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

2015 Annual Report
REVIEW

Canada College
4200 Farm Hill Boulevard
Redwood City, CA 94061

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Chialin Hsieh
3.	Phone number of person preparing report:	650-306-3145
4.	E-mail of person preparing report:	hsiehc@smccd.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	http://www.canadacollege.edu/accreditation/Accreditation%20Status.php
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://www.canadacollege.edu/accreditation/Accreditation%20Status.php

6.	Total unduplicated headcount enrollment:	Fall 2014: 6,752 Fall 2013: 6,828 Fall 2012: 6,929
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2014:	6,195
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2014:	1,801
9.	Number of courses offered via distance education:	Fall 2014: 79 Fall 2013: 67 Fall 2012: 99
10.	Number of programs which may be completed via distance education:	0
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2014: 1,891 Fall 2013: 1,641 Fall 2012: 2,238
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2014: 0 Fall 2013: 0 Fall 2012: 0
13.	Were all correspondence courses for which students enrolled in fall 2014 part of a program which	n/a

	leads to an associate degree?	

Student Achievement Data

#	Question	Answer
14a.	What is your Institution-set standard for successful student course completion?	70 %
14b.	Successful student course completion rate for the fall 2014 semester:	69 %
15.	Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. *Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.* <table><tr><td>a.</td><td>If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?</td><td>580</td></tr><tr><td>b.</td><td>If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?</td><td>421</td></tr><tr><td>c.</td><td>If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?</td><td>401</td></tr></table>	
16a.	Number of students (unduplicated) who received a certificate or degree in the 2013-2014 academic year:	821
16b.	Number of students who received a degree in the 2013-2014 academic year:	421
16c.	Number of students who received a certificate in the 2013-2014 academic year:	401
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	240
17b.	Number of students who transferred to 4-year colleges/universities in 2013-2014:	251
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	Yes
18b.	If yes, please identify them:	-ESL-Preparation for Academic Scholarship and Success -Latin American Studies -Bilingualism and Biliteracy in English/Spanish

		-University Transfer Certificate of Achievement --CSU/GE --IGETC/CSU --IGETC/UC -Pathways to Student Success
19a.	Number of career-technical education (CTE) certificates and degrees:	45
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	1
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	1
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	n/a

20.	2012-2013 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:

Program	CIP Code 4 digits (##.##)	Examination	Institution set standard (%)	Pass Rate (%)
Radiological Technology	51.09	national	100 %	100 %

21.	2012-2013 job placement rates for students completing certificate programs and CTE (career-technical education) degrees:

Program	CIP Code 4 digits (##.##)	Institution set standard (%)	Job Placement Rate (%)
Radiological Technology	51.09	0 %	87.5 %

22.	Please list any other instituion set standards at your college:

Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard
Persistence	Fall to spring	59%
Success in GE	course success rate in GE courses	71%
Success in CTE	course success rate in CTE courses	80%
Success in DE	course success rate in DE courses	53%

23.	Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,350 character limit, approximately 250 words).

The steps for the College to set institution-set standards are as follows. Step 1: Creation of the student performance benchmarks and goals. This Dashboard is used to create college wide dialogue about program performance and student learning. These conversations are used to inform the setting of college priorities and identify opportunities to improve student academic achievement. Step 2:Planning and Budgeting Council (PBC) meeting of September 2014, entirely devoted to discussions of student performance benchmarks and goals. discussion included: Course Retention, Student Persistence, Course Success Rates, Success Rates in GE, CTE, Pre-Transfer, and ESL Courses, Degree and Certificate Completion Rates. Step 3:Planning and Budgeting Council also evaluated the institution-set standards and its appropriateness. Minor adjustment of the institution-set standards were suggested and adopted by PBC. Step 4: The institution-set standards were also incorporated into program review data packet.

Student Learning Outcomes and Assessment

Note: Colleges were expected to achieve the proficiency level of Student Learning Outcomes assessment by fall 2012. At this time, colleges are expected to be in full compliance with the Accreditation Standards related to student learning outcomes and assessment. All courses, programs, and student and learning support activities of the college are expected to have student learning outcomes defined, so that ongoing assessment and other requirements of Accreditation Standards are met across the institution. In preparation for the 2016 reporting, please refer to the revised Accreditation Standards adopted June 2014.

#	Question		Answer
24.	Courses		
	a.	Total number of college courses:	599
	b.	Number of college courses with ongoing assessment of learning outcomes	599
		Auto-calculated field: percentage of total:	100
25.	Programs		
	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college):	42
	b.	Number of college programs with ongoing assessment of learning outcomes	42
		Auto-calculated field: percentage of total:	100
26.	Student and Learning Support Activities		
	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	11
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes:	11
		Auto-calculated field: percentage of total:	100

27.	URL(s) from the college website where prospective students can find SLO assessment results for instructional programs:	http://www.canadacollege.edu/academics/learningoutcomes.php
28.	Number of courses identified as part of the general education (GE) program:	222
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	100 %
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes
31.	Number of GE courses with Student Learning Outcomes mapped to GE *program Student Learning Outcomes*:	5
32.	Number of Institutional Student Learning Outcomes defined:	5
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	100 %

34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100 %

| 35. | Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,350 character limit, approximately 250 words).

Cañada College assesses its Institutional Learning Outcomes (ILOs) on an annual basis in order to assure institutional effectiveness and promote continuous improvement. The college uses multiple means of assessment: (a) Data from a survey of students petitioning to graduate with a degree or certificate; (b) Data from Student Satisfaction Survey (c) Analysis of student ePortfolios. The results of these assessments are discussed by our participatory governance bodies, including the Planning & Budgeting Council, and appropriate action plans are developed. Please click on the link for detail: http://www.canadacollege.edu/academics/iloassessment.php The outcomes of the analysis of the student ePortfolios: Critical Thinking (ILO 1) was assessed at the basic or above levels by nearly all students, with nearly half of the portfolios demonstrating proficiency. Selection of information sources was the primary element with the highest average score (1.74). Evaluation and analysis of evidence, as well as synthesis of evidence and use of logic, both scored a bit lower (1.54 and 1.57, respectively). Communication (ILO 3) ratings were similar, with an overall average of 1.62 for the three elements of this trait. About half of the posted work did not include documentation, so correct format for references could not be assessed. |

Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.

| 36. | Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,350 character limit, approximately 250 words).

Faculty aligned Course SLOs with Program LOs and ILOs, using the Tracdat software system. The alignment reports (PLO to ILO and SLO to ILO) are available for faculty to make the "mapping" analyses more amenable and meaningful. Currently, course requirements and sequences within Programs are determined by content, prerequisites, and transfer requirements. The state-mandated Transfer Model Curriculum degrees are expected to influence our degree requirements, as each of these TMCs becomes approved. To ensure that students who complete its programs are prepared for their chosen degree, license or employment goal, Cañada College has developed student learning outcomes, program learning outcomes and institutional learning outcomes. Student learning outcomes |

	have been developed for each course offered through the College. Furthermore, the program planning model that Cañada College uses requires every instructional program to annually document its assessment of student learning outcomes in TracDat, an on-line repository for student learning outcomes. The assessment of student learning outcomes serves as the foundation for planning improvement in teaching and learning strategies.
37.	Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,350 character limit, approximately 250 words). Assessment of Learning outcomes is integrated into many activities at our college. Department faculty periodically review course and program SLO results at scheduled Professional Development days, for which adjunct faculty are given stipends to promote their participation. Assessment results are part of the annual Program Review and Planning process, and therefore linked to any requests for resources (personnel, equipment, staff support time). All Annual Program Reviews (and SLO reports) are available online to staff and faculty via a SharePoint site (internal website). Comprehensive Program Reviews include presentation before an all-college forum, open to the public. The planning committees (Instructional Planning Committee, Student Services Planning Committee, and Planning & Budgeting Committee) use these Annual and Comprehensive Reviews as a central part of recommendations. including resource allocations. These reports are submitted to the District's Board of Trustees. Students are informed of Course SLOs by their course syllabi.
38.	Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,350 character limit, approximately 250 words).
39.	Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,350 character limit, approximately 250 words). Achievement measures played a stronger role than student earning outcomes in terms of student success. (Retention, completion, persistence, degree/certificate awarded, and transfer, etc. See #23.) Course SLOs assessment results and dialogues have stimulated individual faculty to take a good look at what they do in the classroom and why, and promoted dialog among instructors about pedagogy. PLO assessment results include sample sizes too small to make valid conclusions, and the few numbers of grads per major may keep it that way for awhile. With new development of college data dashboard which contains student achievement data, faculty and staff have access to the college data dashboard and are able to drill down to disaggregated subgroups. This function and capacity are able to help faculty and staff create actionable strategies to improve student success.

Substantive Change Items

NOTE: These questions are for monitoring purposes only and do not replace the ACCJC substantive change approval process. Please refer to the Substantive Change Manual regarding communication with the Commission.

#	Question	Answer
40.	Number of submitted substantive change requests:	2013-14: 1 2012-13: 1 2011-12: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	No changes planned
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	N/A

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2013 Annual Report:	N/A
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	N/A
43.	List all of the institutions instructional sites out of state and outside the United States:	N/A

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The Annual Report must be certified as complete and accurate by the CEO (Dr. Larry Buckley). Once you have answered all the questions, you may send an e-mail notification to the CEO that the report is ready for certification.

Only the CEO may submit the final Annual Report.

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