

Cañada College

Midterm Report

Submitted by:

Cañada College
4200 Farm Hill Boulevard
Redwood City, CA 94601

Submitted to:

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

Date Submitted: October XX, 2023

Midterm Report Certification Page

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

From:

(Kim Lopez, College President)

Cañada College

4200 Farm Hill Boulevard, Redwood City, CA 04601

I certify there was broad participation/review by the campus community and believe this report accurately reflects the nature and substance of this institution.

Signatures:

(Chief Executive Officer)

(Date)

(Chairperson, Governing Board)

(Date)

(Name, Title, Representing)

(Date)

(Name, Title, Representing)

(Date)

(Name, Title, Representing)

(Date)

(Name, Title, Representing)

(Date)

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I. Report Preparation

This section describes the process used to prepare the report and identifies those who were involved in its preparation.¹

On [September 21, 2022](#), the Cañada College Planning and Budgeting Council (PBC), which serves as the College's Accreditation Oversight Committee, established a Steering Committee, Writing Team, and timeline for preparing a Midterm Report for the Accrediting Commission for Community and Junior Colleges (ACCJC) by October, 2023. The Steering Committee members included the Academic Senate President, the Classified Senate President, the College President, and the Dean of Planning, Research, Innovation and Effectiveness (PRIE) who also serves as the College's Accreditation Liaison Officer. The Writing Team members include the Dean of PRIE and the College Instructional Assessment Coordinator, a faculty member.

The PBC established a process for report preparation that would be broad-based and inclusive, allowing sufficient time for all campus constituents to be aware of and participate in the process. Led by the Steering Committee and overseen by the Planning & Budgeting Council, the process included sessions at the all-college "Flex Day" on [January 13, 2023](#) as well as agendaized discussions at the [Instructional Planning Council](#) (IPC), the [Student Services Planning Council](#) (SSPC), [Academic Senate](#) and [Classified Senate](#).

The timeline followed for this process was:

¹ See [Policy on Commission Actions on Institutions](#); [Policy on Monitoring Institutional Performance](#).



ACCJC Midterm Report Preparation Timeline: 2022-23

As of September 21, 2022

Task	Lead	Timeline
Planning & Budgeting Council (PBC)/Cañada College Accreditation Oversight Committee approves Report preparation timeline and process, including identification of an Accreditation Steering Committee and Writing Team.	PBC Co-Chairs, Eck and Young	September 21, 2022
Cañada College Accreditation website updated to reflect approved Midterm Report preparation process & timeline.	ALO/PRIE Dean Engel	September 22, 2022
Writing Team prepares first draft of Midterm Report.	Writing Team (Karen Engel, Dean of PRIE and Jessica Kaven, Faculty Assessment Coordinator)	October, 2022
Writing Team solicits input from: • Academic Senate • District Budget Office • Guided Pathways Advisory Committee • Instructional Planning Council (IPC) • Program Review Work Group	Writing Team	November – December, 2022
Accreditation Steering Committee reviews first complete draft of Midterm Report. Presents it at Flex Day, January, 2023. (Steering Committee members: Lopez, Eck, Young, Engel)	Accreditation Steering Committee Tri Chairs (Eck, Young, Engel)	January, 2023
Writing Team revises draft Midterm Report.	Writing Team	February, 2023
Midterm Report second draft presented for review and discussion at: • Academic Senate • Classified Senate • Associated Students of Cañada College (ASCC) • Instructional Planning Council (IPC) • Student Services Planning Council (SSPC) • Planning & Budgeting Council (PBC)	ALO/PRIE Dean Engel	March – April, 2023
Writing Team addresses feedback received from participatory governance Senates and Councils.	Writing Team	April, 2023
Final draft of Midterm Report presented to the Planning & Budgeting Council (PBC)/Accrediting Oversight Committee for approval.	Accreditation Steering Committee Tri Chairs	April-May, 2023
Visual Communications Coordinator produces final version of Midterm Report.	Hannah-Joy Haw	June-July, 2023
Midterm Report to Board of Trustees for review and approval.	President Lopez, Accreditation Steering Committee Tri Chairs	August-September, 2023
Submit completed, signed Midterm Report to ACCJC.	ALO/PRIE Dean Engel	October 15, 2023

II. Plans Arising from the Self-Evaluation Process

This section provides an update of the self-identified plans to strengthen alignment with Standards outlined by the College in its [most recent Institutional Self-Evaluation Report \(ISER\)](#). Colleges should describe their progress on these plans and resulting outcomes. A chart format can be used for this section of the report if appropriate. Any plans that have not yet been fully implemented should be clearly identified, and an update of the specific timelines and responsible parties in place to support completion should be provided.

Standard	Improvement Plans as of Fall 2019	Progress Made and Resulting Outcomes
1A	During Cañada's self-study process, the College recognized that consistent effort and disaggregated student data are required to ensure that equity in student outcomes is integrated into all of our practices in support of our Mission, Vision and Values. For example, the College adopted an annual strategic planning and implementation process to integrate Student Equity and Achievement Planning into a comprehensive, annual operational plan. The goal is to ensure equity considerations guide all college-wide practices and priorities. The ACES Committee continues to monitor and improve these efforts.	During the COVID-19 pandemic and after the murder of George Floyd in May, 2020, Cañada College deepened its efforts to understand and address inequities in student outcomes, college processes, and to become an antiracist institution. In 2021-22, the College updated its mission, vision and values statements , adopting clearer language related to social justice and racial equity. In 2021-22, Cañada conducted an Internal Equity Scan with the help of external consultants to support the College more effectively incorporating diversity, equity, inclusion and antiracism in its policies, practices and procedures as well as its campus culture. As a result, the College is in the midst of updating its participatory governance structure and creating an Equity and Antiracism Planning Council (which will take over the role previously played by the ACES Committee) to lead and maintain these efforts. The Office of Planning, Research, and Institutional Effectiveness (PRIE) provides disaggregated student outcomes data via data dashboards on its website, data packets for all instructional programs that clearly identify any equity gaps in outcomes by course, modality, and program. The PRIE Office is dedicated to supporting the institution in achieving its new mission and, in particular, providing leadership, analysis and insight into how the College can become an antiracist institution, interrogating racist structures and policies, and providing equitable access to resources to students and staff in a manner

Standard	Improvement Plans as of Fall 2019	Progress Made and Resulting Outcomes
		that ensures equitable student outcomes that help transform lives.
1B	During the College's self-evaluation process, it identified three areas that need continuous evaluation and improvement: (1) the Institution's set standards given changes in the State Chancellor's Office <i>Vision for Success</i> of 2017 as well as the ACCJC's expectation that the College will set and evaluate its ability to achieve aspirational goals; (2) the College's data-driven program review cycle and how effectively that process and its results drive priority-setting, resource allocation, and priority-setting; and, (3) the assessment of student learning outcomes and how well these are communicated to students and aligned with overall program and institutional learning outcomes.	(1) On February 19, 2020, the Planning and Budgeting Council (PBC) appointed a Task Force that included students, faculty, staff and administrators to update the College's Institution Set Standards (also known as the College Scorecard) to align with the Chancellor's <i>Vision for Success</i> and the new Student Success Metrics. The body was further updated on May 6, 2020, on the progress of the metrics. The PBC adopted the new Scorecard developed by the Task Force on November 18, 2020. For each metric, the PBC set minimum standards as well as 5-year aspirational goals consistent with the <i>Vision for Success</i> as well as the College's Student Equity and Achievement Plan. Each year, the PBC reviews the most up-to-date data for each metric to monitor the College's progress in meeting its strategic goals as well as its overall mission. The College's major plans, including the Strategic Enrollment Management Plan (the 2020-2023 plan and 2023-2025 update), Student Equity and Achievement Plan from 2019-2022 and 2022-2205, and Guided Pathways efforts from 2019, 2021, 2022 and the 2022-2026 Guided Pathways Work Plan, are all aligned with the metrics and aspirational goals contained in the College Scorecard. The College uses the aspirational goals from its Scorecard when it submits its Annual Reports to the ACCJC. (2) The College continuously monitors the effectiveness of its resource request and prioritization process. On October 2, 2019, the College Planning & Budgeting Council (PBC) appointed a Task Force to evaluate the College's resource request process and resource prioritization rubric. On January 29, 2020, the PBC adopted the Task Force's recommendations

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		such that (a) the first level of prioritization of resource requests would be a local conversation by program; and (b) the second level of prioritization would also be local at the Division level. The PBC would be the third level and would review the results of the Division prioritizations. In evaluating each Division's proposed priorities, PBC would consider two critical questions when evaluating all requests: does the resource being requested (1) contribute to closing equity gaps? and (2) contribute to supporting Latinx student success since Cañada is a Hispanic Serving Institution. PBC's overall recommended ranking is then submitted to the President for review. On May 19, 2021, the PBC once again updated the College's resource request and prioritization process, based on the review and recommendation of its Program Review Work Group, to amend the second critical question to ask if the program goals contribute to Black and African American student success, in addition to Latinx and AANAPISI student success, in order to ensure that resource requests align with the College's mission, vision and values. PBC also adopted an optional Resource Prioritization Guide, which could be used by the divisions as they evaluate their resource requests. If the divisions choose to use another rubric or evaluation tool, they must submit it with their prioritized list to PBC each year. (3) Instruction: Instruction uses its Course Outline of Record (COR) updating cycle (5 or 2 years) to review and/or update the SLOs for their courses. PLOs are also reviewed and/or updated via the COR updating cycle. All SLOs are listed on the CORs as well as all course syllabi. All divisions collect the course syllabi for each term and check that SLOs are listed that are in turn shared with students. All instructional and learning support programs plan their SLO and PLO assessments via

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		their three-year assessment plans. The current 3-year cycle ends Spring 2023 and the new cycle starts Fall 2023. All SLO and PLO assessment results are stored in Nuventive Improve (formerly TracDat), an online database that is open to all employees. Also within Nuventive Improve, all SLOs are mapped to PLOs and ILOS. Instructional and Student Services Program Review requires participants to review SLO assessment results and identify areas of success and needed improvement in their programs. Instructional and Learning Support Services, as part of comprehensive program review (3 year cycle; 4 year cycle for CTE programs, with mid-cycle review every 2 years), authors are asked to: a) review SLO and PLO assessment results and describe how their program's SLO assessment cycle is completed across sections and over time, b) state the impact of their SLO assessment (including dialogue, strategies they implemented or plan to implement, based on the results of the SLO assessment), and c) describe the program's PLO assessment plan, summarizing major findings and identifying improvements that have been or can be implemented as a result of the PLO assessments. All completed program reviews are posted by areas on the college's Instructional Program Review webpage. (3) Student Services: In spring 2023, most student services programs revised and updated their Service Area Outcomes. A few student services programs (Promise, EOPS, Puente) also assess Student Learning Outcomes. These are communicated to students in various ways. The Promise Scholars Program details the objectives of the Program and the outcomes in terms of success and completion for students on its website and in its orientation materials. EOPS similarly explains to students eligible

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		for the program's support at the outside of their enrolling with the program, both on the website and in email communications. The Puente program includes two sections of English 105 and of CCR 137. At the top of each of the syllabi for these courses, the student learning outcomes are specified. Overall, Student Services Program Review processes in Nuventive require programs to explain how both their SAOs and SLOs "map" to the College's Institutional Learning Outcomes.
1C	In the current era of online information and the need to maintain the highest level of integrity in online information, the College is taking steps to: (1) increase coordination across functions; (2) work with District IT to ensure cybersecurity; and, (3) improve its online search tool, Funnelback, for the College's website, to enable stakeholders to find the most accurate information available.	(1) Since Fall 2019, the College Marketing Team has worked closely with District ITS Web Services Teams to: ● ensure streamlined content and design is consistent across key student support services and enrollment-facing websites; ● migrated campus web servers to the Microsoft Azure platform, a cloud computing service that provides built-in security features and specialized cloud security tools to help ensure our website is protected against cyber-attacks. ● ensured Web Services work regularly to address issues in security reports from tools such as Tenable.io, CortexXDR, and other services. ● replaced nearly all PDF and digital forms with Formstack forms to securely gather data from students, faculty, and staff. Formstack is FERPA and GDPR-compliant and offers encryption technology to protect personal information and sensitive data submitted through forms. ● enabled the use of Single Sign-On (SSO) has been expanded to a variety of systems such as WebSmart, Canvas, Omni CMS, Formstack, and others to manage user access globally. SSO is an authentication method that enables users to securely authenticate with multiple

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		applications and websites using just one set of credentials. (2) Since 2019, the SMCCCD Information Technology Services Office has put the following policies and procedures in place to ensure cybersecurity: • Required multi factor authentication for accessing critical services (OneLogin).

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		• District hosted sites require at least TLS 1.2 with 2048 bit AES encryption (dept of CTO). • Mandatory Cybersecurity Training for all employees (KnowBe4). • Malware detection and prevention on all District owned devices (Sophos & Cortex XDR). • Patching of all District owned devices on a weekly basis (JAMF and Quest Kace). • MDM for MacOS and Windows laptops (JAMF & Absolute). • 24x7 Security Operations Center (CI Security). • Continuous online vulnerability scanning (Tenable.IO) • Continuous security information and event management (Splunk) • Continuous data loss prevention (Varonis) • Daily backups with long-term retention, time-lock, and off-site replication (Veeam & ExaGrid) • Current and evolving disaster preparedness plan for various scenarios (dept of CTO). • Scanning of all attachments in Outlook (Office 365). • Scanning of online cloud storage (Cloudlock). • External email notice and suspicious email alerting tool (Office 365 & Phish Alert). • Suspicious online behavior reporting process (HR dept). • 24/7 video surveillance and keycard access of all datacenter locations (dept of Public Safety). • Environmental monitoring of all datacenter locations (FPO dept). (3) Since Fall 2019 the College Marketing Team has Improved the College's web search tool by:

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		● Implementing auto-completion functionality for Funnelback that displays keywords and suggestions in real-time (e.g., courses, degrees, departments, faculty, and staff) based on search queries. ● Periodically refining and tuning search results and ranking based on user behavior and search insights to provide the most relevant and accurate information to users. ● Configuring Funnelback user agent and robots exclusion protocol to prevent web robots from crawling and indexing specific sections and web pages on the website and overloading the search results with irrelevant or outdated content. ● Analyzing search trends to prioritize the creation and maintenance of website content, as seen in the presentation that the College Marketing Team made to the IPC on April 21, 2023, which included analytics of the college website and how the Team is optimizing the search function.
2A	Cañada College continuously strives to improve its instructional offerings and delivery methods and locations. The College takes steps towards evaluating its course offerings and their modalities with an effort to address student goals. It is using data from Strategic Planning and Program Review to better inform processes in modalities and course offerings. Additional analysis will inform the Guided Pathways Initiative, so that the College can close achievement gaps. The College continuously monitors the quality of instruction and will continue to refine and improve it through the student learning assessment process.	As part of its Guided Pathways college redesign efforts, the College created program maps for each degree and certificate program the College offers. In the 2021-22 catalog, the College included a Course Availability per Semester schedule for the first time, indicating and committing to when (which term(s)) each course would be offered. In 2022, the Office of Instruction launched an effort to create a “student first course schedule” which takes into account the modality, as well as the term, day and time for each course, to optimize the ability of students to complete their degrees and certificates. In addition, the Office of Instruction undertook a comprehensive analysis of all college degree and certificate programs to determine their “compleatability” within 2 years. As of 2022, each Division Dean is

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		striving to offer courses with more than one section in multiple modalities and the College identified those degrees and certificates obtainable fully online. As part of its Strategic Enrollment Management Operational Plan of 2023-25, the College is working ensure that the course offer pattern for each course supports the timely complete-ability of degree and certificate programs, and that the program maps the college posts to explain this to prospective as well as current students are up-to-date and consistent with these patterns. In addition the College has established processes to ensure that any curricular changes to courses or programs are also made in the Program Maps which, as of the summer of 2022, are also aligned and consistent with the Student Education Plan templates Counselors use with students in Degree Works.
2B	As AB 705 implementation nears, Cañada College is working towards improvement of practices and augmentations for the Library and Learning Center. The Learning Center, in particular, is working to increase its peer tutoring and supplemental instruction programs. To align with these needs, it will be necessary to institutionalize the supplemental instruction program, which is known as Embedded Peer Instruction Cohort (EPIC). Additionally, it will be necessary to add student and professional staff to the EPIC and peer tutoring programs, as well as identify additional space for these and related learning assistance activities. The second floor of Building 9 currently houses a number of programs which require staffing and operation space, including STEM programs, categorically funded programs such as TRiO and EOPS, and the Dream Center. With Building 23 projected to come online in fall 2019, the College is anticipating some space allocation changes that	The Learning Center supports student success in multiple subjects, but has been particularly focused on satisfying our AB 705 mandate for Math and English success. Our improved support for Math has included hiring additional peer tutors for statistics, pre-calculus and calculus 1. We also hired a math specific Instructional Aide who is qualified to support all levels of math. Our support for English follows a similar model to what we have established for Math. We have paraprofessional, Instructional Aides staffing our Writing Center for forty-four hours per week, including evening hours. The Writing Center also now includes the Writing Center Faculty Coordinator position, which includes drop-in hours for writing assistance and writing-specific tutor training, as well as campus outreach. This is in addition to our Peer Tutors, who work under the tutelage and supervision of the Instructional Aides.

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	will allow for expanded availability for learning assistance programs and staffing increases. Academic libraries throughout the nation are evolving to meet the changing needs of students and their wider campus and community patrons. To this end many libraries are evaluating the number and type of physical texts that are kept on the Library premises as well as looking at adopting emerging technologies such as maker spaces and more collaborative, technology-enhanced study areas. Within the next three years, the Canada College Library will enhance some group study rooms with large wall-mounted screens that will allow students to use wireless projection technology to enable collaborative group work.	Our embedded support program, EPIC, has maintained similar levels of activity to previous years. Additionally, we have reimagined our Math Jam program and changed it from a pre-semester, multi-day intensive to a semester long program which provides review/preview of particular topics, e.g. Factoring; extended evening hours of support until 8:00 PM; and exam reviews for precalculus and calculus 1. All of these activities are coordinated with and supported by math faculty. Within the Learning Center, we have identified spaces for Math and English support, the STEM Center and Writing Center respectively. Both areas have computers and other technology; instructional materials such as textbooks; and learning assistance provided by Instructional Aides and peer tutors. Workshops and resources are also available via the Writing Center Canvas page as well as the College Tutoring website. Cañada's Library is evolving to meet the changing needs of students and the wider campus and community members. It expanded its instruction and reference services to include Zoom instruction, Zoom reference, online chat reference, and phone chat reference (students can text a number and get help from one of our librarians). This latter service is connected to our online chat so the librarian answers them through a website. The Library helps lead the College's efforts to promote Open Educational Resources and Zero Cost Textbooks, working closely with the College OER/ZTC Faculty Coordinator to support faculty with textbook selection. To enhance the Library's study areas with new technology, the Library added two large, wall-mounted screens to two group

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		study rooms that allow students to use wireless projection technology to enable hybrid collaborative group work. It has also increased the number of portable hotspots, laptops, and Chromebooks available to students through the Technology Loan Program. Library staff regularly support faculty with deploying technology for their classes.
2C	With the full implementation of AB 705 beginning in fall 2019 and placement of more students directly into transfer level courses, the College fully expects student services to continue to change to respond to the changing needs of students. In spring 2019 the College finalized changes in process to support students through the matriculation process. As a Multiple Measures Pilot Project school, the Counseling Department already had some built-in infrastructure to assist with the change from placement via assessment testing instruments to placement based on high school achievement and student self-reporting. Nonetheless the College fully expects its services to continue to adapt to this new student reality. As the College is continuing work towards implementing Guided Pathways, many of these changes in student services offerings and supports are expected to result from Business Process Analysis and Student Voices teams as the College moves towards a total college redesign.	In fall 2019, Cañada College discontinued all assessment testing for placement into English or math courses, per AB 705; this is described on page 18 of the 2019 Annual Report. In spring 2020, the San Mateo County Community College District ITS and Planning, Research and Institutional Effectiveness (PRIE) functions completed a software update that allows all incoming students to be automatically placed into transfer-level English and math courses (with or without corequisite support) based on their self-reported high school grade point average (GPA) and high school course taking history, as well as their selected program of study at Cañada. The College posted on its website, in its PDF catalog in 2019-2020, 2020-2021, and 2021-2022, and in the online version of the catalog information about students' rights to be able to enroll directly into transfer-level English and math courses, regardless of their academic history. The College has a track record of continuous improvement with respect to its implementation of AB 705. Each year, instructional deans, the Mathematics, English and Counseling departments reviewed the results in terms of student access, course success and throughput in transfer-level English and math. On March 3, 2021, the Planning & Budgeting Council reviewed a report from the PRIE Office on the College's implementation of AB 705 and its impacts to date. And the Cañada PRIE team,

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		along with Dean James Carranza, presented this track record along with recommendations for other colleges at the RP Group Conference.
3A	During the College's self-study period, the College reinvigorated a 3-year retraining cycle for faculty teaching online in an effort to maintain currency in their online teaching skills. This will be put into place starting with the 2019-2020 academic year and reviewed as part of the program review process.	The College Distance Education Advisory Committee (DEAC) recommends that faculty get re-trained every three years. To make this possible, the Committee works with the Office of Instruction to monitor faculty training status and when each faculty member needs to be recertified. DEAC tracks faculty certification status in a Smartsheet. As of Fall 2022, of the 177 faculty currently teaching at Cañada (111 adjuncts and 66 full-time), 105 (59 adjunct and 46 full-time) are currently certified to teach online at Cañada. The College offers a variety of support for faculty teaching online. Quality Online Teaching & Learning (QOTL) is an in-house certification program for Cañada faculty to learn how to teach online and/or hybrid courses. There are both QOTL1 and QOTL2 options (the latter is an advanced online teaching training that builds off of QOTL 1. At the completion of the QOTL1 training, participants will be able to: 1. Design an accessible online or hybrid course in Canvas while applying the OEI Course Design Rubric. 2. Assess new or existing course materials for accessibility and revise as needed. 3. Construct a course that meets the needs of online or hybrid students, specifically in the area of Regular Effective Contact. The QOTL1 and QOTL2 trainings are comprehensive and allow faculty and staff to train according to their needs. Each training cycle is evaluated as part of the Distance Education Program Review cycle which is also aligned with the District's

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		Distance Education Advisory Committee's goals to align training cycles and processes across the three SMCCCD Colleges. This would support the College in keeping pace with statewide discussions and expectations. Cañada is also seeking to align this potential requirement with the other SMCCCD Colleges.
3B	The District is due to update its Facilities Master Plan and will do so during the next cycle. The College is piloting the use of Ad Astra to manage space with an intention of effectively scaling this new tool. The completion and optimization of Buildings 1 and 23, as well as the re-construction of Building 9, continue as major initiatives for the College.	The District completed and adopted a new Facilities Master Plan in 2022. Ad Astra continues to inform space use and optimization. Building 23 , the new Science and Technology building, was opened in August, 2019. Building 1 , the new Kinesiology and Wellness building, opened officially in July, 2022. The re-construction of Building 9 was completed in the spring of 2020. The modernization of Building 13 was completed in the spring of 2023.
3C	During its self-evaluation process, the College re-organized and revitalized its Technology Committee. This improved structure, adopted by the Planning and Budgeting Council and College and approved by the President in spring 2019, should improve the functioning of the Technology Committee, ensure a more positive and collaborative working relationship with District ITS, as well as allow the College to focus on meeting the instructional technology needs for faculty and students, staff and administrators more effectively. The effectiveness of this re-organized Committee will be evaluated in fall 2020, per the goals set forth in the 2019-2021 Technology Strategic Plan; the committee will be revised as needed.	The College's updated Technology Committee structure created a process for updating and implementing a new Technology Refresh Process beginning in the Fall of 2020. The Committee continues to survey faculty, staff and students about their technology needs, usage and training needs. In Fall 2021, the Committee surveyed faculty and students. The Committee re-evaluates its committee structure and bylaws regularly, and updated them in April 2021 and again on February 8, 2023. The College's current Technology Strategic Plan covers 2021-2024. Overall, the revised committee structure and organization is working well.
3D	One improvement regards communication efforts, specifically in making state-, local-, district- and	Since the College's Self Evaluation Report in 2019, the Office of the Vice President of Administrative Services (VPAS) has

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	college-specific fiscal information more accessible to the College community through different means. This could include better utilization of the Business Office website as well as continued presentation of key information at participatory governance bodies. In this same vein, the College could better promote greater understanding of key fiscal information by presenting critical data in a user-friendly manner (i.e. graphic form) as well developing clear, succinct financial reports. Review of these changes, much like a 'program review' would be one way to measure their efficacy. Finally, the College could improve communication with faculty and staff to be sure that they are aware of the rationale behind the budgetary and financial changes.	consistently improved communications regarding local, state and federal fiscal information. Each February, the VPAS presents the Governor's proposed budget for the following year as well as possible impacts for the College, as seen in 2021, 2022 and 2023. Each May, the VPAS presents the May Revise State budget and potential impacts on college finances, as seen in 2021, 2022 and 2023. She also details which non-personnel resource requests for the following year have been approved so departments can make purchases. Each November, the VPAS presents the actual college budget and expenditures of the prior fiscal year, as seen in 2021 and 2022. These presentations are created to clearly communicate the rationale behind budgetary and financial changes. Starting with the 2020-21 program review cycle, the College President began including the specific criteria she would use when considering personnel resource requests in her annual letter to the campus closing out that part of the college's program review process, as is seen for 2021-2022, 2022-2023 and 2023-2024. These are consistently posted and communicated to the larger campus community on the PBC Personnel Request Process website. Letters from prior years are archived on this website. In terms of the process for prioritizing non-personnel resource requests, the Planning & Budgeting Council has continued to improve that process as well as how it is clearly communicated with faculty and staff. Its most recent guidance can be found on the PBC Resource Prioritization Process website.

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4A	The results of its regular Climate Surveys and Community College Surveys of Student Engagements (CCSSE) reveal that the College can continue to improve communication and transparency in decision-making.	The College has continued to improve communication and transparency in decision-making with campus constituents in a number of important ways since the fall of 2019: • Conducted a student-led redesign of the college website in the early months of the COVID-19 pandemic. • Updated the Participatory Governance committee reporting structure and a template for committee bylaws to make more clear the roles and responsibilities of campus Councils, Committees, Senates and other bodies. • Updated the college planning template to ensure consistency and alignment between college plans, as well as the responsibilities and roles of each participatory body in implementing and evaluating the college's Educational Master Plan and related plans. • Continued to disseminate a Weekly Update letter and College Event Calendar from the College President. • Publishing clear criteria and reasoning behind the approval or requests for new positions in a timely manner for all campus constituents to see and understand through the President's Letters to Campus and the Request for Personnel website, as seen in 2022 and 2023. • Conducting annual Participatory Governance Orientations, hosted by PBC leadership, for all constituents and members of the campus community.
4B	Since the start of her tenure, President Moore has made increasing transparency in decision-making a top priority. Improvements have been made to weekly communications, participatory governance processes, and the hiring of full-time, permanent personnel. That said, the PBC will continue to improve its participatory governance processes	The Planning and Budgeting Council (PBC) conducts participatory governance evaluations on a regular basis. As a result of these evaluations, the Council considers modifications that should be made to the college participatory governance structures or processes. In recent years, the PBC:

Standard	Improvement Plans as of Fall 2019	Progress Made and Resulting Outcomes
	and the program review process. Questions were recently added to the Campus Climate Survey to gauge how well faculty and staff understand the participatory governance process and who represents them; the data collected from these questions will garner information that can inform these continuous improvements.	• Conducted a Participatory Governance Evaluation Survey of campus constituents and reported the results in the spring of 2021 (report and results) and 2023 (report and results). • Conducted a comprehensive Internal Equity Scan in 2021-22 which included a constituent-specific campus climate element and resulting recommendations for improving participatory governance. • Instructed all parties responsible for implementing strategic initiatives under the umbrella of the College's 2022-27 Educational Master Plan to consider the recommendations that resulted from the Internal Equity Audit, including those related to participatory governance. This was done through the PBC in February 2022 and November 2022 and through the Cañada Collaborates website. • Accepted the recommendation from the Internal Equity Scan, the College Antiracism Task Force and Academic Committee for Equity and Success to revise the participatory governance structure of the college as of May 18, 2022, by creating a new Equity and Antiracism Planning Council, then on December 7, 2022, in adopting draft bylaws for the new Council. • Conducted an Open Forum in Fall 2021 as the College returned to campus post-pandemic to answer all questions and concerns in a timely manner as well as Safety Committee meetings to allow for ongoing participation in the campus response to the pandemic.
4C	During the next year, the District will be updating its Strategic Plan to reflect the many new mandates from the	In the summer of 2021, the SMCCCD Board of Trustees adopted a new Strategic Plan for the District, reiterating the District's focus on social justice and equity in the context of improving access

Standard	Improvement Plans as of Fall 2019	Progress Made and Resulting Outcomes
	State Chancellor's Office. It will also be adapting to the new, regional representation of its Board members.	("free college initiative") as well as the colleges' ongoing implementation of the Guided Pathways framework and strategies to support the attainment of the State Chancellor's Office <i>Vision for Success</i>. The San Mateo County Community College District Board of Trustees transitioned to a by-trustee-area election system in 2018, with the county divided into distinct areas, each electing one member to the Board of Trustees.
4D	The transition to regional representation of Board members, as well as the retirement of key executive members of the leadership team, will allow for transitions and new opportunities in management for the Colleges and the District. Via the strategic planning process beginning in 2019-2021, the District will be able to lay out a leadership transition and support strategy, consistent with their work on social justice and equity issues.	The San Mateo County Community College District transitioned to a regional representation model (with no at-large seat) in 2018. In 2021, the SMCCCD Board of Trustees adopted an updated Strategic Plan and related metrics for the District. This updated strategy re-emphasized the District's commitment to the principles of social justice and equity with an intentional focus on ensuring students complete their educational goals, from certification in career education to associate degrees and transfer to four- year universities on-time. This focus on completion comes from a recognition that the most important factor that contributes to upward social and economic mobility is the attainment of higher education. This commitment included a multi-year effort on the part of the Board, the Chancellor and District staff to work with the District's local elected leadership in Sacramento to be able to use General Fund dollars to help pay for student fees and tuition to help make college more affordable to San Mateo residents. In the fall of 2022, Governor Newsom signed SB 893 (Becker) which allows the San Mateo Colleges to use General Fund resources to pay enrollment fees for any student residing in San Mateo County, and other fees depending on economic need.

Standard	Improvement Plans as of Fall 2019	Progress Made and Resulting Outcomes
		In 2020, the District expanded its efforts to consider and address the impacts of racism on students and the communities the colleges serve. In 2020, the District and Colleges formed a District Antiracism Council. Cañada's members on this District Council represent the College's own work on equity and antiracism which is now organized under its new Equity and Antiracism Planning Council.

III. Institutional Reporting on Quality Improvements

This section of the report addresses any recommendations for improvement to increase institutional effectiveness noted in the Commission Action Letter following the most recent comprehensive peer review. (If no improvement recommendations were noted in the Action Letter, this section is not required.) The college should refer to the Peer Review Team Report for further information and context for each improvement recommendation. The narrative for this section should explain the manner in which each recommendation to improve was considered, and what, if anything, the College did as a result. The narrative should also note any outcomes or increases in effectiveness resulting from these improvements.

A. Response to Recommendations for Improvement

On January 27, 2020, the ACCJC included the following, updated recommendation for improvement to increase institutional effectiveness in the Commission Action Letter following Cañada College's comprehensive peer review process during the fall of 2019:

Recommendations for Improving Institutional Effectiveness

The Team Report noted Recommendation 1 for improving institutional effectiveness. This recommendation does not identify current areas of deficiency in institutional practice, but consistent with its mission to foster continuous improvement through the peer review process, the Commission encourages institutions to give serious consideration to the advice contained in the peer reviewers' recommendations. The Commission anticipates that you will bring this and the team's full report to the attention of your institution for serious consideration. In the Midterm Report, the College will include actions taken in response to the peer review team's improvement recommendations.

Modifications to Recommendations

In taking its action, the Commission modified the team's recommendation for improvement, as follows:

Original Recommendation 1: In order to improve institutional effectiveness, the team recommends that the College provide professional development to improve the program review process and student access and/or achievement. (I.B.6)

Revised Recommendation 1: In order to improve institutional effectiveness, the team recommends that the College works to ensure all program reviews include meaningful action plans to improve student access and success. (I.B.6)

Background

In spring 2020, following the College’s comprehensive peer review process and the Commission’s recommendation for improving institutional effectiveness in our College program review process, Cañada College took the following actions:

- The Academic Senate, Instructional Planning Council, and Student Services Planning Council formed a “Joint College-wide Program Review Improvement Task Force” to discuss needed changes and overall alignments to the College-wide program review process.
- The Joint College-wide Program Review Improvement Task Force recommended and the Planning & Budgeting Council (PBC) took [action on September 16, 2020](#) to establish an ongoing, cross-functional, operational [Program Review Work Group](#) to help coordinate and implement the program review process each year. The Work Group includes representatives from the Academic Senate, Classified Senate, IPC, SSPC, the Office of Instruction, as well as the VPAS and PRIE Dean. And its purpose is to:
 - Recommend annual timeline and due dates for the program review process for IPC, SSPC, and PBC approval;
 - Facilitate and ensure regular messaging about the program review process is communicated to appropriate campus stakeholders on a timely basis;
 - Meet on a bi-weekly basis to support regular coordination occurs across instructional, administrative, and student services programs;
 - Report regularly to IPC, SSPC, and PBC.
- The Student Services Planning Council ([SSPC](#)) [approved changes to their program review process](#) to ensure that all student services programs do their own comprehensive program review (no longer grouping program reviews) and updated their cycle for comprehensive program reviews to every 3 years, and required that an Annual Update (including an update on program goals and actions) be submitted in off years if the program is requesting resources.
- The [Academic Senate revised its comprehensive program review questions](#) to allow programs to describe which of their goals and related actions they might not have been able to achieve if their requested resources were not funded.
- The [PBC adopted revised guidance for the College non-personnel resource prioritization process](#) to ensure that each resource request supports the requesting program’s goals and that the program’s goals support the achievement of the College’s mission as well as the College’s goals and strategic initiatives. In particular, [the new guidelines](#) help ensure the achievement of the College’s vision and values including: (1) Closing the equity gaps identified in the program, Division or College; and (2) Supporting Latinx and Asian American Native American Pacific Islander (AANAPISI) student success in the program, Division or College.

Impact of the COVID-19 Pandemic

During the 2020-21 Academic Year, the College did not require programs to conduct a comprehensive program review due to the COVID-19 pandemic. In 2021-22, the College program review process resumed.

During the 2020-21 and 2021-22 Academic Years, the District's Memorandum of Understanding with AFT 1493, the Faculty Union, indicated this special pandemic-related exception: "Faculty will not be expected to engage in more than two high volume or demand professional duties during the Fall 2020 semester. 'High volume/high demand' professional duties are any of the following:

- Committee service
- Program review
- Curriculum development (excluding DE addenda) and
- SLO's.

Committees or other professional duties for which the faculty member is already given release time or additional compensation shall not count toward the two-activity expectation. Tenure review committees and standing committees of the academic senates will be prioritized over other professional duties. Other professional responsibilities shall not be assigned until these committees are covered, without the prior approval of the appropriate dean."

During two of the three years of the College's 2020-2023 three-year instructional assessment cycle, these MOUs concerning the faculty workload, which included SLOs, were in effect. Full-time faculty members were not expected to engage in more than two high-volume or high-demand professional duties during [Fall 2020](#), [Spring 2021](#), [Fall 2021](#) and [Spring 2022](#). High-volume or high-demand duties were any of the following: Service on a committee (each committee counts as one high-volume duty), Program review, Curriculum development (except for DE addenda), and SLO's. Therefore, as part of the MOUs, SLO assessments might have been paused for the first two years of the assessment cycle. Assessment resumed in Fall 2022, with the cycle ending Spring 2023. But the impact of the MOUs on the assessment cycle resulted in the 2020-23 cycle not being completed. Moving forward, a new 3-year assessment cycle will start in Fall 2023 and will go through Spring 2026.

If programs requested new personnel or other resources while these MOU's were in effect, they were still required to submit an Annual Update which included an update on the program's progress toward achieving its goals and the actions it took to do so.

Response to Recommendations for Improvement

Despite the COVID-19 pandemic, the College worked steadily to ensure all program reviews include meaningful action plans to improve student access and success.

The PBC Program Review Work Group remained active during this time period and facilitated a number of additional improvements to the overall program review process, including upgrading the version of the software the College uses for program review - Nuventive - to a version that allows data related to program outcomes and equity gaps to be embedded with their comprehensive program review

questionnaire. During this upgrade in 2022, the College created a new “Goals and Resource Requests” step to the comprehensive program review process. This inadvertently created an issue with some programs only submitting program goals and action plans if they were requesting resources. This was rectified before the Fall 2023 cycle.

Each year, including during the years of the pandemic, the College’s Program Review Work Group hosts sessions during College Flex Days and other professional development arenas to provide support to programs undergoing their comprehensive program review, mid-cycle review, or even submitting an annual update; this is seen for [August 2020](#), [August 2021](#), [August 2022](#), and in [September 2023](#). Staff from the Office of Instruction as well as the Office of Planning, Research, and Institutional Effectiveness (PRIE) are there to answer questions, provide guidance as well as data and other information for programs to be able to evaluate their past goals and improvement actions, as well as to set new ones.

Per the Academic Senate, [the questionnaire](#) that guides all instructional programs in conducting their comprehensive program review, includes question 5B: Progress Report - Prior Program Goals. This requires all programs to “provide a summary of the progress you have made on the program goals identified in your last program review.” It also includes question 7C: Planning for your Program. This asks all programs “What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), curriculum, marketing, and articulation of pathways that might improve these trends? If applicable, include plans for faculty recruitment and faculty training.”

In spring 2023, to enhance the clarity of the guidance provided to all programs about setting “meaningful action plans to improve student access and success,” the Academic Senate and Student Services Planning Council both made additional modifications to their comprehensive program review questionnaires to add more specific language that guides all programs to clearly state their goals for their program and the meaningful action plans they will undertake to improve student access and success.

The Academic Senate [revised the last question in their questionnaire](#) to read: Question 11: “Planning for the future is an important part of Program Review. This is your opportunity to identify new directions for growth and improve your program. Based on your analysis of the data and your responses to the questions above, identify specific and measurable goals and action plans for achieving those goals. Consider goals such as, but not limited to: updating curriculum, closing equity gaps, responding to student and community needs, etc.” [IPC acknowledged](#) that this change will be implemented in Fall 2023.

In March, 2023, the Student Services Planning Council also revised their program review questionnaire to read: “With an equity and antiracism lens, what changes could be implemented to improve your program? Please include meaningful action plans to improve student access and success.” and “How will you address the opportunities for improvement that you identified throughout the prior sections of this Program Review?” [SSPC approved these changes](#) and they will be implemented in Fall 2023.

To verify that instructional programs complete their program review questionnaires thoroughly and accurately, the Instructional Planning Council, on behalf of the Academic Senate, organizes and provides peer review and feedback to all programs undergoing comprehensive program review each year. IPC includes in their [general peer feedback form](#), as well as their [Learning Center and Library feedback form](#) prompts to those providing feedback to verify that the the program has submitted a summary of the progress they made since the last comprehensive review and whether or not it is adequate or if the program needs to provide further descriptions of the progress they have made. The Student Services Planning Council also provides peer review of program reviews at which time programs publicly assess whether they have achieved their program goals and how they have assessed their program outcomes.

As a result of several years of effort, the College now ensures all program reviews include meaningful action plans to improve student access and success. These are required as part of the comprehensive program review process, and verified by peer reviewers at both IPC and SSPC every cycle. In addition, program outcome data is considered and discussed as part of this process and programs are required to reflect on whether their continuous improvement efforts are improving student access and success.

IV. Reflection on Improving Institutional Performance: Student Learning Outcomes and Institution Set Standards

This section of the report provides an institutional reflection on institutional performance in two areas: 1) student learning outcomes, and 2) institution-set standards. Colleges should respond to the specific prompts listed below and provide evidence to support the information and narrative.

A. Student Learning Outcomes (Standard I.B.2)

ACCJC Standard I.B.2 states: “The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.”

Reflect on assessment processes since the last comprehensive peer review:

What are the strengths of the process that help the College to improve teaching and learning?

Instruction

The assessment cycle is a result of the institution’s commitment to conducting and improving assessment, as seen in the results of a college-wide [Governance Survey](#) conducted in Spring 2016. Respondents found that reporting on SLOs were:

- A waste of time, especially at the Institutional level; and,
- Confusing with regard to the report platform and data reports—need for additional training

In response to the survey results, starting Fall 2016, a group of five faculty—one representative from each division—were selected from a pool of applicants to participate as Teaching, Learning and Assessment (TLA) coaches. Funded for a 1-year term through ACES, the purpose of the TLA coaches was to assist faculty in:

- Developing and/or improving their course- and program-level assessment plans specific to SLOs and PLOs.
- Increasing the awareness of assessment and the perception surrounding assessment on campus with the goal of improving pedagogical approaches and/or discussions related to pedagogy based on assessment as they relate to student learning and achievement.

Based on the Teaching, Learning and Assessment (TLA) coaches' recommendation, in May 2017, the Academic Senate adopted our current assessment cycle. The Academic Senate resolution, [Revision to the Assessment Cycle of Course and Program Student Learning Outcomes](#), can be found on the Academic Senate Resolutions page. The Academic Senate adopted an [assessment cycle](#) in which all active courses must be assessed on a 3-year assessment cycle. The current 3-year cycle started during fall 2020 and ends spring 2023.

The simplified assessment process allows faculty to assess student learning and improve pedagogical approaches in a clear, systematic way. All 2020-2023 three-year assessment plans can be found on the [Assessment Plans page](#). Additionally, all SLO's are reviewed as part of the Course Outline of Record (COR) updating cycle, which is 2 years for Career Technical Education (CTE) courses and 5 years for non-CTE courses.

The College also engages in conversations regarding assessment data specific to teaching and learning. Dialogue around teaching a learning occurs within departments (e.g., department meetings), divisions, and college-wide (e.g., Flex Day sessions). A list of "Assessment Dialogue and Work Sessions", mainly those offered college-wide and at Academic Senate, can be found on [the College's Assessment Dialogue webpage](#). Engagement also occurs across departments and programs as part of [Program Review](#). Instructional Programs reflect on SLO and PLO data every three years, and every four years for CTE programs. Specifically, there are [three questions](#) focused on SLO Assessment - Compliance, SLO Assessment - Impact, and PLO Assessment Plan. The question on SLO Assessment - Impact asks faculty to summarize the dialogue that has resulted from the SLO assessment, and what strategies have been implemented, or plan to implement, based on the assessment results.

The college culture is committed to continuous improvement. As part of the College's [Educational Master Plan \(EMP\) for 2022-2027](#), there is a focus on strengthening the culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps (EMP initiatives 2.12, 2.13, 2.14, & 2.15).

Student Services

At Cañada, all student support programs and student services participate in the Student Services Planning Council (SSPC), [whose mission](#) is to “oversee the implementation of a comprehensive process for planning and assessing student services based on program review, the effective integration of student learning outcomes into program activities and services, and alignment with the College’s mission and strategic goals. The Council serves as a student services counterpart with the Instructional Planning Council (IPC) and Academic Senate in terms of managing and aligning the annual program review, assessment, and improvement process. With a representative serving on the PBC Program Review Work Group, the SSPC is able to collaborate regularly with IPC, the Senates, as well as administrators, and is thereby able to continuously improve the College-wide process which is critical to creating consistency and excellence in our programs. This is a real strength of Cañada’s process.

What is more, [SSPC has provided clear guidelines](#) as to the minimum frequency of SAO and SLO assessments (one year) and has provided [training](#) in how to shape stronger Service Area Outcomes (SAO) statements and assessment methods using an Anti-Racist Transformational framework.

Learning Support Services

The Library completes two annual reports, [IPEDS](#) and the Annual Library Data Survey for the California Community College Chancellor's Office. These reports include information on the currency of our print collection, the size of our online and print collections, and the amount of hours we offer reference and instruction services.

Each semester the Library faculty and staff assess a SLO for its LIBR 100 course and make improvements to LIBR 100 based on these assessments, as seen in the [2020-2023](#) and [2023-2026](#) SLO/PLO Assessment Plans. For example, the department added more practice with evaluating in its weekly assignments based on its assessment of students’ final in LIBR 100. With increased practice students have improved their ability to evaluate resources. From the [Fall 2021 SLO report for LIBR 100](#):

Overall students did meet this learning outcome. The vast majority were able to find appropriate resources, including peer-reviewed articles, new articles, books, and videos, from a variety of sources. A few students did find peer-reviewed articles, but not from library databases and a few were missing the required number of resources, though the ones used were college-level. One student’s

annotated bibliography had six out of seven resources were from the same biased source. Looking at the pre and post surveys, students expressed an increase in confidence in their ability to locate and retrieve college-level print and digital resources. Quotes from optional reflection discussion “This class has given me the ability to understand how to use library databases and how to find them. This class has specifically helped me be more effective in obtaining research that is credible by explaining what the peer review process is and why it is important. Because of this I now know that information I find within library databases is much more reliable and available as opposed to information I find on the internet.” “LIBR 100 improved my research by helping me learn the proper steps to take when finding reliable and accurate sources. Also, now I know where to find adequate sources for my research projects than just Google which is a significant improvement on my research.” “One of the most important things I learned from this course is how to search for reliable sources in the most efficient ways. I learned about many platforms, services, and search shortcuts that could further personalize my search results.” “LIBR 100 helps me a lot in my research for my assignments in some courses because this is my first time studying in America. I know how to find reliable and trustworthy resources.”

The Library faculty and staff assess their program as a whole each semester through PLOs as a way to make improvements to its resources and services. For example, in Fall 2022 the department worked with student focus groups on the Library website redesign, using the feedback to make improvements. Each year the Library collects data on usage of the library resources and services. These data help inform budget decisions on subscription services, as well as reference and instruction times to help ensure that staffing is sufficient during peak use times.

The [Learning Center](#) also relies on an engaged and accessible institutional research office (PRIE) that produces actionable reports on student outcomes. As a center of learning support, having regular access to enrollment, and course success data allows the Learning Center faculty and staff to identify areas to shift resources to provide needed support. Additionally, the annual Program Review process provides the learning support service area with a regular opportunity to review success data, identify any gaps within the outcomes, and make plans to address any identified gaps. Having a regular, predictable cycle of data analysis and reflection on outcomes reinforces the importance of regular assessment for program improvement and resource requests.

College

The College’s current assessment processes revolve around the Instructional Planning Council and the Student Services Planning Council both soliciting feedback from their members each year. This feedback includes information from the year’s program review and assessment process in order to identify areas for improvement. Starting in fall 2022, the PBC Program Review Work Group also began surveying all college constituents who submitted either a comprehensive program review or annual update. As a result of this assessment, the Planning & Budgeting Council, IPC, SSPC and Senates collaborated (via the Program Review Work Group) to [modify the process timeline](#) to begin in June so that student services programs - which tend to be very busy in early fall - can access assessment data earlier in the cycle.

What growth opportunities in the assessment process has the College identified to further refine its authentic culture of assessment?

During its recent educational master planning (EMP) process in 2021-22, the College reflected on the need to improve and enhance its overall culture of assessment and continuous improvement. As a result, the College adopted a new goal entitled *Equity-Minded and Antiracist College Culture* that states: “Cañada College transforms its culture to be equity-minded and antiracist. Our teaching, learning, and services create a sense of belonging among all community members so they are able to recognize that their unique selves are valued, express themselves fully, and thrive. Our educational practices reflect the fundamental importance of individualized learning experiences, the shared building of knowledge, and promoting social justice at Cañada College.” To realize this goal, the College’s [2022-2027 Educational Master Plan](#) includes the following objective and strategic initiatives:

EMP Objective: Strengthen the College culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps

2.12 -- Ensure the Program Review process effectively identifies equity gaps in both academic and student services programs and provides program leads with the professional development and resources to address them. Ensure that online programs are evaluated separately from those provided in person and address any bias or discrepancies as soon as possible.

2.13 -- Regularly evaluate all student support programs and practices to ensure they are effective in closing equity gaps in access, student success and completion. These include but are not limited to: Interest Area Success Teams, Special Programs (Promise, EOPS, TRIO SSS, Puente, Umoja, ESL, and Middle College).

2.14 -- Regularly evaluate all academic support programs and practices to ensure they are effective in closing equity gaps in access, student success and completion. These include but are not limited to: Interest Area Success Teams, the Learning Center, Tutoring (online and in person), the Writing Center, and Peer Mentoring, Library, Math, Word and all other JAMS.

2.15 -- Regularly evaluate all aspects of the College redesign process and essential practices of Guided Pathways in College programs and structures to ensure they are effective in closing equity gaps in access, student success and completion. These include but are not limited to: Interest Areas, First Year Experience, Dual Enrollment, Career Exploration and faculty efforts to ensure students are learning.

Over the next five years, the College will endeavor to implement each of these strategic initiatives. During the 2023-2024 academic year, the College’s newly formed Equity and Antiracism Planning Council will be working closely with the Academic Senate and IPC to address initiative 2.12. As noted above, the SSPC has already made great strides in updating their assessment and improvement methods and cycles, including the adoption of an Antiracist Leadership Framework which helps guide programs in their ability to identify and address equity gaps. The College’s Colts Success Advisory Committee (formerly our Guided Pathways Steering Committee) will also help drive a culture of reflection and continuous improvement as we continue to evaluate our implementation of reforms, and make revisions and refinements as needed.

Instruction

The College should continue to focus on assessment dialogue and reflection across programs and divisions, in addition to more professional development on how to do 'good assessment'. During Fall 2022, the Office of Instruction requested the hiring of a full-time, tenure-track Faculty Professional Development Coordinator starting Fall 2023. This request was not approved. The college currently has two temporary positions that can help assist with professional development efforts regarding assessment: Faculty Teaching and Learning Coordination and Instructional Assessment Coordinator. However, both positions are reassignment based (temporary, term positions) and have competing duties.

The Academic Senate has agreed to continue with the 3-year assessment plan process. The new plan will start Fall 2023 and end Spring 2026. Therefore, efforts to create new assessment plans will occur during Spring 2023 and will be led by the Instructional Assessment Coordinator.

There are several opportunities for growth specific to the assessment process that can further refine its authentic culture. The majority of the courses taught at the College are by part-time faculty. However, part-time faculty are paid to teach but not for their assessment efforts (assessment is part of full-time faculty duties). For programs that are small, when courses are only taught once or twice every year/two years, when part-time faculty might only teach one class and move on, etc., assessing all courses becomes a challenge and not achievable. This does not allow programs to successfully complete their 3-year assessment cycles. Until all faculty, regardless of their status, are compensated for their assessment work, it should be expected the assessment process will be incomplete.

Student Services

Student Services will continue to assess its timeline for regular assessment of all services and programs. The typical cycle of assessments for the College takes place in the months leading up to an October/November upload of all program review data for both comprehensive reviews and annual updates. This timing typically coincides with peak times for enrollment management in which most student services staff and leadership are engaged in providing timely support to students. Student Services should explore innovative ways in which to collect, review, assess, and strategize for regular and comprehensive program reviews in a time that meets the needs of Student Services.

All programs, areas, and offices shall also develop SAOs related to the Transformational Antiracist Leadership framework that the SSPC adopted in 2021-2022. This framework was to ensure that all services and support systems were transformed into even stronger antiracist, inclusive, and equity-minded spaces of support for students.

The Student Services Planning Council (SSPC) has completed a recent and comprehensive review of all Student Services area outcomes. In Spring 2023, the SSPC hosted special topic presentations and training about program review in order to strengthen all Student Service Area Outcomes (SAOs), methods, and cycles for regular and comprehensive assessment. The presentations launched with a workshop that was co-facilitated by the SSPC Co-Chairs and the College Accreditation Liaison Officer (ALO). This workshop focused on helping all Student Services Programs and Areas to review and update their Service Area Outcomes (SAOs). In particular, the training focused on the following aspects:

1. Redefining SAOs;
2. Creating strong and measurable SAOs;
3. Aligning methods to assess SAOs; and,
4. Identifying and updating cycles of regular assessments.

As part of this training, all Student Services areas and programs will develop new or strengthen existing SAOs and identify corresponding methods for assessment. Additionally, the SSPC will develop one or two SAOs that will apply to all Student Services programs of the College and will address the Council's Transformational Antiracist Leadership framework adopted in 2021-2022.

Learning Support Services

The Library faculty and staff have increased their virtual instructional and reference sessions to meet the demand during the Covid-19 pandemic. While there was a dip in numbers for reference and instruction during Covid, those numbers have been increasing since Fall 2022. The Library now offers in-person, online, or multi-modal library instruction in response to demand.

One challenge for assessment is the library management system, Ex Libris, which replaced the previous system that included sharing a management system with the Peninsula Public Library System in 2020. Library management systems allow libraries to manage their physical and electronic collections as well as patron accounts. There have been issues integrating circulation data from this new system, which has hindered the Library faculty and staff's ability to assess potential gaps in the populations, usage of the print collection, frequency and other data on technology loans, among other areas.

The Learning Center faculty and staff have been evaluating Post-COVID patterns of student attendance (face to face, hybrid, online), working to align learning support services with demand for different modalities. As a result, the department has begun evaluating course success data based on modality to inform the mix and scheduling of remote and in-person tutoring and other learning support practices. As an example, if there is an online section of a particular course that has low success rates, then the Learning Center will take steps to enhance online tutoring appointment hours, or perhaps work with the instructor to arrange virtual, group sessions around particular topics or exams.

This usage of data presents an interesting growth opportunity for the Learning Center, in cooperation with PRIE, to provide course success rates by modality; these quantitative data would be paired with the qualitative data that is collected from student feedback to better inform decisions regarding services.

Provide examples where course, program, or service improvements have occurred based on outcomes assessment data.

Instruction

There are many examples where course, program or service improvements have occurred based on outcomes assessments.

In instruction, engagement around assessment data occurs across departments and programs as part of [Program Review](#). Instructional Programs reflect on SLO and PLO data every three years, and every four years for Career Technical Education (CTE) programs. Of the [three questions on assessment](#), there are two questions on SLO Assessment - Impact (#9B) and PLO Assessment Plan (#10) that ask faculty to summarize the dialogue that has resulted from the SLO and PLO assessments, and what strategies have been implemented, or plan to implement, based on the assessment results. Example narratives from program review highlighting improvements that have occurred based on outcomes assessments can be found below.

Biological & Health Sciences ([2021-2022 Program Review](#)): BIOL 130: Human Biology example

“When the pandemic lockdown occurred in March 2020, we had to quickly modify the way we organize, teach, and assess our students to be compatible with the new online modality. As a result, we required students to write up their project as a paper instead of presenting it as a poster. After informally assessing the outcome and using perspective gained through professional development about equity-focused practices, we decided that it was important to (1) provide students with more opportunities to receive feedback from the instructor and/or colleagues, (2) to allow students more opportunities to revise their projects, and (3) to provide more flexibility and create a range of strategies for assessment. In the following semester (Fall 2020) Dr. Julie Luu adapted the “Current Issues Project” to have students first present their project to the class as a 7-10 minute video and, after receiving feedback from their colleagues and instructor, then write up their findings as a paper. The result was that 70% of students exhibited high proficiency (scoring 80% or better) in achieving the SLO by presenting their project as a video, while 67.5% of students exhibited high proficiency (scoring 80% or better) in achieving the SLO by writing it as a paper. Students reported to Dr. Luu through a feedback survey that they appreciated having different ways to present their project; some students connected with one method more than the other. Through reflecting on these outcomes, Dr. Luu currently allows students to consider their own strengths and choose the way that they can best present their project in an online class: whether through a video to the whole class or through a written paper. Both manners of assessment are appropriate. Giving students more flexibility and choices in how

their performance is measured is a recommended method for reducing equity gaps in student performance and will ideally help more students achieve competency (70% or higher) and proficiency (80% or higher) in this course outcome.

Earth Science ([2021-2022 Program Review](#)): OCEN 100/101: Oceanography/Lab example

Two OCEN faculty discussed the OCEN 100 and OCEN 101 assessment results. The assessment criteria were met in both classes, but we would still like to see improvement in the OCEN lab's students' ability to use the scientific method. We discussed ideas for better modeling of the scientific method in earlier labs, prior to the lab where students design their own study. We also discussed that the GEOL 101 lab does not incorporate as intensive instruction in the scientific method as the OCEN 101 lab.

Social Sciences Program ([2022-2023 Program Review - example from Psychology](#)): Program Learning Outcomes (PLOs)

The Social Sciences consists of ten departments: anthropology, communication studies, economics, ethnic studies (newly added since the last program review) geography, history, philosophy, political science, psychology, and sociology, and has three PLOs. Mostly these are one full-time person departments. In order to assess the PLOs efficiently, the Social Science faculty have created a general analytic rubric to be used across the departments to directly measure student writing assignments as a program (note: an analytic rubric is a rubric that provides descriptive feedback along several dimensions or parts, and a general rubric is one that can be used across assignments and/or disciplines). Each department brought 5 ungraded student writing samples selected by lot from one assignment administered during the semester to create a pool of assignments to draw from (the writing prompt was also attached to each of the samples). The rubric was then used to score a random sample of student writing assignments from the program as a whole. All faculty scored student writing assignments outside of their disciplines.

Rubric scoring. The rubric was organized into three rows, one row for each PLO, and into three columns that included descriptive feedback for each level of competency: "Incomplete", "Acceptable", and "Accomplished." During the 2019-2022 assessment period, the Social Science faculty examined the following PLOs: "Evaluate diverse viewpoints related to the human experience," "Analyze Social Science concepts and theories," and "Produce evidence-based arguments." When evaluating the student writing assignments, the faculty selected one of the five scoring options (0, 0.5, 1, 1.5, or 2) to indicate the students' level of competency ("incomplete" was represented by the scores 0 and 0.5, "acceptable" by 1 or 1.5, and accomplished by a 2). An average score of 1.0 ("acceptable") was desired. During the 3 assessment periods, between 2019-2022, 125 papers and exams were assessed. 94% (118/125) of the papers/exams received at least a 1 "acceptable" score. The average score for the PLO "Evaluate diverse viewpoints related to the human experience" was 1.52 which is slightly higher than the previous assessment period. The criterion was met. The average score for the PLO "Analyze Social Science concepts and theories" was 1.46 which is slightly higher than the previous assessment period. The criterion was met. And finally, the average score for the PLO "Produce evidence-based arguments" was 1.62 which is an increase from the previous program review assessment period. The criterion was met.

During the previous assessment period concern was noted that there was some difficulty in the assessment of analyzing social science concepts and theories as some assignments had limited ability to adequately assess this goal, which may have altered the results. During this program review period faculty noted a continued improvement in the selection of student work that fit with the PLOs assessed which assists in accurately assessing the PLOs. However, as the group would like to continue improving the selection of appropriate student writing samples, more detailed tracking of the types of student assignments previously used was proposed. Discussion of the overlap in topics within the disciplines, though from different perspectives, support the continued assessment of PLOs as a group. Also, faculty discussed a benefit to using the rubric as a way to improve instruction. The general analytic rubric was viewed as a tool to share and learn from each other, which was viewed as refreshing given the diversity of the social sciences program.

Student Services

Admissions & Records Office (Fall 2022)

The College Admissions and Records (A&R) Office is an excellent example of a student service program that made improvements based on outcomes assessments. During the pandemic, the A&R Office worked with the college marketing team to redesign the Admissions & Records website to facilitate the enrollment process for prospective students and to enhance user experience. The redesigned website allows individuals to select “[Contact Us](#)” to connect with the A&R Team and get help resolving issues. To evaluate how well this new website and the “Contact Us” button was working, [the A&R team sent a survey](#) to all of those who had submitted a Cañada College Admissions & Records Assistance Form via the website. As a direct response to feedback from student surveys in Fall 2022, Admissions & Records implemented key improvements that included:

- an auto reply to emails and Contact Us inquiries;
- faster turnaround times on emails;
- staff cross-training on processes like transcript orders and petitions; and,
- expanded hours of operation.

The auto reply highlights the department’s responsiveness to students as we explain processes and wait times, while the staff cross-training reduces turnaround times for petitions. In addition, the expanded office hours provide students with critical support, not only during registration but even before the semester begins. Per our SAO, Admissions & Records will survey the students who go through the ‘Contact Us’ webpage and those who use in-person services yearly.

The Student Services Planning Council made significant efforts to strengthen assessment methods and practices across all programs in the spring of 2023. The success of one program in making substantive changes to practice as the result of an assessment of their performance helped contribute to a culture of critical inquiry and reflection in services and support for students.

Learning Support Services

There are many examples where course, program or service improvements have occurred based on outcomes assessments. In the [Learning Center](#), Math Jam and Tech Assistants are great examples.

Math Jam. Assessment results of Math Jam, the pre-semester program for preparing students for their upcoming semester, suggested there was not a significant difference in course success for students who participated. As a result, Learning Center faculty and staff initiated a revamp of the program. The goal is to connect students with learning support resources, facilitate formation of a community of learners, and support our AB 705 efforts for students to successfully complete a transfer level math course in their first year. The Math Jam program now offers multiple opportunities for students enrolled in math classes to meet in the STEM Center with math faculty, instructional aides and tutors in a more relaxed environment. It also involves providing refreshers on key concepts which students need to apply from one level of math to the next, such as factoring. Additionally, the Learning Center has created math exam reviews that are led by our instructional aides in the STEM Center and utilize study guides and sample problems provided by the Math faculty. The expectation is to address and close known gaps and increase student success in Math courses.

Tech Assistants. Based upon feedback from multiple constituents, in Fall 2022 the Learning Center started a new Tech Team service. The Tech Team are student workers who are hired and trained to provide peer-to-peer support on technical challenges students may have, especially those new to our LMS (Canvas), or who have borrowed laptops and other technology from the Library and are unfamiliar with their use and configuration. This effort is a collaboration with the District ITS department, as the Tech Team also is a first option for faculty who are new to utilizing post-COVID technology like Neat Boards.

In those areas where assessment may be falling behind, what is the College doing to complete the assessments per the College's schedule?

Instruction

During the 2020-2023 three-year assessment cycle, for two of the three years there were MOUs surrounding faculty workload, which included SLOs. Full-time faculty members were not expected to engage in more than two high-volume or high-demand professional duties during [Fall 2020](#), [Spring 2021](#), [Fall 2021](#) and [Spring 2022](#). High-volume or high-demand duties were any of the following: Service on a committee (each committee counts as one high-volume duty), Program review, Curriculum development (except for DE addenda), and SLO's. Therefore, as part of the MOUs, SLO assessments might have been paused for the first two years of the assessment cycle. Assessment resumed in Fall 2022, with the cycle ending Spring 2023. Due to the MOUs spanning from Fall 2020 to Spring 2022, this could have resulted in incomplete 2020-2023 three-year assessment cycles. Moving forward, a new 3-year assessment cycle will start in Fall 2023 and will go through Spring 2026.

Student Services

During the spring 2023 term, [the SSPC conducted a thorough review and update](#) of all Service Area Outcome statements, methods of assessment, cycles of review, and timelines. This review ensures that every program has measurable outcomes it will assess on a regular cycle of assessment and that these assessments are taking place in a time that is not peak time for supporting students. This alignment also ensures that Student Services programs can effectively partner with PRIE to ensure data-collection, analyses, and subsequent requests for resources are all informed by strong and regular assessment cycles. Student Services will apply this same technique of critical inquiry around comprehensive cycles of review to ensure that Student Services enhancements for assessment are aligned with the rest of the College.

Learning Support Services

The Learning Center's initial priority during the pandemic was to make the shift to delivering learning support services online. Due to the significant changes in service and decreased enrollment, there was a significant decline in student use of learning support services; as a result, the schedule of regular assessment was deemphasized. During the Fall of 2022, coming out of the pandemic, the Learning Center was able to reemphasize its regular cycle of assessing learning support services. There is a process for collecting student ID numbers of those who receive remote and in-person learning assistance. Knowing who receives learning assistance means that the Learning Center faculty and staff can collect accurate and disaggregated assessment data on how students are accessing support, the impact it has on learning outcomes, and the identification of gaps for disproportionately impacted student populations. At the end of the Spring 2023 semester the Learning Center resumed its annual survey of students who receive learning assistance concerning tutors and instructional aides, the impact they believe it had on their learning and understanding of course material, and their course success rates.

Institution Set Standards (Standard I.B.3)

ACCJC Standard I.B.3 states: “The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.”

Using the most recent Annual Report, reflect on trends in data for institution-set standards on course completion, certificate completion, degrees awarded, transfer, licensure examination pass rates, and employment rates for career and technical education (CTE) students:

Cañada College's most recent [Annual Report to the ACCJC for 2022-2023](#) was submitted on March 14, 2023. Much of the data for this report comes from the [College's Institution-set Standards](#) or College Scorecard. Once a year, the College's Planning & Budgeting Council (PBC) reviews the data for each metric through the previous year and discusses areas where the College is falling short of its minimum standards and where it could do more to reach its aspirational goals. The [PBC discussed](#) the [College Scorecard](#) on December 7, 2022, including trends in data for institution-set standards on course completion, certificate completion, degrees awarded, transfer, licensure examination pass rates, and employment rates for career and technical education (CTE) students. The College Accreditation Liaison Officer posts both the College Annual and Annual Fiscal Reports on the [College's Accreditation web page for Annual Reports](#).

Has the College met its floor standards?

Cañada College maintains a comprehensive set of metrics with respect to student and institutional outcomes. These institution-set standards - or college scorecard - are updated and reviewed annually. During the College's most recent [Institutional Self-Evaluation in 2019](#), the College had met all of its [floor standards](#) (p. 20-30). As a result, and to comply more fully with the California Chancellor's Office *Vision for Success* and related Student Success Metrics, the College's Accreditation Oversight Committee (also known as the Planning and Budgeting Council) [overhauled and updated the institution-set standards](#) and created [a new, more detailed scorecard in the fall of 2020](#). At this point, the College raised its floor standards and set new, more ambitious aspirational goals. Despite the overall, negative impacts of the COVID-19 pandemic, the College met all of its [floor standards](#) in 2021-2022 with the exception of student headcount enrolled (down 593 or 6%) and the number of students transferring to a four-year institution (down 146 or 12%).

Has the College achieved its stretch (aspirational) goals?

The COVID-19 pandemic significantly and negatively impacted Cañada's ability to achieve the aspirational goals the College set in the fall of 2020. The College was not able to achieve any of its aspirational goals in 2021-22 except in the total headcount of students enrolled in distance education.

ACCJC Annual Report Metric	Aspirational Goal	2021-2022	Net Difference
Total unduplicated headcount enrollment	11,124	9,602	-1522
Total unduplicated headcount enrollment in distance education	5,867	6,515	648
% of all students successfully completing courses with a grade of C or better	77%	73%	-4%
# of certificates of 16 or more units awarded	331	205	-126
# of all associate's degrees (AA, AS and ADT) awarded	832	575	-257
# of students who transferred to any 4-year institution who attended CAN within the last 5 years	1715	1,059	-656
Licensure Examination Pass Rates (Radiology Technology)	100%	100%	-
Job placement rates (Radiology Technology)	100%	100%	-

* the college offers very few courses that are not degree applicable credit courses. As a result, that metric is left off of the annual scorecard.

What initiative(s) is the College undertaking to improve its outcomes?

On August 25, 2022, Governor Newsom signed into law Senate Bill 893 which allows the San Mateo County Community College District to use Fund 1 General Funds to pay for student fees. As a result, the District and its three colleges launched a major campaign in 2023 to inform County residents of this opportunity and to promote [the District's "Free College" initiative](#). Cañada College and its sister colleges hope this initiative will dramatically improve the number of County residents enrolling at one or more of the Colleges.

In October, 2022, Cañada College applied for and was awarded a Developing Hispanic Serving Institution (DHSI) program grant. This \$2.6 million award over five years will help the College reach Hispanic students who stopped out of college during the COVID-19 pandemic, help them refine their educational goals, determine a program of study, and improve their sense of connection and belonging to the College. By 2027, the College will increase the overall transfer rate from 13% to 20% in part through these grant-funded efforts and the new "second year experience" program the College will launch in 2023.

For the past five years, Cañada College has dedicated itself to redesigning the College in accordance with the principles of Guided Pathways in an effort to address equity and opportunity gaps in student outcomes. The College has implemented a Constituent Relationship Management (CRM) system and improved the matriculation and registration process. All students are connected with a Special Program or Interest Area Success Team in accordance with their education goal and program of study. The College has fully staffed these programs and Success Teams to ensure all students are connected and well-supported by college staff and faculty throughout their educational journey at Cañada. The PRIE Office maintains a data dashboard where the College monitors the effectiveness of these efforts. The success of these efforts are also the focus of the College's Quality Focus Essay and are more fully described in the next section (6.C) of this Midterm Report.

How does the College inform its constituents of this information?

The Office of Planning, Research, and Institutional Effectiveness (PRIE) monitors, analyzes and presents the results of their analysis of all college metrics annually (in [2020](#), [2021](#), [2022](#)). During the fall term, the PRIE Office updates the College scorecard with the data from the previous academic year and shares it with the Planning and Budgeting Council (PBC) which also serves as the College's Accreditation

Oversight Committee. The scorecard is also published on the College website (under [College Metrics on the PRIE website](#)) and updates are shared with the campus in the [President's Weekly Update](#).

During the spring term, the PRIE Office prepares the Annual Report to the ACCJC and shares it with the PBC/Accreditation Oversight Committee and posts it to the [College's Accreditation website](#). The College President and ALO update the PBC/Accreditation Oversight Committee when the Annual Report is submitted (see examples from [2022](#) and [2023](#)).

Evidence:

[2020-2021 Annual Report to ACCJC](#) don't need

[2021-2022 Annual Report to ACCJC](#) don't need

[2018-2019 Institution-set Standards \(College Scorecard\)](#) hyperlinked above

[2019-20 updated Institution-set Standards \(College Scorecard\)](#) adopted by the Planning & Budgeting Council/Accreditation Oversight Committee hyperlinked above

[2021-2022 Institution-set Standards \(College Scorecard\)](#) - hyperlinked above

[PBC Minutes November 18, 2020](#) (action to adopt new institution-set standards) hyperlinked above, in two different spots

[PBC Minutes November 16, 2021](#) (institution-set standards discussion) hyperlinked above

[PBC Minutes December 7, 2022](#) (institution-set standards discussion) hyperlinked above, in two different spots

[PBC Minutes April 6, 2022](#) (ACCJC Annual Report discussion) hyperlinked above

[PBC Minutes April 19, 2023](#) (ACCJC Annual Report discussion) hyperlinked above

[College Metrics Website](#) hyperlinked above

[College Accreditation Website/Annual Reports](#) hyperlinked above

[President's Weekly Update November 18, 2020](#) (new college scorecard adopted) hyperlinked above

[SMCCCD's Free College Initiative](#) hyperlinked above

I. Report on the Outcomes of the Quality Focus Projects

The Institutional Self-Evaluation Report (ISER) includes a Quality Focus Essay in which colleges identify two to three quality focus projects they will implement to improve student learning and achievement. This section of the Midterm Report provides a progress update on the goals, outcomes, and data identified for each quality focus project and details any changes in student learning and student achievement that resulted from the projects. If appropriate, the narrative should also comment on any next steps, such as further expansion or replication of projects. In the event that a project did not achieve the desired results, the College should provide information about factors that contributed to that outcome and reflect on what was learned during the process.

In Cañada College’s 2019 Institutional Self-Evaluation Report (ISER), the College’s Quality Focus Essay (QFE) identified an “I CAN Start Strong” project directly related to our anticipated implementation of Guided Pathways – a new mandate from the California Community College Chancellor’s Office in 2017-18. In our QFE, the College enumerated a number of the essential practices of Guided Pathways for improving student learning and achievement and addressing equity gaps in student outcomes.

In this section of the Midterm Report, the College provides a progress update on the goals, outcomes, and data identified for each quality focus project and details any changes in student learning and student achievement that resulted from the projects. Where appropriate, next steps are indicated, as well as our efforts to expand or replicate effective practices.

Guided Pathways Essential Practice	Progress Made Since 2019 and Changes in Student Learning & Achievement	Goal Metrics	Next Steps
Implementation/expansion of various high school engagement strategies: early college experiences such as dual enrollment, summer programs, and related outreach events	The College developed a shared vision and plan for scaling the number of early college experiences with its high schools, especially with the Sequoia Union High School District with which the College entered an MOU in spring 2022 to increase the number of SUHSD students participating in early college access. The MOU has an intentional focus on increasing	Between Fall 2019 and Spring 2022, the College increased the number of high school students participating in dual enrollment courses from zero to 250. The College developed a Dual Enrollment Implementation Plan with its	The College plans to scale dual enrollment opportunities to 1,000 students and to double the size of Middle College to 206 by 2027, particularly for underserved, minoritized

Guided Pathways Essential Practice	Progress Made Since 2019 and Changes in Student Learning & Achievement	Goal Metrics	Next Steps
	participation of student groups traditionally underrepresented in college graduation. Cañada College hired a Director of High School transitions in 2020 and a new Executive Director of Middle College in 2022. Together, these programs are increasing their outreach and programming with particular focus on scaling the number of early college opportunities for minoritized students who may not be college bound.	primary high school feeder districts in spring 2022 and is slated to scale to 1,000 students served across 8 feeder high schools in 9 pathway programs by 2027.	high school students who may not otherwise be collegebound.
Streamlining the application process	Since 2019, Cañada College and its sister colleges have implemented a Constituent Relationship Management (CRM) system via Salesforce to dramatically improve the matriculation process.	The new CRM (Student Success Link) supports the application process by automatically messaging applicants about each step of the process (a task list is created in the SSL). It also sends reminders if a student has yet to complete a task.	The District and colleges continue to improve the Student Success link. A unique portal for concurrent and dually enrolled high school students was recently added to it, dramatically improving the application and registration process for high school students.
Scaling Proactive Registration	Starting in 2021, college special programs and Interest Area Success Teams monitor the	Despite the pandemic, Cañada has seen a slight	In 2023, the College will launch an effort to reach

Guided Pathways Essential Practice	Progress Made Since 2019 and Changes in Student Learning & Achievement	Goal Metrics	Next Steps
	subsequent enrollment of their continuing, home campus students. If a student who is not graduating has not yet registered for the subsequent major term, a retention specialist or program services coordinator reaches out to them to encourage them to register and help them address any obstacles to their re-enrollment.	improvement (2 percentage points) in its spring to fall persistence rate since spring 2020. Its fall to spring persistence rate has remained stable. Both metrics are for home campus students only.	out to stopped out students to help them refine their education goal, understand opportunities for attending SMCCCD colleges tuition free, and to return to the full support of a special program or student success team
Modification of the current Priority Enrollment Program (PEP) to better serve incoming students	Cañada's Priority Engagement Program (PEP) is designed to create an easy transition from high school to college. In the last few years we have made significant changes to our Priority Engagement Program (PEP). Previously, during our PEP events students would be able to complete only the orientation and placement processes but would have to return to campus for a counseling appointment to fully complete the matriculation process and be ready to register for classes. Beginning in the Spring 2021 semester, PEP students now also attend a group counseling appointment to develop their first semester schedule and abbreviated Student Education Plan (SEP). These group counseling sessions are aligned with our Guided Pathways efforts.	In spring 2022, 108 recent high school graduates transitioning to college at Cañada participated in PEP. Of those, 83% enrolled as full-time students with a Student Education Plan and first-term schedule aligned with their program of study during priority registration. All but one of the remainder enrolled as part-time students with Education Plans aligned with their program of study.	Cañada's Outreach and High School Transitions teams will continue to partner with Counseling, Interest Area Success Teams and Special Programs (such as Umoja and Promise) to ensure all high school students enrolling at Cañada as first-time college students will be served via a PEP that is comprehensive and offered in multiple modalities and languages.

Guided Pathways Essential Practice	Progress Made Since 2019 and Changes in Student Learning & Achievement	Goal Metrics	Next Steps
	Whenever possible, students are grouped by their Interest Area and meet with an Interest Area Counselor. Additionally, beginning in the Spring 2022 semester we began offering “PEP en Español” for members of our Spanish speaking community and potential ESL students. During the pandemic we were able to shift to 100% online PEPs and we have continued to provide zoom PEP options when applicable.		
Providing support for completion of FAFSA and CA Dream Act documentation	Since 2019, Cañada has established texting, email, and phone campaigns to remind students to submit their financial aid documents. During the stay-at-home state of emergency, we offered virtual advising and appointments for students to get additional support in completing their files. We also hired additional staff to expand: ● Follow up with students who have not completed their file ● Follow up with no financial application students ● Case manage high need and other at-risk groups ● Schedule and conduct multiple workshops, such as FAFSA, CADAA, Scholarships and tailored content for special populations, student events, etc.	As of March, 2023, Cañada’s Financial Aid Office saw a 30% increase in FAFSA applications and a 108% increase in CADAA applications year over year (March 2022 to March 2023). In terms of Pell disbursements, the number of awards increased by 3% and the number of Cal Grant awards by 5% year over year (March 2022 to March 2023).	The Financial Aid Office has hired additional staff and will increase its outreach efforts, particularly with students who stopped out during the pandemic.

Guided Pathways Essential Practice	Progress Made Since 2019 and Changes in Student Learning & Achievement	Goal Metrics	Next Steps
Increasing accuracy of Student Education Plans which can better inform course scheduling	In 2020, the College updated Degree Works, the software it uses for Educational Planning. In 2022, it created new templates for each program of study the College offers that align with the program map available through the College's Program Mapper. Both of these efforts enhance the accuracy of SEPs and increasingly allow the College to understand the demand for courses based on students' programs of study and their course-taking history.	In fall 2022, of the 1,359 home campus students not exempt from matriculation services, only 66 (less than 5%) had an expired Student Education Plan.	The College will continue to improve Student Education Planning systems and timelines. Messaging for both new and continuing students will emphasize the importance of updating Ed. Plans every term. College administrators will increasingly be able to use data from Degree Works (education plans) to help schedule needed courses.
Developing a First Year Experience program	The College is still developing a First Year Experience program for all first-time students. Colts-Con, the multi-day orientation during which students learn about the College, engage with fellow students and faculty in their Interest Areas, and understand how academic pathways lead to careers and how they can explore their options during their first year as a college student is the first step and has been in place for more than 4 years. In addition, career workshops, social events, and other activities, as well as regular messaging from their Interest Area Success Team	All incoming first-time students are invited to participate in the First Year Experience program; however not all do. While the college has seen improved engagement in some areas of the FYE (see PEP above) other elements, like Colts-Con which has been in place for more than 4 years and saw only a 5% participation rate in	Under the leadership of the new Guided Pathways Director, the College will continue to reimagine the various elements of the FYE (Jams, Colts-Con) for Fall 2023. Faculty and classified staff are being engaged in helping to inform the organization, and content of activities.

Guided Pathways Essential Practice	Progress Made Since 2019 and Changes in Student Learning & Achievement	Goal Metrics	Next Steps
	(via Canvas) during their first year help students feel connected and that they know their way around the College. One objective of the program is that all first-year students will know how to connect to and/or ask for help. The College is still developing a First Year Experience program for all first-time students in the context of the multiple interactions students have with the College in their first year. Beginning with PEP, moving through summer programming (Colts-Con), and continuing with programming in their first year (Speaker Series, JAMS), students learn about the College, engage with fellow students and faculty in their Interest Areas, and understand how academic pathways lead to careers and how they can explore their options during their first year as a college student. In addition, students receive regular messaging from their Interest Area Success Team (via Canvas) during their first year regarding career workshops, social events, and other activities to help students feel connected and that they know their way around the College.	Fall 2022, are being evaluated and where necessary, redesigned.	
Grouping relevant degree programs into 'Interest Areas' or 'Meta Majors'	As of spring 2020, the College organized all of its programs of study into four Interest Areas: (1) Science & Health; (2) Human Behavior and Culture; (3) Art, Design and Performance; and (4) Business. These each have dedicated staff	Project completed.	The College plans to improve the utility of Interest Areas and support students in identifying with and making the most

Guided Pathways Essential Practice	Progress Made Since 2019 and Changes in Student Learning & Achievement	Goal Metrics	Next Steps
	assigned to support students in their career and program exploration and completion in the form of a “Success Team” composed of a counselor, faculty lead, dean, retention specialist, peer mentor, and data coach.		of the community related to their Interest Area via a shared Canvas page, in-person events, and speaker series, among others.
Optimizing the class schedule to avoid class cancellations and conflicts	During the pandemic, the SMCCCD Board of Trustees allowed classes to run at less than 20 students (and as few as 10). This helped lower our cancellation rates dramatically. In addition, the marked increase in the number of asynchronous online courses during the pandemic helped reduce the number of course schedule conflicts that the College had identified as an issue prior to the pandemic.	During the 2021-22 academic year , 35% of Cañada’s course sections had an enrollment below 20 students. Prior to the pandemic, on average, 21% of sections would enroll fewer than 20 students and not be canceled. Similarly, prior to the pandemic the College canceled between 10-14% of sections. During the 2020-21 and 2021-22 academic years, it canceled 15%. In its institution-set standards, the College has a goal canceling no more than 9% of sections and running no more than 23% of sections at an enrollment below 20.	As the College continues to recover from the pandemic, it is striving to determine the best balance between courses offered at a set time or location and those offered asynchronously. For courses with more than one section, the College will strive to offer sections in various modalities and at various times and locations to minimize conflicts and maximize student course-taking opportunities.

Guided Pathways Essential Practice	Progress Made Since 2019 and Changes in Student Learning & Achievement	Goal Metrics	Next Steps
Ensuring all degree and certificate programs are complete-able within the specified timeframe	Since April of 2020, the College has pursued a “student-first schedule” strategy as part of its larger Strategic Enrollment Management efforts. As part of this effort, the College Catalog now contains a “Course Availability per Semester” chart that lets students know in which terms each course will be offered. Deans schedule courses in a cadence to ensure program and certificate completion within two years. This chart was included in the course catalog in 2019-2020, 2020-2021, 2021-2022, and 2022-2023; it will continue in all subsequent years. Beginning in Fall 2022, the instructional divisions are also considering course modality, in determining whether degrees or certificates are entirely accessible online within a specified timeframe (two and three years).	As of November 2022, the Office of Instruction calculates: 21 of the College’s 27 ADTs can be completed in 2-3 years; 10 of the College’s 27 ADTs can be completed 100% remotely in 2-3 years; 35 of the College’s 47 AA/AS degrees can be completed in 2-3 years; and 24 out of 47 AA/AS degrees can be completed 100% remotely in 2-3 years.	The College will continue to improve the alignment between its course offering patterns, course schedule, and required courses for each program of study (program maps) to ensure all degree and certificate programs are complete-able within a specified timeframe.
Aligning support services with interest areas and timing to fit student needs	As part of its Guided Pathways implementation, Cañada grouped all of its Programs of Study into one of four Interest Areas: Art, Design and Performance (ADP); Business (BUS); Human Behavior and Culture (HBC); and Science & Health (S&H). Each Interest Area is now staffed with a Success Team that includes a Dean, a lead	The District’s new Student Success Link (SSL) has been fully functional for incoming students as of Fall 2019. Students are supported through the matriculation process by staff who are	The College intends to expand peer mentoring and strengthen Interest Area Success Teams to ensure all students have a sense of belonging and

Guided Pathways Essential Practice	Progress Made Since 2019 and Changes in Student Learning & Achievement	Goal Metrics	Next Steps
	faculty member, a counselor, a retention specialist, and a data coach. The retention specialists receive weekly reports that help them case manage students in their Interest Area, monitoring student enrollments, academic achievement, persistence, and other metrics to be able to support students along their academic journey. They also follow and support students as needed in the District's new CRM: Student Success Link. Each Interest Area invites its students to participate in a Canvas Shell where students can also access support services. Success Teams use these Canvas Shells to regularly communicate with students to provide information and services aligned with their program of study and education goals. Additionally, customized data for each pathway is disseminated in the Student Success Link and weekly enrollment reports from the PRIE Office to monitor and support students; see each Interest Area's Success Team: ADP, BUS, HBC, and S&H. Guided Pathways Peer Mentors also reach out to students by Interest Area to provide support. Retention Specialists respond to Early Alerts faculty submit via the SSL if students are struggling or need assistance during the first part of each term.	notified of their issues or needs in the SSL. In addition, the Interest Area Success Teams are using Canvas Shells and emails to communicate with students, identify needs, and help case manage support. Each Interest Area also employs Peer Mentors who can help align support services with interest areas to fit student needs. In addition, Interest Area Success Teams are using the SSL Early Alert process to case manage, support, and communicate with students, with a goal of identifying support needs as early in the semester as possible.	know where to go to get help.

Guided Pathways Essential Practice	Progress Made Since 2019 and Changes in Student Learning & Achievement	Goal Metrics	Next Steps
Expanding Bridge Programs preceding fall and spring terms	Program cohorts like TRiO SSS and our Promise Scholars programs offer summer bridge programming via orientation programs as well as summer courses like College and Career 137 and 401 prior to students' first term. Colts-Con is the College's primary program for connecting with those students who are not already attached to a structured program, prior to their first term. Since the pandemic, the number of students participating in Colts-Con has dropped off, even when offering access to the sessions on Zoom.	At its height, Colts-Con saw more than a hundred first-time students participate in person for a series of days in August prior to the start of term. At the last offering, Fall 2023, only 26 students participated of the 400 students invited. Our goal is for all students to know who they can turn to should they have questions or need help as they enter the College. This can be accomplished through a variety of approaches to offering components of the Colts-Con experience at different times before and during the start of each semester, to improve access to the orientation, peer networking, and connectivity such programs offer students.	Forge closer relationships among those who plan the various bridge activities e.g. Promise Scholars, TRiO, Colts-Con so that each student has the opportunity to attend a bridge program preceding their first semester. Coordinate a calendar of events/activities which provide not only information, but also opportunities for students to build community and connections among themselves, as well as with College faculty and staff.
Expanding cohorts via learning communities	Prior to the College's Self Evaluation in 2019, the College had four learning community programs: Puente, Honors, College for Working Adults, and	Promise Scholars launched in 2018 and has steadily expanded to include nearly	The College intends to continue to expand and

Guided Pathways Essential Practice	Progress Made Since 2019 and Changes in Student Learning & Achievement	Goal Metrics	Next Steps
	Colts for college athletes. Since then, the College has continued these programs and added two more: Promise Scholars and Umoja.	500 students per year, many of whom now take key courses (counseling, English, math) together. Umoja is the newest learning community, launching in 2021 and growing to 20-30 students per term, some of whom are now enrolling in Political Science 210 and ENGL 105 and other gateway courses as a cohort.	strengthen these six learning communities.
Counseling aligned with academic pathways.	As of spring 2021, a designated counselor is part of each Interest Area's Success Team, working closely with faculty and retention specialists to ensure that counseling is well-aligned with all academic pathway programs in that Interest Area. These Teams include a Counselor, a Retention Specialist, a faculty lead, a Dean, and a Data Coach from the PRIE Office. See each Interest Area's Success Team: ADP, BUS, HBC, and S&H In the summer of 2022, the College also adopted new Student Education Plan templates which are now aligned with each program of study's Program Map. This creates consistency for students in their education planning.	In Fall 2019, 1,830 Cañada students were undecided in their program of study. In Fall 2022, only 942 were undecided. In Fall 2022, all students with a defined program of study are assigned to an Interest Area Success Team (and counselor) or a Special Program team (and counselor). In all cases, students have counseling support aligned with their academic pathway.	The College continues to support all its home campus students to identify a clear program of study and to ensure their Education Plan supports their completion of that program in a timely manner.

Guided Pathways Essential Practice	Progress Made Since 2019 and Changes in Student Learning & Achievement	Goal Metrics	Next Steps
Complementary supports such as embedded tutoring and mentoring are aligned with instructional programs in collaboration with faculty.	The Learning Center is the central location on campus where students can receive complementary support, including tutoring and mentoring. Learning assistance is provided by both peer tutors and more highly qualified Instructional Aides. While peer tutors support student success in multiple subjects, learning assistance programs have been particularly focused on satisfying the AB 705 mandate for Math and English success in the students' first year. Providing support for writing, the College utilizes paraprofessional Instructional Aides who are available through our Writing Center for forty-four hours per week, including evening hours. Each has or is in the process of obtaining an advanced degree in English, composition or a related field. This is in addition to our Peer Tutors, who have a faculty recommendation to work as a tutor and work under the guidance and supervision of the Instructional Aides to provide writing support across the curriculum. Similarly, support for Math has included hiring additional peer tutors for statistics, pre-calculus and calculus 1. Additional math specific Instructional Aides have been hired who are	In spring 2023, the College had 16 peer tutors supporting Math and 11 peer tutors supporting writing. There are also 5 peer mentors spread across the four Interest Areas.	For the future, the numbers of peer tutors will remain the same as our next phase of rebuilding learning assistance will be more focused on our embedded supports in the math co-requisite courses and English 105. The College is planning to double our number of Peer Mentors by 2024 so that we can better leverage their support in the Interest Areas.

Guided Pathways Essential Practice	Progress Made Since 2019 and Changes in Student Learning & Achievement	Goal Metrics	Next Steps
	qualified to support all levels of math and provide just in time instructional support with exam reviews and workshops on topics like Factoring. Learning assistance in math is coordinated with math faculty who provide recommendations for peer tutors and review materials for exams and workshops. Our embedded support program, EPIC, has maintained similar levels of activity to previous years and our emerging peer mentor program has one or two mentors attached to each Interest Area as a member of the Success Team which includes discipline Faculty, Counselors, and Retention Specialists.		
Career exploration, project-based and work-based learning, internships, and job placement support within interest areas.	In 2021-22, the College STEM speaker series expanded to include speakers related to the other Interest Areas and was successful. It has allowed students from all Interest Areas the opportunity to hear from individuals in different fields about career paths. With the assistance of a new grant, the College is adding an Apprenticeship Director who will collaborate with the Workforce Development Director to help scale employer engagement and connection in order to build out capacity for work-based	As of 2022-23, the College is ensuring that speaker series are available to students in every Interest Area. The College will also be monitoring the number of apprenticeships students participate in each academic year.	Interest Area Success Teams continue to organize speaker series. New Apprenticeship Director organizes new apprenticeships.

Guided Pathways Essential Practice	Progress Made Since 2019 and Changes in Student Learning & Achievement	Goal Metrics	Next Steps
	learning and career placement assistance for students.		

To assess the overall impact of the College's QFE projects, Cañada adopted the outcome metrics associated with the California Chancellor's *Vision for Success* to serve as the main objectives for our QFE. Compared to baseline data from 2017-2018, the College is able to determine if our Start Strong activities yielded the desired outcomes.

For transfer, the College set a goal of a 35% increase and achieved an 11% increase. Older students continue to persist at lower rates, yielding an obligation gap the College has with our older students (40+) as well as our students ages 29-39. In a pattern seen frequently as a result of the COVID-19 pandemic, Canada is experiencing an obligation gap with our Hispanic, First Generation, and low income student groups who are transferring at disproportionately lower rates than we would expect, and much lower than that observed in our baseline year.

For unit accumulation for degree earners, the College has seen the most dramatic improvements with the average degree earner accumulating 17 fewer units in 2021-22 than they did in the baseline year. This is the most clear indicator that the College's QFE projects - particularly in streamlining pathways - have been effective. The College has eliminated its equity gaps in this important metric for our older students (40-59), and also our Black non-Hispanic students. The College continues to have an obligation with our 29-29 age group in this metric, as this student group still shows a larger unit accumulation than other groups.

For degree earners, the College sought to boost the baseline number by 20% but, instead, saw it drop by 15%. Perhaps this is due to the COVID-19 pandemic. The College is challenged in supporting our population of students aged 60 and over in completion, although this gap may be due to more lifelong learners enrolling. The College is also challenged in effectively supporting our Filipino students in completion. The College fared better in closing the gap for our male students relative to the baseline year. Finally, the College continues to work to improve on our obligation to our Asian students, who remain disproportionately impacted, a gap has not changed notably since the baseline year.

Objective	2017-2018 Baseline Metric	2021-22 Outcomes	Result
Increase by at least 20 percent the number of Cañada students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.	920 Groups disproportionately impacted in 2017-18: • Male students • Asian students	780 Groups disproportionately impacted in 2021-22: • Male students • Asian students • Filipino students • Students age 60+	-15%
Increase by 35 percent the number of Cañada students transferring annually to a UC or CSU. ²	305 Groups disproportionately impacted in 2017-18: • Students age 40-49 • Students age 50-59 • Students Age 60+	337 Groups disproportionately impacted in 2021-22 • Student age 29-39 • Students age 40-49 • Students age 50-59 • Students Age 60+ • Hispanic students • First Generation students • Low income students	+11%
Decrease by at least 10 percent the average number of units accumulated by Cañada students earning associate's degrees.	93 units Groups disproportionately impacted in 2017-18: • Black, Non-Hispanic students	76 units Groups disproportionately impacted in 2021-22:: • Black, Non-Hispanic students	-18%

² QFE Baseline Data is for the 2017-18 academic year (except UC transfers). UC data for 2017.

Objective	2017-2018 Baseline Metric	2021-22 Outcomes	Result
	- Students age 29-39 - Students age 40-49 - Students age 50-59	- Students age 29-39 - Students age 40-49 Students age 50-59	
Increased the percentage of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 60 percent to an improved rate of 69 percent—the average among the quintile of colleges showing the strongest performance on this measure.	65% Unfortunately, the small number of respondents responding to the CTEOS students do not allow for disproportionate impact analysis.	66% Unfortunately, the small number of respondents responding to the CTEOS students do not allow for disproportionate impact analysis.	+one percentage point
Reduced equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps within 10 years.	Transfer: Age 29-39, Age 40 -49, Age 50-59, age 60+, Hispanic, First Gen, Low Income gaps increased Unit Accumulation: Overall decrease in units, 40-49 and 50-59 major decrease, minor decrease for Black Non-Hispanic Degree Earners: Gap increased for age 60+, decreased for Males, Increased for Filipino students, remained the same for Asian students		

II. Fiscal Reporting

This section of the Midterm Report provides an update on fiscal conditions at the College. Colleges must provide a copy of their most recent ACCJC Annual Fiscal Report (AFR) as evidence.

[Cañada College 2021-22 Annual Fiscal Report to the ACCJC](#), submitted March 24, 2023.

Appendix A: List of All Evidence Cited

All Midterm Reports should include appropriate evidence to support the information and narrative in the report. Colleges should provide a list of all evidence cited as an appendix to the Midterm Report, as well as providing appropriate links throughout the report. (See “Evidence Format” above.)

I. Report Preparation - Evidence

[PBC Meeting Minutes, September 21, 2022](#) establishing roles, responsibilities, and a timeline for Midterm Report preparation.
[Adopted College timeline for Midterm Report preparation 2022-23.](#)

II. Plans Arising from the Self Evaluation Process - Evidence

1A

1B

1C

2A

[Marketing Presentation to IPC re website Analytics, April 21, 2023](#)

2B

2C

III. Institutional Reporting on Quality Improvements - Evidence

Background

[PBC Meeting Minutes, September 16, 2020](#) creating a Program Review Work Group to identify, recommend, and monitor improvements to the program review process.
[Program Review Work Group website](#) and [screenshot of website as of April 19, 2023](#)
[SSPC Meeting Minutes, May 13, 2020](#) improving their program review process to ensure each program sets goals and takes meaningful actions to achieve those goals.

[Academic Senate Minutes, May 14, 2020](#) updating the instructional program review process to clarify goal setting and action planning requirements.

[PBC Meeting Minutes, May 19, 2021](#) adopting new guidance for the non-personnel resource prioritization process.

[Cañada College Resource Prioritization Process](#) website and [screenshot of the Non-Personnel Resource Prioritization process website as of April 19, 2023.](#)

[Academic Senate Meeting Minutes February 23, 2023](#) updating the instructional program review questionnaire.

[IPC Meeting Minutes March 3, 2023](#) acknowledging the updates to the instructional program review questionnaire.

[SSPC Meeting Minutes March 24, 2023](#) updating the student services program review questionnaire.

Impact of the COVID-19 Pandemic

[Summer-Fall 2020 MOU between SMCCCD and AFT Local 1493](#)

[Spring 2021 MOU between SMCCCD and AFT Local 1493](#)

[Fall 2021 MOU between SMCCD and AFT Local 1493](#)

[Spring 2022 MOU between SMCCCD and AFT Local 1493](#)

[SMCCCD Contract with AFT 1493 2019-2022](#)

Response to Recommendations for Improvement

[Academic Senate Meeting Minutes, August 27, 2020](#)

[August 18, 2020 Flex Day Agenda:](#) Program Review Update and Support Session 2020

[August 17, 2021 Flex Day Agenda:](#) Program Review Update and Support Session 2021

[August 16, 2022 Flex Day Agenda:](#) Program Review Update and Support Session 2022

[Faculty Teaching & Learning Center and Lounge September 27, 2023:](#) Instructional Program Review Support Session

[Instructional Program Review Questionnaire Updated by Academic Senate March, 2023](#)

[Academic Senate Meeting Minutes February 23, 2023](#) updating the instructional program review questionnaire.

[IPC Meeting Minutes March 3, 2023](#) acknowledging the updates to the instructional program review questionnaire.

[SSPC Meeting Minutes March 24, 2023](#) updating the student services program review questionnaire.

[Instructional Planning Council Program Review General Feedback Form](#)

[Instructional Planning Council Program Review Learning Center and Library Feedback Form](#)

IV. Reflection on Improving Institutional Performance: Student Learning Outcomes and Institution Set Standards - Evidence

[Cañada College Annual Report to the ACCJC 2023](#)

V. Report on the Outcomes of the Quality Focus Projects - Evidence

VI. Fiscal Reporting - Evidence

[Cañada College Annual Fiscal Report to the ACCJC 2023](#)

1A: The new mission, vision and values statements adopted with our new EMP in June 2022. Internal Equity Scan (Ase);

1B: New Institution Set Standards F2020. PBC minutes from fall 20, fall 21, and fall 22 discussing the standards and the goals and the progress the College is making on

them.<https://canadacollege.edu/planningbudgetingcouncil/2022-23/pbc-approved-minutes-november-2-2022.pdf>

2A: [Program Mapper](#)

2A: [PBC Minutes from November 2, 2022 during which VPI Hsieh discussed Program Completeness](#)

3A: The DE Program Review Annual Update for F22; District DEAC goals; the data from the smartsheet tracker?

4D: SMCCCD 2021-26 District Strategic Plan, adopted by the BOT July 28, 2021; SB 896 (Becker); as well as the Board policies and Aps for implementing it.

PBC Participatory Governance Orientation slide decks from 2019, 2020, 2021, 2022 and 2023.

*NOTE: For the 2020-2023 assessment cycle, **"Full-time faculty members will not be expected to engage in more than two high-volume or high-demand professional duties during [Fall 2020, Spring 2021, Fall 2021 and Spring 2022].** High-volume or high-demand duties are any of the following:

- Service on a committee (each committee counts as one high-volume duty)

- Program review
- Curriculum development (except for DE addenda)
- SLO's"

Appendix B: List of Abbreviations and Acronyms

ACES: Academic Committee for Equity and Success
ASCC: Associated Students of Cañada College
ASLT: Academic Support and Learning Technologies Division
CIETL: Center for Innovation and Excellence in Teaching and Learning
COR: Course Outline of Record
DE: Distance Education
DEAC: Distance Education Advisory Committee
EMP: Educational Master Plan
ILO: Institutional Learning Outcome
IPC: Instructional Planning Council
ITS: Information Technology Services
PBC: Planning and Budgeting Council
PLO: Program Learning Outcomes
PRIE: Planning, Research, and Institutional Effectiveness
SAO: Service Area Outcome
SEP: Student Educational Plan
SLO: Student Learning Outcome (course-level)
SSPC: Student Services Planning Council
VPAS: Vice President of Administrative Services
VPI: Vice President of Instruction
VPSS: Vice President of Student Services
VROC: Veterans Resource and Opportunity Center