

Standard 1: Institutional Mission and Effectiveness

The institution has a clearly defined mission that reflects its character, values, organizational structure, and unique student population. The mission outlines the institution's explicit commitment to equitable student achievement and serves as a guiding principle for institutional planning, action, evaluation, improvement, and innovation.

Suggested length for Standard 1 is no more than 10 pages.

1.1. The institution has established a clearly defined mission that appropriately reflects its character, values, structure, and unique student demographics. The institution's mission articulates its commitment to ensuring equitable educational opportunities and outcomes for all students. (ER 6)

Review Criteria:

- The institution's mission appropriately reflects the community and students it serves.
- The institution's mission appropriately reflects the nature and structure of the institution (public, private, non-profit, corporate, etc.).
- The institution's commitment to equitable educational outcomes is informed by an understanding of the characteristics and needs of its students.
- The institution's mission demonstrates alignment with ACCJC's *Policy on Social Justice*.

Every five years, Cañada College revisits our mission statement to ensure it best reflects the College's evolving character, values, structure and unique student demographics. The College last revised our mission during the 2021-22 academic year as part of our educational master planning process. After a broad-based, [inclusive process](#) that solicited input from all campus constituencies on a multitude of occasions, [the College's Planning & Budgeting Council adopted new mission, vision, and values statements on May 18, 2022](#). On June 22, 2022, the San Mateo County Community College District (SMCCCD) [Board of Trustees adopted Canada's new mission](#) statements and approved its new, five-year educational master plan.

As of June 22, 2022, [Cañada's mission statement](#) is "Cañada College engages and empowers students in transforming their lives and communities through quality education." The concise nature of this mission statement meant that our marketing department used the mission verbatim as a tagline in [marketing efforts](#) this year. The College vision and values statements are integral to our mission and the campus carefully crafted new vision and values statements in 2021 in order to clearly articulate our commitment to ensuring equitable educational opportunities and outcomes for all students.

Cañada's vision statement is "Cañada College provides equitable education such that students from diverse backgrounds are able to achieve their educational goals and benefit the world." Our values statements are:

Social Justice and Racial Equity

Cañada College is dedicated to social justice and racial equity:

- Antiracism: commit to actively combat individual racism and to interrogate racist structures and policies.
- Equity: provide equitable access and resources to students, staff and faculty, in consideration of all their identities to ensure a community of support and successful educational outcomes.

- Inclusion: a campus where everyone feels a sense of community and has a voice.
- Diversity: a community where different cultures are represented, recognized and celebrated.
- Access: a community where all students have access to academic tools and student support resources to help them succeed.
- Liberation: building an equitable and antiracist community where members, especially students, are valued as whole human beings and are empowered to express themselves fully in pursuit of their goals.

Transforming Lives

Cañada College is dedicated to transforming lives:

- Students' Feelings – Students move forward from Cañada feeling proud, accomplished and prepared for what is next for them.
- Being Supportive - Meeting Students' Needs & Providing Opportunities – Provide a supportive environment where we work to meet students' needs and provide opportunities to all students, so that they can continue the work of transforming their own lives.
- Evolving Ourselves to Continue to Be Able to Transform Lives – In order for Cañada to be a place where students can transform their lives, we need to continually listen to our students' needs and grow and adapt as an institution to stay relevant and meaningful to our students.

Community Partnerships

As a community college, Cañada College recognizes the utmost importance of cultivating and fostering strong relationships and partnerships with our community, including high schools, businesses, organizations and individuals. These partnerships allow our college to successfully:

- Reach out to, recruit and retain students
- Provide access to a college education for members of the community
- Enrich academic programs and create pipelines for students to explore and enter careers
- Reflect the culture of the community we serve
- Use our campus and resources to address the needs of our community

Academic Excellence

Cañada College values fostering curious, self-directed, and responsible adult learners. Academic excellence occurs both within, and beyond, the classroom, equipping students with skills that serve them in all domains of their lives. Individualized learning experiences are essential to the success of all our students, ensuring that they recognize and develop their unique selves in the process of completing their academic work. Facilitating meaningful learning experiences is also essential for maintaining a culture of academic honesty and trust. Learning at Cañada College involves transformative life experiences that benefit both individuals and their communities.

Sustainability

Cañada College works to sustain the health of the planet to promote social justice and robust economies for all, in perpetuity. As stewards of a college campus, Cañada College endeavors to minimize our negative impact on the environment (for example, limit carbon footprint, decrease production of waste and greenhouse gasses), while promoting a culture of environmental awareness.

Transparency and Authenticity

Cañada College values transparency and authenticity in all aspects of the college:

- Speak in plain and understandable language, rather than in educational jargon.
- Take personal responsibility for addressing problems that arise, rather than placing blame on official policies, administrative procedures, or other people.
- Promote awareness among students that they are allowed to attend meetings and give input.
- Be honest and follow through to the end on promises made.
- Articulate solutions, not slogans.

Adaptability and Resilience

Cañada College values a culture of adaptability and resilience. As a critical part of our region's socio-economic infrastructure, the College is adaptable and willing to change in order to suit the dynamic, changing needs of our region. Our culture of resilience supports all of our college community members in being able to recover quickly from adversity and unexpected challenges.

Student Centered

As a student-centered institution, Cañada College puts the needs of students first and recognizes our duty to address the Obligation Gap - our responsibility as an institution to address the most pressing equity gaps in student outcomes. Proactive in understanding the changing needs of individuals and groups of students, the College seeks to align its teaching, curriculum, services, policies and goals to best support students. The College values norms of behavior that help ensure that students feel their voices are heard and not being undermined or silenced.

Cultural Empathy

Recognizing that members of its community come from many different cultures, Cañada College values empathy, understanding and respect for cultural differences and similarities within, among and between groups. Cañada College seeks to honor diversity, mitigate implicit bias, and promote empathy in a manner that acknowledges power imbalances and supports all community members in achieving their educational and professional goals.

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Informed by the [ACCJC's Policy on Social Justice](#) of June 2021, Cañada updated our mission, vision, and values statements in 2021 in order to be more explicitly anti-racist and focused on equity in student educational outcomes. Cañada renewed its commitment to actively combat individual racism and to interrogate racist structures and policies. Cañada provides equitable access and resources to students, staff and faculty, in consideration of all their identities to ensure a community of support and successful educational outcomes.

These commitments have manifested in a number of ways, including the creation of a new Office of Equity, [Cultural Center](#), and Pride Center, whose programming is dedicated to *"creating spaces of healing, joy, and critical engagement through learning, awareness, and advocacy that empower the campus community to become culturally responsive advocates for justice and liberation."* In 2022, the College also launched a new [Equity and Antiracism Planning Council \(EAPC\)](#) as one of the primary college

participatory governance bodies with a mission to “*disrupt and dismantle systemic racism and White supremacy for our college community in pursuit of equity, antiracism, justice and liberation.*” In addition, the College reinvigorated its [Faculty Teaching and Learning Center and Lounge](#) to develop, facilitate, and lead a broad range of equity-driven professional development opportunities for faculty.

How do we know this is working? What metrics are used in Student Services? I know they gather the number of students who engage with their events by collecting Gnumbers. Is any attempt made to follow up with surveys of which events participants felt were most useful to creating community and increasing student support on campus? Is there any sense that these programs take the feedback, reflect, and revise their processes to better serve students and the college community.

1.2. The institution establishes meaningful and ambitious goals for institutional improvement, innovation, and equitable student outcomes.

Review Criteria:

- The institution establishes its goals in a process that is appropriate for its character and context.
- The institution has clearly defined institutional goals that align with its mission, are appropriately forward-looking, and include consideration of equitable student outcomes.
- The institution's goals align with key initiatives within its scope of responsibility.

As part of its Educational Master Planning (EMP) process every five years, Cañada College establishes new goals to align with any changes in its mission and to ensure the College continuously improves in a manner appropriate with the evolving needs of its community. In 2021, the Planning and Budgeting Council's EMP Task Force [evaluated the goals](#) of the prior EMP and began work on new goals.

In 2022, the College community developed four goal statements that are meant to establish a broad, strategic direction in support of its updated college mission, vision, and values.

Student Access, Success and Completion

Cañada College ensures student access to relevant and transformative student services and instructional programs that are inclusive, diverse, equitable, and antiracist. As an institution, Cañada contributes to the financial stability of students to empower them to pursue personal, academic, professional, and civic goals. Cañada College continuously assesses processes and removes barriers to student access, success, and completion.

Equity-Minded and Antiracist College Culture

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.

Community Connections

Cañada College establishes equity-minded partnerships with other educational institutions, employers, governments, and community-based organizations that result in seamless pathways for high school students transitioning to college, college students transitioning to university, and all community members pursuing career, and lifelong educational opportunities.

Accessible Infrastructure and Innovation

College financial resources are well managed in support of the College's values and to provide accessible physical and virtual spaces that promote continuous innovation and excellence in teaching and learning. Cañada's investments in physical, technological and transportation infrastructure create sustainable, equitable access to the College and support equitable educational outcomes across the diverse members of the community we serve.

To support the achievement of these goals, the Cañada's Educational Master Plan includes key objectives and strategic initiatives tied directly to each goal. Progress in the implementation of these initiatives and achievement of their related goals is measured in two ways: (1) [EMP baseline metrics](#) are considered at the annual summer Leadership Retreat in August to help inform the selection of which strategic initiatives to focus on during the coming academic year, and (2) [annual reports](#) describing the progress made on each of the strategic initiatives prioritized during the prior year are presented to the Planning and Budgeting Council in May.

College Goals are appropriate to Cañada

- Updated every five years through EMP
- Previous EMP progress evaluated

Goals align with Mission and equitable student outcomes

- Describe how goals align with Mission
- EMP goals related to equitable student outcomes

Goals align with key initiatives

- Each goal has strategic initiative tied to it in EMP

1.3. The institution holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningfully disaggregated data to evaluate its progress and inform plans for continued improvement and innovation. (ER 3, ER 11)

Review Criteria:

- The institution has established and published standards for student achievement (i.e., institution-set standards) in accordance with Commission policy.
- The institution regularly reviews and discusses qualitative and quantitative data to evaluate its progress toward achieving the mission, enhancing understanding of students' experience, informing short and long term planning, and implementing improvements as needed.
- The institution regularly reviews meaningfully-disaggregated data, identifies equity gaps, and engages in planning and improvement to close these gaps.
- Established and published standards for student achievement
 - Institutional set standards are set by the Planning & Budgeting Council which also serves as the College Accreditation Oversight Committee. Each year, the PBC reviews the College's progress towards its goals as quantified by the metrics included in the set standards (also known as the College Scorecard). Every 4-5 years, the PBC revises the set standards, updates the acceptable floor and stretch goals. This update allows for the College to align with changes in the State Chancellor's Goals and ACCJC required metrics and any changes in how those are defined.
 - The College's [Institutional Learning Outcomes](#) are assessed each year in multiple ways. Primarily, the College PRIE Office administers a survey of all graduating students every spring. The survey offers an opportunity for students to self-assess whether or not they feel they have achieved the learning outcomes set by the College during

their time at Cañada. In addition, all course and program learning outcomes are aligned with the institutional learning outcomes, so programs assess and report on how well their student-level outcomes are supporting those set at the institutional level.

- We regularly review and discuss qualitative and quantitative data to evaluate progress toward achieving our mission, enhancing understanding of students' experience, informing short and long term planning, and implementing improvements as needed.
 - Participatory Governance committees review data to inform planning and implementation.
 - PBC regularly reviews institutional set standards including metrics related to the enrollment and course success rates of our online students
 - Office of Planning, Research and Institutional Effectiveness (PRIE) calculates and presents data related to those student populations disproportionately negatively impacted in course outcomes, by course modality
 - This data is also shared with the College's Distance Education Advisory Committee (DEAC meeting 11-1-23) which is responsible for creating and monitoring the implementation of the College's Distance Education Plan, dedicated to continuously improving the quality of distance education at Cañada.
- We regularly review meaningfully-disaggregated data, identifies equity gaps, and engages in planning and improvement to close these gaps.
 - EMP planning and implementation in participatory governance
 - Program reviews
 - Examples of improvement
 - DEAC plan
 - SEAP efforts
 - EAPC
 - Transfer plan

1.4. The institution's mission directs resource allocation, innovation, and continuous quality improvement through ongoing systematic planning and evaluation of programs and services. (ER 19)

Review Criteria

- Institutional systems for comprehensive planning are designed to support accomplishment of the mission and lead to institutional innovation and improvement.
- Institutional systems for planning are integrated such that information from program planning informs processes for resource allocation, decision-making, and short- and long-term operational planning.
- Institutional systems for planning are designed to occur on a regular basis, include appropriate participation from institutional constituencies, and are informed by *relevant data and information*.

Cañada's mission is foundational to the College's [integrated planning and budgeting cycle](#), annual [program review and resource request cycle](#), and [participatory governance structure](#),

Cañada's [strategic planning calendar](#) is shaped by our five-year educational master plan (EMP) which includes our college mission, vision, values, and goals as well as strategic objectives and initiatives, each shaped to support the accomplishment of the college mission and lead to institutional

innovation and improvement over the course of 5 years. Within the framework of the EMP, the College creates other plans focused on strategic enrollment management (SEM), student equity and achievement, online education, professional development, technology, and environmental sustainability which also facilitate the implementation of the EMP.

- In August of each year, the College's [integrated planning and budgeting calendar](#) (which defines the iterative process of strategic planning, program planning, and resource allocation decisions) begins with the College Leadership Retreat. Retreat participants representing all of the major constituency groups that are part of the College's [participatory governance framework](#) convene to **evaluate the progress** the College has made towards implementing the EMP and to set priorities for implementing the EMP during the coming academic year.
- These priorities are set forth in an **annual plan** and shared on opening day and, subject to additional college input, approved by the Planning & Budgeting Council (PBC) in September.
- The College Annual Plan for EMP implementation specifies which [College Councils, Committees, and Working Groups](#) will be responsible for working on each strategic initiative in the coming year. These groups return to PBC periodically throughout the year with their recommendations and updates.
- In the spring of each year, PBC reviews **the progress the College was able to make on its EMP** priorities that year.
- Cañada's [program review](#) and [resource request cycle](#) is also a critical aspect of the College's integrated planning and budgeting calendar. The College follows a [3-year cycle for comprehensive program planning](#) which involves an evaluation of the program on the basis of [five years of disaggregated outcome data](#) as well as the program's review of three years of assessments (via [Student Learning Outcomes](#) for instructional programs and [Service Area Outcomes](#) for student services programs).
- Every college [instructional program](#), [student service](#), and [administrative unit](#) begins its comprehensive program review with a reflection of how the program contributes to the College and supports the College's Mission. The College [resource request process](#) requires this reflection in order for programs to place any resource requests.
- College processes for allocating resources to [personnel](#) and [non-personnel](#) also require an explanation of how the requested resource helps the College fulfill its mission and achieve its strategic goals.
- The program review process is continually analyzed and evaluated to ensure that every opportunity for conversation and reflection is made to help internal and external stakeholders alike understand the various ways that programs, services, and other units follow the guidance provided by the College mission and EMP. This process is continually refined over time to make it clearer, more responsive, and better aligned to the needs of the college and community.

1.5. The institution regularly communicates progress toward achieving its mission and goals with internal and external stakeholders in order to promote understanding of institutional strengths, priorities, and areas for continued improvement. (ER 19)

Review Criteria:

- The institution regularly communicates the results of its progress assessments with internal and external stakeholders, as appropriate to its character and context.
- Institutional evaluation reports and program reviews can be accessed by constituencies.
- Data and evidence related to institutional strengths and areas for development are used to inform and document discussions of institutional priorities.

- **Internal Stakeholders**
 - [Annual reports](#) describing progress on EMP priorities presented to the Planning & Budgeting Council in May of [each year](#).
 - [EMP Baseline updates](#) presented to the Leadership Retreat in August of [each year](#).
 - [President's monthly reports to the Board of Trustees](#)
 - FLEX days are often utilized as a means of engaging the campus community to share information about progress on EMP and how they (the community) can become more involved in realizing the College's Mission, Vision, and Values.

- **External Stakeholders**
 - President's Advisory Council meeting agendas and minutes: <https://canadacollege.edu/presidentsadvisorygroup/members.php>
 - NCORE Conference presentation May 2024 re Serving Undocumented Students, SB893 and the less than 6-unit waiver
 - Press Releases re SP893 and other free college and registration easing measures; examples of our social media campaign
 - Work with specific targeted community partners such as Boys & Girls Club, EPA outreach, etc.

- **Institutional Evaluation Reports can be accessed by constituencies on the PRIE, Accreditation, and College Assessment websites**
 - [Institution-set Standards reports](#) presented to PBC and available on the College Planning, Research, and Institutional Effectiveness website under [College Metrics](#).
 - [ACCJC Annual Reports](#) presented to PBC and available on the [College Accreditation website](#).
 - [Institutional Learning Outcomes \(ILO\) assessments](#) presented to PBC and available on the [College ILO Assessment website](#) and the College Planning, Research, and Institutional Effectiveness [Survey website](#).

- **Program Reviews can be accessed by constituencies on the College Program Review Website**
 - [Instructional Program Reviews](#)
 - [Student Services Program Reviews](#)
 - [Administrative Program Reviews](#)

- **Data and evidence related to institutional strengths and areas for development are used to inform and document discussions of institutional priorities.**
 - **EMP:** Data and resources used in the five-year Educational Master Planning (EMP): <https://canadacollege.edu/emp/emp-data.php>
 - **EMP Task Force meeting minutes and slides:** showing our discussion of data and how we arrived at a sense of strategic direction or a priorities: <https://canadacollege.edu/emp/meetings.php>
 - **Non-personnel resource prioritization process:** <https://canadacollege.edu/planningbudgetingcouncil/resource-prioritization-process.php>
 - **Personnel resource prioritization process and outcomes:** <https://canadacollege.edu/planningbudgetingcouncil/staffing.php>