ACCREDITING COMMISSION for COMMUNITY and JUNIOR COLLEGES

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June 15, 2001

Ms. Rosa Perez
President
Cañada College
4200 Farm Hill Boulevard
Redwood City, CA 94061

Dear President Perez:

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, at its meeting on June 3-5, 2001, reviewed the institutional self study report and the report of the evaluation team which visited Cañada College on March 27-29, 2001. I am pleased to inform you that accreditation has been reaffirmed, with a requirement that the college complete an Interim Report.

The Commission asks that the Interim Report be submitted by November 1, 2002. The Interim Report should focus on the recommendations and concerns as noted below:

1. Cañada College should integrate all planning processes, and especially the Educational Master Plan, with the college's mission and goals. (Standards 1, 3B1, 3B2, 3B3, 10C4)

2. Cañada College should fully develop its research capabilities with adequate structures, staffing, technical support and resources to fully support institutional planning and decision-making. (Standards 3A.1, 3A.2, 3A.3, 3B.1, 3B.2, 3B.3)

3. Cañada College should revise its current Educational Master Plan and regularly update that plan, with consistent and on-going support from the District. (Standards 3B.1, 3B.2, 3B.3, 10C.4, 10C.5, 10C.6)

4. Cañada College should refine and strengthen communication, information sharing, and formal professional development of instruction and student services faculty and staff by providing a variety of professional development opportunities throughout the year. (Standards 5.3, 5.6, 5.7, 5.10, 7C.1, 7C.2)

These recommendations are also noted in the Team Accreditation Evaluation Report, page 12. In addition, the college should report on the progress of the district and college in employee evaluations as recommended below:

> The district should conduct regular training for supervisors of classified staff and meet the obligation to initiate and guide the staff evaluation processes so that they are timely and consistent, and the college administration should follow through in conducting those evaluations. (Standards 7B.1, 7B.2, 7C.1, 10C.4, 10C.5)

The Commission commends Cañada College for progress toward collegial governance and improved delivery of programs and services. In light of the changing demographics of the local area, college commitment to diversity in hiring, curriculum development, and community needs is particularly noteworthy.

I have previously sent you a copy of the evaluation team report. Additional copies may be duplicated. The Commission requires you to give the report and this letter appropriate dissemination to your college staff and to those who were signatories of your college self study.

The recommendations contained in the evaluation team report represent the observations of the evaluation team at the time of the visit. The Commission reminds you that an institution may concur or disagree with any part of the team report, but we do expect that the report will be used to improve the educational programs and services of the institution.

All colleges are required to file a Midterm Report in the third year after each comprehensive evaluation. Cañada College should submit the Midterm Report by November 1, 2003. Midterm Reports indicate progress toward meeting the evaluation team's recommendations and forecast where the college expects to be by the time of the next comprehensive evaluation. The college also includes a summary of progress on college-identified concerns as expressed in the self study. Information about the Midterm Report is found in the 1997 Guide to Institutional Self Study and Reports to the Commission.

The college conducted a comprehensive self study as part of its evaluation. The Commission suggests that the plans for improvement of the institution included in that document be taken into account in the continuing development of Cañada College. The next comprehensive evaluation of the college will occur in fall 2007.

Finally, let me take this opportunity to remind you that federal legislation affecting accrediting agencies requires that accredited colleges conduct systematic assessment of educational outcomes (see especially Standards Three and Four). A further requirement is that accrediting agencies pay close attention to student loan default rates.

On behalf of the Commission, I wish to express continuing interest in the institution's educational programs and services. Professional self-regulation is the most effective means of assuring integrity, effectiveness and quality.

Sincerely,

David B. Wolf

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cc: Mr. Ron Galatolo, Chancellor
Dr. Olivia Martinez, Accreditation Liaison Officer
Board President
Dr. Jesus Carreon, Team Chair
Evaluation Team Members

EVALUATION REPORT

CAÑADA COLLEGE

REDWOOD CITY, CALIFORNIA

A Confidential Report Prepared for the Accrediting Commission for Community and Junior Colleges

Western Association of Schools and Colleges

This report represents findings of the evaluation team that visited Cañada College from March 27-29, 2001.

Jesus Carreon, Chair

Accreditation Evaluation Team

Chair: Jesus Carreon, Superintendent/President, Rio Hondo Community College District

Team Assistant: Dr. Judith Henderson, Dean, Social Sciences/Humanities and Philosophy, Rio Hondo Community College District

Team Members:

- Dr. Ione Elioff, President, Vista College
- Norma Hernandez, Vice President, Student Affairs, Southwestern College
- Carol Horton, Vice President, Finance & Administrative Services, Citrus College
- Leonard Isaksen, Director of Admissions & Records, West Los Angeles College
- Linda Kodama, Professor, Kapiolani Community College
- Peggy Kraus-Kennedy, Professor, English Department, American River College
- Mr. Ken Lee, Chair, Division of Library & Lrn. Res, West Los Angeles College
- Dr. Ann Newins, Dean, Off Campus Center, Merced College
- Dr. Audrey Trotter, Dean of Instruction, Laney College
- Dr. Gary L. Woods, Professor, Business Department, Pasadena City College

Accreditation Evaluation Report
Cañada College

Introduction

Cañada College is one of three colleges within the San Mateo Community College District. The college opened its doors in September 1968 with 48% of its projected campus buildings. The college serves an area primarily within the cities/towns in the south county portion of San Mateo, which include Atherton, East Palo Alto, Menlo Park, Portola Valley, Redwood City, San Carlos and Woodside. The previous evaluation visit in 1995 reaffirmed the college's accreditation. In addition to the 1995 visit, the college was asked to focus its midterm report on recommendation number six, pertaining to student services. Commission representatives then made a brief visit to follow up on that midterm report. As a result of the midterm visit in 1997, the Commission requested an additional progress report in November 1998, to which the college responded.

Since that 1995 evaluation site visit, there has been a dramatic change in the demographics, not only of the county, but in particular, of the cities served by the college. The Hispanic population continues to be the largest ethnic minority served by the college at 29% and it is growing rapidly. African Americans represent approximately 4% of the student population; Asians 9%; Filipinos 2%; and Whites 51%. Females make up nearly 64% of the total student population. Projections by the Association of Bay Area Governments, project that the population in San Mateo County will continue to increase to 2005, although as a whole the county has grown slowly at about 11.9% since 1998. In the south county areas served by the college, however, the projections indicate a much brisker pace of increase of the population, especially among Hispanics.

In addition to the demographic changes, the college has continued to experience change at the President and Vice President of Instruction level. In fact, the college has had seven presidents in ten years. This is important to note because when the report is reviewed in its entirety, it will be obvious that the college, given these changes, has not lost its sense of community. In fact, the college is thriving because of a determination on the part of the President, administration, faculty, staff and students to make Cañada College a major community learning resource.

Overall, the study provided the team with a realistic and straightforward glimpse of how the college works, whom it serves, and how it sees itself. The self study was completed in a timely fashion and all supporting documents were provided to the team. The college carefully coordinated the self study process to ensure that they met criteria set forth in each standard established by the Accrediting Commission.

Summary of the Report

On March 27-29, 2001, a team of ten members (and a team assistant) visited Cañada College for a comprehensive visit as a formal step in the application for reaffirmation of accreditation. The team arrived at the hotel in Foster City having thoroughly reviewed the self study and background as well as supplementary material provided by the college.

In preparation for the visit, the team members attended training sessions sponsored by the ACCJC, reviewed the Commission Handbook for evaluators and read the previous evaluation reports. Two weeks prior to the team's arrival, team members drafted reactions to the self study, identified college faculty and staff to be interviewed, and prepared questions to be used during the visit. At the initial team meeting on March 26, 2001, the team discussed their overall reaction to the self study, shared observations regarding the primary and secondary standard areas of assignment, discussed the roles of individuals and the team in the process, and the steps that were to be followed during and after the visit to complete the assigned tasks.

During the team's visit, team members held on-campus meetings with individuals and groups, faculty, administration, support staff, students, and board members. The team visited the off-campus outreach site in Menlo Park. In addition, team members visited classes in order to sample the quality of instruction, and held three open meetings to provide ample opportunity for staff members and students to meet with them to share their thoughts.

The team found the report to be a realistic picture of what is happening at the college. The planning agendas were clear and the documentation provided supported the information contained in the report. Team members did feel, however, that there were some parts of the report that were a bit redundant, although the redundancy did not detract from the overall straightforwardness and honesty of the self study.

The team understood that the college has undergone tremendous changes since the last visit. From administrative changes at the college and district level to a substantial drop in enrollment to a major shift in the demographics within the service area, Cañada College has been a college in a real state of flux these past six years.

The team noted that Cañada College has a good array of instructional student support programs, although it was obvious to the team that staffing is low in some areas. Classified staff, in particular, are asked to do more given the growing need of the populations now being served.

The College Council is working more effectively today than ever before, and planning has become a real focus of the college community during the last couple of years. It appears that planning and budgeting are being done in the correct sequence, and there is input into processes from constituents throughout the campus. In addition, great strides have been taken to address changing technology needs of the campus.

The physical plant is quite attractive and in good shape. It is one of the most beautiful campuses that many of the team members have ever visited. The infrastructure of the campus, while needing some minor refurbishing, is not in major disrepair and it appears that the grounds/maintenance crews do an outstanding job of providing a safe and attractive environment for students and staff alike.

The accreditation team was impressed with the energy and commitment of the CEO and her emphasis on inclusion in the governance process. She does not act alone, obviously, and the team members were encouraged as they interviewed individuals throughout the campus and found that there is a sincere team effort that permeates the entire campus. The team found a real esprit de corps that has become the hallmark of Cañada College over these last couple of years.

Cañada College has made a serious effort and obvious commitment to diversity in its hiring, in its development of curriculum, and as well as in bringing the community to the campus and vice versa. With the changing demographics of its population, in particular the Hispanic community, the commitment to diversity and equity was evident in college written publications, in posters, marketing brochures, in planning processes, and especially, in outreach efforts to the community. In particular, team members who visited the off-campus center were impressed by the partnerships established to support basic skills, career preparation, and work force development efforts at the center.

In summary, the evaluation team found Cañada College to be an excellent institution, working hard day-to-day to become even better. Not all the problems have been solved, but many problem areas have been identified, and with a consistent and coordinated effort, spearheaded by the President, the College Council, and other campus leaders, the college is well on its way to improving how it delivers its programs and services to the students and communities it serves. The college, while moving quickly to make changes, must also be cognizant on a daily basis of its role within a multi-college district, and this perhaps is one of the greatest challenges that the college faces as it continues to refine its own unique character within the multi-college environment and within the community.

Response to the Recommendations of the Previous Team

Standard One: Institutional Mission
Prior Team's Recommendation (Originally in Standard Two): *"Within the context of the district educational master plan, Cañada College should develop a comprehensive marketing and outreach program that identifies the college's "niche" and results in Cañada College being known for providing excellent programs and services in specific areas.*

College's Response: The mission statements identify the broad-based educational purposes the district and college seek to achieve. The Cañada College mission statement has been reviewed over the past five years with the last revision and current statement being adopted in spring of 1999.

The 1997 Midterm report recommended that the college continue to refine the mission statement to identify their "niches". The 1999 Progress Report described activities the college engaged in to respond to the recommendation.

Standard Two: Institutional Integrity
Prior Team's Recommendation (Originally in Standard One): *The College should take advantage to attract and embrace a more diverse student body and staff, which will contribute to the overall quality and effectiveness of the College."*

College's Response: Improvements in this area have been occurring over the past six years. Cañada College appears to have responded to this recommendation as fully as possible, especially during the past two years. The college will continue to deliberate about how to best serve a student body that has changed radically over the past decade. Addressing issues related to student diversity will be an ongoing process requiring adaptation over many years.

Standard Three: Institutional Effectiveness
Prior Team's Recommendation (Originally in Standard One): *"The College should explore ways to provide institutional research for the campus in order to conduct a comprehensive Community Needs Assessment of the service area; to evaluate student needs, satisfaction and outcomes; and to validate the effectiveness of current programs and services."*

College's Response: It appears that the college still needs to place more emphasis and effort on addressing the recommendation from the 1995 visit to provide institutional research. Attempts were made in the past to reassign some staff and hire a researcher, and this is an area that still needs to be addressed. The college has recently re-assigned two math instructors to conduct research.

Standard Four: Educational Programs
Prior Team's Recommendation (Originally in Standard Two): *"The College should explore, develop and offer other instructional delivery systems that incorporate new technologies."*

College's Response: The College has made significant progress in responding to the previous team's recommendation. Specifically, the college has continued to expand its Information Technology curriculum and the use of technology to deliver course offerings.

Standard Five: Student Support and Development
Prior Team's Recommendation (Originally in Standards One and Three): *"The College should reassess the relationships and linkages between student services and instructional programs. Then efforts should be made to improve the impact of services on the college's overall effectiveness and its social and intellectual environments.*

As restated in 1997 by Executive Director Wolf: "While significant progress has been made in revitalizing students services, further attention to the organizational structure and types of support services the college can reasonably offer must be addressed."

"The College should undertake an in-depth study of the student services area in order to determine what services should be offered, what resources are required, and how the area should be organized. As part of the process, the college should identify and investigate successful service delivery models used by other colleges of similar size."

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

College's Response: The College has addressed the previous team's concern about safe and secure storage of student records by providing fireproof storage and data files on line. Also, the college has continued to

refine and adjust its student services area as noted in their self study and confirmed by the team.

Standard Six: Information & Learning Resources
Prior Team's Recommendation (Originally in Standard Five): *"The College should consider staffing needs in the library, as funding permits."*

College's Response: The College hired a Reference Librarian in Fall 2000. However, the person withdrew and the college has re-advertised the position.

Standard Seven: Faculty and Staff
Prior Team's Recommendation (Originally in Standard One): *"The College should take advantage of the opportunity to attract and embrace a more diverse student body and staff, which will contribute to the overall quality and effectiveness of the College."*

College's Response: The College has been very focused on expanding its recruitment of students in under-served areas. As for faculty, the college, given limited resources, has clearly demonstrated its commitment to diversity in hires over the last two years.

Standard Eight: Physical Resources
The college had no recommendations in this area from the previous team.

Standard Nine: Financial Resources
Prior Team's Recommendation (Originally in Standard Seven: *"The College should develop a plan to increase funding from external sources. Sources include, but are not limited to, increased grant activities, contract education, and fund-raising efforts."*

College's Response: The College clearly has moved aggressively to seek outside sources of funding to support a variety of activities. In particular, the college as been singled out in the Governor's budget to receive an allotment of one million dollars to support its Pathways Transfer project.

Standard Ten: Governance and Administration
Prior Team's Recommendation (Originally in Standard Two): *"The Academic Senate and faculty union should develop a workable agreement to delineate the function and scope of each organization. As the resolution of this matter is rather global in nature, it may be best addressed at the level of the three colleges and the district."*

College's Response: The union is now a part of the district governance structure, although no formal agreement is in place. In fact, the team is not aware of any such agreement at any college in the state. Cañada College is handling this matter in the standard fashion and has met the requirement of the recommendation.

General Commendations

In addition to general observations and comments, the team believes the college should be commended in several areas and for various activities.

1. The continuous study of the community to identify students who need educational services in regard to its mission to serve a diverse student population is a very positive move. As a result of this ongoing needs assessment, the college has developed outreach and recruitment strategies to "take the college to the community" and make it possible for non-traditional students to access higher education though Cañada's services and programs.

2. The college has created a great opportunity to partner with The WESTED Laboratory for Research, a nationally recognized education and evaluation organization. By agreeing to locate the Laboratory on the Cañada campus, the Laboratory will provide faculty curriculum support for Early Childhood Education and other disciplines, programs, and grants. This partnership represents educational agency cooperation at a very high level and provides resources for Cañada, which will support ongoing refinement of college programs and services.

3. The establishment of the University Center project ("Pathways" Partnership Program), a new community partnership program, off-campus site initiatives, and noticeable pride of the faculty, administration and staff in moving the college forward in the achievement of its institutional mission, goals and objectives are commendable. In particular, the Pathways Partnership Program should be considered a model to be emulated statewide since it focuses on reaching hard to serve populations.

4. The college, given fiscal and human resource constraints, has really made an outstanding effort to increase new faculty hires, especially in attracting and hiring a more diverse faculty and staff.

5. The continued expansion and success of the Learning Center is a real asset to all students.

6. The college has made a strong effort to improve classified staff evaluation and professional development activities.

7. The setting of the college has been enhanced by the focus of the grounds and maintenance staff showing a strong pride of ownership.

8. The College Council has focused the governance process in budget allocation so that all constituents are included in college decision-making.

Major Recommendations

Standard One

1. Cañada College should integrate all planning processes, and especially the Educational Master Plan, with the college's mission and goals. (Standards 1, 3B1, 3B2, 3B3, 10C4)

Standard Three

2. Cañada College should fully develop its research capabilities with adequate structures, staffing, technical support and resources to fully support institutional planning and decision-making. (Standards 3A1, 3A2, 3A3, 3BA, 3B2, 3B3)

3. Cañada College should revise its current Educational Master Plan and regularly update that plan, with consistent and on-going support from the District. (Standards 3B1, 3B2, 3B3, 10C4, 10C5, 10C6)

Standard Five

4. Cañada College should refine and strengthen communication, information sharing, and formal professional development of instruction and student services faculty and staff by providing a variety of professional development opportunities throughout the year. (Standards 5.3, 5.6, 5.7, 5.10, 7C1, 7C2)

Standard One: Institutional Mission

Prior Team's Recommendation (Originally in Standard Two): *"Within the context of the district educational master plan, Cañada College should develop a comprehensive marketing and outreach program that identifies the college's "niche" and results in Cañada College being known for providing excellent programs and services in specific areas.*

College's Response: The mission statements identify the broad-based educational purposes the district and college seek to achieve. The Cañada College mission statement has been reviewed over the past five years with the last revision and current statement being adopted in spring of 1999.

The 1997 Midterm report recommended that the college continue to refine the mission statement to identify their "niches". The 1999 Progress Report described activities the college engaged in to respond to the recommendation.

Observations

The College Council reported that the mission statement has been reviewed numerous times since the last accreditation report. An internal study of the curriculum and program offerings was completed in order to respond to the 1997 Midterm report, which had recommended that the college continue to refine the mission statement to identify their "niches". The college was asked to analyze the instructional programs and also student demographics and related enrollment management strategies. The instructional program analysis of the liberal arts and sciences general education curriculum indicated that the college has adequate resources and student enrollments to support the transfer mission as described in the mission statement, especially as the college is reporting successful transfer rates.

The college also considered narrowing the description of the professional/ technical mission of the college to respond to the accreditation team recommendation to define a "niche". During this time period, one or more occupation-specific programs were discontinued through program review and new occupational certificates were created based on community/business needs assessments. These programmatic changes were viewed as being supported within the broad parameters of the mission statement. The College Council considered the broad-based mission statement regarding professional/technical education to be satisfactory, and therefore, acceptable as it stands.

The college engaged in an analysis of student services, which included study of demographics and underserved students. This enrollment management project resulted in a college strategy to increase recruitment and outreach to under-served students. In addition, the college has partnered with four-year colleges and universities to offer upper division Bachelor's degree opportunities for Cañada College students at the main campus. These recruitment and enrollment building activities are considered to be embraced in the broad based mission statement.

The College Council reviewed and refined the mission statement in spring of 1999. Also, the College Council and administrative team acknowledged their support for this statement as being broad enough to allow development of new initiatives. The new initiatives in recruitment and outreach directed toward under-served students and alliances with universities have permeated the college planning focus with niche being defined as a student centered "philosophical" niche. Rather than defining "niche" as programmatic, the "niche" is being viewed as "targeted student cohorts" who will be attracted to college through outreach and recruitment.

Conclusions

The team found that there was a strong indication that the current mission statement is broad enough to support college planning and decision-making and that the district administration and board approve of the mission statement, and most importantly, it clearly guides college planning to meet the changing needs of its rapidly changing and diverse student population. Basically, the team found that there was a great sense of pride on the campus with the effort that has been made over the last several years to keep the mission statement and college goals in focus and current. With new initiatives underway, there is the opportunity to continue to consider future revisions of the mission statement as district and college master planning continues. The issue of defining a "niche" has been satisfied within the college community with the current mission statement supported by the district concluding that Cañada College has clearly met the requirements of Standard One.

Recommendations

1. Cañada College should integrate all planning processes, and especially the Educational Master Plan, with the college's mission and goals. (Standards 1, 3B1, 3B2, 3B3, 10C4)

Standard Two: Institutional Integrity

Prior Team's Recommendation (Originally in Standard One): *"The College should take advantage to attract and embrace a more diverse student body and staff, which will contribute to the overall quality and effectiveness of the College."*

College Comments: The 1995 team recommended that Cañada College should "take advantage of the opportunity to attract and embrace and more diverse student body and staff." Improvements in this area have been occurring over the past six years. Cañada College appears to have responded to this recommendation as fully as possible, especially during the past two years. The college will continue to deliberate about how to best serve a student body that has changed radically over the past decade. Addressing issues related to student diversity will be an ongoing process requiring adaptation over many years.

Observations

Cañada College has already addressed a number of the plans outlined in Standard Two, as noted in its self study. These include improvements in many of its publications, including their catalogue, class schedule, and student handbook. Several staff indicated that they believe that its publications are a work in progress, especially in relation to the student handbook and the college catalogue. The financial aid handbook is user - friendly, and new posters and brochures are bright and attractive. The posters are intended to appeal to a variety of student groups. The Curriculum Handbook updates are still in progress, as forms need more modification. The statement on Academic Freedom has been Board adopted and is included in the Faculty Handbook.

College policies on academic honesty may be found in the faculty and student handbooks. The English department appears to be the most aggressive department in terms of addressing this issue, as plagiarism is discussed consistently in most English classes.

Issues related to diversity and equity have been key to Cañada College's evolution over the past decade. The student population now includes many more Hispanics, as well as students who are not as well prepared academically as in previous years. Further, students with disabilities have access to a number of services, including learning specialists, psychological services, adaptive physical education classes, and other assistance. A recent change in office location has made their program easier to find. Overall, the institution has attempted to address equity and diversity in a forthright manner, and most college constituents see this change as very positive.

The team found that the development of a number of new initiatives has occurred as new administrators, faculty, and staff have been hired. As indicated above, these include the Menlo Park Center, which serves non-traditional students and the English Institute, which provides English as a Second Language classes. Student organizations have become much more diverse. Special interest groups have developed (i.e., Latin American Friendship Club and Rainbow Alliance), and existing organizations have a much broader membership. The multicultural flavor now extends to the physical education department, which hosts the "Salsaholics," a large group of enthusiastic salsa dancers, who also do community service projects. Moreover, the College has policies and procedures in place as well as trained staff and volunteers to meet the needs of their changing and more diverse student population. Of course, this staffing issue is ongoing and although the College, the team found, has made a very solid effort to bring on additional staff, it appears this will be an ongoing challenge well into the future.

The team found that there were concerns about gender equity in relation to the athletic teams since the student body is about two-thirds female. There are five male sports teams, and only two female teams, soccer and tennis. It is uncertain whether tennis will continue in the future. Prior pay inequities have been resolved, as all coaches now are certificated employees.

Many people believe that that the number of teams should be balanced more evenly, but there do not seem to be any quick or simple solutions. Considerations include determining what sports would be viable, avoiding competition with sister colleges, and the availability of financial resources. Administrators and the athletic director have been evaluating the pros and cons of several sports, but have not come to any conclusions. The team strongly encourages the college to continue to review this area, especially in light of the demographics of their student population, which is currently 64% female.

Conclusions

The team confirms that Cañada College has made substantial progress in relation to Standard Two. The self study addressed each component clearly and candidly and provided evidence of progress in relation to their planning agenda. Published materials are clearer and there is commitment for continued improvement. The college is encouraged to continue seeking ways to recognize and serve their increasingly varied student body and employees.

Recommendations - None

Standard Three: Institutional Effectiveness

Prior Team's Recommendation (Originally in Standard One): *"The College should explore ways to provide institutional research for the campus in order to conduct a comprehensive Community Needs Assessment of the service area; to evaluate student needs, satisfaction and outcomes; and to validate the effectiveness of current programs and services."*

College's Response: It appears that the college still needs to place more emphasis and effort on addressing the recommendation from the 1995 visit to provide institutional research. Attempts were made in the past to reassign some staff, and hire a researcher and this is an area that still needs to be addressed. The college has recently re-assigned two math instructors to conduct research.

Observations

Cañada College, while not specifically focusing on its current Educational Master Plan, has been actively planning at all levels of the college the last couple of years. The Educational Master Plan has not been updated for several years, and yet the district is in the process of updating the district's facility master plan. There seems to be somewhat of a disconnect in the sequence of development of their plans. The college has some specialized processes and procedures for the development of plans for equipment, staffing and allocation of additional state resources, but these are not integrated into a total college planning process. The team found that overall, however, the college needs to further develop their data gathering and research capabilities to support an integrated college-wide planning process. The self study notes that the college defines and integrates planning processes to identify priorities for improvement, and how these are integrated to make change, but this needs some clarification.

The College has made some specific moves to provide additional resources to improve its data gathering and research capabilities. With leadership from the President and College Council, the College is focusing greater attention on developing its data and research capabilities to support not only evaluations of programs, but overall college planning. Two faculty members are on release time to help out in this area. In particular, program evaluation is a high priority that the college has been focusing on recently, and the college intends to make it a center point of its overall planning process. The College has added some portable facilities recently to house WESTED. This Relationship may help to enhance research capabilities.

Conclusions

The team confirmed that the planning agenda for the research component states that the college will develop a research agenda, and use the data to make decisions, as well as analyze the current research method to see if it works. The team found that while planning is taking place in a variety of places, institutional planning leading to a more refined Educational Master Plan needs to be a greater focus in the future. The planning agenda for institutional outcomes assessment simply states we "are going to carry out extensive research." Institutional planning priorities need to be clearer and more definitive in order to set the foundation for the college's research and data gathering efforts. The team also found that while the College has provided additional support to the research function, it is still done on a release time basis by faculty.

Recommendations

2. Cañada College should fully develop its research capabilities with adequate structures, staffing, technical support and resources to fully support institutional planning and decision-making. (Standards 3A1, 3A2, 3A3, 3BA, 3B2, 3B3)

3. Cañada College should revise its current Educational Master Plan and regularly update that plan, with consistent and on-going support from the District. (Standards 3B1, 3B2, 3B3, 10C4, 10C5, 10C6)

Standard Four: Educational Programs

Prior Team's Recommendation (Originally in Standard Two): *"The College should explore, develop and offer other instructional delivery systems that incorporate new technologies."*

College's Response: The College has made significant progress in responding to the previous team's recommendation. Specifically, the college has continued to expand its Information Technology curriculum and the use of technology to deliver course offerings.

Observations:

The college is doing an excellent job of responding to the needs of the community by establishing partnerships, expanding ESL courses of study, and developing training programs at the Menlo Park Center and Redwood City Education and Technology sites. The college is "entrepreneurial" in at least two distinct ways by responding to core and diverse constituencies: (1) dramatically expanding how it serves the changing student demographics, and (2) aggressively going after grant monies such as the Federal Hispanic Serving Institutions allocation. The team found the educational progress to be of high quality and students were very excited, enthusiastic and complimentary of how well the curriculum is delivered.

The team noted that the college's schedule planning processes are effective and timely in providing the sequence of courses leading toward the completion of program degrees and certificates. Recently, the Office of Instruction worked with a department facing possible program elimination to provide ample time for students to complete their educational goals with minimal disruption if the program was subsequently phased out.

The college has developed an innovative new faculty orientation program and new faculty technology "boot-camp." In addition, the faculty release time projects are noteworthy as a means for promoting innovation in curriculum course and program development and in efforts to increase enrollment.

Cañada College's high student transfer rate to four-year colleges and universities and student job placement rates upon completion of various occupational programs attest to the effectiveness of college programs and services. Also, the team noted that established college curriculum committee procedures to ensure the depth and breadth of course and

program content, academic rigor and expected student learning outcomes are clearly in place.

Documents, interviews, and observations validated the curriculum and instruction sub-category in the self study. Defined processes for establishing and reviewing educational programs are in place and the college is in compliance with its program review schedule. Some curriculum committee course revision and new program/course forms have been revised, but the college's curriculum handbook and program review guidelines manual need to be updated.

Conclusions

The team noted that the college has definitely strengthened its transfer program as well as workforce and economic development activities/projects. Activities to address program review, curriculum development, and the increased integration of student services and instruction are in progress. The assignment of discipline specific counselors is a step in providing improved student academic advisement, enhanced college service to student efforts, better occupational/career advisement, and student job placement goals. Fiscal constraints may affect a program's ability in achieving goals and objectives because of the "re-tooling" and professional development that may be necessary for faculty to maintain currency in their field.

The team encourages the college to continue its efforts to align program review and institutional planning supported by research in order to refine the delivery of educational programs and services to their expanding service area. Furthermore, the continuing assessment, validation and enforcement of pre-requisite requirements, particularly in the core general education courses may help strengthen student retention.

Recommendations

None

Standard Five: Student Support and Development

Prior Team's Recommendation (Originally in Standards One and Three): *"The College should reassess the relationships and linkages between student services sand instructional programs. Then efforts should be made to improve the impact of services on the college's overall effectiveness and its social and intellectual environments.*

As restated in 1997 by Executive Director Wolf: "While significant progress has been made in revitalizing students services, further attention to the organizational structure and types of support services the college can reasonably offer must be addressed."

"The College should undertake an in-depth study of the student services area in order to determine what services should be offered, what resources are required, and how the area should be organized. As part of the process, the college should identify and investigate successful service delivery models used by other colleges of similar size."

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

College's Response: The College has addressed the previous team's concern about safe and secure storage of student records by providing fireproof storage and data files on line. Also, the College has continued to refine and adjust its student services area as noted in their self study and confirmed by the team.

Observations:

Meetings with administrators, faculty, staff, and students indicated that there is a positive environment at the college and commitment to strengthening student services programs. The Vice Presidents of Instruction and Student Services both reinforced that they have a collaborative relationship and support building strong linkages between these two critical areas. Both Vice Presidents support the concept of an integrated counseling model as well as the decentralization of counselors to the academic divisions.

There is a general sense on campus that student services are important to the success of students. Several students expressed that there is a positive feeling about the services provided by the college. In particular, Latino students were very complimentary about EOPS and the Financial Aid Office. Some of the students were not aware of career development

services available to them. With the reorganization of counseling services into a two pronged approach of integrated counseling and division counselors, issues surfaced dealing with appointment scheduling, training, and communication flow. Coordination between the out-stationed counselors and the centralized counseling staff was cited as an area that needs to be strengthened.

An outreach and recruitment program at the five feeder high schools has been very successful in providing access to students from underrepresented communities. The college Recruiter is responsible for selecting and training a cadre of Student Ambassadors who work at the high schools during the year and assist in providing services to students at the school sites. A counselor is assigned to provide pre-admissions services and to oversee the concurrent enrollment program. The college Recruiter observed that the numbers of high school graduates attending the college has increased significantly but there is no database to accurately track these students. The college is in the process of filling the Dean of Enrollment Services position that will administer and provide leadership in the areas of community and high school outreach and recruitment. Overall, the team assigned to work in outreach and recruitment expressed a strong commitment to provide access to college for high school students and a real sense of purpose and accomplishment.

Interviews with student leaders indicated that there is a resurgence of campus life and student activities. In the last two years, the Inter-Organization Council has experienced a 50% growth in student organizations and clubs. Also, the student senate has become more active and visible on campus. A search for a permanent Coordinator of Student Activities is underway. The Coordinator will work with students in leadership development and campus activities. Student government, in particular, appears to be refocused on providing strong student leadership and better means of communication to all students. One observation by student leaders is that there is no master activities calendar or a centralized area on campus for disseminating information. Another issue is the lack of formal campus-wide communication regarding process and procedures for student elections. The students also expressed a need for an on-going leadership training program.

While major concerns about the organization, structure, and efficacy of student services were cited in the previous team's recommendations, the college has implemented a reorganization in student services through appointment of a head counselor, additional management positions and the decentralization of five counselors to the academic divisions to attempt to address this issue. A new concept of integrated counseling has been developed that incorporates academic, career, and personal/social counseling services in one location. Remodeling projects in

EOPS/Financial Aid, Admissions and Records, and Career Center have contributed to better access for students and increased staff morale. The one-stop student services center concept remains a long-term project contingent upon the funding of a new library/learning center.

Conclusions

The team found that the college's student population is growing and fast becoming more diverse, partly due to the focused outreach and recruitment efforts that have been implemented at the high schools and throughout the community. This changing population demands new approaches to service delivery. The current president supports and encourages development of new initiatives that promote student success and that provide avenues for collaboration between student services and instruction. Some of the new initiatives include establishment of an integrated counseling center; increased collaboration between instruction and student services, and a resurgence of campus life and student activities.

Additional administrative positions have been established or restructured to better serve students including Dean of Enrollment Management, Student Activities Coordinator, college Recruiter, and Director of Matriculation, Transfer, and Articulation.

Recommendations:

4. Cañada College should refine and strengthen communication, information sharing, and formal professional development of instruction and student services faculty and staff by providing a variety of professional development opportunities throughout the year. (Standards 5.3, 5.6, 5.7, 5.10, 7C1, 7C2)

Standard Six: Information & Learning Resources

Prior Team's Recommendation (Originally in Standard Five): *"The College should consider staffing needs in the library, as funding permits."*

College's Response: The College hired a Reference Librarian in Fall 2000. However, the person withdrew and the college has re-advertised the position.

Observations

The college has validated its self study in many areas, notably in the hiring and re-organization of personnel, in the provision of computer technology and suitable databases and software applications, and in making information resources accessible to users.

In addition to the hiring of a librarian, the college has also filled two key Learning Center positions. The Learning Center Director (in the self study, "Coordinator") and the Learning Center Program Supervisor, respectively, establish and implement policy. All three of these positions actively promote their respective instructional support interests by participating in departmental meetings and appropriate committee meetings (e.g., Technology Committee). The hiring of the Director, however, left a vacancy in the Tutorial Coordinator position whose responsibilities are only minimally met by a part-time student worker.

The college has provided computer technology in all areas denominated by the self study (Library, on- and off-campus Learning Centers, various Computer Labs). Hardware technology is appropriate but may need to be standardized in terms currency.

There is a perception that there needs to be some clarification of the process by which computers are replaced and rotated, so that area managers can be confident that a standard process is being followed.

Informational resources are appropriate and accessible to all area users. Universal Internet access is available to all students.

The team found that the replacement of an aging book collection in the Library is an area that needs to be addressed. While the Library has created collateral relationship with the local public library system to deal with shortfalls in resources, the challenge of the college in this Standard is to raise the level of traditional informational resources in the Library to match its commitment to technology.

Conclusions

The team found that the issue of an aging book collection in the Library is being addressed. This year, $40,000 (1/4 of the Instructional Equipment budget), went to the Library. Staffing of the various computer labs seems adequate to meet minimal needs, but may be insufficient if usage needs increase.

Recommendations

None

Standard Seven: Faculty and Staff

Prior Team's Recommendation (Originally in Standard One): *"The College should take advantage of the opportunity to attract and embrace a more diverse student body and staff, which will contribute to the overall quality and effectiveness of the College."*

College's Response: The College has been very focused on expanding its recruitment of students in under-served areas. As for faculty, the college, given limited resources, has clearly demonstrated its commitment to diversity in hires over the last two years.

Observations

Interviews, examination of documentation, meetings, and visits during this accreditation evaluation show that Cañada College is making a serious effort to recruit and hire staff to serve all students on campus, both those who were previously underserved and who need to learn to see themselves as college learners and those who come to Cañada College with the plan to transfer to another institution of higher education. Some recruiting is formalized, and other is informal.

A system of peer evaluation for faculty is in place and occurs in a timely manner. Staff is working on developing a similarly effective system of evaluation for all classified staff. Administrative personnel are evaluated by a combination of comprehensive, standard evaluations on alternative years.

The college provides opportunities for professional development through several committees that fund grants for various proposals and through flex day activities.

In addition, the District funds and staffs the Center for Teaching and Learning, which focuses on training in educational technology. The District also funds the Trustees' Fund for Program Improvement for full-time faculty, administrators, coordinators, certificated supervisors, and part-time hourly faculty and classified staff that are co-sponsored by a full-time faculty member. New faculty are granted 0.2 FTE release time in their first semester to participate in a year-long training program, in which they learn about college culture, instructional technology, learning styles, diversity, and effective instruction. In some divisions 80 percent or even 100 percent of the faculty participate in professional development activities.

Opportunities for classified staff development are improving as the Classified Senate works with the new Dean of Instructional Services to develop a unified classified professional development plan and process.

Some innovations studied with professional development funds have become institutionalized, e.g., learning communities and assessment practices. Plans are being implemented to train members of various governing groups, like the Academic Senate, the Classified Senate, and the College Council, to report back to their constituencies and to solicit opinions from their constituencies before they vote on various issues.

Written policies ensuring fairness in all employment procedures are well defined and routinely publicized. Personnel records are private, accurate, complete and permanent. The Faculty and Staff Diversity Advisory Committee (FASDAC), which affects campus climate, is re-examining its mission for various reasons, including the need to address the concerns of those faculty and staff who are not completely comfortable with their efforts. The team found that faculty are well qualified in their respective disciplines with appropriate education, training and experience.

Conclusions

The team found that the college might want to review the workload across the campus of its full-time classified staff. Funding for professional development for administrative personnel is quite low. Although over half of the faculty of the college participates in professional development, the college does not coordinate or track professional development programs or award grants as proposals relate to college goals and objectives. In spite of training offered in the Center for Teaching and Learning, many faculty still need further training in instructional technology, so they can use a variety of instructional technology, including office computers to communicate with students.

Recommendations

None

Standard 8: Physical Resources

Previous Team's Recommendations: *None*

Observations

The Cañada College campus is beautiful and well maintained. There are ten buildings that house the educational classrooms and laboratories, as well as the administration and support services. There are physical education and athletic facilities just across the main access road. There seem to be ample parking areas, albeit not always as close to the buildings as students might prefer. Cañada College has two off-campus centers: Cañada College Menlo Park/OICW (a partnership with the Community Development Agency of Menlo Park) and Cañada College Education and Technology Downtown Center (a partnership with the Redwood City Community Development Agency).

A child-care center provides day care for children of students, faculty and staff as well as families in the community. A Health Center, a one-room space, provides a variety of health services to students and assists with referrals for medical, dental, and psychological services. A complex of offices, intake area and a classroom has been carved out of the library for the Office of Psychological Services and Psychological Disabilities Programs. There is also a growing, popular Fitness Center, which must be accessed via registration in FITN 680, a variable unit, open entry course and a mandatory orientation.

Most instruction takes place on campus, where there is support from a relatively small campus library, a learning center and a campus center. The classrooms are clean and well maintained. Maintenance of the physical plant is based on the plans and supervision from the district office. Many classrooms are available in the afternoons. Classes offered in association with California State University at San Francisco (The University Center at Cañada College) will be scheduled during these times in regular semesters but some morning offerings are planned for summer sessions.

Two separate offices have control over the utilization of facilities: the office of the Vice President of Instruction for the Educational and the Business Office (Facilities Coordinator/Lead Operations Assistant) for all other uses/rentals. Fees charged to non-school related groups are based on the type of group (non-profit versus commercial) and sufficient to at least break even in the cost of set up, support, and clean up.

Cañada College was built on 131 hilly acres, which affords it great views and landscaping, but it appears that the campus is difficult to traverse due

the rough-textured paths and uneven distribution of the buildings. The college is aware of the need for handicapped access. Actual construction/renovation depends on the district's resources. Also, the team found that the Menlo Park Center is user-friendly and a positive learning environment for students.

The ultimate responsibility for selection, maintenance, inventory and replacement of equipment and physical resources lies at the district office. Moreover, faculty have expressed some frustration regarding the lack of up-to-date computers for their personal use in their offices.

Several facilities were dark and/or locked as a response to the college's energy conservation plan that was implemented in January. The plan addresses overall energy conservation due to the energy crisis that plagues the state. There is evidence that the college has made progress in addressing a past lighting issue with the change over to more energy efficient bulbs.

The college's research capabilities may be enhanced by the recent occupation of portable facilities on the back of the campus by WestEd. These facilities had no impact on the existing physical resources. Overall, the team found that physical planning is a district function and the College coordinates its planning efforts to support institution and district goals.

Conclusions

The team found that the college has done remarkably well in maintaining its physical plant. While the district office controls the plan and schedule of facilities upkeep, the staff assigned to Cañada College is dedicated to the upkeep of the campus. However, there is more campus coordination, direction and input given to or received from the Campus Facilities Supervisor than revealed in the self study. The Campus Facilities Supervisor is asked to attend meetings of the College Council and the President's Cabinet. An observation of the team is that the day-to-day management needs to be reviewed to enhance the efficiency and effectiveness of the facilities area.

The implementation of the working agreement with San Francisco State University will maximize the use of facilities, especially in the afternoons and early evenings when the facilities are currently underused. However, renovations will be needed to support science and engineering classes/labs.

Finally, the team notes that perceptions on campus about planning for improvement of the physical plant may be due to the lack of an integrated planning process, working side by side from the top down (district plans)

and from the bottom up (campus input). The Safety Committee which meets monthly is an example of the college moving in the right direction in keeping on top of issues relating to safety and physical resources.

Recommendations

None

Standard Nine: Financial Resources

Prior Team's Recommendation (Originally in Standard Seven): "The College should develop a plan to increase funding from external sources. Sources include, but are not limited to, increased grant activities, contract education, and fund-raising efforts."

College's Response: The College clearly has moved aggressively to seek outside sources of funding to support a variety of activities. In particular, the college as been singled out in the Governor's budget to receive an allotment of one million dollars to support its Pathways Transfer project.

Observations:

In 1991 the district adopted the Vision 2000 Statement linking institutional goals and institutional planning. Institutional planning has been linked to budgeting through the President, College Council and budget planning retreats. Budget planning retreats result in an annual goals document that is linked to planned or desired institutional goals. The College Council is composed of faculty, classified, student representatives, and administrative staff. Annual budget development reflects realistic assessments of revenue and expenditures. A "critical needs list" is created and becomes the basis for augmentation requests. Augmentation requests adhere to the priorities and support the mission, visions, and goals of the college. The San Mateo Community College District developed an Educational/Facilities Master Plan in 1997 and is currently developing a new plan. This plan supports educational objectives. It addresses the need for maintenance and improvement of physical facilities. The college is completing annual capital plans as part of the budget planning process. The budget and planning is a bottom up approach based on programmatic needs with significant opportunities for consultation. The budget planning processes are reviewed and evaluated annually.

Based upon the self study and team interviews it appears that proper and adequate budget planning is in fact occurring, but in order to increase effectiveness the college needs to continue to work to improve its method of communicating budget outcomes and decisions, as well as how budget allocations are a component of the overall college Educational Master Plan.

Prudent and conservative fiscal management is evidenced by the consistent and appropriate level of reserves in the General Fund and audited financial statements. The financial management system,

supported and maintained by the District office, appears to be somewhat of a burden to college departments. Communication, regular training and staff development will assist in elevating this situation.

The college has established a Five-Year Construction Plan as a planning tool for the future. This plan carries out the directives of the Educational and Facilities Master Plan. The college also participates in the State Scheduled Maintenance Program by budgeting 50 percent match money for renovations to roofs, mechanical and other structural issues. The college has also been successful in procuring grants from both governmental and private sources. Team interviews indicated that staff acknowledged and appreciated these efforts.

As described in the self study, and as evidenced by team interviews with members of the faculty and staff, there is a high level of trust and confidence in the financial and budget management of the college resources. Financial management of the college is sound.

A review of the Audited Financial Statements indicates that very good accounting; audit and financial controls are in place. The college's response to audit recommendations have been implemented in the year in which they were recommended.

The Associate Chancellor oversees the college risk management programs and sits on the board of directors of the insurance joint powers authorities. Insurance coverage appears to be adequate. Financial controls for the college appear adequate and are audited annually by independent CPAs.

The college has a history of maintaining cash reserves to insure fiscal stability. The college maintains an unrestricted reserve of four percent, as required by the board. Audit reports substantiate that effective internal controls are in place to maintain financial stability. Reserves and contingencies for unforeseen occurrences are very adequate.

Conclusions

Based on staff interviews, observations of the operation, and review and analysis of supporting documents, the team has determined that the college meets the expectations included in Standard Nine.

Recommendations

None.

Standard Ten: Governance and Administration

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

College's Response: The union is now a part of the college governance structure, although no formal agreement is in place. In fact, the team is not aware of any such agreement at any college in the state. Cañada College is handling this matter in the standard fashion and has met the requirement of the recommendation.

Observations:

The faculty participates on all hiring committees and the Academic Senate has a seat on the final hiring committee. The Academic Senate participates on the Budget and Planning Committee; they have an ex-officio member on the College Council and District Governance Council, and an active member on the District Calendar Committee.

As observed through meetings and interviews, before 1998 participation in student government had seriously declined. The trend, however, has now been reversed. Students are now beginning to participate more actively in student government. All communication to the student body on the activities of student affairs and government, however, is through word of mouth, rather than by written communication. The college does not have a student newspaper or other forms of written communication to actively encourage students to participate or inform students about the governance of the college. The college is encouraged to take positive steps to send written communication to the students informing them on the activities in student government.

The Board appears to be supportive in keeping up with their mission statement and their overall responsibility to delegate responsibility to the District CEO. At the College level, the team noted that the CEO is very active and provides strong, positive leadership to guide the institution to meet its goals and overall mission. Also, the classified staff is an active part of the overall governance structure of the College.

The College Council is the key group that supports decision-making at the campus, and is fully supported and works closely with the college administration. Although changes have occurred in the last few years with top-level administration at the college, it was noted by campus

constituents that it is becoming more effective. An important factor helping to support the Council is a stabilization of top administration at the college.

Conclusions

The college has strengthened its governance by actively encouraging all constituent groups to participate in governance by including them in the Budget & Planning process, all levels of the hiring process including the final hiring committee, the District College Calendar and the College Council.

Recommendations

None