



2019

Institutional
Self-Evaluation
Report

Quick
Reference
Guide

CANADACOLLEGE.EDU

Redwood City, CA



MISSION, VISION, & VALUES

MISSION

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

VISION

Cañada 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, extraordinary student success, and its dynamic, innovative programs that prepare students for the university, the modern workplace, and the global community.

VALUES

- Transforming Lives
- High Academic Standards
- Diverse and Inclusive Environment
- Student Success in Achieving Educational Goals
- Community, Education, and Industry
- Partnerships
- Communication and Collaboration
- Engaging Student Life
- Accountability
- Sustainability
- Transparency





Cañada College

2019

Institutional Self-Evaluation Report
Quick Reference Guide

September 1, 2019

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Letter from the President



Dear Cañadians,

As we launch our new academic year, I invite you to join me in celebrating the completion of our Institutional Self-Evaluation Report (ISER) and its submission on July 30th to the Accrediting Commission of Community and Junior Colleges (ACCJC). The Report is the result of a broad-based, multi-year self-reflection and evaluation process that actively involved nearly 100 faculty, staff, students and administrators. Many more attended meetings, participated in Flex Day activities and reviewed drafts.

Our self-reflection yielded many invaluable insights. Foremost among them is the importance of our continuous improvement cycle. As an institution striving to innovate continuously in order to maximize the potential of our students' success, we have

re-dedicated ourselves to the critical cycle of data-informed strategic planning, collaborative implementation, crosscutting evaluation and assessment, followed by a new cycle of planning, guided by the insights and shared learning of the previous cycle.

Our goal is always to fulfill our Mission on behalf of our students and their success. One way we do that is to strive consistently to meet and exceed the Standards set by the ACCJC and the U.S. Department of Education. This Reference Guide is a resource for all of our College stakeholders about how we do that. It includes basic information about the accreditation process as well as an abstract of our ISER.

Please join me in welcoming the ACCJC Peer Review Team as they visit our campus between September 30 – October 3, 2019. For more information about their visit and our accreditation process, please visit our website: www.canada.edu/accreditation.

Thank you,

A handwritten signature in black ink, appearing to read "Jamillah Moore". The signature is fluid and cursive.

Jamillah Moore, Ed.D.
President

Accreditation Facts

Who accredits Cañada College?

Cañada College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC), an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education.

What is accreditation?

Accreditation is a voluntary system of self-regulation developed to evaluate overall educational quality and institutional effectiveness.

When is accreditation?

Comprehensive evaluations for reaffirmation of accreditation occur every seven years. Cañada's evaluation team is scheduled for Monday-Thursday, September 30-October 3, 2019.

Where does accreditation occur?

ACCJC evaluation teams review a college's Institutional Self-Evaluation Report (ISER) and then conduct a site visit to the campus. Team members also visit district offices and educational centers, if applicable.

Why is accreditation important?

Accreditation is critical in order to provide assurance of educational quality to students, transfer institutions, employers and the general public, as well as to promote continuous quality improvement.

How does accreditation work?

A college, with broad participation, conducts a thorough self-examination of the institution using ACCJC Standards and compiles an Institutional Self-Evaluation Report (ISER). This report includes evidence that the College meets the Standards. It concludes with a Quality Focus Essay which identifies plans and projects for future improvement. After considering the Report and visiting the campus, the ACCJC Peer Review Team completes its evaluation and makes its recommendation to the Commission. In January 2020, the Commission determines the action it will take with respect to the College's accreditation status.

Accreditation Team

Team Chair and Assistant

Dr. Keith Flamer, Chair
President/Superintendent
College of the Redwoods
Eureka, CA

Ms. Johanna Helzer, Assistant
Administrative Office Coordinator
College of the Redwoods
Eureka, CA

Academic Representatives

Ms. Kristina Allende
Professor of English
Mt. San Antonio College
Walnut, CA

Ms. Cheryl Bailey
*Instruction Librarian; SLO
Coordinator*
Irvine Valley College
Irvine, CA

Mr. Caleb Fowler
*Professor Computer Info. Science;
Business*
Folsom Lake College
Folsom, CA

Ms. Georgie Monahan
*Faculty, Communication Studies &
Program Review Coordinator*
Orange Coast College
Costa Mesa, CA

Dr. Tish Young
Senior Dean of Instruction
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Administrative Representatives

Dr. Valerie Barko
*Director of Institutional Effectiveness
and University Center/ALO*
Kauai Community College
Lihue, HI

Mr. Robert Suppelsa
*Vice President Administrative
Services*
Los Angeles Harbor College
Willmington, CA

Dr. Ryan Theule
*Vice President, Canyon Country
Campus & Grants Development*
College of the Canyons
Santa Clarita, CA

ACCJC Staff Liaison

Dr. Richard Winn
President
ACCJC
Novato, CA

Tips for the Evaluation Team Visit

Monday, September 30–Thursday, October 3, 2019

- Review this guide and the ISER, which can be found on the Accreditation 2019 webpage at <https://canadacollege.edu/accreditation/ISER2019.php>.
- Check the Accreditation 2019 webpage for updates, including times and locations for collegewide forums with the evaluation team.
- See also the ACCJC website at <https://www.accjc.org>.
- Please be prepared to provide information about your area or attend meetings with members of the Evaluation Team, if requested.



ACCJC Accreditation Standards

Standard I

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.

Standard II

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.

Standard III

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

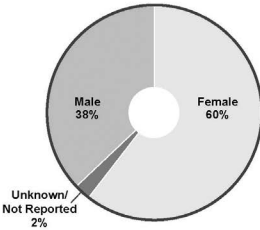
Standard IV

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

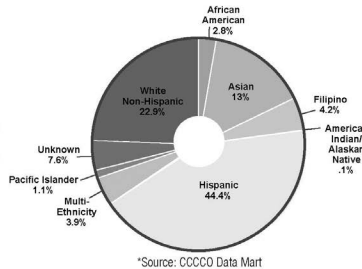
Abstract of the Report

Cañada College first opened its doors to 2,000 students at its current location in the fall of 1968. Since then, the campus has grown to a student body of approximately 6,540 and now includes a range of degree and certificate programs that facilitate students' transferring successfully to four-year universities and entering or returning to the workforce. The College offers 26 Associate in Arts Degree programs, 25 Associate in Science Degree programs, 27 Associate in Arts or Science Degrees for Transfer programs, as well as 42 Certificate of Achievement programs.

Race & Ethnicity 2018-19

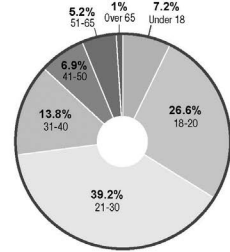


Gender 2018-19



*Source: CCCCC Data Mart

Age 2018-19



Cañada College is a Hispanic Student Serving Institution (HSI); as such, it offers many programs and services designed to meet the unique needs of its largely Hispanic/Latinx community. The majority of students enrolled in 2018-2019 (63%) expressed an educational goal of transferring to a four-year institution and earning a Bachelor's Degree. Cañada students enjoy an exceptional 15:1 student-faculty ratio.

Since the College's last Self Evaluation Report in 2013, a top priority for the College has been to better understand and address issues related to student equity. The College has embarked on important work in this area, the highlights of which include:

- Reforming its remedial education programs to be in alignment with California AB 705;
- Initiating the Faculty Learning Program modeled after the program of the same name at UC Berkeley;
- Growing the STEM Center that houses numerous layers of academic support and important community outreach for students interested in STEM fields, and especially students traditionally under-represented in STEM fields;
- Launching an active Promise Scholars Program that has made strong initial impact;
- Strengthening ESL and Puente programs that have made significant impacts in the lives of the Hispanic students in the community; and,
- Exploring various ways to attend to the basic needs of the community, such as a SparkPoint Center, food pantry, free shuttle to East Palo Alto, and a Dream Center for all undocumented students, DREAMers, and allies.

Standard I.A.

Cañada's Mission infuses every aspect of college life. It drives all planning, program review and assessment, and resource allocation processes. Cañada last updated its Mission, Vision and Values statements in May 2018, when Cañada updated its five-year Educational Master Plan. The College Mission is published on Cañada's website, in the catalog and course schedules, and in various other documents for both internal and external use.

Cañada uses data to effectively accomplish its Mission and maintain a high level of integrity in every aspect of instruction, student services, and college administration. As part of Cañada's annual program review process, all college programs and services consider detailed, longitudinal, disaggregated data to determine their effectiveness. As part of this process, programs ensure their program goals and achievements support the College achieving its Mission.

Standard I.B.

Cañada continuously assesses and evaluates academic quality and institutional effectiveness. The campus community works together with the President and participatory governance committees to set institutional standards, monitor the College's ability to meet and exceed them, and ensure that all aspects of Cañada's operations are aligned to enable it to fulfill its Mission.

All instructional programs and learning support services at Cañada define their program and student learning outcomes in the Curriculum Review Cycle. It posts these program learning outcomes publicly in the college catalog. Instructional programs also review all of their course outlines of record every five years. Career Education programs review their course outlines of record every two years.

Every year, the PBC (Planning and Budgeting Council) considers all of the College's Institution-Set Standards for student achievement—or college metrics—to assess how well Cañada is achieving those Standards. Periodically, the PBC sets new aspirational goals for the future and updates the metrics by which it measures student and organizational success. The Office of Planning, Research, and Institutional Effectiveness (PRIE) publishes these assessments on the college website.

Standard I.C.

Cañada College regularly publishes the results of its assessments of overall academic quality. In addition, the college catalog makes important information—including learning outcomes, information about courses, certificates and degrees, and the costs of attending college—available in print and in multiple digital formats.

The policies adopted by the San Mateo County Community College District Board of Trustees, including those promoting honesty and integrity, guide College operations.

Abstract of the Report (cont.)

The College also complies with all requirements and standards of the ACCJC with the utmost integrity.

Standard II.A.

Cañada ensures that all of its instructional programs fulfill the College Mission and meet the Standards set forth by ACCJC and the Department of Education. Faculty are an integral part of creating and maintaining curriculum, with support from the administration. This involves ensuring curriculum is current and that courses are offered in a variety of modalities and locations to support student momentum and degree and certificate completion. The College is implementing Guided Pathways ('Colt-ivate') and California AB 705, both of which will transform the instructional offerings that are available to the students.

Cañada values its community education and industry partners, and it welcomes regular communication and collaboration with all involved parties. Through this dialogue, Cañada strategically plans course offerings and locations, making it more likely that students can progress towards their degree in a reasonable fashion.

To ensure academic excellence in accordance with ACCJC requirements, Cañada faculty assess all active courses with respect to course-level learning outcomes in a three-year cycle. They also evaluate all programs every two years via the program review process to ensure continuous quality improvements. As part of that process, the IPC and SSPC facilitate peer-reviews, providing feedback to programs and incorporating program goals and plans into college planning.

Standard II.B.

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

The Learning Center houses numerous student academic support programs that are available to all enrolled students, and provides evening and Saturday hours to best help students meet their academic needs. It offers support in numerous areas through tutoring and supplemental courses. It is also the location for many student support services, such as TRiO Student Services Program; the A2B (Associate's to Bachelor's) Program; and the Expanding Student Opportunities (¡ESO!) Program, which helps fund the Bridge to Opportunities (BTO) peer mentorship program. The STEM Center is on the same floor of the building and is home to all math and science tutoring and supplemental instruction for STEM majors. Between the STEM Center, the Learning Center, the new Writing Center, and other student support services, students have access to necessary equipment for their courses and open computer labs to complete their assignments.

The Library offers students full access to the open stack circulation, reference, and reserve textbook collections, as well as an open computer lab with an additional computer classroom. With access to 33 databases both on- and off-campus, students have the ability to research their topics at their convenience; access is granted to them off-campus so long as they possess a library card, which is connected to the Peninsula Library System. When on-campus, librarians are available during open hours for both drop-in support or via appointment. Librarians also work with faculty to create library guides that are customized to the research criteria set forth by the faculty and any related topics of interest.

Standard II.C.

Cañada offers a number of unique programs designed to increase retention and persistence. The College also offers additional academic support for students who are not able to access the campus support services in the form of the SLAMmer Program, which is designed to offer academic and mentor support for students who are enrolled in ESL (English as a Second Language) at the off-site locations. Throughout the campus there are support systems in the Dream Center, the V-ROC for veterans and their families, COLTS-CON for first-year students, and the JAMS Programs (Math Jam, Word Jam, Physics Jam and Chemistry Jam) that prepare students in methods that are designed to directly improve student retention and course success.

As college enrollment in online courses has increased in recent years, Cañada's student services programs are continuing to adapt to support all of its students. A question was added to all student services program reviews in December 2017 that explicitly asks programs how they are supporting students, regardless of location or delivery method. One outcome of this reflection has been the implementation live video counseling using Zoom in spring 2019.

Standard III.A.

The District Human Resource Department helps ensure that Cañada has a sufficient number of well-qualified faculty, staff and administrators to support effective programs and services at the campus. Personnel are effectively evaluated and expectations for performance are clear and well-publicized. Adequate opportunities for professional development and growth are available.

As of the 2018-2019 academic year, Cañada employed:

- 220 total faculty, including 81 full-time faculty and 138 part-time faculty;
- 8 classified supervisors, 94 full-time classified employees and part-time classified employees, and 3 confidential employees;
- 12 managers and academic supervisors; and,
- 11 administrators: The President, 3 Vice Presidents, 6 Deans and 1 Classified Administrator.

Abstract of the Report (cont.)

The District provides guidelines related to hiring criteria to ensure consistency in hiring practices and procedures. The developed this process in accordance with Board policy as well as Title 5 of the California Education Code. The District affirms its commitment to diversity, equity, and inclusion in policy and in the District Equal Employment Opportunity (EEO) Plan.

Standard III.B.

Cañada and the District ensure safe and sufficient physical resources to support its instruction and student support services and programs. The Office of Facilities is well staffed and effectively manages millions of dollars in resources for the maintenance and construction of new facilities on the campus. Cañada has reinstated the Space Allocation Committee, a subcommittee of the Planning and Budgeting Council, which will work closely with the Capital Improvement Project (CIP) team to create transparency in space allocation decisions.

Long-range capital plans guide decision-making through planning documents such as the Facilities Master Plan, the Five-Year Construction Plan, the EMP and District Strategic Plan. Projects involved with Measure H bond money are managed with these plans in mind.

Standard III.C.

Cañada partners with the District Office of Information Technology Services (ITS) to provide appropriate professional support, facilities, hardware, and software to achieve the College Mission. The Technology Committee supports the continual collaboration between the campus and the District. Through the Technology Strategic Plan, the Committee works with the VPAS office and District ITS to ensure that hardware and software needs are keeping pace with technology advances, thus supporting and serving teaching and learning on campus.

Through the Professional Learning Committee, Cañada offers numerous trainings for faculty and staff, primarily at the different Flex Days throughout the academic calendar. There are regular trainings and open sessions for Canvas, TracDat, and CurricUNET. There is online education training offered through the QOLT (Quality Online Learning and Teaching) Workgroup, which is based in the CVC-OEI trainings. Additionally, the Professional Learning Committee provides resources for a variety of online technology training, while Human Resources offers numerous trainings for faculty and staff with respect to technology.

Standard III.D.

SMCCCD is a community-supported district, relying on property taxes in excess of the state determined revenue limit. This provides Cañada sufficient resources and the fiscal stability needed to sustain student learning programs and services. Cañada has

made significant progress towards integrating its financial planning with its associated resource allocation process in support of its Mission and goals. In 2018, the PBC improved the alignment between the program review and resource request process and the District's budgeting and resource allocation process.

Standard IV.A.

Cañada has a well-defined leadership and governance structure which facilitates collaborative decision-making across college constituency groups. Its participatory governance groups work to establish and implement policy and procedures. Cañada's Participatory Governance Manual (PGM) is updated regularly by the PBC.

Cañada's participatory governance process is aligned with District Board policy, which further describes shared governance, specifically with regard to Academic Senate, Associated Students, and Classified Senate/ CSEA, at the college and district-levels. The Academic Senate President and Classified Senate President co-chair PBC, with the College President being an ex officio member. The Vice President of Administrative Services and the Dean of Planning, Research and Institutional Effectiveness join these three members to form the PBC agenda planning committee.

Standard IV.B.

Cañada's President provides effective leadership in planning, budgeting, selecting and developing personnel, and assessing institutional effectiveness. She meets with vice presidents, deans, directors, and supervisors on a weekly basis. She also meets frequently with the Classified and Academic Senate Presidents to ensure clear communication and transparency.

While she delegates some day-to-day responsibilities to the rest of the administration, she remains actively involved in all decision-making, chairing weekly Cabinet meetings, monthly College Council meetings, and serving in an ex-officio capacity on participatory governance committees. She is active in the community, serving on numerous boards and District committees and she communicates clearly and effectively through a variety of channels: email, web, print, and in-person via presentations and speeches. She attends meetings and conferences with her peers, state officials, and related professional associations.

Standard IV.C.

The six-member Board of Trustees for the San Mateo County Community College District includes five members elected by the residents of each of five Areas of the District to four-year terms. The sixth member, a student trustee, is elected by students and serves a one-year term. Student Trustees are full participants in board meetings and cast advisory votes.

Abstract of the Report (cont.)

The stability of the Board of Trustees and well-managed District resources have resulted in the College's ability to deliver a consistently high level of educational services to the community. The Board functions as an independent policy-making body that reflects the educational interests of the community it serves and, at the same time, protects and defends the institution from undue influence or political pressure. The Board's policies and practices uphold its commitment to reflecting the public interest and maintaining independence in decision-making, in support of the institution's educational mission.

Standard IV.D.

The District has had the same chancellor for 20 years. In August 2019, he stepped down from that position to take on the new role of Chancellor Emeritus. The Board appointed the Michael Claire, the President of College of San Mateo, to act as Chancellor. The District Chancellor communicates expectations while providing both leadership and support for the colleges in the district to operate effectively. In addition to the Chancellor's Office itself, the District supports the three colleges via the centralized departments of Auxiliary Services, Educational Services and Planning, Facilities, Financial Services, General Services, Human Resources, Information Technology Services (ITS), and Public Safety.

Participatory governance across the District includes committees on budget and finance, participatory governance, and distance education. Through participatory governance, the District disseminates information and calls for action. Cañada has representation on all district participatory governance bodies.

The District is consistently prudent in managing reserves and controlling its expenditures, which has allowed for the effective and sustainable operation of the colleges during periods of fiscal instability at the state and national level. As a community supported (Basic Aid) district, the District is able to offer the community more programs and a lower student-faculty ratio than many other districts.



Abstract of the Quality Focus Essay

A new component of the ISER is the Quality Focus Essay, which provides Cañada with an opportunity to be innovative and to propose new ideas and projects that will improve student learning and/or student achievement at the institutional level. To identify those ideas and projects, Cañada's Planning and Budgeting Council considered themes that emerged from the self-evaluation process as well as the nature of the innovative projects already underway at the College. In the fall of 2018, the PBC, along with other college governance groups, approved the following:

I CAN Start Strong (A pathways strategy: -6 to +9 months)

Guided Pathways at Cañada

Cañada's experience with various college programs (the STEM Center, the Promise Scholars Program, career education programs) as well as the mandates of the States Guided Pathways framework, revealed that a focus on successful entry and a student's first year experience is pivotal to a student's persistence, success, and ultimate completion. As a result, Cañada chose a series of projects (recently renamed 'Colt-ivate' on Opening Day, 2019) that focus on the six months prior to and nine months following students' initial matriculation at the College. Specific activities identified to provide students with a strong start include:

- Implementation/expansion of various high school engagement strategies: early college experiences such as dual enrollment, summer programs, and related outreach events
- Streamlining the application process
- Scaling Proactive Registration
- Modification of the current Priority Enrollment Program (PEP) to better serve incoming students
- Providing support for completion of FAFSA and CA Dream Act documentation
- Increasing accuracy of Student Education Plans which can better inform course scheduling
- Developing a First Year Experience program
- Grouping degree programs into 'Interest Areas' or 'Meta Majors'
- Optimizing the class schedule to avoid class cancelations and conflicts
- Ensuring all degree and certificate programs are complete-able within the specified timeframe
- Aligning support services with interest areas and timing to fit student needs
- Expanding Bridge Programs preceding fall and spring terms
- Expanding cohorts via learning communities

Abstract of the Quality Focus Essay (cont.)

Integrating Student Support and Instructional Services

A common theme identified among Cañada's effective practices and the Guided Pathways framework is that of better integrating student support services with academic pathways. In order for students to effectively tackle transfer-level coursework on day one, explore careers and majors without losing time, and complete certificates, degrees or transfer more quickly than they have in the past, student services and instruction must be much more closely integrated via practices such as:

- Counseling aligned with academic pathways.
- Complementary supports such as embedded tutoring, mentoring and aligned with instructional programs in collaboration with faculty.
- Career exploration, project-based and work-based learning, internships, and job placement support within interest areas.

Anticipated Impact on Student Learning and Achievement

The anticipated impacts on student learning and achievement at Cañada as a result of the 'Colt-ivate' efforts include student achieving greater rates of degree completion and transfer and with more efficiently and with fewer extraneous units earned. Cañada will meet this goal while improving employment outcomes and dramatically reducing any equity gaps in these achievements across sub-populations that have been disproportionately negatively impacted in the past.

- **Goal 1: Completion:** Increase by at least 20 percent the number of Cañada College students who acquire associate degrees, credentials, certificates, or specific job skill sets that prepare them for in-demand jobs by 2021-22 (adjusted for enrollment fluctuations).
- **Goal 2: Transfer:** Increase by 35 percent the number of Cañada College students transferring to a UC or CSU by 2021-22 (adjusted for enrollment fluctuations).
- **Goal 3: Unit Accumulation:** Decrease the number of units accumulated by Cañada College students earning associate degrees, from an average of approximately 93 total units to an average of 85 total units by 2021-22.
- **Goal 4: Workforce:** Increase the percent of exiting career education students at Cañada College who report being employed in their field of study, from 65% to 72% by 2021-22.
- **Goal 5: Equity:** Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent by 2021-22 and fully closing those achievement gaps for good by 2026-27.

Cañada College Governance

Participatory governance is defined as a collaborative effort of administration, faculty, staff, and students for the purpose of providing high quality college programs and services. All members of the campus community are invited to participate in planning for the future and in developing policies, regulations, and recommendations under which the College is governed and administered (see California Education Code (70901(b)(1)(E)).

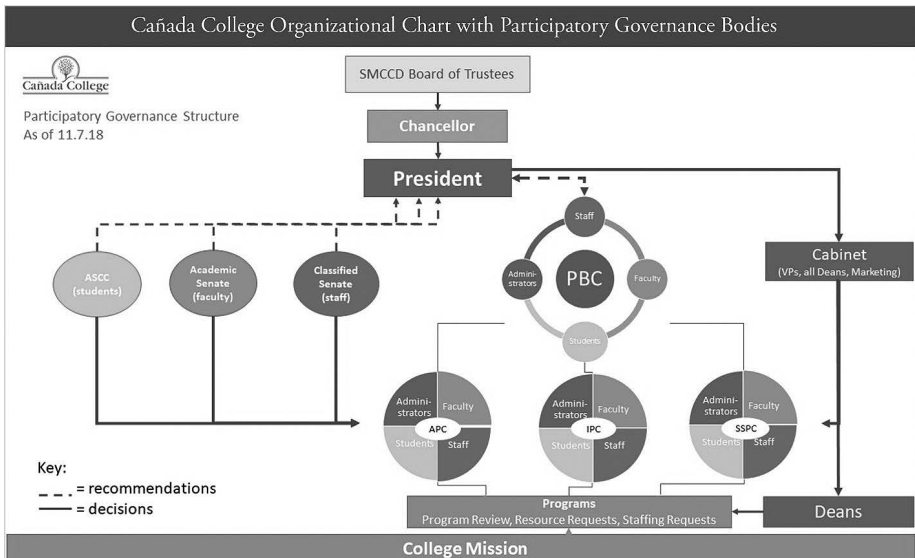
The primary stakeholder groups at Cañada College are:

- Academic Senate
- Associated Students of Cañada College (ASCC)
- Classified Senate/CSEA

Representatives from each of these stakeholder groups come together with college administrators to collaborate in the following participatory governance groups:

- Planning and Budgeting Council (PBC)
- Instructional Planning Council (IPC)
- Student Services Planning Council (SSPC)
- Administrative Planning Council (APC)

The organizational chart below outlines their relationship.



Cañada College Governance (cont.)

Planning Councils

The Planning and Budgeting Council (PBC) advises and makes recommendations to the President on matters pertaining to prioritizing expenditures to advance the college goals, planning, governance issues, issues regarding college facilities, maintenance, and operations, issues regarding campus climate, and any other issue affecting the well-being of the college at-large. It reviews college and district policies and develops procedures to implement policy, provides accreditation oversight, and establishes ad-hoc workgroups and subcommittees to address college planning needs and priorities. The presidents of the Academic Senate Governance Council and the Classified Senate sit as the co-chairs of PBC.

Three participatory governance councils directly inform the Planning and Budgeting Council: The Instructional Planning Council (IPC), the Student Services Planning Council (SSPC), and the Administrative Planning Council (APC).

- IPC is made up of faculty, classified staff, administration, and student representatives, with its focus is on the instructional areas of the campus. The council has been tasked by the Academic Senate to handle all elements of the program review cycle for instructional programs. The council also evaluates proposals for new instructional programs and instructional program discontinuance, and it supports the accreditation review process and self-study.
- SSPC includes faculty, classified staff and administrative representatives from the student services areas and coordinates planning related to programs under Student Services. The council reviews all program reviews for student services programs and departments, and issues recommendations for resources and personnel. It organizes all SLO and SAO assessments, which then are incorporated into the program review process for these departments and programs.
- APC, in collaboration and communication with SSPC and IPC, oversees the implementation of a comprehensive process for planning and assessing administrative services based on program review, the effective integration of SLOs into program activities and services, and alignment with the college's mission and strategic goals. It develops, implements, and evaluates an Administrative Program Plan cycle, including staffing, and makes recommendations about policy.

Senates

The Academic Senate provides for the effective participation of faculty in participatory governance and assumes primary responsibility for making recommendations to the college administration and district in the areas of curriculum and academic and professional standards, as supported by board policy. These areas, referred to as 10+1, include curriculum, including establishing prerequisites and placing courses

within disciplines; degree and certificate requirements; grading policies; educational program development; standards or policies regarding student preparation and success; district and college governance structures, as related to faculty roles; faculty roles and involvement in accreditation processes, including self-study and annual reports; policies for faculty professional development activities; processes for program review; processes for institutional planning and budget development; and other academic and professional matters as are mutually agreed upon between the governing board and the Academic Senate.

The Classified Senate consists of permanent full and part-time employees representing the Classified Staff and Employees Association (CSEA), the American Federation of State, County and Municipal Employees (AFSCME), and non-represented classified employees. The Classified Senate participates in the college governing process; represents the needs, concerns, and viewpoints for classified staff; and promotes and supports opportunities for classified professional development.

Students engage in participatory governance through the Associated Student Senate. College-wide initiatives, such as the EMP, are brought to Student Senate for discussion. Furthermore, student representatives are voting or observing members of many participatory entities. Student participation in college district and college governance is defined in Board Policy 2.18.

Committees

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, including:

- Academic Committee on Equity and Success (ACES)
- Curriculum Committee
- Distance Education Advisory Committee
- Environmental Sustainability Committee
- Honors Transfer Program Committee
- Professional Learning Committee
- Safety Committee
- Strategic Enrollment Management Committee
- Technology Committee

Cañada College Governance (cont.)

Employee Groups (unions)

- Faculty: AFT 1493
 - District President: Joaquín Rivera (Skyline College)
 - Campus Co-chairs: Salumeh Eslamieh and Doniella Maher
 - PT Faculty Rep: [vacant]
- Classified Staff: CSEA Chapter 33
 - District President: Annette Perot (CSM)
 - Campus Chair: Jeanne Stalker
 - Stewards: María Lara Blanco, Rachel Corrales, and Jamie Hui
- Facilities: AFSCME Local 819, Council 57
 - District President: John Cuevas



Planning and Budgeting

Planning

Cañada's mission-driven planning process is led by a five-year educational master planning cycle. Every five years, Cañada re-affirms its Mission and sets new goals and objectives for improvement in an Education Master Plan (EMP). It ensures these goals are aligned with the District and State Chancellor's goals.

Every year, half of Cañada's programs undergo a comprehensive review and set new program-level goals for improvement that are aligned with the College's goals, as well as identify the resources they will need (if any) to achieve those goals. Personnel requests, funding allocations, facilities improvement, and technology purchases are initiated through the program review process. Items requested in program review are prioritized at the department and division levels. These resource requests are considered by administrators and, ultimately, prioritized by the PBC for inclusion in the college budget.

Other sources of innovation, such as new State mandates or Board initiatives, are considered and included in college-wide and program-level planning. To operationalize these plans each year, Cañada develops an Annual Plan that identifies specific projects to be completed in one year in support of Cañada's five-year goals.

Budgeting

The District and College have established clearly defined policies and procedures for financial planning and budget development. The District provides a resource allocation model approved by the District Committee on Budget and Finance (DCBF) to guide the budget and allocation processes. Resource allocation to the colleges follows a budget timeline that is approved by the Board of Trustees and is publicly available. Budget development at the College is completed within the timeline and submitted to the District.

The College receives notice of the initial annual budget allocation following review at the district level. At the college level, allocation of financial resources is managed to effectively fulfill the college mission and work towards achieving the strategic directions outlined in the EMP. The PBC uses guiding principles to effectively support budget development and resource allocation decisions. The Academic Senate prioritizes faculty hires. Cañada's resource allocation process is designed to support the achievement of its plans and goals through the funding of needs identified through the program review process that clearly support the achievement of College goals. The VPAS is responsible for creating the tentative college budget in May and presents the budget to PBC for review and approval. The budget is then sent to the President for final review before submission to the District.

Planning and Budgeting (cont.)

Institution-Set Standards and Institutional Learning Outcomes

An important part of Cañada's integrated planning and budgeting process is the assessment of its ability to achieve its goals for student success. To assess Cañada at the institutional level, the PBC established Institution-Set Standards (also known as College Metrics) that it regularly reviews and monitors. The Institution-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.

Through the PRIE Office, Cañada also administers an annual survey of graduates to determine how well it has achieved its Mission, or institutional learning outcomes (ILOs).



Student Learning Outcomes Assessment Cycle

As mentioned in Standards I.B, I.C, and II.A above, Cañada defines student learning outcomes for all instructional programs and learning support services in the Curriculum Review Cycle. Program learning outcomes are posted publicly in the college catalog. 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 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. 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 learning outcomes and achievement data are disaggregated and analyzed based on subpopulations of students; these data drive the program review process and planning processes.

In May 2017, the Academic Senate adopted a new assessment cycle in which all active courses are assessed on a three-year cycle. In the three-year assessment cycle, all departments decide when in the cycle their course-level learning outcomes will be assessed. Using a template aligned to their program review cycle, all active courses are assessed within three years. In creating their assessment cycle, faculty pay specific attention to the following aspects:

- All active courses must be assessed within each department. Excluded from this are:
 - a. Courses that are not offered due course cancellations,
 - b. Banked courses, and
 - c. Deleted or newly added courses.

However, if a course is cancelled and offered at another time, the course is considered active and must be included in the 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.
- 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, which aligns with the program review cycle.
- All departments' three-year assessment plans are posted on the College's assessment webpage.
- Each department or program must input all learning outcome data and results into TracDat, including reflections and follow-up/action plans.

Organization of Self Evaluation Process

Faculty, staff, and administrators led the Self Evaluation Process. This was a campus wide process and was inclusive of all divisions and across all levels of administration. Students provided valuable and insightful input. The Self-Evaluation Process was a concerted effort led by the Ad Hoc Accreditation Steering Committee, which was comprised of the College President, the Accreditation Co-Chairs, and each of the Standard Co-Chairs. The Co-Chairs provided regular updates at the Instructional and Student Services Planning Councils, as well as the College's accreditation oversight committee, the Planning and Budgeting Council. A complete list of those who participated in the ISER development process is on the College's Accreditation website and in Appendix B of the ISER.

Planning Structure for the 2019 Cañada College ISER				
Oversight	Planning & Budgeting Council (serving as the Accreditation Oversight Committee)			
Accreditation Co-Chairs	Dean of Planning, Research, Innovation & Effectiveness (ALO) Accreditation Co-Chair		Faculty Member Accreditation Co-Chair	
Standard Co-Chairs	Standard I Administrator and Faculty Co-Chairs	Standard II Administrator and Faculty Co-Chairs	Standard III Administrator and Faculty Co-Chairs	Standard IV Administrator, Faculty, and Classified Co-Chairs
Sub-Standard Tri-Chairs	Standard I (sub-standards) Administrator, Faculty, and Classified Tri-Chairs	Standard II (sub-standards) Administrator, Faculty, and Classified Tri-Chairs	Standard III (sub-standards) Administrator, Faculty, and Classified Tri-Chairs	Standard IV (sub-standards) Administrator, Faculty, and Classified Tri-Chairs
Writing Teams	Standard I (sub-standards) Administrator, Faculty, and Classified Writing Team Members	Standard II (sub-standards) Administrator, Faculty, and Classified Writing Team Members	Standard III (sub-standards) Administrator, Faculty, and Classified Writing Team Members	Standard IV (sub-standards) Administrator, Faculty, and Classified Writing Team Members

Accreditation Timeline

Timeline of ISER Preparation, Spring 2017-Spring 2019

SPRING 2017

- Planning and Budgeting Council (PBC, as Accreditation Oversight Committee) approves Alicia Aguirre, Faculty Accreditation Co-Chair
- Accreditation Co-Chairs recommend Standard Co-Chairs and Tri-Chairs; form ISER *Ad Hoc* Steering Committee
- Accreditation Co-Chairs recommend planning process to PBC
- ISER template, team membership, all meeting schedule posted to ISER 2019 in Google and linked to College Accreditation website

FALL 2017

- Accreditation Co-Chairs and *Ad Hoc* Steering Committee identify teams for all standard sections
- Orientation(s) and kick-off for accreditation activities (October 27, 2017)
- Standard Teams begin to meet, gather evidence, identify areas of strength and weakness, suggest improvement plans
- Flex Day Sessions: Accreditation for Classified Staff (August 15, 2017) & Drop in for Accreditation Fun and Learning (October, 2017)

SPRING 2018

- Standard Teams continue to meet, identify areas for improvement
- Complete first draft of Institutional Self Evaluation Report (ISER)
- Governance Councils review and provide feedback
- Accreditation Co-Chairs and *Ad Hoc* Steering Committee review draft over Summer 2018

FALL 2018

- Opening Flex Day Session: Peer Review of Standard 1 (August 14, 2018)
- All Hands Meeting on September 21, 2018 with ACCJC VP Steve Reynolds; reviews updated AJJCE Guidance and begins work on Quality Focus Essay
- *Ad Hoc* Steering Committee and Standard Teams meet regularly to continue work on sections | President, VPI and ALO select ISER faculty editor
- October 10, 2018: Campus-wide Flex Day sessions on the Quality Focus Essay (QFE) | PBC approves QFE on December 5, 2018 | Senate and all PC's review ISER
- Standard Tri-Chairs and Teams complete 2nd draft of ISER by November 16, 2018 | Standard Co-Chairs complete all ISER sections by December 19, 2018

SPRING 2019

- February 2019: Final drafts of ISER posted to College website in feedback form - feedback requested from all Governance Councils, Senate, *Ad Hoc* Steering Committee
- ASCC Student Forum on Accreditation, March 5, 2019 | All Hands ISER proofreading marathon, March 8, 2019
- PBC final approval of ISER on March 27, 2019
- Submit ISER to Board of Trustees on April 16, 2019
- Submit ISER to ACCJC by August 1, 2019

Accreditation Steering Committee (ad hoc, reporting to PBC)

ISER Section	Name of Committee Members	Title of Committee Members	Role
	Alicia Aguirre	Faculty Co-Chair, Accreditation ad hoc Steering Committee	
Standard I	Karen Engel	ALO, Dean of PRIE, Co-Chair, Accreditation ad hoc Steering Committee; Standard 1 (2nd Co-Chair)	I Co-Chair
	Tracy Huang	Interim Dean, PRIE (1st Co-Chair)	I Co-Chair
	Carol Rhodes	Professor, Science and Technology, Biology	I Co-Chair
Standard II	Char Perlas	Interim Vice President of Student Services	II Co-Chair
	David Meckler	Professor, Humanities and Social Sciences, Music	II Co-Chair
Standard III	Michelle Marquez	Vice President of Administrative Services	III Co-Chair
	Patty Hall	Professor, Education and Human Development (2nd Co-Chair)	III Co-Chair
	Candice Nance	Assistant Professor, Business, Design and Workforce, Business (1st Co-Chair)	III Co-Chair
	Lale Yurtseven	Professor, Business, Design and Workforce, Business (1st Co-Chair)	III Co-Chair
Standard IV	Tammy Robinson	Vice President of Instruction (2nd Co-Chair)	IV Co-Chair
	David Johnson	Vice President of Instruction (1st Co-Chair)	
	Jeanne Stalker	Program Services Coordinator, Counseling	IV Co-Chair
	Nicholas Martin	Counselor, Counseling	IV Co-Chair
Ex Officio	Jamillah Moore	President	

Leadership and Preparation

Board of Trustees

Maurice Goodman, President
Karen Schwarz, Vice President-Clerk
Richard Holober, Trustee
David Mandelkern, Trustee
Thomas Nuris, Trustee
Jordan Chavez, Student Trustee

Report Preparation

Accreditation Co-Chairs:

Karen Engel (ALO; Dean of PRIE) and Alicia Aguirre (Faculty Chair; Professor of ESL and Spanish)

Lead Editor and Gap Analyst:

Sarah Harmon (Adjunct Professor of Spanish and Linguistics)

Graphic Design:

José García (Visual Communications Coordinator, Marketing)

Web Support:

Michael Ryan (Web Programmer Analyst, Marketing)

Communications:

Megan Rodríguez-Antone (Director of Marketing)

Office of Planning, Research, and Institutional Effectiveness:

Karen Engel (Dean), Milena Angelova, Alexander Claxton





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