)

Fall 2019 Schedule Calendar, Office of Instruction (Ask Carranza of Jose Peña for a copy)  
TracDAT (page or appropriate report)

***Analysis and Evaluation***

The college awards course credit, degrees and certificates based on student attainment of learning outcomes<sup>1</sup>. 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 2 and I.B.9 on page 2.

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 (pg. 23-24). 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

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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<sup>1</sup> and the Transfer Center website<sup>1</sup>. 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<sup>2</sup>; this information is updated on annual basis. A list of transfer courses to state universities are available in the college catalog<sup>1</sup>. The college also provides links to ASSIST.org<sup>3</sup> to all students, giving them access to list of

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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<sup>1</sup> 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<sup>1</sup> 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)<sup>1</sup>. 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<sup>1</sup> and the ADT website<sup>1</sup>. The Transfer Center web page offers students ADT worksheets<sup>1</sup> that list major course requirements for the programs and ADT policies.

Cañada College also provides worksheets<sup>1</sup> 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<sup>1</sup>.

As a way to aide students in completing their general education requirements, Cañada College developed a General Education Pathways<sup>1</sup> 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.

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**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<sup>1</sup> and the analysis of program learning outcomes; a more detailed explanation of program review can be found in Standards I.B.5 on page 2 and I.B.9 on page 2. 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<sup>1</sup> is a tool counselors, advisors, and students use to plan coursework so students achieve their educational goals. Courses typically satisfy ILOs<sup>1</sup>, with SLO and PLO assessments being linked directly to ILOs<sup>1</sup>.

Annually, the Planning and Budget Committee reviews Institutional-Set Standards<sup>1</sup> to analyze student achievement. The EMP<sup>1</sup> is at the heart of the Institutional-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)

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[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<sup>d</sup> and approved<sup>d</sup> 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<sup>d</sup>.

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

Counselors and advisors use DegreeWORKS<sup>d</sup> 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<sup>d</sup> 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

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### *Analysis and Evaluation*

Each degree program<sup>1</sup> 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 2. 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<sup>1</sup>, 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<sup>1</sup>; the assessment results collected by TracDat are further analyzed and reported in Program Review<sup>1</sup>. Program review and assessment of learning outcomes at the course and program levels are further described in Standards I.B.5 on page 2 and I.B.9 on page 2.

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 2.

### ***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

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### *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 courses 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<sup>1</sup> 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 2, 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<sup>1</sup>, Medical Assisting<sup>1</sup>, and Early Childhood Education<sup>1</sup>, 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<sup>1</sup> are well-qualified to take the CMA test. Select programs are industry accredited, such as the Kitchen and Bath Design Certificate<sup>1</sup> and Radiologic Technology Degree<sup>2</sup>. On occasion, certificate program cohorts, like Early Childhood Education<sup>1</sup>, are scheduled such that graduates have earned external permits necessary to qualify for employment.

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***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<sup>1</sup>. Cañada College's Program Improvement and Viability Plan is in accordance with SMCCCD Board Policy 6.13<sup>1</sup>.

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<sup>1</sup> 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<sup>1</sup> 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<sup>1</sup> allows for courses under 20 students to be offered if they are "required

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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<sup>i</sup>, 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](#) Curriculum Committee Handbook

[II.A.16-2](#) EMP Annual Update

[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<sup>i</sup> 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<sup>i</sup>. 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 2. 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<sup>i</sup>.

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<sup>i</sup>. Additionally, all instructional programs perform learning outcomes assessment cycles every three years<sup>i</sup>, 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<sup>i</sup>. 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.

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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]

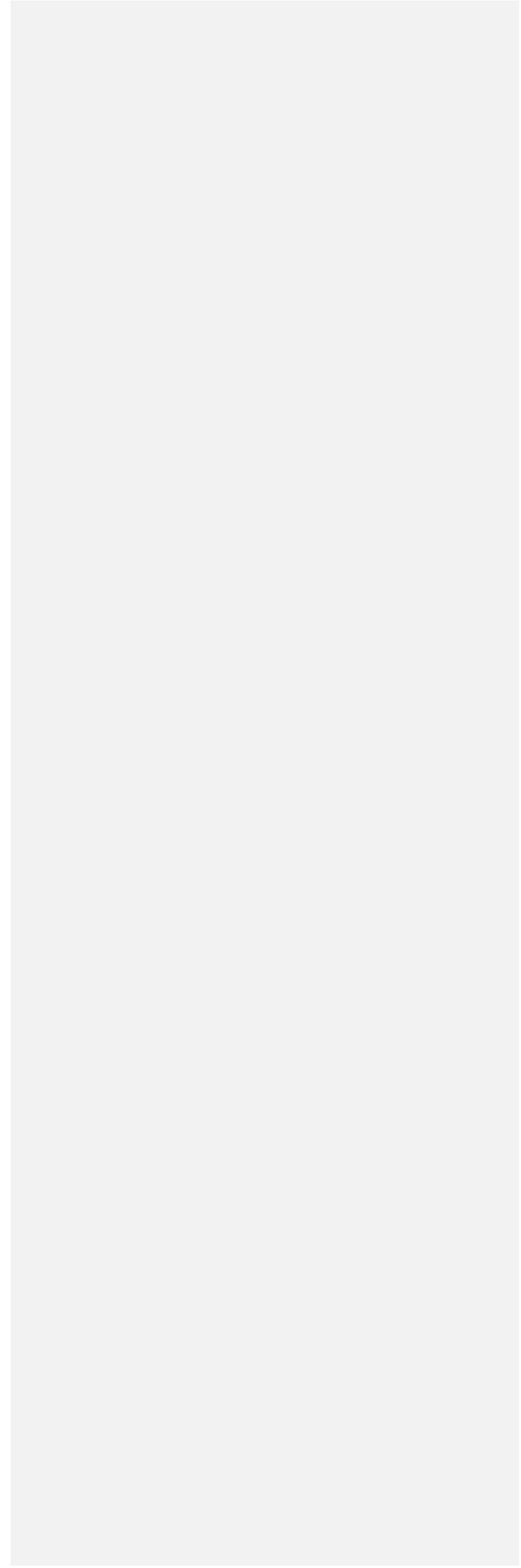
***Improvement Plan(s)***

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).

- iii [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](#)

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xxx 1.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)
- [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

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**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<sup>i</sup>, which is informed by the IPC<sup>ii</sup>, SSPC<sup>iii</sup>, and APC<sup>iv</sup>)
2. The Academic Senate<sup>v</sup>
3. The Curriculum Committee<sup>vi</sup>, a subcommittee of the Senate
4. The Professional Learning Committee<sup>vii</sup>
5. The Distance Education Advisory Committee<sup>viii</sup>

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

The College's participatory governance bodies<sup>xvii</sup>, 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<sup>xviii</sup> and the Curriculum Committee<sup>xix</sup> 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<sup>xx</sup>.

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

The College Program Review<sup>xxi</sup> 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<sup>xxii</sup> spur discussions among faculty, staff and administrators around equity, institutional effectiveness and academic quality. Both the Planning Councils (IPC<sup>xxiii</sup>, SSPC<sup>xxiv</sup> and APC<sup>xxv</sup>) and the PBC<sup>xxvi</sup> 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<sup>xxvii</sup> 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<sup>xxviii</sup>, 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<sup>xxix</sup> and the DE Strategic Plan<sup>xxx</sup>.

***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<sup>xxxii</sup>. Program learning outcomes are posted publicly in the college catalog<sup>xxxii</sup>. 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<sup>xxxiii</sup> 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<sup>xxxiv</sup>.

All instructional and learning support programs plan their SLO assessments with their three-year assessment plans<sup>xxxv</sup>. All SLO assessment results are stored in a TracDat database<sup>xxxvi</sup>. 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<sup>xxxvii</sup>.

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<sup>xxxviii</sup> 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<sup>xxxix</sup> 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**

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**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<sup>xi</sup>, curriculum development, program review and program viability<sup>xii</sup> 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<sup>xlii</sup> 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<sup>xliii</sup> 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<sup>xliiv</sup> 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<sup>xliv</sup> 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<sup>xlivi</sup> 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 EMP Progress Reports

**I.B.5-2** Annual Graduate Surveys (2014-2018)

**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<sup>xlvii</sup>. Programs use disaggregated data<sup>xlviii</sup> 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<sup>xlix</sup> on achievement of the goals<sup>l</sup> and initiatives<sup>li</sup> of

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the EMP<sup>iii</sup>. With the adoption of the most recent EMP, a task force was convened by PBC<sup>iii</sup> 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<sup>iv</sup> 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<sup>v</sup> 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<sup>vi</sup> and requiring them to enter their analysis of this data in their program review responses. Administrative<sup>vii</sup>, Instructional<sup>viii</sup> and Student Services<sup>ix</sup> 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 34.

***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

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#### ***Analysis and Evaluation***

The College regularly evaluates its policies and practices across all areas of the institution<sup>lx</sup>, including instructional programs, student and learning support services, resource management, and governance processes. Through established participatory governance processes and committees<sup>lxi</sup>, each constituency groups reviews and reflects on relevant practices and practices related to instructional programs and service areas. Annually, through an anonymous survey<sup>lxii</sup>, 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<sup>lxiii</sup>. Furthermore, the District Participatory Governance Council<sup>lxiv</sup>, with representation from staff, faculty, administration and student, reviews and makes recommendations to the Board on relevant board policies and administrative procedures<sup>lxv</sup>.

***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<sup>lxvi</sup>, president's weekly message<sup>lxvii</sup>, and public website<sup>lxviii</sup>, Cañada College communicates the results of all of its assessment and evaluation activities and encourages dialogue regarding institutional strength and weaknesses in order<sup>lxix</sup> 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<sup>lxx</sup> 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<sup>lxxi, lxxii</sup> guiding all planning decisions. These annual plans inform program review and resource allocation.

The program review process<sup>lxxiii</sup> involves a self-reflection and evaluation of past and current state of program, as well as planning for the future. Programs<sup>lxxiv</sup> are asked to respond to student achievement data<sup>lxxv</sup>, student and program learning outcomes, community needs, and resource needs. The program reviews are peer-reviewed<sup>lxxvi</sup> 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<sup>lxxvii</sup>, and the Planning and Budgeting Council makes recommendations to the President<sup>lxxviii</sup>. 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<sup>lxxix</sup> 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.

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- <sup>i</sup> [I.B.1-20](#)
  - <sup>ii</sup> [I.B.1-16](#)
  - <sup>iii</sup> [I.B.1-28](#)
  - <sup>iv</sup> [I.B.1-5](#)
  - <sup>v</sup> [I.B.1-1](#)
  - <sup>vi</sup> [I.B.1-11](#)
  - <sup>vii</sup> [I.B.1-22](#)
  - <sup>viii</sup> [I.B.1-13](#)
  - <sup>ix</sup> [I.B.1-3](#)
  - <sup>x</sup> [I.B.1-9](#)
  - <sup>xi</sup> [I.B.1-7](#)
  - <sup>xii</sup> [I.B.1-8](#)
  - <sup>xiii</sup> [I.B.1-10](#)
  - <sup>xiv</sup> [I.B.1-15](#)
  - <sup>xv</sup> [I.B.1-18](#)
  - <sup>xvi</sup> [I.B.1-27](#)
  - <sup>xvii</sup> [I.B.1-19](#)
  - <sup>xviii</sup> [I.B.1-2](#)
  - <sup>xix</sup> [I.B.1-12](#)
  - <sup>xx</sup> [I.B.1-4](#)
  - <sup>xxi</sup> [I.B.1-23](#)
  - <sup>xxii</sup> [I.B.1-26](#)
  - <sup>xxiii</sup> [I.B.1-17](#)
  - <sup>xxiv</sup> [I.B.1-29](#)
  - <sup>xxv</sup> [I.B.1-6](#)
  - <sup>xxvi</sup> [I.B.1-21](#)
  - <sup>xxvii</sup> [I.B.1-24](#)
  - <sup>xxviii</sup> [I.B.1-22](#)
  - <sup>xxix</sup> [I.B.1-23](#)
  - <sup>xxx</sup> [I.B.1-14](#)
  - <sup>xxxi</sup> [I.B.2-2](#)
  - <sup>xxxii</sup> [I.B.2-1](#)
  - <sup>xxxiii</sup> [I.B.2-3](#)
  - <sup>xxxiv</sup> [I.B.2-9](#)
  - <sup>xxxv</sup> [I.B.2-10](#)

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xxxvi I.B.2-11

xxxvii I.B.2-7

xxxviii I.B.2-4

xxxix I.B.2-7

xi I.B.4-4

xii I.B.4-2

xiii 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

xliv I.B.5-1

i I.B.5-4

ii I.B.5-5

iii I.B.5-3

iiii I.B.5-7

lv I.B.5-2

lv I.B.5-11

lvi I.B.6-3

lvii I.B.6-1

lviii I.B.6-2

lix I.B.6-4

lx I.B.7-7

lxi I.B.7-5

lxii I.B.7-2

lxiii I.B.7-4

lxiv I.B.7-3

lxv I.B.7-6

lxvi I.B.8-2

lxvii I.B.8-4

lxviii I.B.8-1

lxix I.B.8-5

lxx I.B.8-3

lxxi I.B.9-1

lxxii I.B.9-2

lxxiii I.B.9-11

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<sup>i</sup> 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<sup>ii</sup> 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<sup>iii</sup> 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<sup>v</sup>, 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<sup>v</sup> and the catalog<sup>v</sup>, 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 41 ensures the information is precise, accurate, and current.

The College established an updated catalog website<sup>vii</sup> 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<sup>viii</sup>, 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

Commented [SH10]: Working on this

Commented [SH11]: Working on this

Commented [SH12]: Working on this

Commented [SH13]: Working on this

LC.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<sup>ix</sup> 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<sup>x</sup>.

*Institution-Set Standards and Data Dashboards*

Cañada College set minimum standards<sup>xii</sup> as well as stretch goals for student learning and achievement every year. The PBC<sup>xiii</sup> 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<sup>xiv</sup> 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<sup>xv</sup>. As discussed in Standard I.B.2 on page 32, 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<sup>xvi</sup> and PRIE<sup>xvii</sup> websites. It also presents these results annually to the PBC and the President includes a link to the results in her Weekly Update<sup>xviii</sup>.

*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.

*Program Review*

One of the primary ways the College collects assessment data<sup>xix</sup> 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 34. 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<sup>xx</sup> includes updates and links to all of the reports and presentations made by the PRIE Office related to the above.
- *The Olive Hill Press*<sup>xxi</sup> is published periodically and disseminated to current and potential students and contains information related to the above.

Commented [SH14]: Working on this

***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<sup>xxii</sup> and in the course catalog<sup>xxiii</sup>; 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 42.

***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

Commented [SH15]: Working on this

#### *Analysis and Evaluation*

Cañada College regularly reviews institutional policies<sup>xxiv</sup>, 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."<sup>xxv</sup>

To enable the Board to perform these duties effectively, the regular review of District policies<sup>xxvi</sup>, 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<sup>xxvii</sup> documents the processes and describes the pathways by which district and college-level policies and procedures are discussed and amended<sup>xxviii</sup>. 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<sup>xxix</sup> 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<sup>xxx</sup> 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<sup>xxxi</sup> (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<sup>xxxii</sup> 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 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 41. 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 42.

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<sup>xxxiii</sup>, 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<sup>xxxiv</sup>. 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](#) SMCCCD Board of Trustees, Board Policy 7.07, Non-Resident Student Tuition Fees

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**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<sup>xxxv</sup> 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<sup>xxxvi</sup>. Student refund policies and other charges are also posted on our website. Other locations where fees are listed include the college catalog<sup>xxxvii</sup>, class schedules, and student handbook. The Bookstore<sup>xxxviii</sup> maintains up-to-date pricing of all course materials, and works with faculty<sup>xxxix</sup> to provide as many options as possible, including courses with zero textbook cost<sup>xl</sup>.

Cañada College provides a link to the Net Price Calculator<sup>xli</sup> 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<sup>xlii</sup>; the District publishes both the board policy<sup>xliii</sup> and the administrative procedure<sup>xliiv</sup> 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<sup>xlv</sup>.

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<sup>xlvi</sup> 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<sup>xlvii</sup>, in the college catalog<sup>xlviii</sup>, in the Student Handbook<sup>xlix</sup>, and on the list of SMCCCD Board Policies and Procedures<sup>l</sup>. Additionally, the College has information on academic integrity and student disciplinary process<sup>li</sup>.

For faculty and staff, the College provides information in the Faculty Resources Handbook<sup>lii</sup>, the District Board Policy on Professional Ethics<sup>liii</sup>, and the Classified Employees Code of Ethics<sup>liiv</sup>. Additionally, the District Academic Senate has a statement on professional ethics<sup>liv</sup> 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<sup>lv</sup>.

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<sup>lvii</sup>, as well as the district policy on academic freedom<sup>lviii</sup>. 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<sup>lix</sup>.

**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<sup>2</sup>. Faculty, as a part of the Peer Evaluation<sup>3</sup>, 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<sup>4</sup> and in the college catalog<sup>5</sup> (pages 36-40 in the print edition), as discussed in Standard I.C.8 on page 49. 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<sup>lxiv</sup> and a procedure<sup>lxv</sup> 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<sup>lxvi</sup>, Mid-Term reports<sup>lxvii</sup>, Annual Report and Substantive Change documents<sup>lxviii</sup>, 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<sup>lxix</sup>. 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/](http://alameda.peralta.edu/consumer-information/)

Commented [SH17]: Working on this

#### *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<sup>bx</sup>. 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). (gap)- needs to be mentioned on the Accreditation Home Page.

Our 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)[78] 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 Commission(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. 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<sup>lxvi</sup>. The annual budget reports<sup>lxvii</sup> 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<sup>lxviii</sup> 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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