College of the Canyons

Accreditation 2014

Comprehensive Institutional Self Evaluation Report

Santa Clarita Community College District

APPLICATION FOR REAFFIRMATION OF ACCREDITATION
INSTITUTIONAL SELF EVALUATION REPORT

July 2014

Submitted in Support of Reaffirmation of Accreditation
to the Western Association of Schools and Colleges
Accrediting Commission of Community and Junior Colleges

By College of the Canyons
26455 Rockwell Canyon Road
Santa Clarita, California 91355

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Foreword

On behalf of the faculty, staff, administrators, Board of Trustees, and students who make up College of the Canyons, I am pleased to submit the College's 2014 Accreditation Self Evaluation.

The review of our Accreditation coincides with the College's 45th anniversary of service to the Santa Clarita Valley. In fact, the anniversary of our first day of classes falls on September 22, 2014, just one week prior to the arrival of the visiting team.

Undergoing the institutional review inherent in the Accreditation process and at the same time engaging in the reflection that accompanies anniversaries give us a unique perspective on our College and what makes us successful in our mission: Offering accessible and enriching education that enables students to obtain their goals and succeed in their chosen pursuits.

College of the Canyons is a student-centered institution focused on meeting the needs of the community. Because of our commitment to innovation, planning, and partnerships, we have established a 45-year history of helping our students fulfill their goals. Their successes speak to our success, and we are proud of what we have accomplished on their behalf.

The guiding principle behind my 26 years of leadership as the CEO of College of the Canyons can be summed up in the phrase, "If you can dream it, you can do it." Through the past two-and-a-half decades, we have continued the tradition on which the College was founded—we have created a culture of possibility that attracts talented, innovative, and creative leaders who fuel our continued growth and development. They embrace teamwork and embody the ideal that we can accomplish more by working together across departments than by staying isolated in silos. Regardless of job classification or department, the employees at College of the Canyons are characterized by determined optimism, relentless enthusiasm, and a "can-do" commitment to supporting student success and meeting the changing needs of our dynamic community. The team makes the difference. Accordingly, this report demonstrates that our attitude, teamwork, mindset, and leadership result in continuous improvement that enables our College to better serve the community.

While our College has benefitted from its location in a fast-growing community, that now has the third largest population of any city in Los Angeles County, our success is more than the result of circumstance. What we have achieved during the past 45 years is the direct result of our commitment to careful planning and strategic growth. The theme that guided us through the 2012-13 academic year said it best: "Dream. Think. DO!"

Planning is central to the culture of our College. We engage in systematic, annual planning processes at the department level, incorporating current data, and including careful evaluation of external forces and trends. The results of department plans are incorporated into college-wide strategic plans, and inform our *Educational and Facilities Master Plans*. Inherent in our planning is a sense of flexibility and adaptability. We recognize that change often comes quickly and unpredictably, bringing with it unique opportunities that we can make the most of, if we are willing to respond in a timely manner.

Planning made the difference in how our College responded to the economic downturn that affected every California community college in recent years. We did not lay off a single employee, implement furloughs, eliminate any academic programs or student services, nor upset the momentum we built in prior years to meet our community's needs. With the funding made available by Proposition 30, we have so far restored our enrollment by 13 percent, from its low point during the recession.

Since our last Accreditation evaluation in 2008, we have secured $6.1 million in outside funding through our Foundation, generated $34.8 million in grant revenue, and expanded our facilities space by more than 270,000 square feet in completed and soon-to-be finished buildings. And, according to the State Chancellor's Office Student Success Scorecard, our transfer rate of 46 percent exceeds the statewide average (39 percent) and is among the highest in Los Angeles County. At the same time, we secured $8.6 million in contract education and economic development grant revenue to support local business and industry and enhance our economic impact on the community.

Along with planning, we are equally committed to partnering. We recognize we can accomplish more for the benefit of our students by working with other agencies than if we simply go at it alone. Whether it's city and county governments, local school districts and community-based organizations, business and industry, or non-profit organizations, we pride ourselves on our ability to collaborate

Foreword

and create innovative opportunities for our students, while producing desired outcomes for our partners as well.

The campus community embraced the compilation of the Self Evaluation as an opportunity to both reflect on the excellence inherent in our College, and consider where changes could be made that would enhance the educational experiences of our students. The yearlong process yielded a comprehensive picture of our institution that illustrates our commitment to:

- Providing the highest quality education in alignment with our *Mission Statement*
- Strategic organization, along with consistent evaluation, planning, and improvement
- Implementation, evaluation, and modification of student learning outcomes
- Collaboration, regular dialogue, and collegial decision making
- Institutional integrity

In addition, this report reflects our College's commitment to inclusivity. More than 120 individuals thoughtfully assembled it, representing every employee classification, students, and every department and office at the College. They served on Standards Committees and spent countless hours researching, discussing, writing, revising, and compiling evidence. Others assumed leadership for specific facets of the production, and it is with pride that I acknowledge their individual contributions:

- Dr. Jerry Buckley, Assistant Superintendent/Vice President of Instruction, served as the Accreditation Liaison Officer, ensuring we remained on task, and on deadline, as we compiled the report;
- Dr. Daylene Meuschke, Dean of Institutional Research; Mr. James Glapa-Grossklag, Dean of Education Technology, Learning Resources and Distance Education; Mr. John Makevich, Director of Distance and Accelerated Learning; Ms. Alicia Levalley, Research Assistant; and Ms. Mindy Albee, Distance Learning Coordinator, expertly identified, located, and cataloged the more than 1,000 individual pieces of evidence cited in the report;
- Dr. Jennifer Brezina, Dean of Humanities, served as our internal editor, reviewing initial drafts to ensure the Standards were thoroughly addressed and consistent in style and tone;
- Ms. Sue Bozman, the District's retired Vice President of Communications, Marketing and External Relations, who played a key role in the 1990, 1996, 2002, and 2008 Accreditation Self Studies, returned to serve as our external editor, and assisted in producing the report;
- Mr. Omar Torres, Dean of Mathematics, Sciences, and Engineering, assisted in developing and writing the Compliance sections and proofed the entire report;
- Ms. Lila Sude, Graphic Artist, designed the illustrated divider pages, featuring photographs of our campuses and programs, taken by both staff and students, and designed the cover, featuring a photo taken by PIO writer/photographer, Mr. Jesse Munoz;
- Mr. Kevin Albee expertly handled the electronic assembly, layout, and formatting of the document;
- Mr. Eric Harnish, Vice President of Public Information, Advocacy, and External Relations, assisted with editing the report, and served as the production coordinator;
- Mr. John Green, Director of District Publications and Reprographics, designed and maintained the attractive and easy-to-use Accreditation 2014 website, and led his team in producing print and digital copies of the report.

While College of the Canyons is motivated by its dreams, it is marked by visionary planning, strategic organization, sound fiscal management, collaborative relationships, and above all, achieving results. Under the leadership of a dedicated Board of Trustees, driven by the creativity and innovation of enthusiastic faculty, staff, and administrators, supported by our Foundation and other volunteers, and motivated by the needs of our business partners, we fulfill our mission to be this community's college.

In reading this report, we hope you will agree that we have indeed achieved our dreams of helping others, and positioned ourselves to enhance our ability to do so in the years to come.

Dr. Dianne Van Hook
Chancellor-President
Santa Clarita Community College District,
College of the Canyons

CERTIFICATION OF INSTITUTIONAL SELF EVALUATION

DATE: July 2014

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

FROM: College of the Canyons
26455 Rockwell Canyon Road, Santa Clarita, California 91355

This Comprehensive Institutional Self Evaluation Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community, and we believe the Self Evaluation Report accurately reflects the nature and substance of the institution.

Signed,

Dianne G. Van Hook, Ed.D.
Chancellor-President

Michele R. Jenkins
President, Board of Trustees

Jerry Buckley, Ed.D.
Assistant Superintendent/Vice President, Instruction
Chair, Accreditation Steering Committee
Accreditation Liaison Officer

Christine Colindres
2013-14 President, Associated Student Government

Edel Alonso, Ed.D.
President, Academic Senate

Patrick Backes
President, Classified Senate

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During the past four and a half decades, College of the Canyons, currently a two-campus college in the Santa Clarita Community College District (SCCCD), has been transformed from a small community college serving several hundred students to an institution serving more than 18,000 students.

Change and significant progress have occurred throughout the Santa Clarita Valley, the College's 367-square-mile service area, located in the northwest portion of Los Angeles County. The College has been propelled forward by the combination of the community's growth and an unwavering vision of the Board of Trustees and the campus leadership to become the best community college possible. The Board has been very stable over the years with little turn over, and one of the current trustees was on the original Board when the District was formed in 1968. The current CEO, Chancellor Dr. Dianne G. Van Hook, has provided leadership for 26 years. There were four previous CEOs during the first 19 years.

Once agricultural, most of the area is now a rapidly-growing housing and commercial development, home to nearly 300,000 residents, many of whom commute to and from work each day to the Antelope and San Fernando Valleys and further south into the Los Angeles basin. The City of Santa Clarita is the third largest city in Los Angeles County in population. The area has developed several large industrial and commercial centers, and the College is appreciated for providing these companies with high-quality workforce training. The population of the Santa Clarita Valley is poised for even more growth in the coming decade, with a projected population increase of 42 percent between 2010 and 2035, to a total of approximately 416,000 residents.

Between 1997 and 2007, the College experienced tremendous growth, moving from 5,214 FTES in 1997-98 to 14,537 FTES in 2007-08, representing growth of 179 percent. While growth slowed during the past five years (due to the state budget crisis, which forced a reduction in sections), College of the Canyons' enrollment still increased slightly (eight percent) during the past ten years. This sort of growth demanded flexibility and innovation and created the need for new academic, occupational and athletic programs; innovative training partnerships with business and industry; and appropriate facilities.

The larger trend from 2000 to 2012 shows an increase in faculty and staff (58 percent increase), but during the past five years (following a pattern similar to enrollments), there has been a decrease in classified administrators, full-time faculty and educational administrators as a result of statewide budget cuts. While the number of full-time faculty decreased 13 percent during the past five years, the College hired approximately 7 new full-time faculty between fall 2012 and fall 2013. This will bring the full-time faculty head-count to approximately 177, which is an addition of 50 full-time faculty since fall 2000, an increase of 38 percent. The number of classified staff members increased from 127 to 195, or 53 percent, from fall 2000 to fall 2012.

The award-winning Professional Development Program at College of the Canyons is seen as one of the leading professional development programs in the State, with offerings and activities that are aligned with the District's twelve strategic goals to ensure a meaningful and comprehensive program focused on providing high-quality professional development for all faculty and staff, as well as achieving District and departmental goals.

As one looks around the campus today, a significant number of newly constructed facilities are noticeable. These buildings, as well as ongoing construction of the Canyon Country campus, signify the highest level of construction and preparation for the future since the original campus was built in the early 1970s. In fact, most of the College's nearly 800,000 square feet of building space has been added during the tenure of Dr. Van Hook, who has served as superintendent-president since 1988, becoming District Chancellor in 2008. She has radically changed this campus not only to keep up with the community's needs but also to anticipate the educational and training programs that will be in demand in the future.

COLLEGE FORMATION AND EXPANSION OF PROGRAMS

Local voters approved creation of the College District in 1967 and the District was officially formed in 1968. Dr. Robert Rockwell took the helm of the fledgling institution as its first superintendent-president. The College officially opened in temporary quarters at William S. Hart High School in Newhall in 1969. In 1970, the College purchased 153 acres of land along the east side of Interstate 5, south of

Valencia Boulevard and north of McBean Parkway and relocated, moving into a collection of modular buildings while it constructed permanent facilities.

When the Board hired Dr. Dianne Van Hook in 1988, the College was housed in eight major buildings, including Cougar Stadium. She immediately began spearheading strategic planning processes and development of the College's *Educational and Facilities Master Plans*. The results were seemingly non-stop construction projects that continue today and have dramatically changed the character of the College.

By 2008 another ten major structures had been built or were nearing completion, among them the 926-seat Performing Arts Center, the Library, the Media Arts Building, the Family Studies & Early Childhood Education Center, the Music-Dance Building, a new science lecture building along with expansion of the science laboratory building, a new high-tech classroom building, and a whole new campus for a center in Canyon Country. Since 2008, the College has added major expansions to the Library and Media Arts buildings, constructed a new Applied Technology building at the Canyon Country campus, added two new buildings at the Valencia campus (a new Physical Education building and the 110,000 square-foot Dr. Dianne G. Van Hook University Center), and constructed a new building for Culinary Arts and a new Student Services and Administration building.

The College offers associate in arts and science degrees in 76 academic programs, as well as credentials in 70 certificate programs. Academic programs range from Animation to American Sign Language, from Engineering to Nursing, from Medical Lab Technician to Theatre Arts, from Child Development to Paralegal Studies, and from Dance to Industrial Manufacturing. In the past six years, the College has added 42 programs including Electromechanical Systems, Energy Management, Insurance, Plumbing, Robotic Welding Automation, Web Development, and several Associate of Arts or Science transfer degrees in order to continue providing students with relevant educational programs that meet their goals.

To ensure that student needs are met, the College offers courses in a variety of formats (online, on-ground, hybrid, short-term, full-term, etc.) and at alternate physical locations. Recognizing the varied work and life schedules of students, the College offers on-campus courses between 7 a.m. and 10 p.m., six days per week with some early morning and occasionally Sunday classes. This is in addition to the 24-hour availability of online classes. The College also recently added new courses in mathematics and English to allow students to progress through basic skills coursework in these areas at an accelerated pace.

The College provides comprehensive educational experiences, including opportunities outside of the classroom, such as through the Associated Student Government (ASG). In addition to an active ASG, the College supports a highly enrolled honors program, a forensics team, a model U.N., and numerous clubs, organizations and service groups. Sixteen intercollegiate athletic programs, divided equally between men's and women's sports, provide outstanding opportunities. The College competes in the Western State Conference. Notable achievements include the football team's state and national championships in 2004, the men's golf team's four state championships since 2000 and women's golf state championships in 2001 and 2006.

The expansion of educational travel opportunities has offered students and community members opportunities to meet new people, see new places and learn new ideas first-hand, while applying classroom learning in an experiential format.

The local community has been generous in helping meet students' needs and has always approved the District's requests for bond funding for capital construction projects. Voters approved the most recent bond measure, Measure M, in November 2006, providing $160 million in general-obligation bond funding to pay for the next big wave of expansion and modernization projects. The Measure, the fourth in the College's history, allows the Santa Clarita Community College District to add more classrooms and labs; build initial and permanent facilities and equip classrooms at the new Canyon Country campus; upgrade technology to expand instruction in public-safety and other high demand professions; and improve earthquake, security and fire safety. The locally generated funds have helped the District secure nearly $50 million in additional state matching funds between 2007 and 2012.

Construction of a new Culinary Arts building and a new Student Services/Administration building on the Valencia campus are nearing completion, as are plans to add additional permanent buildings to the Canyon Country campus.

The Canyon Country campus opened August 27, 2007 with 3,401 students in new, modular facilities. Since its opening, the Canyon Country campus has increased its square footage by 23 percent and increased the number of students to 5,547. When the permanent buildings are completed (funded by a combination of Measure M and state funds), this campus will accommodate as many as 10,000 students. Because Canyon Country was the area with the greatest increase in population during the recent past, the College placed its first large off-campus center there. Strong growth is continuing to take place and is predicted to continue in the north and west portions of the District. Consequently, the College will assess the need for additional site locations in these areas.

The Los Angeles Community College District, Ventura CCD, Antelope Valley CCD and Glendale CCD are adjacent to the SCCCD. College of the Canyons is a major feeder to California State University, Northridge and to other regional, four-year institutions including UCLA, CSU Channel Islands, CSU San Bernardino, CSU Bakersfield, and a host of private and proprietary institutions. While the usual virtual opportunities such as the University of Phoenix and others are present, no seriously competitive proprietary schools are located locally.

INNOVATIVE PARTNERSHIPS

The College participates in several innovative partnerships that have redefined the traditional role of community colleges. It has partnerships with nearly every social service agency in the community, with the school districts, with the City, the Chamber of Commerce and with a majority of the local businesses.

The College's unique University Center allows students to earn bachelor's, master's and doctoral degrees from a collection of public and private universities that offer their programs in the Center, thereby improving access to education by eliminating the need for residents to commute long distances to obtain advanced degrees. As of July 2013, 40 degree programs are available through the University Center, including 18 undergraduate degrees, 14 master's programs, one doctoral program, and seven credential or certificate programs. Since this program began in 2002, more than 1,900 students have attained degrees or certificates through University Center partnerships.

Academy of the Canyons, operated by the William S. Hart Union High School District, opened at the College in 2002 and allows promising high school students to attend high school and college concurrently. An Early College High School, funded by the Bill and Melinda Gates Foundation and operated by the William S. Hart Union High School District, opened on the Canyon Country Campus in August 2007 and moved to the Valencia campus in fall 2008. In addition, more than 500 high school students concurrently enroll at the College. The number of concurrently enrolled high school students declined significantly during the past four years due to the impact of reduced course offerings combined with their low registration priority. As the College is able to increase section offerings during the next few years, the number of concurrently enrolled students should increase again.

Since 1992, the Economic Development Division has generated more than $16 million dollars from contracts, state grants and federal grants to support partnerships in business. For more than 20 years, the Employee Training Institute (ETI) has provided customized job skills training to organizations in the Santa Clarita Valley. The grant-funded Center for Applied Competitive Technologies (CACT) has served as a regional resource to 21 community colleges in six counties (northern Los Angeles County, along with Ventura, Santa Barbara, San Luis Obispo and portions of San Bernardino and Riverside Counties) since 1998. The Center is designed to provide workforce development and technical assistance to manufacturing and technology enterprises in the region. The College launched the Fast Track Institute in 2010 to provide fast-paced, intensive training to individuals, leading directly to local employment in fields where there is demonstrated demand. Since 2011 the College has also operated the WIA-funded WorkSource Center for the City of Santa Clarita assisting more than 1500 job seekers each month in their search for employment, and sponsoring hundreds through specialized training to aid in their job search.

The College also provides support and leadership to the local business community through its Northern Los Angeles County Small Business Development Center (SBDC), which has served as a resource in the Santa Clarita, San Fernando and Antelope Valleys since 2006. The College currently hosts dedicated industry liaisons for advanced manufacturing, health, information communication technology, and digital media, providing connections between industry and education from K-12 through university programs. In 2011, the College received approval to establish a Center for International Trade Development (CITD). This new program is operated in collaboration with the SBDC and assists small business owners and entrepreneurs with the various stages of export/import trade development.

To augment the resources available to the College for program development, the College pursues grant revenue from the state, federal government, and private foundations. The College's efforts in grants development resulted in approximately $6 million in grant revenue for 2013-14. During the past six years, the College has brought in more than $34 million dollars in grant revenue.

The College also operates in-service public safety training programs for Los Angeles County Fire and Fire-Lifeguard, Los Angeles Police and Los Angeles County Sheriff Departments through instructional service agreements and has begun offering classes at a new training center at a 70-acre Del Valle site. The College also hosts two to three Sherriff Academies each year at North Academy on the Valencia campus.

College of the Canyons continues to experience strong partnerships with the region's healthcare providers, with Henry Mayo Newhall Memorial Hospital funding a full-time nursing faculty salary every year through a foundation grant, and with agencies throughout the region hosting thousands of hours of student clinical experiences every semester for Nursing, Phlebotomy, Medical Lab Technician, and Emergency Medical Technician students.

GATEWAY TO OPPORTUNITY

College of the Canyons has served as a gateway to higher education, professional training and opportunity for nearly 200,000 people, who have attended since it opened some 45 years ago. Thousands have graduated, and many students have returned to pursue their professional careers. More than half of the College's staff members were once its students.

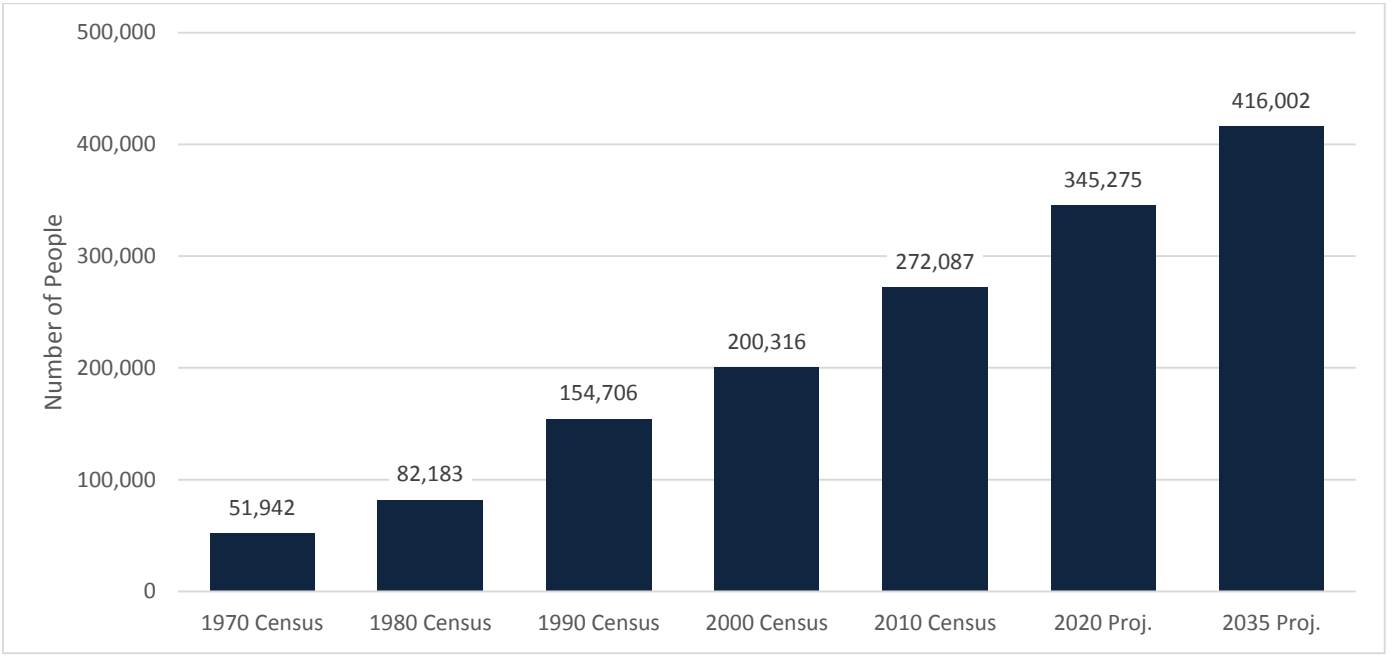
The College's commitment to excellence is a tradition reflected by its innovative, results-oriented leadership. As the next chapters of the College's history are written, the outstanding foundation that has been laid will be further built upon and the institution will continue to uphold the ideals of education and contribute to the development of the vibrant, thriving community for generations to come.

COMMUNITY POPULATION

The Santa Clarita Valley has grown dramatically during the last decade, more than three percent annually, a rate greater than the rest of Los Angeles County and greater than the growth rate for California and for the nation.

The Population of the Santa Clarita Valley has increased from 51,942 in 1970 to 272,087 in 2010. The City of Santa Clarita currently is the city with the third largest population in Los Angeles County. This growth is expected to continue, with the population of the Santa Clarita Valley reaching 416,002 by 2035.

Figure 1. Actual/Projected Population of the Santa Clarita Community College District, 1970-2035



(Source: *2013 Economic and Real Estate and Outlook*, February 2013)

The College and its Service Area: Demographics

The College is doing a good job of being accessible to students who are from ethnic groups traditionally underserved by higher education. As seen in the table below, the ethnic distribution of the College population is consistent with the community. The notable exceptions include the higher percentage of students who are Latino compared to the community and the lower percentage of students who are White compared to the community.

Table 1. Ethnic Distribution of Santa Clarita Valley and College of the Canyons

	Santa Clarita Valley	**College of the Canyons**
African American	4.40%	4.80%
Asian/Asian-American	11.40%	8.50%
Latino/Hispanic	30.90%	43.40%
Native American	0.20%	0.20%
White	49.70%	38.20%
Other/Multi-Racial	3.30%	4.00%
Unknown/Declined to state	N/A	0.80%

Source: Claritas Inc., July 2013, UST referential file-F-12, and the 2013 North Los Angeles County Real Estate and Economic Outlook, Feb. 2013.

Overall, the College has strong participation rates. The community with the highest participation rate is Canyon Country, home to the College's relatively new Canyon Country Campus. The lowest participation rate is the community of Castaic. In addition to the in-district students, 8,164 additional students attend the College from outside the Santa Clarita Valley. If these students were included in the calculation of the overall participation rate, the College's participation rate would be 98, compared to a state participation rate of 64.

Table 2. 2013 Participation Rates By Service Area

	ZIP Codes	Number of Students	Population (birth to 64 years)	Percent (age 18-64 years)	Adult Population (age18-64 years)	Participa-tion Rate (age 18-64 years)
Canyon Country	91351, 91387	3,234	70,852	71%	50,230	64.4
Castaic	91384	922	29,925	76%	22,771	40.5
Newhall	91321	1,122	31,876	71%	22,770	49.3
Saugus	91350, 91390	2,128	50,606	72%	36,664	58
Stevenson Ranch	91381, 91382	657	19,320	69%	13,343	49.2
Valencia	91354, 91355	2,287	60,178	72%	43,427	52.7
Total in District		10,350	262,757	72%	189,205	54.7
Out of District		8,164				
Total Students		18,514				

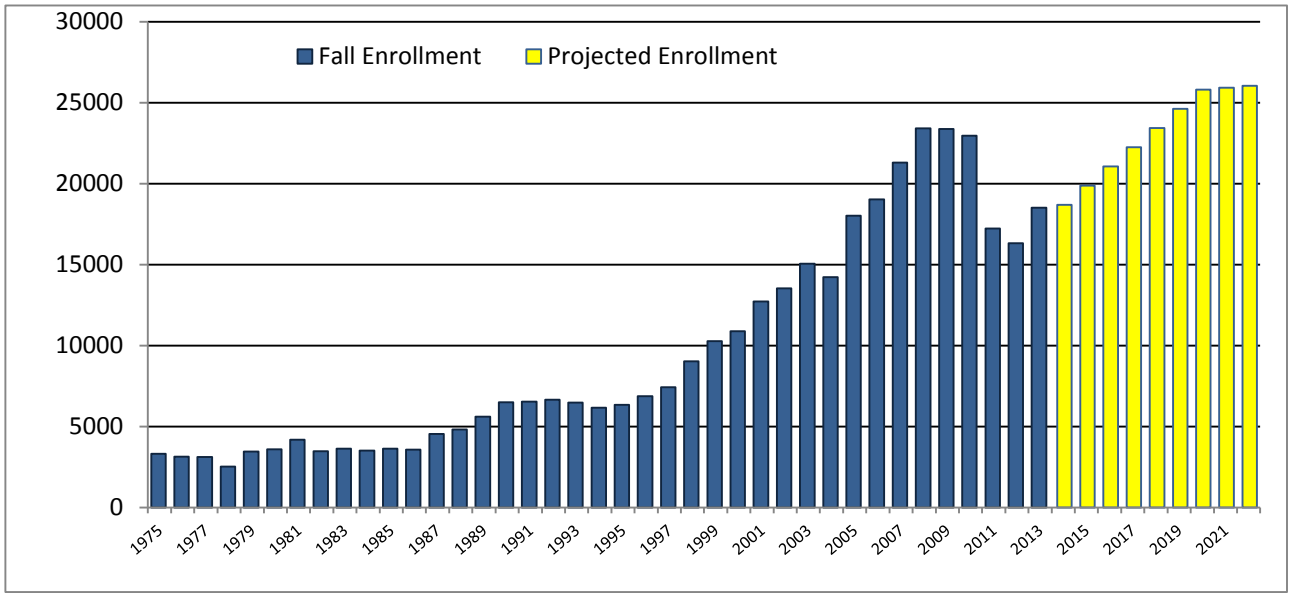
Source: Claritas Inc., July 2013, CCCCO, and UST referential file (Fall 2012)

Most of the local high school graduates attend College of the Canyons. Within one year, 37 to 54 percent of local high school graduates attend the College. The lower percentage was for fall 2012, when enrollments were constrained as a result of limited state funding. Within two years of high school students' graduation, the percentage of local high school students attending College of the Canyons increases to nearly 60 percent.

STUDENT POPULATION

Consistent with the growth in the community, the number of College of the Canyons students has increased significantly from 6,340 in 1995 to 23,416 in 2008. From 2008 to 2012, the number of College of the Canyons students decreased from 23,416 to 16,333, reflecting the statewide budget reductions. With the passage of Proposition 30, the number of students served by the College increased from 16,333 in 2012 to 18,514 in 2013. According to the state Chancellor's Office, enrollment is expected to reach nearly 26,000 by 2021. This enrollment increase has important implications for educational programs and support services, especially when coupled with state policy changes related to Student Success and Support Program (SSSP). The enrollment increase will also have important implications for the growth of the Canyon Country Campus and alternative program offerings like the Fast Track Institute to help meet the demand.

Figure 2. College of the Canyons Enrollments and Projections



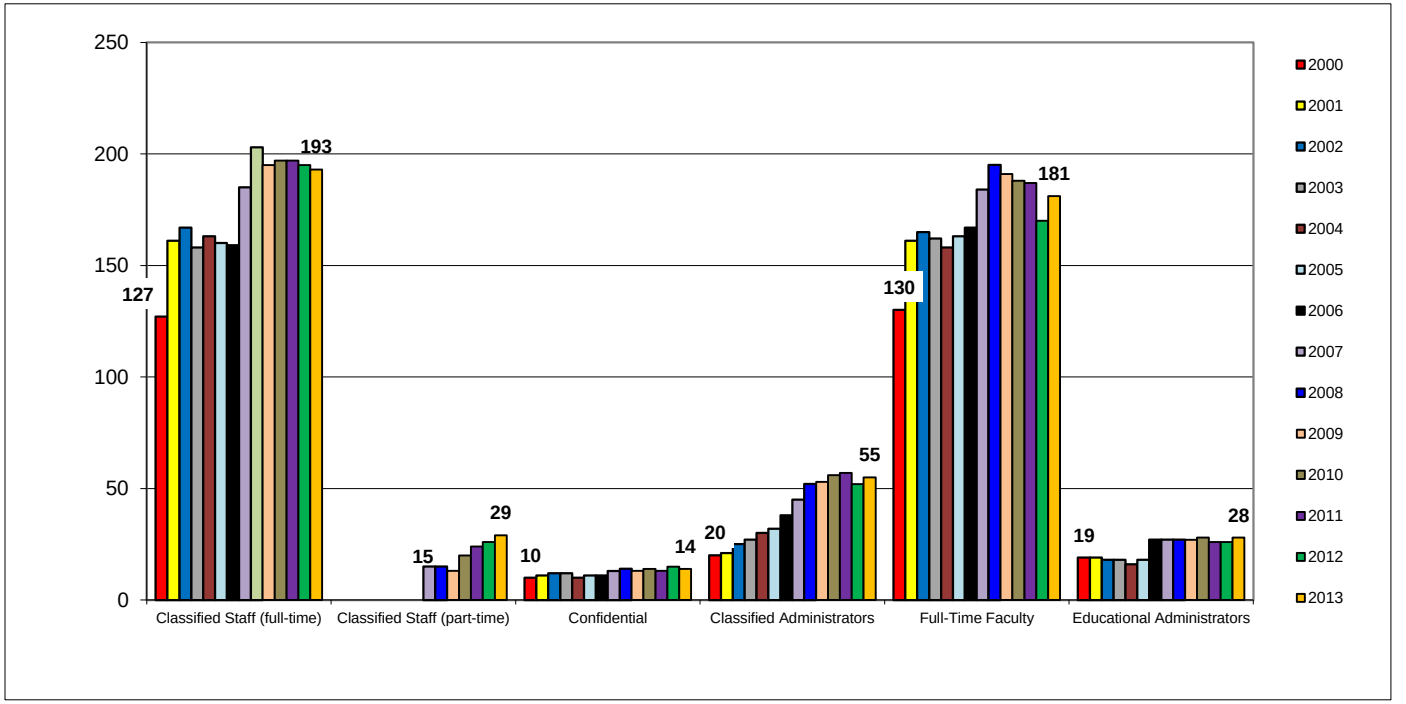
An overview of student demographic changes is presented in Table 3 below. As is evident by the table, the College has experienced significant demographic changes. The percentage of White students decreased from 92 percent in 1970 when the College was newly formed to 38 percent in 2013. Conversely, the percentage of students who are Latino increased from 5 percent in 1970 to 43 percent in 2013. While not quite as profoundly, the percentage of African American, Asian, and Filipino students also increased over the same time period.

Table 3. Student Demographic Changes

	1970*	1980*	1990	2000	2013
Asian/Pac Islander	*	*	4%	5%	5%
African American	2%	2%	2%	4%	5%
Filipino	*	*	2%	3%	4%
Latino	5%	10%	11%	19%	43%
Native American	*	*	1%	1%	<1%
Other/Two or more races**	1%	7%	2%	6%	4%
White	92%	81%	79%	56%	38%
Unknown/Declined to State	*	*	0%	7%	1%
Total Enrollment	1,141	3,589	6,502	10,891	18,514

*Asian/Pac Islander, Filipino, Native American and Unknown were not reported as separate groups during these periods. **Moved to Two or More Race classification in 2008.

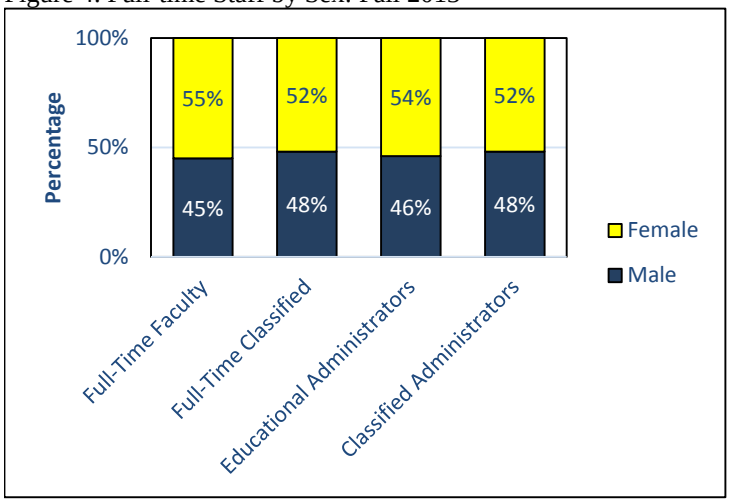
Figure 3. Staffing Increases from Fall 2000 to Fall 2013



FACULTY AND STAFF POPULATION

To keep pace with the growing demand for courses, the College hired many new faculty and staff. Between fall 2000 and fall 2013, the College has increased the number of faculty members by 50, an increase of 38 percent. The number of classified staff members increased from 127 to 193, or 52 percent, between fall 2000 to fall 2013. The number of classified administrators increased from 2000 to 2008, but has remained relatively flat since then. Similarly, the number of educational administrators increased from 2000 to 2006, but has remained flat since then.

Figure 4. Full-time Staff by Sex: Fall 2013



FACULTY AND STAFF DIVERSITY

There has been a demographic shift in employees as the community population has changed. The percentage of employees who are Latino increased for all full-time faculty, educational administrators, classified administrators, and full-time classified staff. As indicated in Table 4, the 23 faculty members hired in the past four years are demographically more diverse than the overall demographics of faculty members as depicted in Figure 5. Furthermore, while only 13 percent of applicants were Latino, 26 percent of faculty members hired were Latino.

With regard to sex, males are slightly underrepresented, with 10 percent fewer male full-time faculty members compared to the percent of full-time faculty members who are female.

Table 4. Full-Time Faculty Applicants

	Amer. Ind/Alaskan Native	Latino	Black	Asian	Filipino	Pac. Isle	Two or More Races	White	Declined or unknown	Total	Total % Non-White
All Applicants	0.50%	13.00%	6.80%	11.80%	1.30%	0.40%	2.40%	48.80%	15.00%	1677	34%
Complete on-time applicants who met minimum qualifications	0.50%	14.20%	4.60%	10.90%	1.30%	0.20%	2.60%	50.90%	14.80%	986	32%
Applicants selected for first level interviews	0.50%	14.10%	2.60%	7.80%	2.10%	0.50%	1.60%	60.40%	10.40%	192	28%
Applicant hired	0.00%	26.10%	0.00%	13.00%	0.00%	0.00%	0.00%	47.80%	13.00%	23	39%

The College and its Service Area: Demographics

Figure 5. Full-time Faculty: Fall 2013

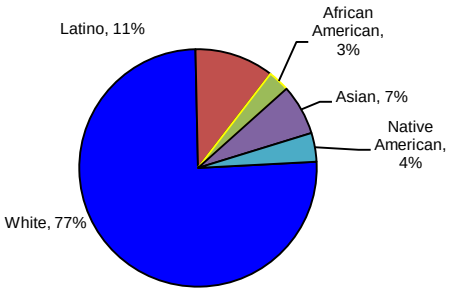


Figure 6. Full-time Classified Staff: Fall 2013

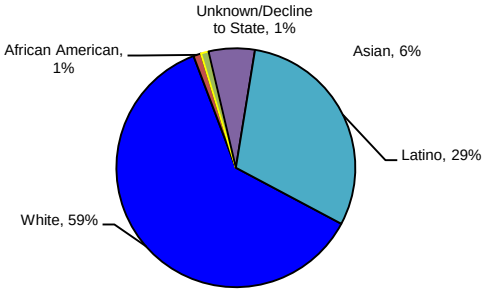


Figure 7. Educational Administrators: Fall 2013

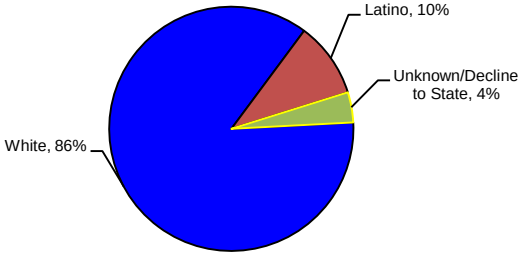
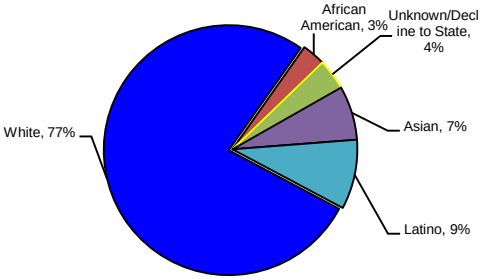


Figure 8. Classified Administrators: Fall 2013



STUDENT DATA

STUDENT PREPAREDNESS

The majority of first-time students place below transfer-level math or English (Figures 9 and 10). The majority of the first-time students who place below degree-applicable math or English do enroll within their first year (Figures 11 and 12). In prior years the reduction in sections and the fact that first-time students were among the last to register posed concerns over access to English and math courses. But, the change in registration priority as a result of SB1456 (Student Success Act of 2012) and increase in section offerings is likely improving access.

Figure 9.

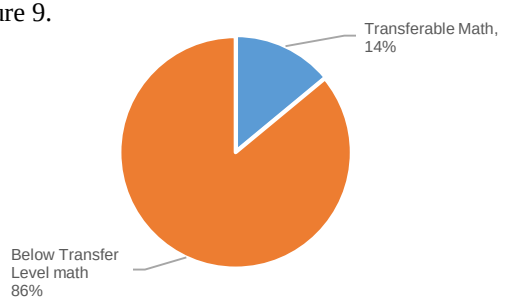


Figure 10.

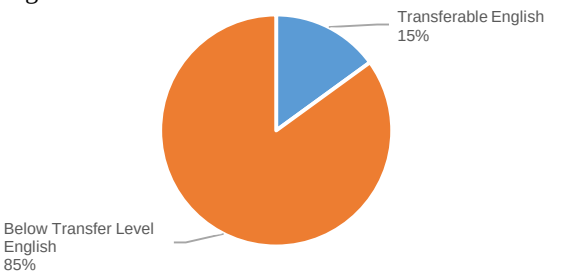


Figure 11.

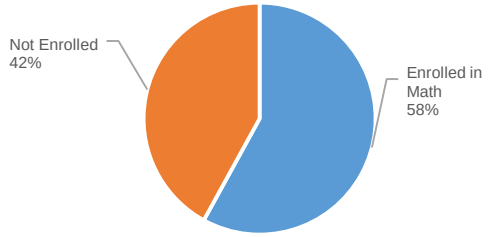
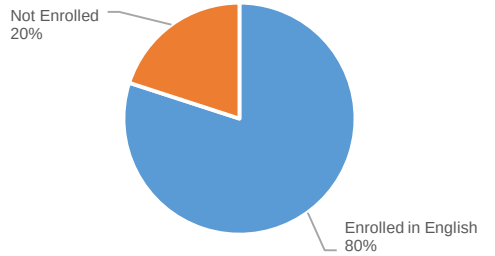


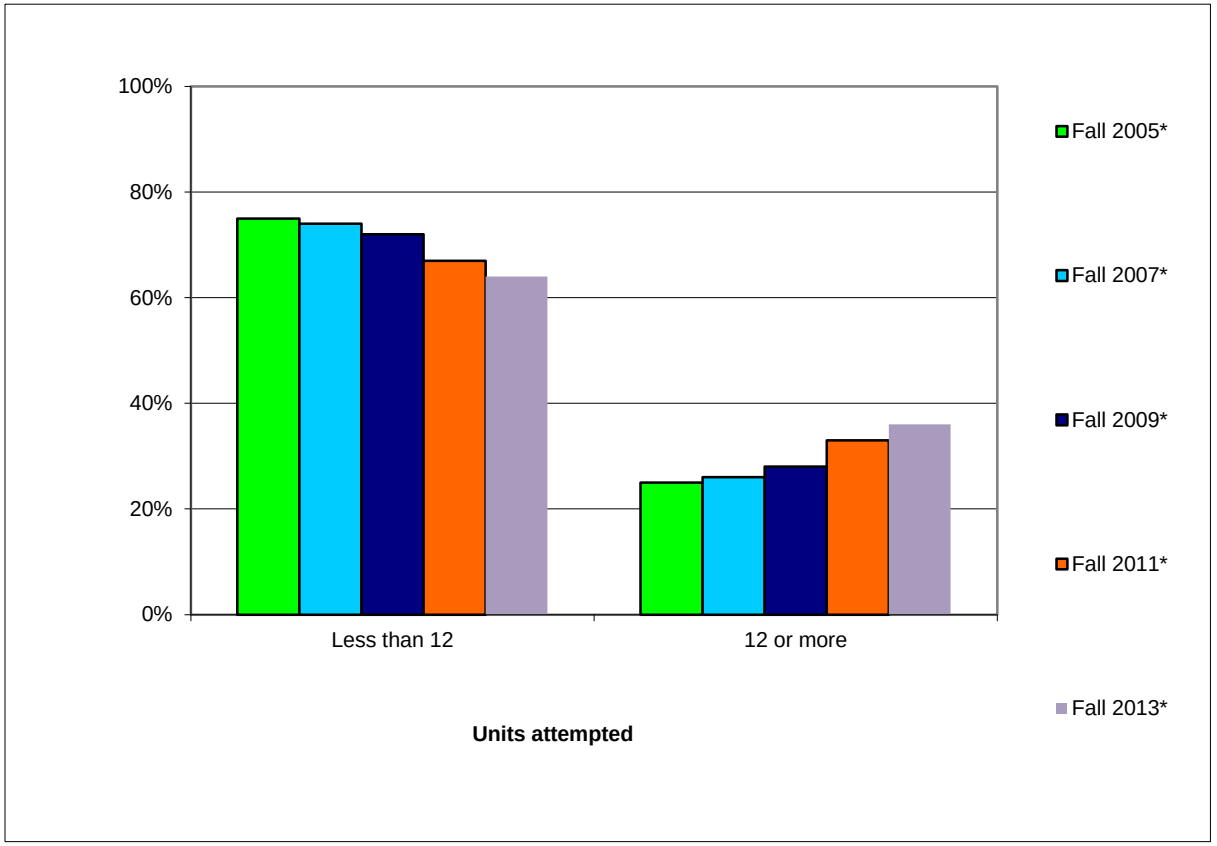
Figure 12.



ENROLLMENT TRENDS: FULL-TIME/PART-TIME

The percentage of full-time students has been increasing from Fall 2005 to Fall 2013. In Fall 2005, it was 25 percent. By Fall 2013, it had increased to 36 percent.

Figure 13. Enrollment Trends: Full-time/Part/time

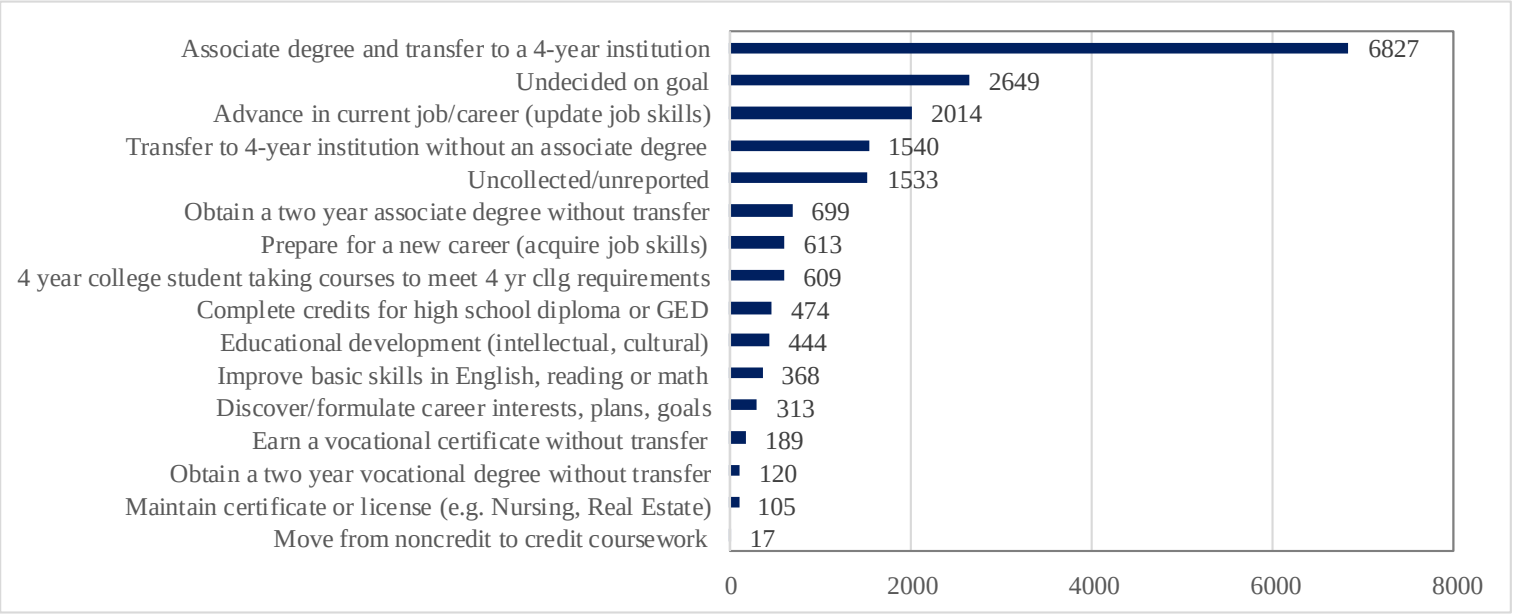


*Excludes non-credit

STUDENT EDUCATIONAL GOALS FALL 2013

The most common student educational goal is to obtain an associate degree and transfer to a four-year institution. After "undecided," the next most common educational goal is to advance in current job/career. While each educational goal represents a relatively small percentage of the total, other students attend the College to formulate career goals, acquire job skills, maintain certificates/licenses, further personal development, and even improve basic language or math skills.

Figure 14. Student Educational Goals Fall 2013



STUDENT OUTCOME DATA

The College conducts numerous analyses of student outcome data. This includes a review of Performance Indicators, Degree Completion, Transfer Rates, Student Success Scorecard Data, and other retention and success analyses for individual programs. Many of these data are disaggregated and used to inform the respective efforts in addition to the Student Equity efforts.

Performance Indicators

The College's Performance Indicators Committee, a subcommittee of the College Planning Team, sets and regularly reviews progress on the College's performance indicators. The committee also reviews efforts intended to impact performance on these indicators. It is important to note that while the College still has two more years to meet its aspirational Institution-Set Standards, it has already reached and exceeded the standards for six of the nine indicators in just the first year.

Table 5. Performance Indicators

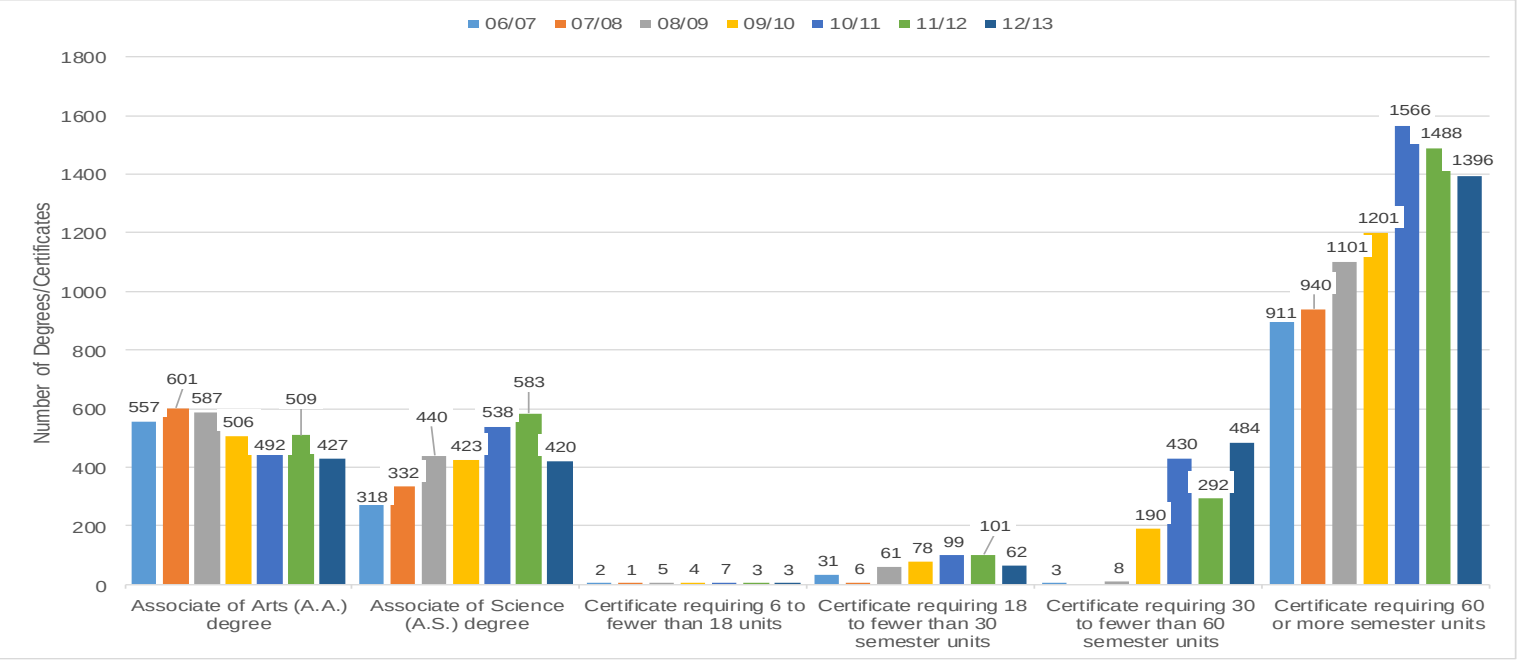
ACCJC Annual Survey Items	Average Baseline (2012-13)	Standard (Aspirational Goal for 2015-16)	2013-14 Performance
Completion (success) - fall term	74%	76%	73%
Retention Fall to Fall (persistence)	57%	60%	68%
AA/AS Degrees Academic Year (AY)	1,061	1,114	847
Certificates of Achievement AY	466	489	549
Number of Transfers AY	1,884	1,978	1,753
Progression-Basic Skills to College Level English	37%	39%	53%
Progression-Basic Skills to College Level Math	36%	38%	40%
Progression-Basic Skills to College Level ESL	21%	22%	29%
Career Technical Education Completion*	45%	47%	48%

*Pending approval by Performance Indicators committee.

Degree and Certificate Completion

The most common educational awards that the College has granted to students have been associate degrees. Certificate programs requiring between 30 and 60 units, or more than 60 units have not awarded many certificates, largely due to the elimination of the programs until 2009-10 when transfer certificates were awarded. For the first time in the past 14 years the College awarded more associate of science degrees than associate of arts degrees. In fact, in 2011-12 the College recorded the highest number of associate of science degrees awarded in its history. The highest number of degrees and certificates in the College's history were awarded in 2010-11 (1,566).

Figure 15. Number of Degrees and Certificates Awarded 2005-06 to 2011-12



The College awarded 1,396 degrees and/or certificates in 2012-13.
The five most common majors were:

- Transfer Studies: IGETC/CSU GE Breadth,
- Accounting,
- Social Science,
- Nursing (RN), and
- Psychology.

Table 6. Associate Degrees and Certificates 2012/13

Degrees & Certificates	# Awarded	Degrees & Certificates	# Awarded	Degrees & Certificates	# Awarded
Accounting	97	English	29	Multimedia	1
Administration of Justice	38	Film/Video Production	1	Music	3
American Sign Language Interpreting	8	Fire Technology	17	Paralegal Studies	16
Animation	5	French	2	Photography	5
Architectural Drafting & Technology	4	Graphic Design	8	Physics	1
Art	23	History	28	Psychology	67
Athletic Training	4	Hotel & Restaurant Mgmt	7	Real Estate	0
Automotive Technology	1	Humanities	9	Registered Nurse	83
Biological and Physical Sciences	58	Interior Design & Merchandising	8	Radio/Television/Film: Audio/Radio	1
Business	35	Journalism	6	Radio/Television/Film: Television	1
Commercial Photography	2	Kinesiology	14	Recreation Mgmt	3
Computer Applications/Admin Asst.	11	Land Surveying	1	Social Science, general	92
Computer Networking	8	Liberal Arts & Sciences, general	8	Sociology	37
Computer Science, transfer	4	Library Media Technology	0	Spanish	8
Construction Mgmt Technology	8	Manufacturing Technology	1	Speech Communications	17
Culinary Arts	6	Marketing	14	Transfer Studies	490
Dramatic Arts	8	Mathematics	35	Water Systems Technology	13
Early Childhood Education	36	Medical Lab Technician	9	Welding Technology	0
Engineering, transfer	5			**TOTAL**	**1396**

The number of associate degrees awarded by College of the Canyons has increased 17 percent from 2002-03 to 2012-13. The largest percent increases in degrees awarded were for Filipino, Latino, and Other students. The smallest percent increases in degrees awarded were for students who were Asian, two or more ethnicities, White, and decline to state.

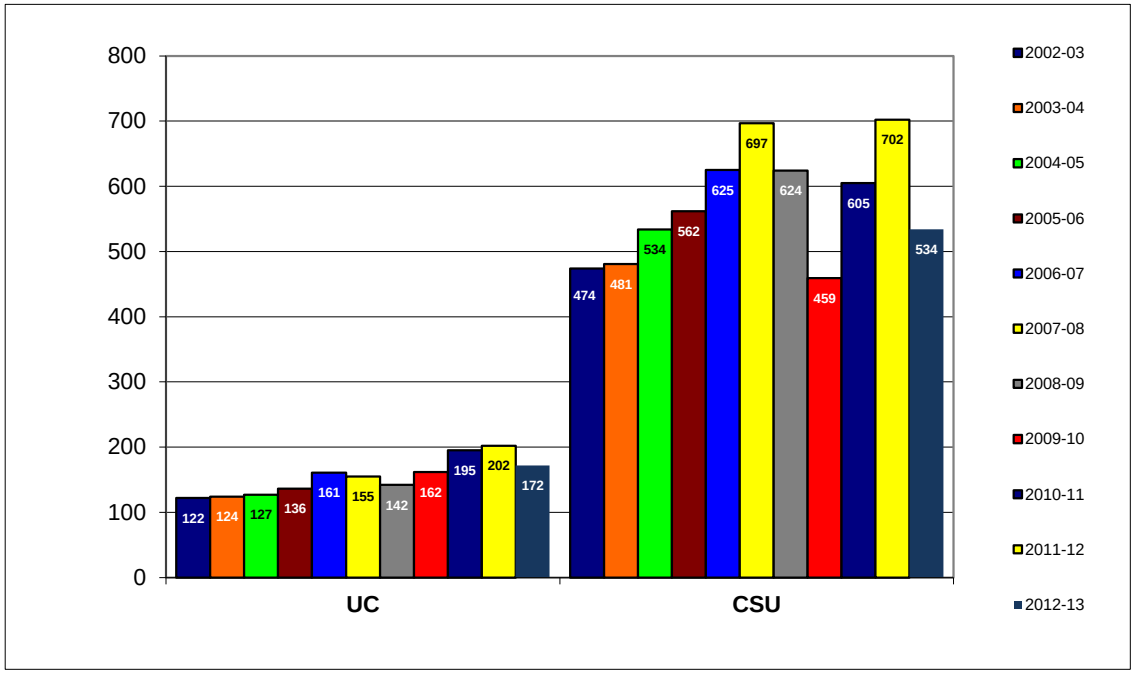
Table 7. Changes in the Number of Associate Degrees Awarded from 2002-03 to 2012-13

	2002/03	2007/08	2012/13	Percent Increase 02/03 to 12/13
Asian	49	49	52	6.1%
African-American	25	34	36	44.0%
Filipino	16	47	41	156.3%
Latino	112	170	215	92.0%
Two or More	34	16	3	-91.2%
Native American	3	2	4	33.3%
Other	16	33	40	150.0%
Pacific Islander	5	5	6	20.0%
White	379	516	403	6.3%
Decline to state	60	61	19	-68.3%
Total	699	933	819	17.2%

TRANSFER RATES

A major component of California's Master Plan for Higher Education is for students to be able to begin their college educations at a community college and transfer to a four-year college or university. For College of the Canyons, the numbers of transfers to both CSU and UC have been growing over the past 10 years (2002-03 to 2012-13), as is depicted in Figure 16. The decrease in 2008-09 and 2009-10 is likely the result of reduced admission spots available at the UCs and CSUs due to the budget cuts. While the number of College of the Canyons students who transferred to UC and CSU increased to 64 percent and 66 percent respectively in 2011-12, the numbers decreased again in 2012-13. This decrease may be due to a variety of factors, including students opting to attend out-of-state or private institutions and budget cuts. The top three UC transfer institutions for the College in 2012-13 were UC Los Angeles **(UCLA)**, followed by UC Santa Barbara **(UCSB),** and UC Davis. The top three CSU transfer institutions for College of the Canyons' students in 2012-13 were CSU Northridge **(CSUN)**, followed by CSU Long Beach (**CSULB**), and CSU Channel Islands (**CSUCI).**

Figure 16. Number of Transfers to UC and CSU



The California Community Colleges compute six-year transfer rates in what is called Transfer Velocity reports. As indicated in Table 8 for the 2007-08 cohort, students who were African American, Latino, White and Unknown outperformed their statewide referent groups. The transfer rate for African American and Latino students at College of the Canyons were 10 and 9 percent, respectively compared to African American and Latino students across the state. The cohorts are first-time college students with a minimum of 12 units earned who attempted a transfer level math or English course. Students may be concurrently enrolled in high school. Transfers to CSU, UC, and private institutions are included.

Table 8. Transfer Rate

	College of the Canyons	State of CA
African-American	45%	35%
American Indian/Alaskan Native	--	29%
Asian	56%	56%
Filipino	44%	36%
Hispanic	39%	30%
Pacific Islander	25%	36%
Unknown	51%	42%
White Non-Hispanic	47%	42%
Overall	46%	39%

Statewide Scorecard Metrics

The California Community College Chancellor's Office (CCCCO) released the 2014 Student Success Scorecard in March 2014. The scorecard includes data for each community college in the state, including College of the Canyons. Figure 17 provides an overview of a few of the key indicators for the College compared to the state, including completion, persistence, and basic skills progression for math, English and ESL. It is important to include some technical notes. The completion rates are for first-time students in 2007-08 who completed at least 6 units of classes and attempted an English or math course in their first three years. Completion was defined as earning an associate degree, certificate (approved by the Chancellor's Office), transfer to a four-year institution, or achieved "transfer prepared." Transfer prepared is defined as completing 60 CSU/UC transferable units with a grade point average of at least 2.0. Persistence includes the same cohort used for the Completion metric except the outcome includes enrolling in three consecutive primary terms in the California community college system. Basic skills progression rates reflect the percentage of first-time students in 2007-08 who started in below-degree-applicable level courses in math, English or ESL. Only students with valid SSNs are included.

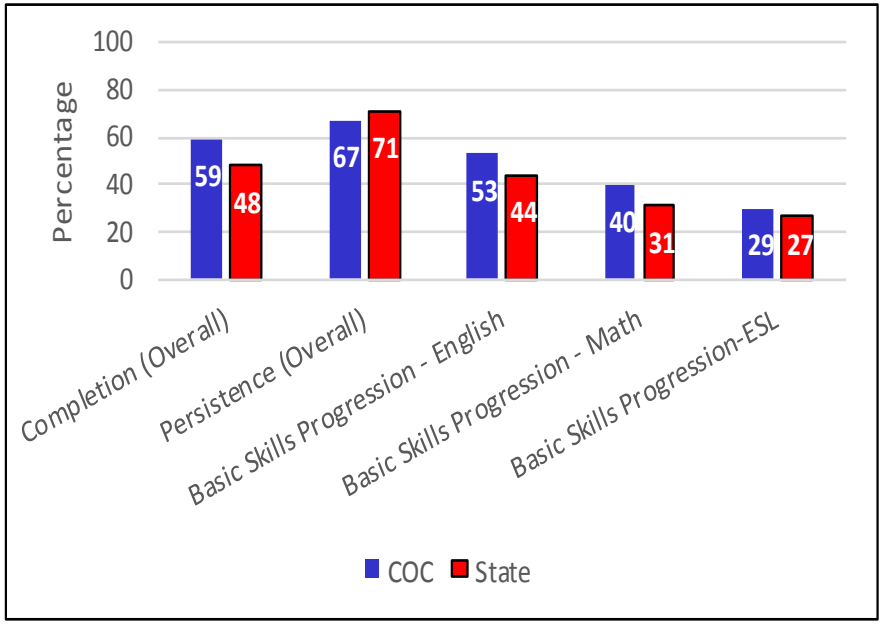
The following is a summary of patterns observed:

- Completion and basic skills progression rates for English, math and ESL rates are higher than the statewide average.
- Persistence rate is slightly lower compared to the statewide average. It is important to note that the cohort includes special-admit students who complete or transfer out before meeting the persistence outcomes criteria.

While these data are positive, the College has many efforts intended to further increase the success of students in completing their educational goals. Some of these efforts include:

- Developing two-year course offering plans for programs and revisiting enrollment management strategies to ensure student progress,
- Redesigning the First-Year Experience (FYE) program to include learning communities based on a pathways model,
- Offering accelerated curriculum in English and math,
- Creating and customizing an online student advising system that teaches students how to create a one-semester education plan, and providing Career Coaches at the local high schools to help students identify career pathways available through community college programs and certificates and to help students see the connection between education and a career.

Figure 17. Comparison of Completion, Persistence and Basic Skills Progression Rates for College of the Canyons Compared to the State



The Student Success Scorecard Completion data was also disaggregated by sex, age, and ethnicity (see Table 9). Data are further disaggregated by whether or not the student was prepared for college-level English and math courses. The following results are observed from these data:

- In terms of sex, males and females at the College outperform statewide comparison groups. Overall, the completion rates for male and female students is 10 to 11 percent higher.
- With regard to age, results disaggregated by prepared and unprepared for college-level coursework were more mixed. Overall, College of the Canyons students outperformed their statewide referent groups for all age groups under 40. For students 40 and over, the College's students were similar to the statewide referent group.
- With regard to ethnicity, the College's students outperformed the comparison groups for every statewide comparison group that started college prepared for college-level coursework. For students starting College of the Canyons unprepared for college-level coursework, the College's students in this group outperformed statewide comparison groups for all ethnicities except Asian, which was only one percent lower. Overall, African American, Latino, Filipino, Pacific Islander, White, and Asian students outperformed their comparison groups.

While these results are positive, the College continues to identify ways of increasing success even more.

Table 9. Student Success Scorecard Completion Disaggregated by Sex, Age, and Ethnicity

	Pre-pared COC	Prepared State	Unprepared COC	Unprepared State	Overall COC	Overall State
Sex						
Female	80.9%	73.2%	53.6%	41.7%	59.8%	49.2%
Male	79.1%	67.3%	50.4%	39.2%	56.9%	46.9%
Age						
Under 20	83.4%	72.3%	53.7%	42.7%	60.5%	50.9%
20 - 24	59.1%	60.1%	35.6%	31.6%	41.1%	37.2%
25 – 39	31.3%	52.2%	40.7%	32.2%	38.7%	35.2%
40 or over	45.5%	44.3%	30.2%	32.2%	33.3%	33.9%
Ethnicity						
African American	81.0%	65.0%	40.9%	33.5%	47.3%	37.5%
American Indian/Alaska Native	*	61.3%	*	31.7%	27.3%	37.6%
Asian	91.2%	80.8%	56.1%	57.2%	69.0%	65.7%
Filipino	88.0%	70.9%	52.6%	44.1%	60.0%	51.1%
Latino	75.9%	63.5%	43.9%	34.7%	48.3%	39.1%
Pacific Islander	*	64.1%	45.5%	37.2%	60.0%	42.7%
White	78.1%	69.8%	56.5%	43.6%	62.1%	52.5%

Persistence and Success Rates

The College regularly conducts additional analyses of student outcomes to help inform planning efforts for specific programs. Table 10 and Figures 18 to 22 illustrate some of the types of analyses conducted. These analyses include an assessment of instructional delivery modes, as well as participation in a variety of programs. The comparisons of students who participated in the First-Year Experience (FYE) program to other students in terms of their retention and success rates included analyses of all courses in which they enrolled and separate analyses for basic skills English and math courses.

Table 10. Course Success Rate by Instructional Delivery Method: Fall 2007-Fall 2011 (Percentage)

Method	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
PAL	--	84%	76%	74%	83%
Traditional format	--	60%	62%	62%	59%
Accelerated Face-to-Face	68%	65%	75%	75%	74%
Traditional format	67%	70%	71%	68%	75%
Accelerated Online	49%	56%	64%	69%	65%
Traditional format	67%	69%	72%	71%	75%
Full Semester Online	57%	58%	65%	70%	63%
Traditional format	69%	69%	72%	71%	73%
Accelerated Hybrid	54%	57%	59%	70%	66%
Traditional format	66%	66%	71%	75%	77%
Full Semester Hybrid	57%	62%	54%	65%	62%
Traditional format	64%	64%	57%	74%	74%

Note: Only includes same courses taught in each delivery mode. For example, if ENGL-101 was taught in an Accelerated Hybrid and Traditional format, then it was included in the comparison for those delivery modes.

Figure 18. Retention & Success Rates of FYE Students: Fall 2011

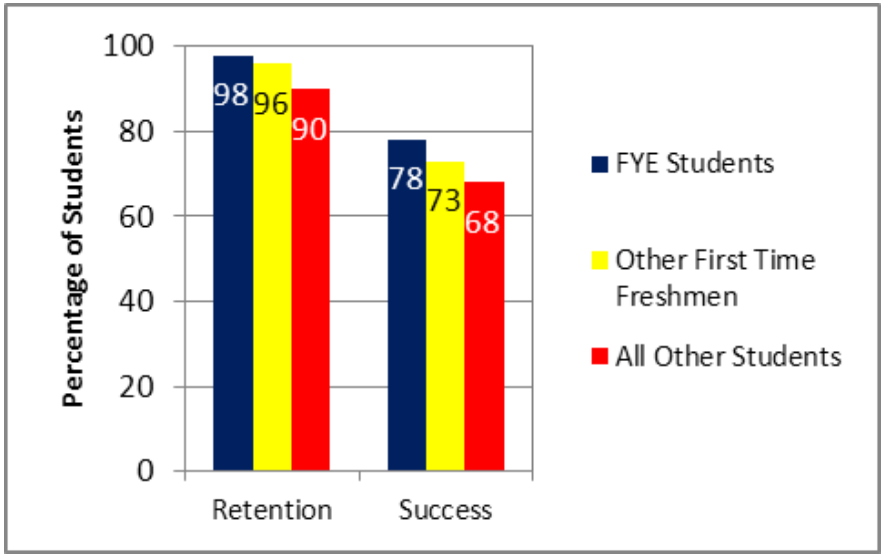


Figure 19. Success Rates by Number of Visits to TLC: Fall 2012

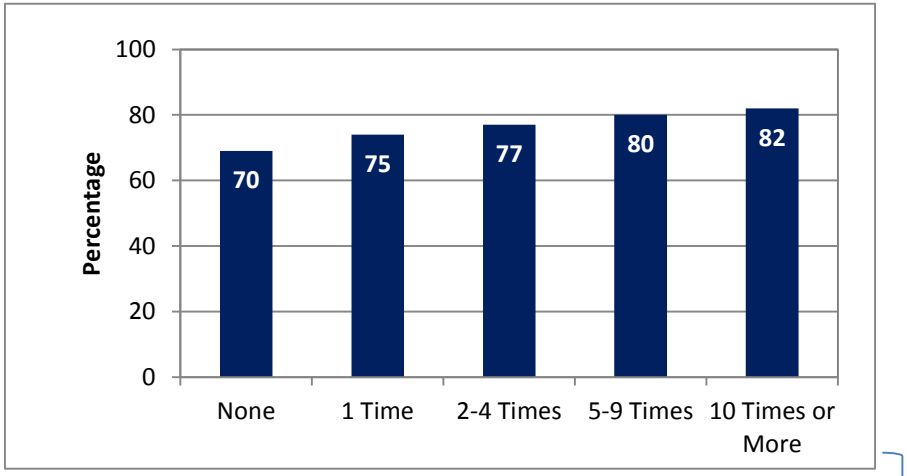
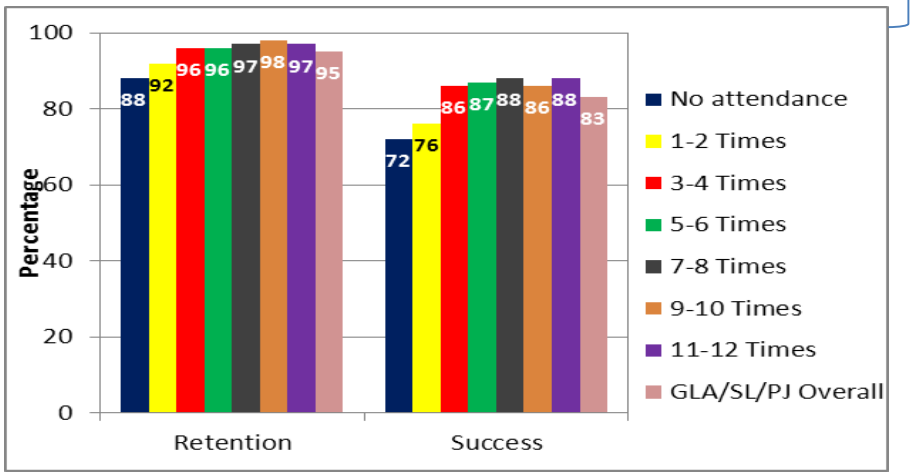


Figure 20. Retention and Success Rate by Frequency of SL/GLA Participation



Analyses were performed for students who participated in Supplemental Learning/Guided Learning Activities and tutoring services, disaggregated by the number of times they pursued services.

Figure 21. Fall 2012 Retention and Success Rates for AOC students compared to Concurrently Enrolled Students (Not AOC) and other COC Students

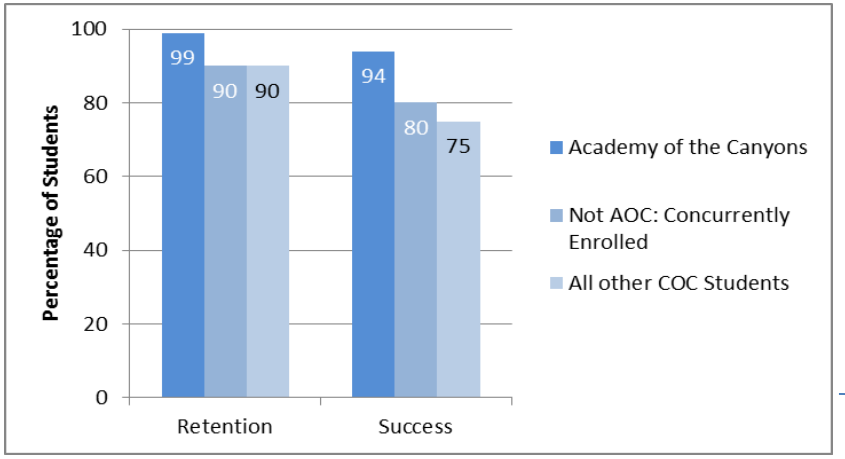
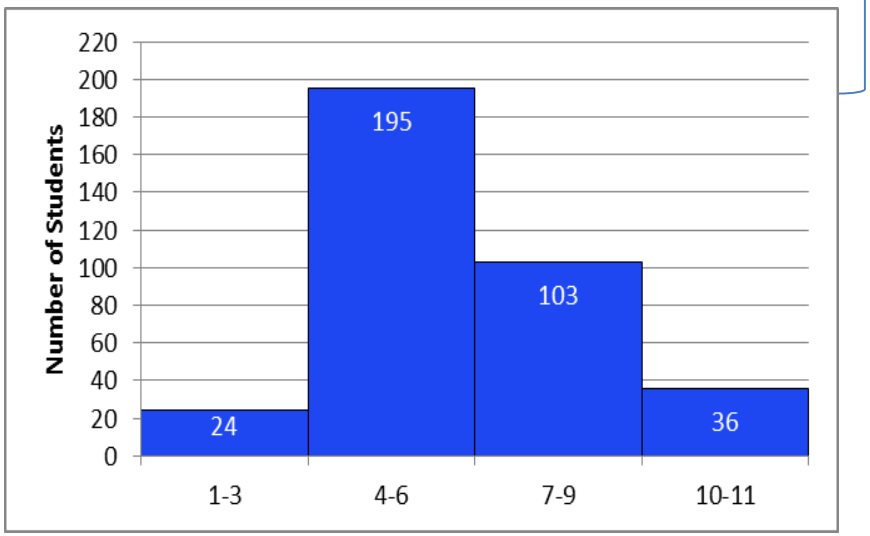


Figure 22. UC and CSU Transferable Units Successfully Completed by AOC Students Present During the Fall 2012 Semester



Students enrolled in Academy of the Canyons (AOC), an Early College High School at College of the Canyons, were also evaluated for their performance on these measures, as well as overall number of transferable units completed during a specific semester while they were in high school. All of these data are examples of analyses conducted to help inform planning with a focus on student performance indicators.

THE CANYON COUNTRY CAMPUS

OVERVIEW

The College of the Canyons Canyon Country Campus is located on 70-acres of rolling, chaparral-covered hills at 17200 Sierra Highway in Canyon Country. This location is 1.7 miles north of Soledad Canyon Road in the eastern Santa Clarita Valley and is approximately 10 miles east of the College's Valencia Campus.

Composed primarily of 32 modular buildings, the campus houses 37 smart general classrooms, 15 laboratory classrooms, a library, a tutoring center, a childhood education center, a student study lounge, and support services including counseling, financial aid, admissions, student business office, a student health center, a testing center, and food services.

Concluding its seventh year of operation in 2013-2014, the campus regularly serves between 4,500 and 5,000 students per semester. The most recent fall semester in 2013 included 315 class sections with 5,334 students enrolled, demonstrating that providing educational access to the entire service area is a hallmark of College of the Canyons. Although current facilities consist primarily of modular buildings, the eventual complement of permanent structures, funded by a combination of Measure M and state funds, will enable the campus to serve as many as 10,000 students.

HISTORY

In the early 1990s, the District assessed the need for a second campus in the high growth population centers in the eastern and southern portions of the Santa Clarita Valley. A California Community College Chancellor's Office study in 1990 identified the need for 13 new community college campuses and 25 smaller educational centers throughout the state. The study recommended that the District provide College of the Canyons with both a new campus and a new education center to serve the student demand created by the expansive growth in the Santa Clarita Valley and northern Los Angeles County. Surveys of community and business leaders also identified the need to better serve the eastern Santa Clarita Valley.

The District leased space in 2000 in what was then a newly constructed joint LA County and City of Santa Clarita Library building near Soledad Canyon Road and Sierra Highway. College of the Canyons named it the Canyon Country ACCESS Center, and it consisted of four classrooms and a computer lab. The College also held instruction in nine classrooms at Golden Valley High School in Newhall, beginning in 2004. Between the ACCESS Center and Golden Valley High School, 1,500 students per year took classes with an average of 68 sections per semester. Simultaneously, the District moved forward to purchase a site for a new campus in Canyon Country.

In November 2001, local voters passed Measure C, a general obligation bond, for $82 million. The purchase of a site on the south or eastside of the valley was listed as one of the uses of these bond funds. A series of focus groups and community surveys, as well as an analysis of enrollment patterns and projections, confirmed the demand for access to college programs in Canyon Country and a second campus in the eastern Santa Clarita Valley was listed as a priority in the 2001 Educational and Facilities Master Plan.

The District created a Site Selection Committee that included local community leaders to identify potential campus locations, ultimately deciding on a collection of parcels encompassing 70 acres along Sierra Highway. The parcels and modular buildings were purchased through general obligation bond funds including Measure M, which was passed in November 2006. Known initially as the Canyon Country Education Center, this location is now referred to as the Canyon Country Campus (CCC) to better reflect its geographic location and the expanded administrative and student services enabled by this space. The Canyon Country Campus location is two miles from the original ACCESS Center location, and 9.6 miles east of the Valencia campus. Local commutes across the Valley can routinely take between 30-45 minutes, so this site assists with local access to higher education and allows the College to serve more students in a more comprehensive way.

INSTRUCTION

Instruction began at the Canyon Country Campus on Monday, Aug. 27, 2007, as students arrived for a historic first day. More than 3,400 students made up the group of initial pioneers at the new campus.

Off-Campus Center: Canyon Country

With this location, access to higher education in Canyon Country progressed from two leased facilities with 14 classrooms in 12,600 square feet to a District-owned center with an initial square footage of 35,000 and plans for multiple permanent buildings. On October 6, 2007, crowds of community members explored the new campus during the Opening Celebration, an event that showcased the campus and celebrated the heritage of Canyon Country.

The development of the campus brought to life the College's vision of being a leader in institutional effectiveness, student support, and excellence in teaching and learning. Most importantly, the Canyon Country Campus significantly increases student access, a core component of the College of the Canyons *Mission* Statement, which lists "access" in its first sentence.

In 2007, part-time students were the primary attendees at the Canyon Country Campus. Since then, enrollment by full-time students has increased. The College's students can attend classes at both the Valencia and Canyon Country campuses, and a substantial number of students do so. However, in any given semester, approximately 2000 students take classes exclusively at the Canyon Country Campus.

In the most recent graduating class, nearly 80 percent of the students, district-wide, had taken at least one class at the Canyon Country Campus. This compelling figure demonstrates how quickly the campus has been incorporated into district operations and how vital it has become for the academic success of the students. Student headcount on campus in fall and spring semesters has also grown substantially.

The instructional spaces at CCC, as with the Valencia Campus, are enhanced by the latest technology. Instructor stations are equipped with electronic classroom controls, computers and audiovisual equipment. Original design plans provided designated computer labs, equipped with student computers as well as computer workstations for instructors.

Additional labs and computer-enabled classrooms have been created with the construction of Quad 7 and the Applied Technology Education Center, which was designed to meet instructional technology needs specific to the career technical education courses assigned to that campus space. Students attending the campus can enroll in a rich variety of coursework, including 17 associate degrees and 12 certificates that can be completed by taking classes at CCC or online. Many students choose this site as their preferred campus due to its convenient location and highly personalized services.

SERVICES

The Canyon Country Campus is equipped with the latest instructional technology. Computer/audiovisual technicians support the campus, the Library modular has computers that have direct access to the College's online catalog and databases, reference materials, and an on-duty librarian. The Canyon Country and Valencia campuses also share telephone and data network systems and Datatel services, providing for seamless and consistent alignment of student services and administrative workflow.

Students at CCC are supported by comprehensive programs and services to ensure they have the same opportunities offered on the Valencia campus. Departments provide regularly scheduled office hours and essential services such as Financial Aid, Counseling, Admissions, Student Business Office, tutoring, Student Health, Assessment, and many more. Services are advertised through a campus newsletter, flyers, regular emails, a robust campus website, social media feeds, and on-campus LCD monitors. Departments and programs with regular or appointment-based service, and additional student resources on campus, include:

- Admissions & Records
- ASG Computer Lounge
- Assessment Center
- Campus Administration
- Campus Safety
- CWEE/Internships
- Disabled Student Programs and Services
- Early Childhood Education
- Extended Opportunities Programs and Services
- Canyons Café
- Career Services
- Computer Lab
- Computer Support Services
- Counseling Department
- Skills4Success Lab
- Student Business Office
- Student Health & Wellness
- Student Study Room
- Switchboard
- The Learning Center
- Transfer Center

- Financial Aid
- Library
- Non-Credit Counseling
- Reprographics Services
- Vending Room
- Veterans & Adult Re-entry Center

BUDGET

The most recent budget year allocation for the campus (2012-2013 final actuals, not including salary or fringe benefits for instructors), demonstrate substantial institutional commitment to this location:

Table 11. 2012-13 CCC Budget Actuals (excluding faculty)

Administrators	$271,642
Capital Expenses	$26,040
Classified	$775,073
College Assistants/Adult Hourlies	$359,831
Counselors	$121,006
Librarians	$55,887
Operating Expenses	$254,345
Supplies & Materials	$47,931
Total Expenses (excluding faculty)	$1,911,755

STAFFING

Staffing at the campus includes full-time classified employees, part-time classified employees, and additional classified staff who may work a portion of their week at CCC, such as campus safety officers. The dean of the campus is a full-time educational administrator, who works with a team of classified staff, full-time and adjunct faculty, college assistants, short-term employees, and a classified administrator.

Additional staff, including administrators with primary work assignments at the Valencia campus, may work a portion of their week onsite at the Canyon Country Campus. Staff members from the Valencia campus help ensure students at CCC have access to the same services as those provided on the Valencia campus. Current positions assigned primarily at the Canyon Country Campus include:

- Dean, Canyon Country Campus
- Administrative Assistant IV
- Part-time Administrative Assistant II
- Assistant Director, Campus Safety
- Campus Safety Officers
- Communications/Customer Service Technician III
- Part-Time Communications/Customer Service Technician II
- Early Childhood Education Site Supervisor
- Facilities Coordinator
- Custodian/Groundskeeper
- Part-Time Custodian II
- Information Technology Coordinator II
- Part-Time Information Technology Technician III
- Instructional Lab Tech, Physical & Biological Sciences
- Coordinator IV, Admissions & Student Services
- Coordinator IV, Student Business Office & Student Services
- Counselor
- Adjunct Counselors
- Financial Aid Technician III
- Part-Time Library Media Tech I
- College Assistants (Student Services)
- Short Term Employees (Various Assignments)

PARTNERSHIPS

College of the Canyons has met the challenge of creating and opening an entirely new campus, the CCC, but the new campus has also exceeded expectations by expanding instructional, training and support programs, building additional facilities, and maximizing student access and success. Classrooms feature the latest instructional technologies, and students have access to more than 300 computer workstations. The Library provides direct access to the College's online catalog and databases, as well as a textbook lending library. The Learning Center (TLC) supports students in multiple subject areas. The variety of on-site programs and departments provide extensive student support.

The campus has been the site of many student, staff, and community activities, continuing the College's focus on building partnerships in

the Santa Clarita Valley and engaging the community in the educational opportunities available. The Carl A. Rasmussen Amphitheater, introduced in 2008, has been at the heart of these vital events and student life on campus.

FACILITIES

The first permanent building at the Canyon Country Campus, the Applied Technology Education Center, opened in Fall 2011, providing 15,000 square feet of new space for automotive technology, plumbing technology, solar technology, water technology, and more. These departments are based at the Canyon Country Campus. The campus also added two more instructional quads with classrooms and faculty offices, as well as the popular Canyons Café next to the Carl A. Rasmussen amphitheater space.

Development at the Canyon Country Campus is being dynamically planned to not only keep up with the educational demands of the community, but to anticipate the educational and training programs that will be needed in the future. The CCC is the site of current and ongoing innovation that is responsive to the workforce and educational needs of the community. The District is dedicated to providing the same high-quality instruction and services at the Canyon Country Campus as at its Valencia campus, as demonstrated by its planning and commitment of staff, faculty and resources.

In Fall 2012, the campus celebrated its fifth anniversary as well as the beginning of a new five-year Educational and Facilities Master Plan for the College. This document, which includes detailed plans for the Canyon Country Campus, describes the projected growth, construction, service evolution, and instructional programming projected for CCC in the coming years, including a much-anticipated 21,000-square-foot Science Building. The College plans to build six two-story buildings on the site totaling 240,000 square feet.

The Canyon Country Campus is ready for the future. It was designed to grow. Most of the underground infrastructure— electrical, communications and water—to support future permanent facilities has already been installed. Also put into place was central plant piping to support the District's sustainable development goals. Campus growth is planned to meet the community's educational needs, and to anticipate the educational and training programs that will help students succeed in the future.

CONCLUSION

The Canyon Country Campus has been built and developed to enable the Santa Clarita Community College District to continue to provide academic education and workforce training for a growing population in the region. This exciting, young campus is dynamically planned to meet the educational demands of the community it serves, to be innovative and responsive to the workforce and educational needs of the community, and to anticipate the educational and training programs that will be needed in the future.

In August 2014, seven years will have passed since the Canyon Country Campus opened. Since that time, more than 33,000 students have earned credit for courses completed onsite at CCC. While the projected initial enrollment for the campus was 3,000 per semester, it was surpassed on the first day. Now fall semester enrollments routinely surpass 5,000 students, reinforcing the wisdom of extending access through this location.

ORGANIZATION OF THE SELF EVALUATION

College of the Canyons began preparations for writing its Institutional Self Evaluation Report and hosting an External Evaluation Team site visit in August 2013 with the hiring of a new Assistant Superintendent/Vice President of Instruction, who was also named as the Accreditation Liaison Officer (ALO). Administrators and managers of the College reviewed the purpose and fundamentals of accreditation, along with information critical to the re-accreditation process at a Management Advisory Council (MAC) meeting held September 17, 2013, twelve months prior to the site team visit. Additional opportunities to share information were scheduled at the September College Planning Team (CPT) meeting and other college meetings to make certain that faculty, staff and students were familiarized with the accreditation process. An intranet website was also created that month to disseminate electronic copies of prior accreditation reports and the Commission's Guide to Evaluating Institutions and Manual for Institutional Self Evaluation to the campus community. A public Internet site was updated to share the College's accreditation history and related documentation.

The Chancellor, Accreditation Liaison Officer and Academic Senate President sought volunteers to serve on writing teams, the evidence collection team, and the Accreditation Steering Committee beginning in September 2013. Writing teams and the Steering Committee consisted of faculty, staff, administrators, and students. The Steering Committee met every three weeks during the development of the report and preparation for the site team visit, while the Standard Committees met more often to prepare the initial draft of the document and to review subsequent drafts. A comprehensive draft document was then reviewed by the co-editors, consisting of the Dean of Humanities and a retired Vice President of Communications for the College. After each phase of editing, the document was returned to the writing teams to request feedback on changes made to their original document. After final revisions were completed, evidence was inventoried and numbered within the final draft, and the document was then sent to the Communications Department for layout and to the Reprographic Center for printing and production. The 2014 Institutional Self Evaluation Report and related evidence files were placed on the College's Internet and intranet sites, then copied to flash drives for distribution.

Organization of the 2014 Self Evaluation Report

STEERING COMMITTEE MEMBERSHIP AND SUPPORT STAFF:

Accreditation Liaison Officer Jerry Buckley

Co-chair, Standard I Ron Dreiling

Co-chair, Standard I Barry Gribbons

Co-chair, Standard II Ann Lowe

Co-chair, Standard II Michael Wilding

Co-chair, Standard III Be Phan

Co-chair, Standard III Diane Fiero

Co-chair, Standard IV Joe Gerda

Co-chair, Standard IV Dianne Van Hook

Associated Student Government Representative Christine Colindres

Production Manager Eric Harnish

Co-Editors Jennifer Brezina & Sue Bozman

Co-Chair Evidence Collection Team Daylene Meuschke

Co-Chair Evidence Collection Team James Glapa-Grossklag

Evidence Collection Team Paul Wickline

Evidence Collection Team John Makevich

Evidence Collection Team Alicia Levalley

Evidence Collection Team Mindy Albee

Layout Kevin Albee

Staff resource Bruce Battle

Board Liaison Michele Jenkins

Ministers-without-portfolio Omar Torres and Ryan Theule

Table 12. Writing Team Composition:

	Administrators	Faculty	Classified Staff	Student
Standard I	Bruce Battle Gina Bogna Cindy Dorroh Barry Gribbons (co-chair) John Makevich Daylene Meuschke Jasmine Ruys Steve Tannehill Omar Torres	Claudia Acosta Edel Alonso Jon Amador Diane Baker Ron Dreiling (co-chair) Collette Gibson Kim Gurnee Victoria Leonard Renee Marshall Paul Wickline	Tammie Decker Amy Foote Jasmine Foster Angelica Franco Claudia Kirby Scott McAfee Conception Perez Wendy Trujillo Philip Trujillo Brian Weston Faiqa Yazdani	Devon Dixon
Standard II	Tom Bilbruck James Glapa-Grossklag Audrey Green Michael Gunther Larry Hurst Mojdeh Mahn Anthony Michaelides Denee Pescarmona Debbie Rio Renard Thomas Omar Torres Diane Stewart Michael Wilding (Co-Chair)	Diane Baker Pamela Brogdon-Wynne Nicole Faudree Jane Feuerhelm Rebecca Eikey Peter Hepburn Lee Hilliard Lisa Hooper Anzhela Grigoryan Garrett Hooper Ann Lowe (co-chair) Chelley Maple Jose Martin Andy McCutcheon Alene Terzian	Mary Brunty Ebony Coburn Steve Erwin Robin Fridlund Kim Haglund Janine Martinez Justin Smith	

Table 12. Writing Team Composition (Continued):

	Administrators	Faculty	Classified Staff	Student
Standard III	Leslie Carr Christina Chung Sharlene Coleal Diane Fiero (co-chair) Cindy Grandgeorge Kristin Houser Diane Morey Jim Schrage Jim Temple Theresa Zuzevich	Tim Baber Wendy Brill Kelly Burke Jennifer Hauss Bob Maxwell Greg Mucha Christy Richter Brent Riffle Liz Shaker	Robert Betancourt Collette Blanchard Tim Doyle Rick Lopez Tom Marshall Be Phan (co-chair) Sherilyn Plevack Nancy Williams MingHui Zhang	
Standard IV	Carmen Dominguez Eric Harnish Hsiawen Hull Michael Joslin Joe Klocko Allison Korse-Devlin Len Mohney Cathy Ritz Patty Robinson Ryan Theule Dianne Van Hook (co-chair)	Edel Alonso David Andrus Jai-Yi Cheng-Levine Joe Gerda (co-chair) Miriam Golbert Stephanie Lee Dora Lozano Chuck Lyon Ana Palmer Connie Perez Gary Peterson Lori Marie Rios Russell Waldon Paul Wickline	Ron Entrekin Bob Kuch Alberto Lopez Cynthia Madia Chris Miner Felicia Walker	Kendall Jackson

TIMELINE TO COMPLETION FOR THE 2014 SELF EVALUATION REPORT

Committees and Writing Teams Formed
September 9, 2013

Overview of Self Evaluation Process
September 17, 2013

Writing Teams Meetings Begin
September 23, 2013

Research and Writing
September 2013 – April 2014

Editorial Review
February 3 – July 18, 2014

Evidence Collection and Numbering
June 1 – July 11, 2014

Formatting and Printing
June 18 – July 25, 2014

Prepare for Site Visit
July – September 2014

Final Review by Steering Committee
July 18, 2014

Presentation to the Board of Trustees
August 13, 2014

Submission of the Self Evaluation Report to the Commission
July 30, 2014

Site Visit
September 29, 2014

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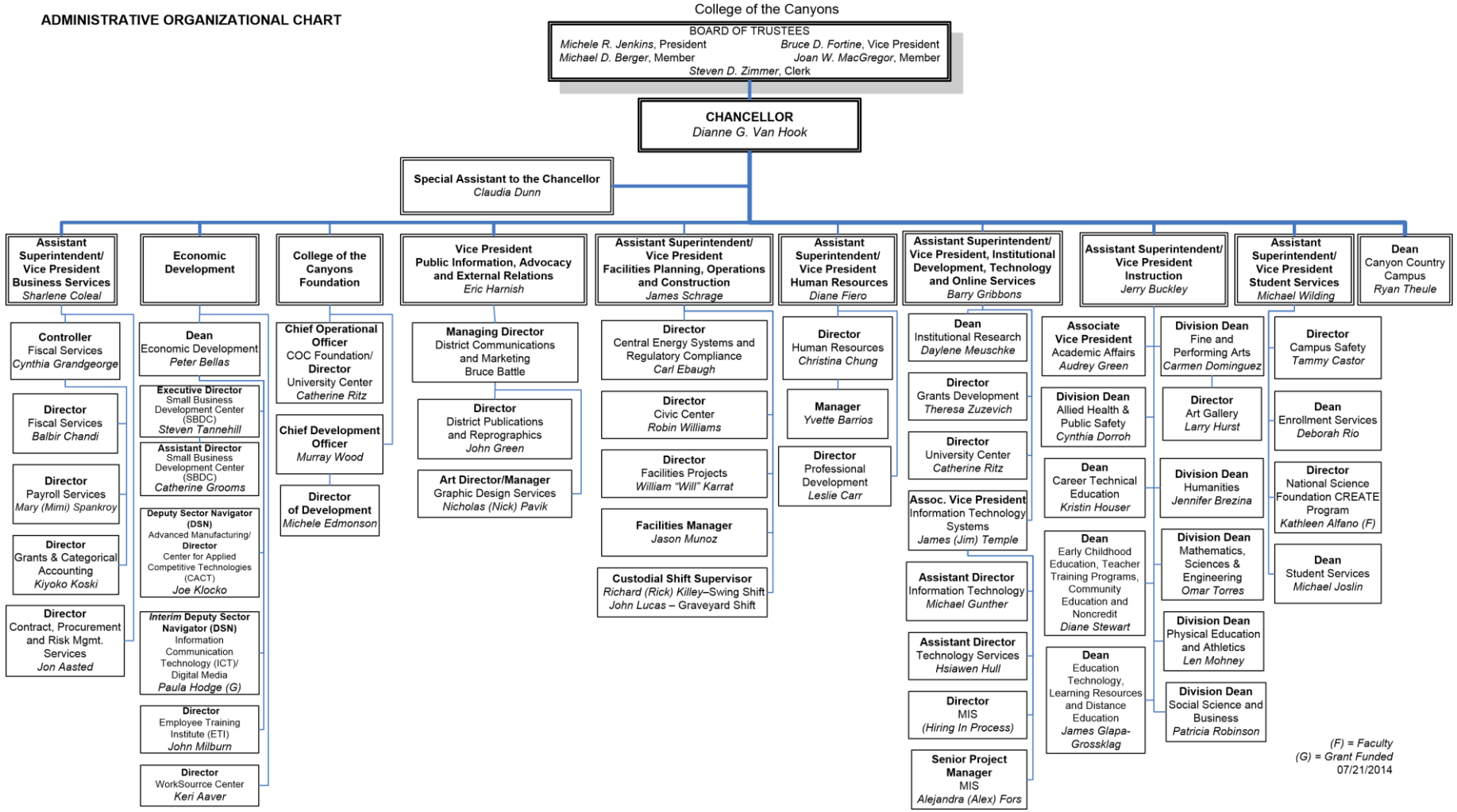
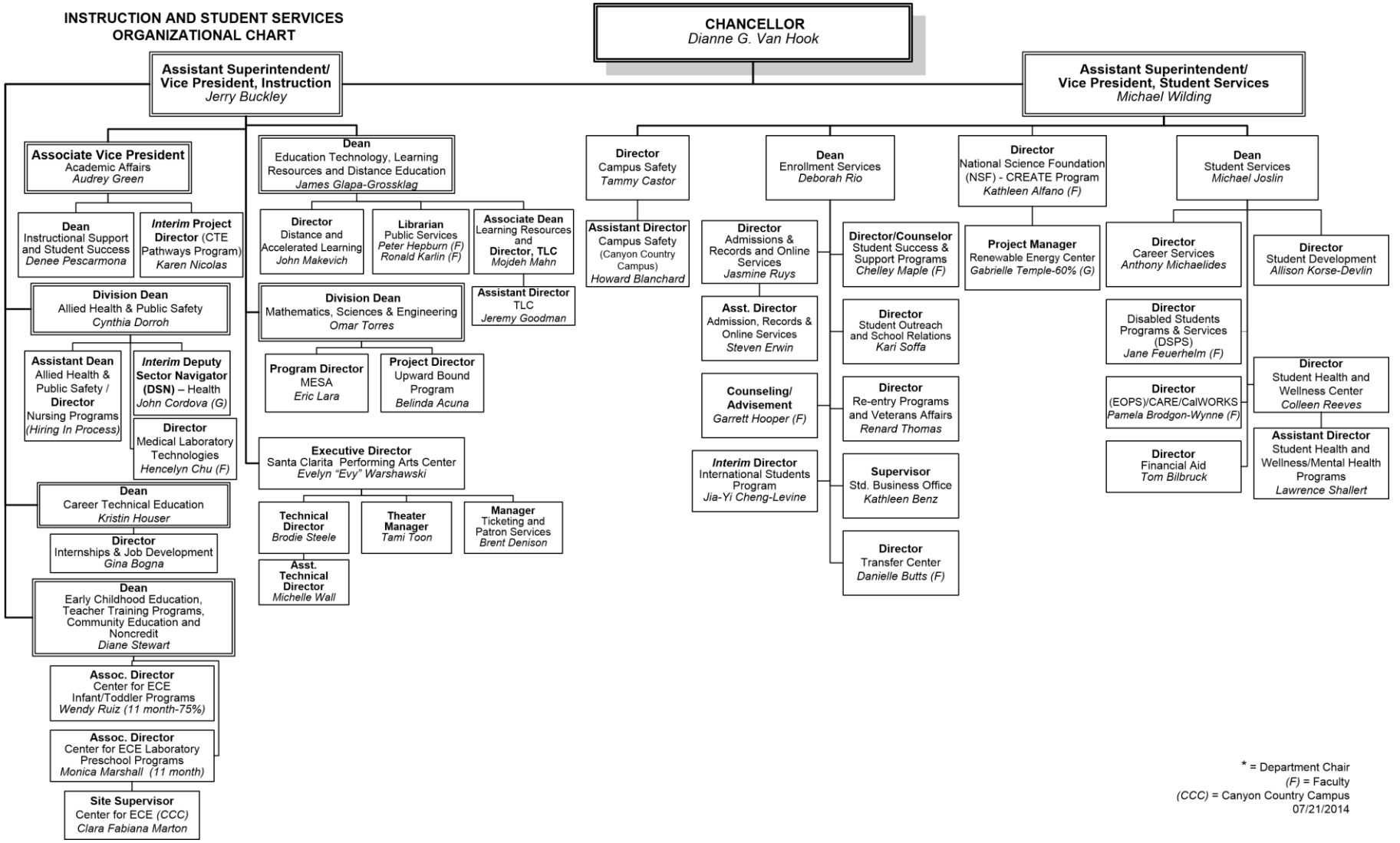
Institutional Organization

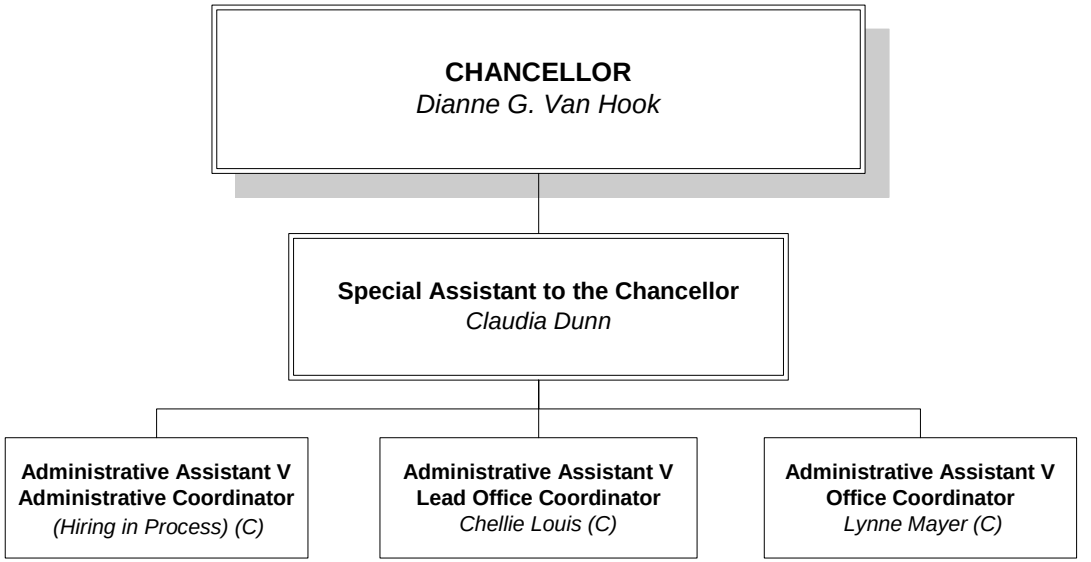
The organization charts on this and the following pages provide an overview of the District's administrative organization for its programs and services. These charts were up to date in July 2014. By the time of the Accreditation External Evaluation Team visit, the College anticipates a number of changes to the charts. On their arrival, the Visiting Team members will be provided up-to-date organization charts, expanded to include all of the Instructional Divisions.



Institutional Organization



CHANCELLOR'S OFFICE



(C) = Confidential employee
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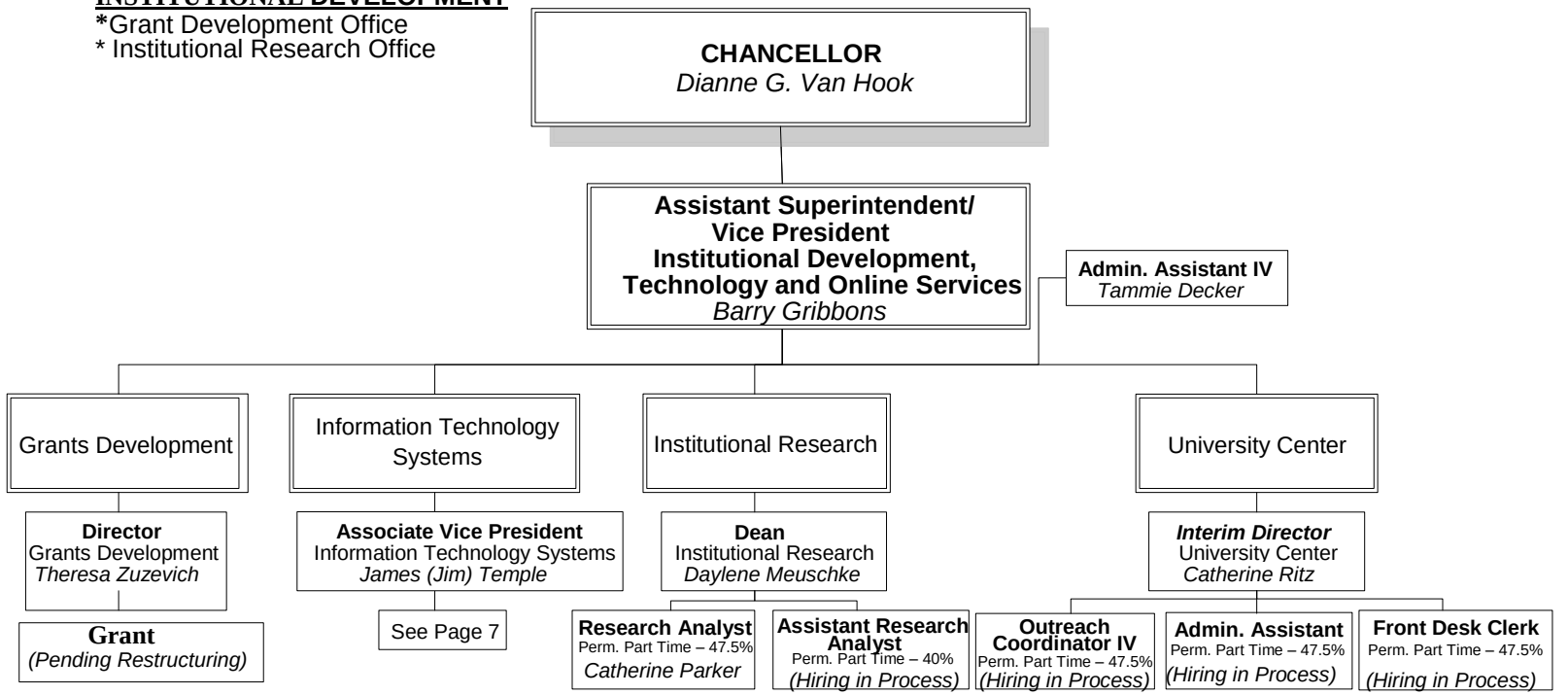
Institutional Organization

INSTITUTIONAL DEVELOPMENT
***Grant Development Office
* Institutional Research Office



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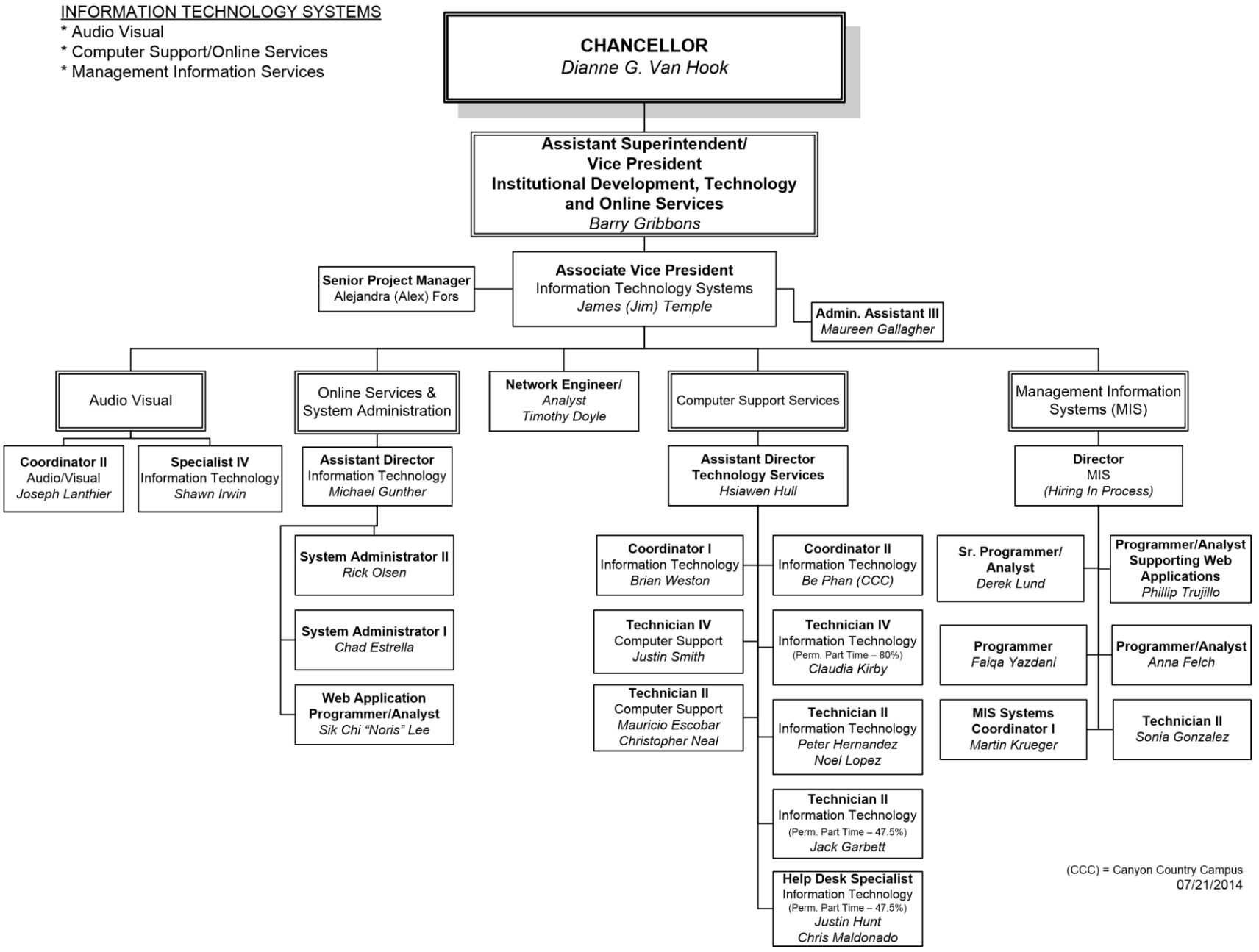
Institutional Organization



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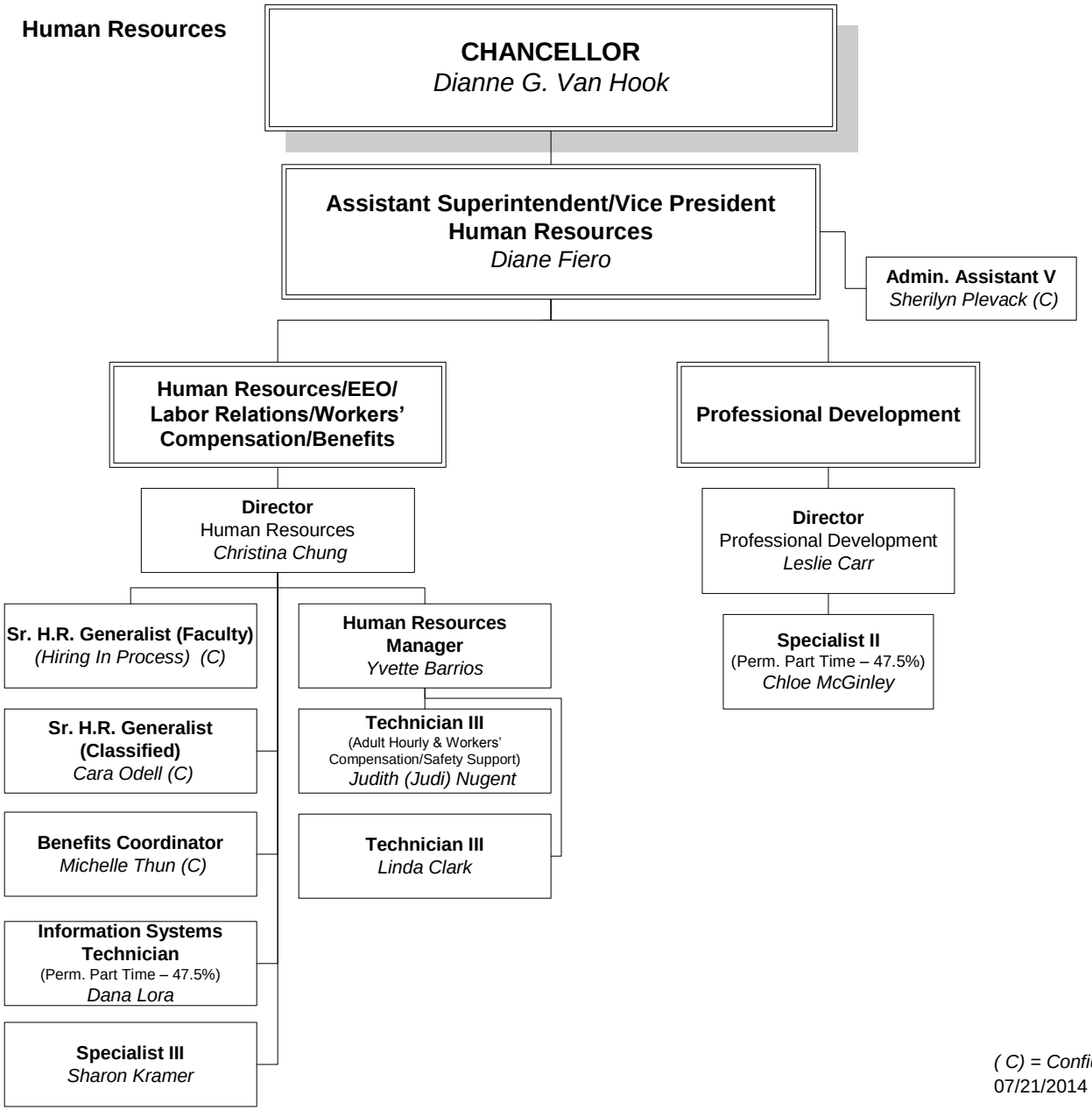

(C) = Confidential employee
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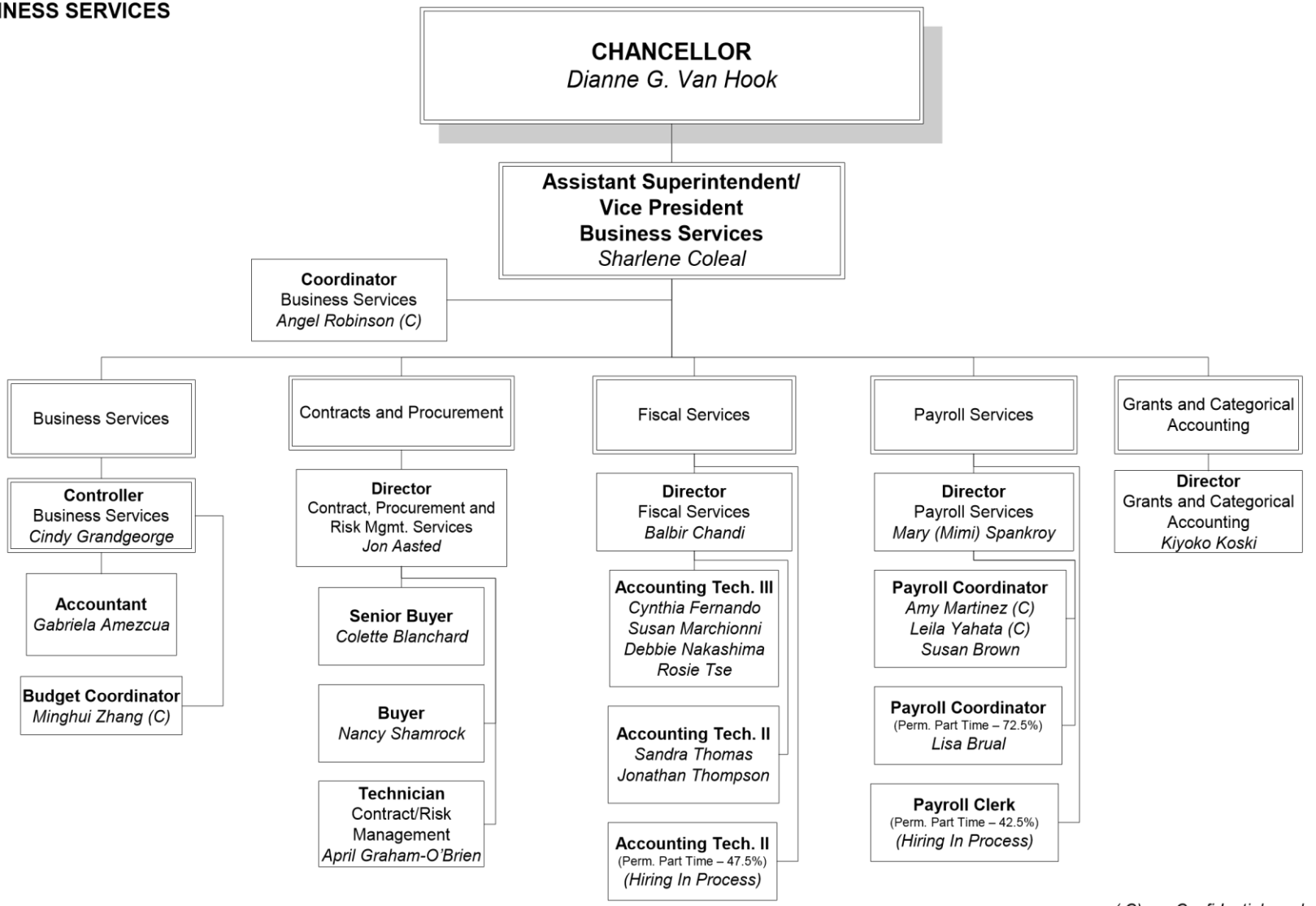
Institutional Organization

BUSINESS SERVICES



(C) = Confidential employee

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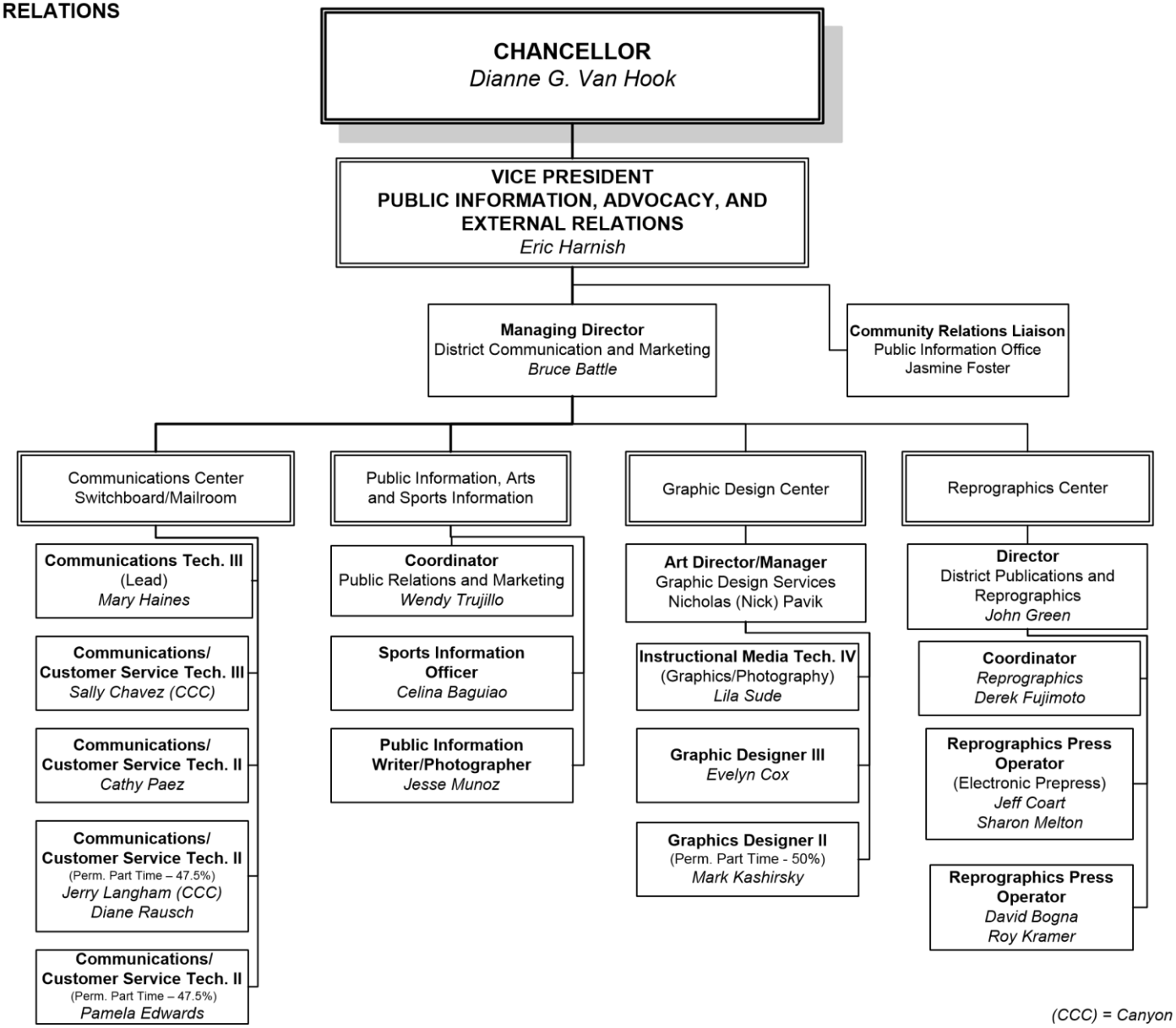
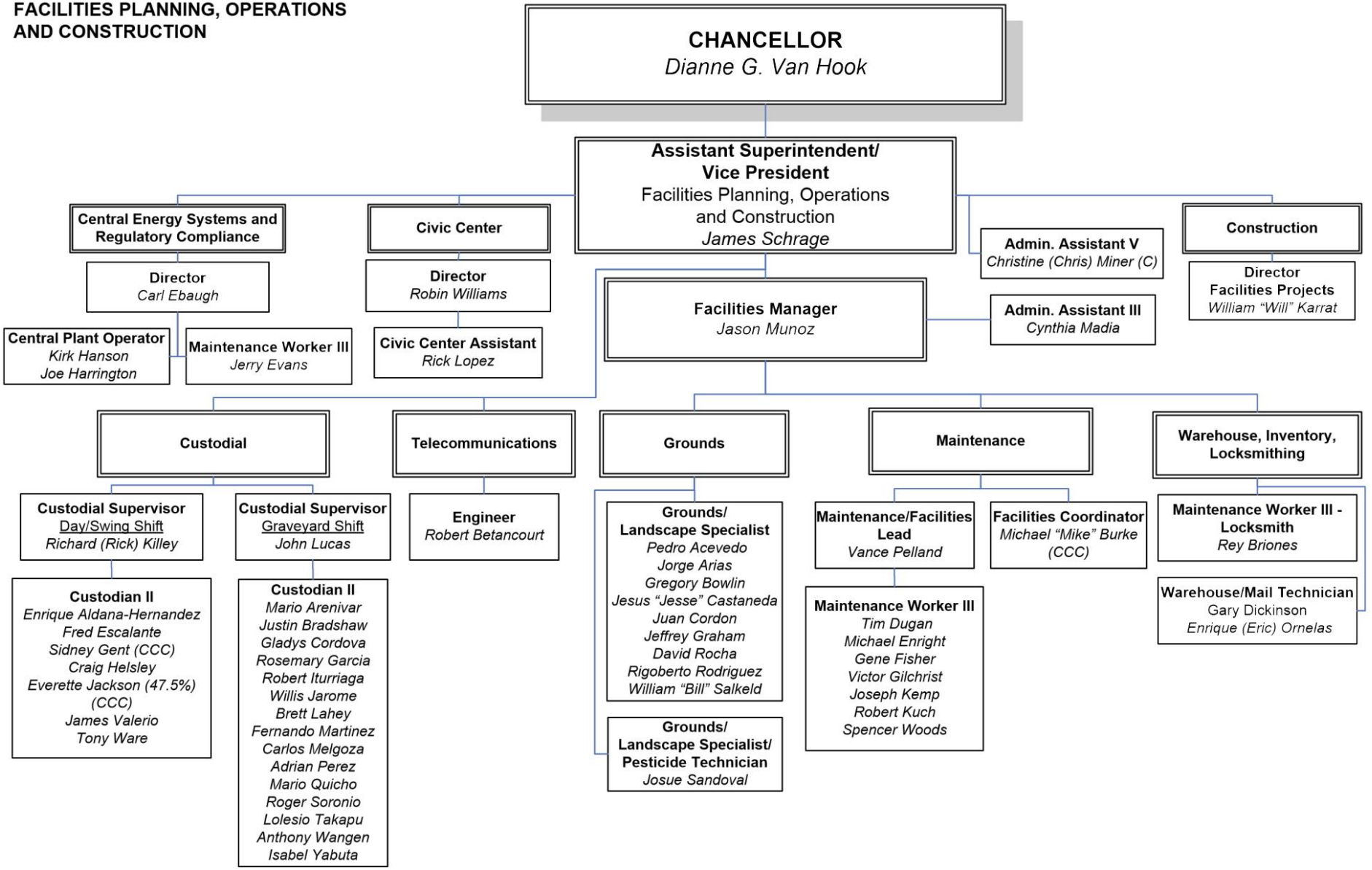
Institutional Organization

DISTRICT COMMUNICATIONS, MARKETING AND EXTERNAL RELATIONS



(CCC) = Canyon Country Campus

Institutional Organization



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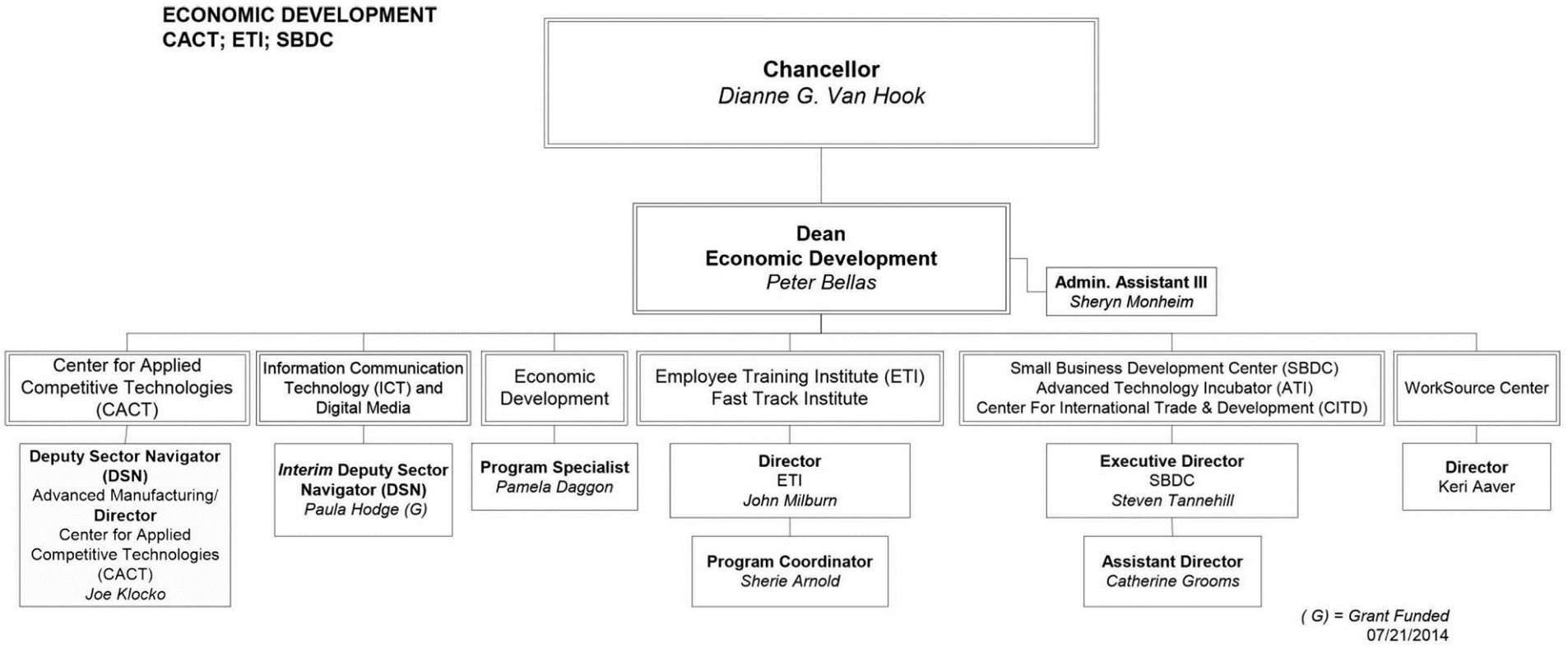

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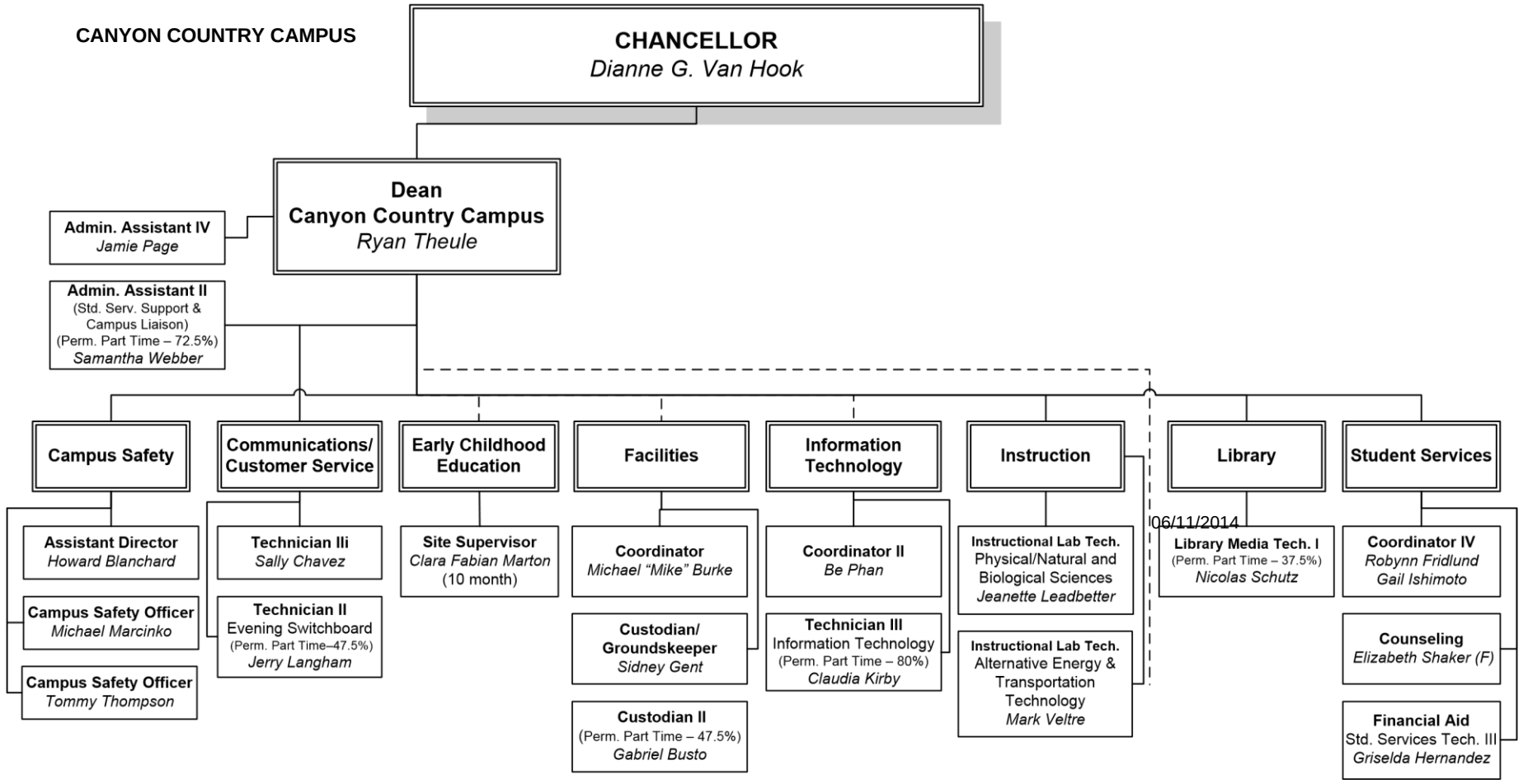

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(F) = Faculty
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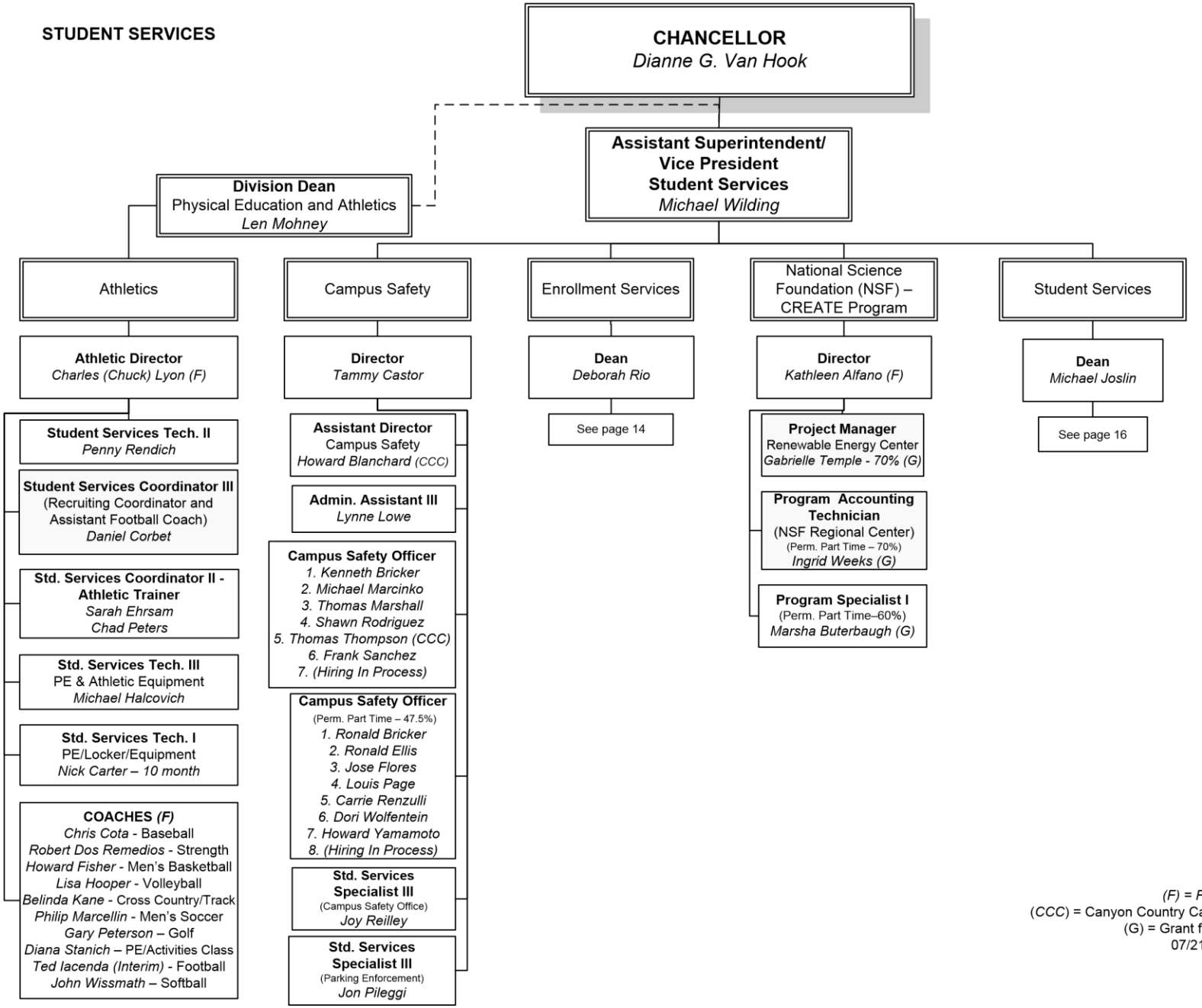
Institutional Organization



(F) = Faculty
(CCC) = Canyon Country Campus
(G) = Grant funded
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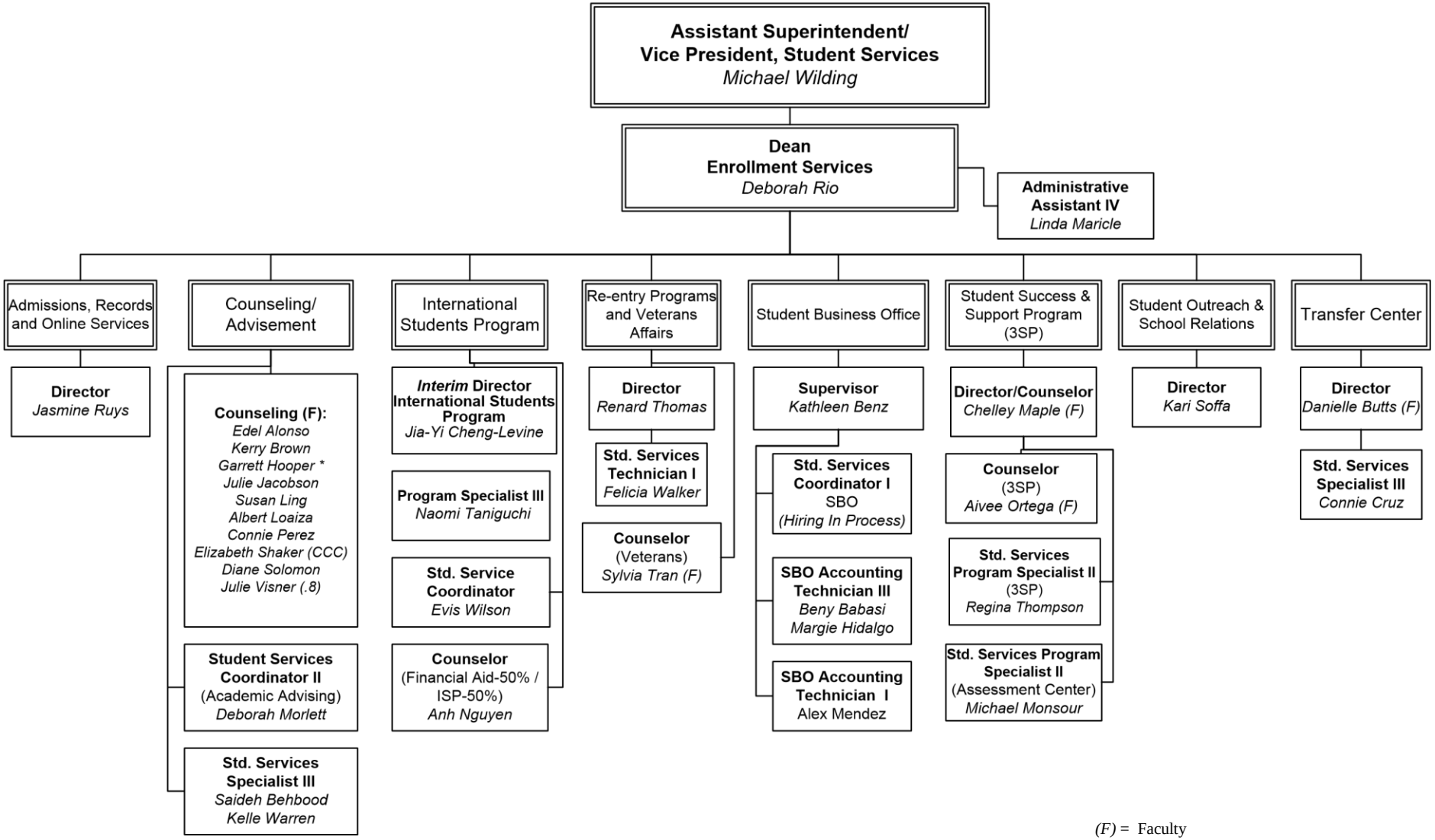
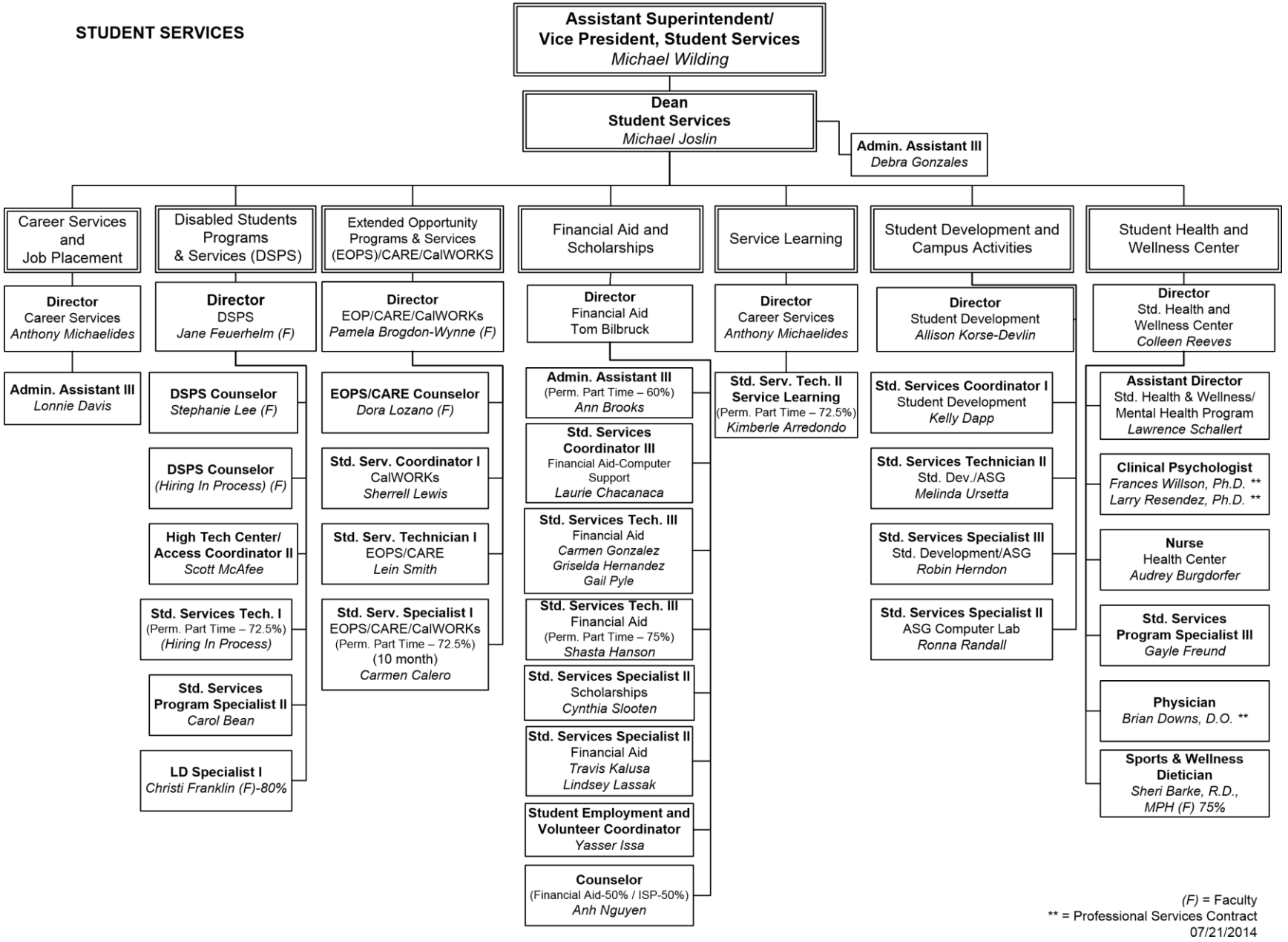
Institutional Organization

ENROLLMENT SERVICES



(F) = Faculty
* = Dept. Chair
(CCC) = Canyon Country Campus
07/21/2014

Institutional Organization



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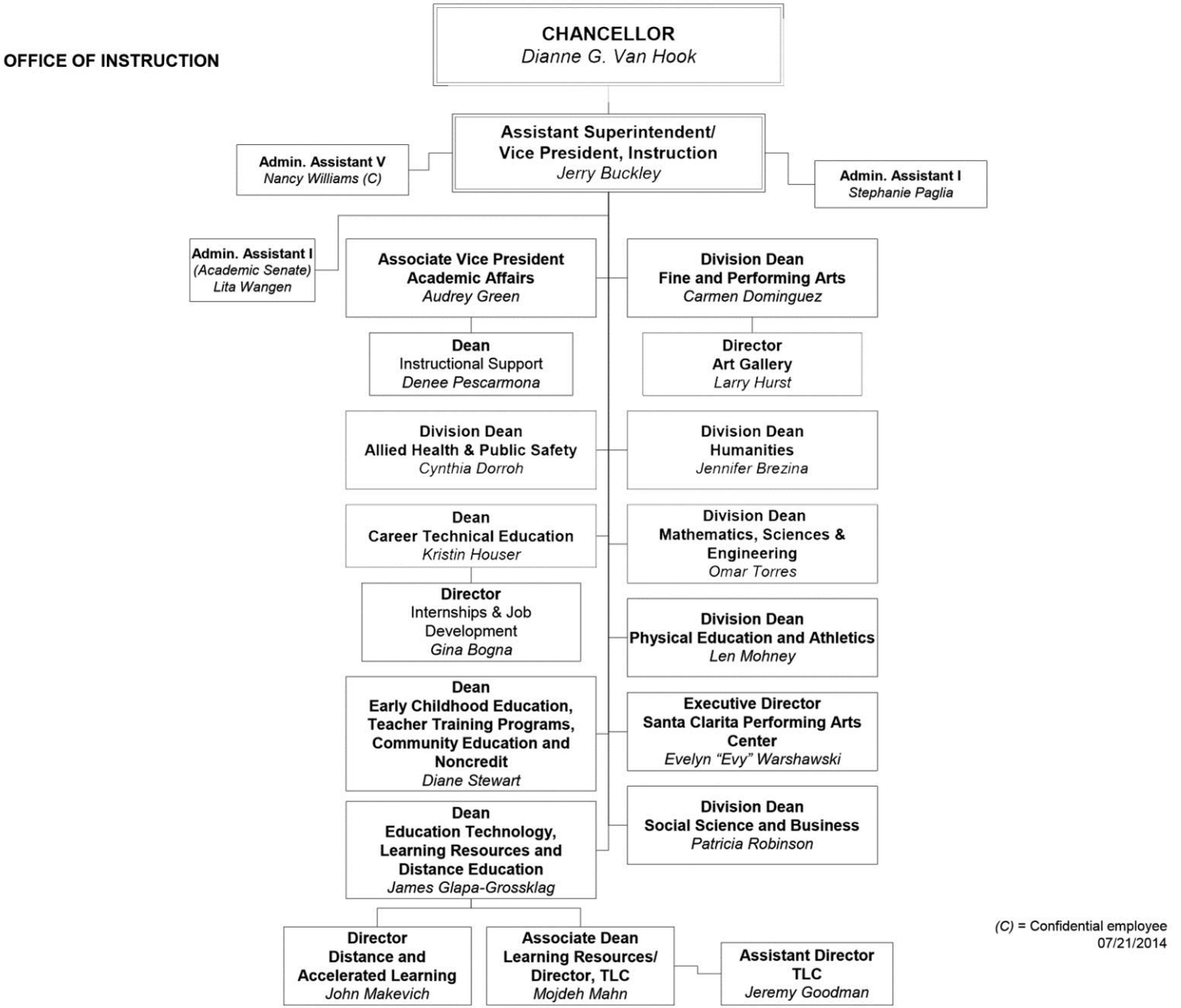
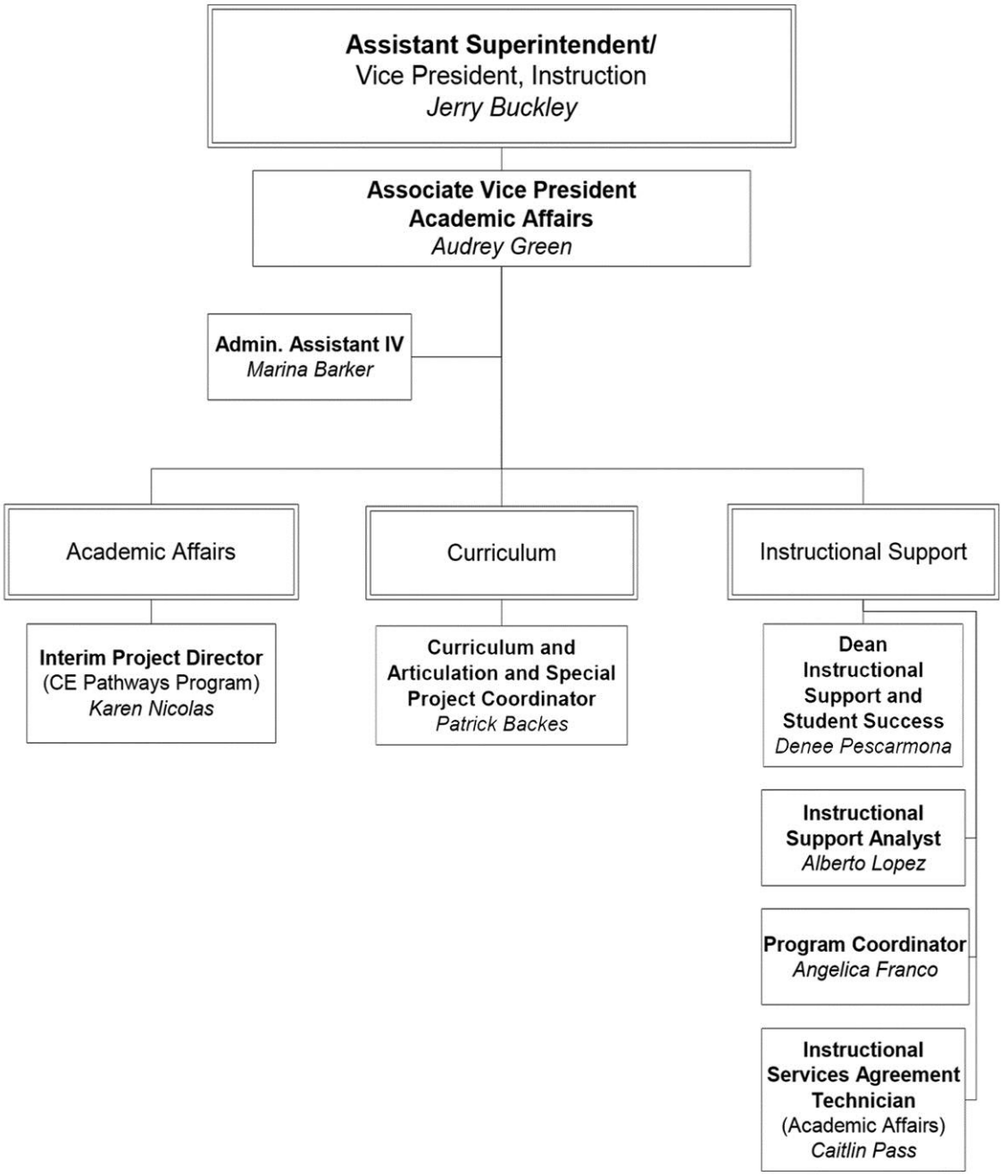


Institutional Organization

ACADEMIC AFFAIRS



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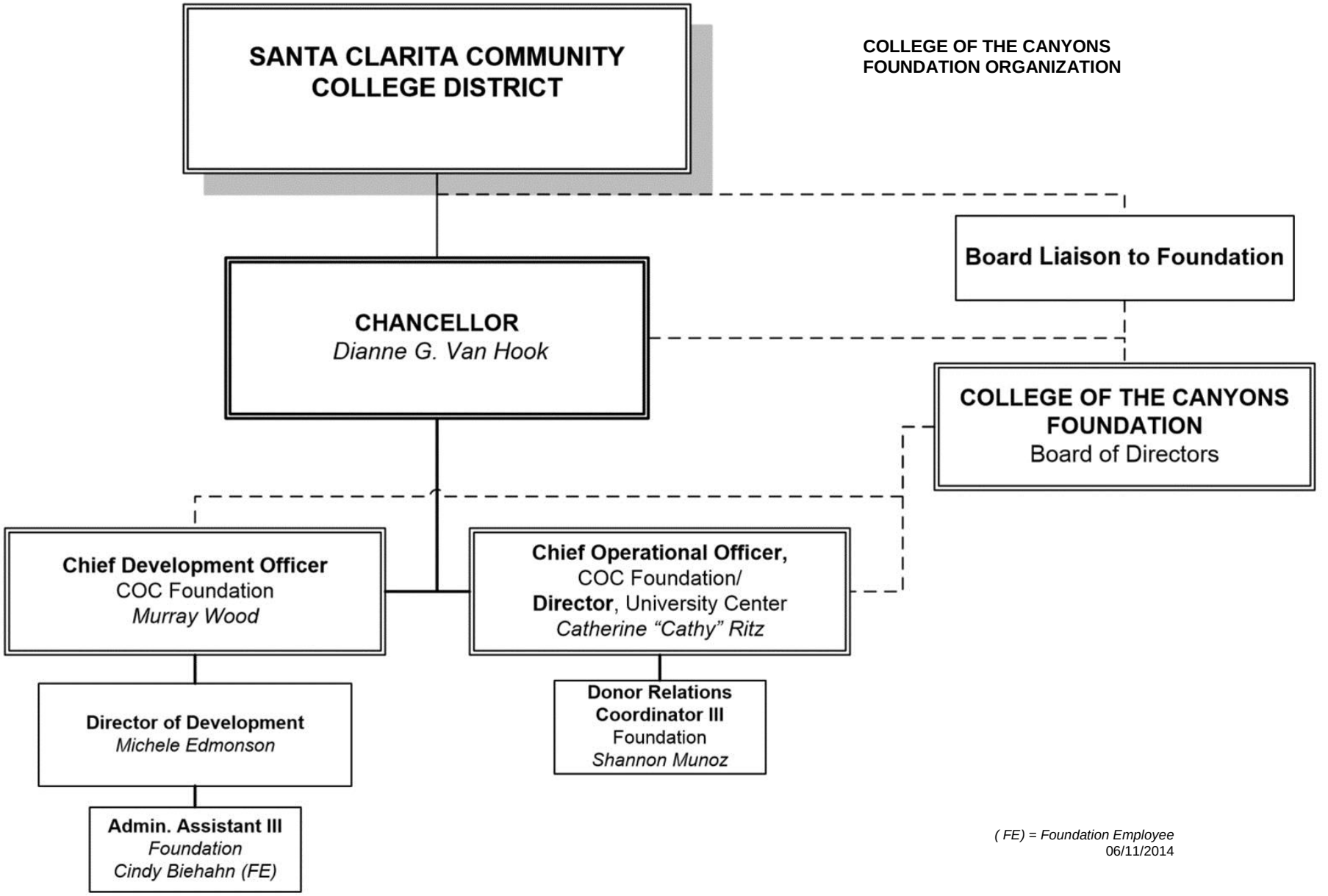

(FE) = Foundation Employee
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1. Authority

College of the Canyons has authority to operate as a degree granting institution due to continuous accreditation by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, an institutional accreditation body recognized by the Commission on Recognition of Postsecondary Accreditation and the United States Department of Education. This authority is noted on the page immediately following the title page of the College of the Canyons Catalog.[1]

2. Mission

As an innovative institution of excellence, College of the Canyons offers an accessible, enriching education that provides students with essential academic skills and prepares students for transfer education, workforce-skills development, and the attainment of learning outcomes corresponding to their educational goals. To fulfill its mission, College of the Canyons embraces diversity, fosters technical competencies, supports the development of global responsibility, and engages students and the community in scholarly inquiry, creative partnerships, and the application of knowledge.[2]

3. Governing Board

A five-member Board of Trustees governs the Santa Clarita Community College District and is responsible for the quality, integrity, and financial stability of the institution.[3] The Trustees are elected to the Board for four-year terms.[4] The terms of the Trustees are staggered to provide continuity. The student body elects a Student Trustee who votes on College business (except for closed session issues) in an advisory capacity.[5] The Board holds monthly meetings open to the public with notices and agendas widely posted in advance.[6] The Board dedicates a minimum of two meetings each year to workshops related to the College's budget development process and fiscal status.[7]

The Trustees also adhere to a conflict of interest policy,[8] the intent of which is to assure that, if there is a conflict of interest, the interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

4. Chief Executive Officer

The Board selects and appoints the chief executive officer (CEO) of the College. Dr. Dianne G. Van Hook, Chancellor of the Santa Clarita Community College District and President/Superintendent of College of the Canyons, is the CEO, whose primary responsibility is to direct the operations of the District and lead the College.[9] Dr. Van Hook has led the District as its CEO for more than 26 years.

5. Administrative Capacity

The institution has sufficient administrative staff whose experience and qualifications provide necessary support for the institution to carry out its mission and purpose.[10] The senior staff is very stable with minimal turnover. The Chancellor-President has led the College for more than 26 years, the longest of any currently sitting California community college CEO. The Executive Cabinet members, whose average tenure is 10 years, annually provide the Chancellor with staffing plans that evaluate and assess the need for change.

6. Operational Status

Students are enrolled in a variety of courses[11] that lead to two-year degrees and certificates of achievement and specialization. Courses and programs prepare students to transfer to public or private four-year colleges and universities, or for employment in career technical education fields, and to participate in internships and upgrade skills related to employment.

7. Degrees

The majority of the College's course offerings and programs lead to degrees, as described in the College's catalog.[12] As of fall 2012, 71

[1] College Catalog (E.1)
[2] Mission Statement (E.2)
[3] Board Policy 2200 Board Duties and Responsibilities (E.3)
[4] Board Policy 2100 Board Elections (E.4)
[5] Board Policy 2105 Election of Student Member and Board Policy 2015 Student Member (E.5)
[6] Board Policy 2310 Regular Meetings of the Board (E.6)
[7] Board of Trustees Meeting Budget Development Workshop Agendas (Samples) (E.7)
[8] Board Policy 2710 Conflict of Interest (E.8)
[9] Board Policy 2430 Delegation of Authority to Chief Executive Officer of the District (E.9)
[10] Administrative Organizational Chart (E.10)
[11] College Catalog (E.1)
[12] College Catalog (E.1)

percent of students enrolled in transferable courses, and 86 percent enrolled in credit-bearing classes (Source: USX and UCB referential files). Degree opportunities and transfer courses are clearly identified in the College catalog.

8. Educational Programs

The College's educational programs are consistent with its *Mission Statement*,[13] based on recognized fields of study, are of sufficient content and length, and maintain appropriate levels of quality and rigor for the degrees and certificates offered. Basic skills programs in reading, writing, and math help students develop the proficiencies necessary to advance to college-level curricula or to qualify for entry-level employment. Those with limited English proficiency may enroll in ESL courses.

The College has 57 departments that offer courses and programs serving Career and Technical Education as well as transfer-oriented students. These departments offer 76 associate degrees and 70 credentials, which include 36 certificates of achievement, 30 certificates of specialization, and 4 noncredit certificates of competency.[14] In 2013-14, the College awarded 847 associate degrees, 549 certificates of achievement, and 228 certificates of specialization.[15] Associate in Arts and Associate in Science degrees generally require 60 semester units, including 21 units of general education. Certificates of achievement require a minimum of 12 units. Certificates of specialization require fewer than 18 units of course work.

9. Academic Credit

Academic credit is based on Title 5, Section 55002.5 of the California Code of Regulations.[16]

10. Student Learning Outcomes and Achievement

The College defines and publishes program student learning outcomes (SLOs) in course outlines,[17] in the Catalog,[18] in occupational brochures,[19] and in instructional planning documents.[20] Program review reports are completed every three years with updates provided annually. The program review process requires that budget requests are aligned with college-wide goals and links planning with budget allocation and augmentation requests. Embedded in the program review are SLO assessment results, analysis of results, and plans of action which are used for department goal-setting and budget requests. As a result of interdisciplinary dialog in the Program Review Committee (a sub-committee of the Academic Senate) a new section was added to the report in 2012 that asks faculty, staff and administrators to identify "*New Objectives Related to SLOs as Indicated in Use of Results*."[21]

11. General Education

General education courses have the required breadth to promote intellectual inquiry. These courses include demonstrated competency in writing and computational skills and serve as an introduction to major areas of knowledge.[22] The quality and rigor of these courses is consistent with the academic standards appropriate to higher education as defined by the College's Curriculum Committee.[23] The general education component of each program is consistent with standards established in Federal Regulations,[24] State Education Code,[25] the Chancellor's Office for the California Community Colleges,[26] and recommendations of the Statewide Academic Senate.[27]

12. Academic Freedom Statement

The institution's faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. Regardless of institutional affiliation or sponsorship, the institution maintains an atmosphere in which intellectual freedom and independence exist. The Academic Senate reviewed and updated the institution's Academic Freedom Principles and Guidelines Statement in 2013. [28]

[13] Mission Statement (E.2)
[14] List of CCCCO Approved Programs as of 06-18-14 (E.11)
[15] Degree and Certificates Awarded 2012-13 (Supplemental Data Academic Program Review) (E.12)
[16] Title 5 Section 55002.5 of the California Code of Regulations (E.13)
[17] SLOs in Course Outlines (Samples) (E.14)
[18] College Catalog (E.1)
[19] Sample Career and Technical Education Brochure (E.15)
[20] Academic Program Review Year 2 Update 2013-14 (Samples) (E.16)
[21] Academic Program Review Template Year 3 Update (2013-14) (E.17)
[22] Title 5 Section 55061 of the California Code of Regulations (E.18)
[23] Curriculum Committee Procedures (E.19)
[24] Federal Regulations Title 34 Section 600.4 (E.20)
[25] California State Education Code Sections 70900-70902 (E.21)
[26] California Community Colleges Chancellor's Office Legal Resources Website (E.22)
[27] California Community Colleges Statewide Academic Senate Curriculum Resources (E.23)
[28] Academic Senate Meeting Agenda 12-12-13 (E.24)

13. Faculty

The District has 181 full-time faculty and 578 adjunct instructors teaching at the College. The names, degrees and years of employment of full-time faculty are listed in the College Catalog.[29] The faculty serves approximately 18,514 students by providing them with quality programs in transfer and occupational education and in the mastery of basic skills and ESL. Faculty responsibilities are stated in the contracts between the Santa Clarita Community College District and the College of the Canyons Faculty Association.[30] These are also stated in the District's contract with the American Federation of Teachers[31] and in the Adjunct Faculty Handbook.[32]

14. Student Services

The College provides appropriate services to students and develops programs that meet the educational support needs of its diverse student population. The College provides services in the following areas: Admissions and Records, Assessment Center, Athletics, Bookstore, Cafeteria, Career Services & Job Placement, Center for Applied Competitive Technologies (CACT), Center for Early Childhood Education, Community Education, Cooperative Work Experience, Counseling & Program Advisement, Disabled Students Programs & Services (DSPS), Distance Education, Employee Training Institute (ETI), Extended Opportunities Programs & Services (EOPS)/Cooperative Agencies Resources for Education (CARE/CalWORKs), Financial Aid/Scholarship, Foundation, Honors, High Tech Center, Human Resources, International Students Program, Library, Mathematics Engineering Science Achievement (MESA), Open Media Lab, Outreach, Performing Arts Center, Progressive Adult College Education (PACE), Public Information, Re-Entry Programs & Veterans' Affairs, Sports Information, Campus Safety, Small Business Development Center (SBDC), Student Business Office, Student Development, Student Health & Wellness Center, Student Success & Support Program, Student Outreach and School Relations, Traffic School, Transfer Center, The Learning Center, University Center, Upward Bound and Volunteer & Service Learning Center.[33]

15. Admissions

The College's admissions policies are consistent with its mission and conform to parameters outlined in state law and College regulations. They are published in the College Catalog[34] and the schedule of classes accessible on the College's Admissions and Records website.[35] To enroll at the College, a student must satisfy the published requirements.

16. Information and Learning Resources

The College provides specific long-term access to information and learning resources and services to support its educational mission. These resources and services are provided for and delivered by many different divisions, departments and centers; but, in general, they primarily are the responsibility of the two campus Libraries[36] and The Learning Centers.[37]

17. Financial Resources

While most of the financial resources of the District come from the State of California, additional funding is obtained by aggressively seeking federal and private sources to augment the budget. All funds coming to the District are carefully tracked, accounted for, and documented.[38] The District maintains adequate reserve levels for contingencies and for expansion, and maintains a 6 percent ending fund balance. The District strategically accumulates funds in accounts for future needs such as repairs of campus buildings and future retiree health care costs. The District is careful to use one-time dollars only to fund additional one-time expenses. The District maintains conservative financial management policies and practices that ensure continued fiscal stability for the foreseeable future, using an accepted instrument[39] to assess fiscal management each year.

18. Financial Accountability

The College is audited on an annual basis by an independent auditing firm. The firm is selected by evaluating the scope of its experience, the size of the firm and its ability to provide backup personnel and a wide range of expertise. References are carefully evaluated.

[29] College Catalog (E.1)
[30] Faculty Association Contract (E.25)
[31] American Federations of Teachers Contract (E.26)
[32] Adjunct Faculty Handbook (E.27)
[33] College Catalog pages 39-50 (E.28)
[34] College Catalog pages 12-13 (E.29)
[35] Application Information on Admissions and Records Website (E.30)
[36] Library Website (E.31)
[37] Learning Center Website (E.32)
[38] Adopted Budget 2013-14 (E.33)
[39] The California Community Colleges System Office (CCCSO) Sound Fiscal Management Self-Assessment Checklist (E.34)

The auditing firm employs *Government Audit Standards* issued by the Comptroller General of the United States, *Audits of State, Local Governments and Non-Profit Organizations* (OMG Circular A-133), and the California Community College Chancellor's Office *District Audit Manual*.[40] The Board of Trustees reviews the audit findings, exceptions, letters to management, and any recommendations made by the contracted auditing firm. Annual audits are conducted for the District, the Foundation, and two General Obligation bonds. The annual audits have been outstanding with unmodified opinions and no material weaknesses identified in 30 audits over six years.[41]

19. Institutional Planning and Evaluation

The results of goals, strategies and outcomes of the College's Educational and Facilities Master Plan[42] are reviewed on an annual basis through program review.[43] The College's ongoing planning processes are reflected and documented in many publications such as its Strategic Plan, which includes its Strategic Goals and Accomplishments (published in two documents),[44,45] the Educational and Facilities Master Plans,[46] budget development documents,[47] Technology Master Plan,[48] and annual departmental plans,[49] all of which are updated on regular cycles. The College Planning Team (CPT) reviews these reports and publications, documenting the activities aimed at improving programs and services.[50] The District Educational and Facilities Master Plan, Strategic Plan, and Economic Impact Report are available to the public on the College's website.[51]

20. Integrity in Communicating with the Public

The College displays in writing and practice the model of institutional integrity. The *Mission Statement* of the College is clearly articulated in the College Catalog,[52] on its website,[53] in the Educational and Facilities Master Plans,[54] and on attractive posters placed in visible locations across both campuses and off-campus locations.[55] The College Catalog,[56] schedules of classes,[57] and the website also provide the public with current information on degrees and curricular offerings, student fees, financial aid, refund policies, admissions policies, transfer requirements, hours of operation, and appropriate contact information such as phone numbers and specific webpages where needed.[58] The College also provides information about College policy and procedures such as how to address grievances and complaints, the College's nondiscrimination policy, as well as academic honesty, information regarding various activities such as College performances, and important deadlines such as late registration and financial aid, distributed by direct mail, email and through several other media.[59] The College works with local media to ensure publication of important dates and activities of interest in various community and media calendars. The names of the Board of Trustees are listed in the Catalog[60] and on the website.[61]

21. Integrity in Relations with the Accrediting Commission

The Board of Trustees for the Santa Clarita Community College District provides assurance that the College adheres to the eligibility requirements, accreditation standards, and policies of the Commission through the creation and enforcement of its policies.[62]

[40] Audit Resource Guides (E.35)
[41] History of Audit Findings 2001-2002 Through 2012-2013 (E.36)
[42] Educational and Facilities Master Plan 2012-2018 (E.37)
[43] Academic and Administrative Program Review Year 3 Update 2013-14 (Samples) (E.38)
[44] Strategic Plan Highlighted Goals 2012-15 (E.39)
[45] Strategic Plan Highlighted Accomplishments 2009-12 (E.40)
[46] Educational and Facilities Master Plans on Public Information Office Website (E.41)
[47] Tentative Budget 2013-14 (E.42)
[48] Technology Master Plan 2011-16 (E.43)
[49] Academic and Administrative Program Review Year 3 Update 2013-14 (Samples) (E.38)
[50] CPT Meeting Minutes (Samples) (E.44)
[51] Planning Documents on Public Information Office Website (E.45)
[52] College Catalog page 5 (E.46)
[53] Mission Statement on Public Information Office Website (E.47)
[54] Educational and Facilities Master Plan 2012-2018 page 22 (E.48)
[55] Mission Statement Poster (E.49)
[56] College Catalog (E.1)
[57] List of Services on Class Schedule Website (E.50)
[58] Student Information and Resources Admissions and Records Website (E.51)
[59] College Catalog (E.1)
[60] Board of Trustees Names College Catalog page 3 (E.52)
[61] Board of Trustees Names on College Website (E.53)
[62] Board Policy 2200 Board Duties and Responsibilities (E.3)

Policy on Distance Education and on Correspondence Education

College of the Canyons has developed, implemented, and evaluated all courses and programs according to the institution's total educational mission, including those delivered through distance education, in consultation with its faculty, the Curriculum Committee and Academic Senate, and the Board of Trustees. The curriculum review process at the College ensures that all distance education courses are taught to standards consistent with the official course outline of record and feature regular, effective instructor-initiated student contact.[63] In particular, distance education courses are examined to ensure: (1) methods of evaluation match those in the face-to-face course, (2) accessibility is addressed via Section 508 compliance, and (3) peer and student evaluations are conducted to ensure the quality of online courses is continuously maintained.

College of the Canyons clearly defines appropriate student learning outcomes for all courses and programs, including those delivered through distance education.[64] It also provides the resources and structure needed to accomplish these outcomes and to demonstrate, through application of appropriate assessment, that its students achieve these outcomes.

In July 2008, the College submitted a Substantive Change proposal to the Commission to rename, relocate and enlarge its Access Center, so that students can complete at least 50 percent of their educational programs between distance education classes and the improved center.[65] The proposal was approved by the Commission in January 2009. More recently, the College also submitted a Substantive Change proposal in February 2014 to seek approval to offer a number of associate degrees and certificates 50 percent or more in a distance education delivery format.[66]

Academic integrity and student authentication are addressed in a number of ways. The Distance and Accelerated Learning Department makes resources available to faculty on how to promote academic integrity in online classes.[67] Workshops on the topic of promoting academic integrity in the online classroom as well as opportunities for instructors to become online certified are a regular feature of professional development.[68] To maintain user privacy in the online setting, students must use a unique user name (seven-digit ID number) and a password of their own creation. This ensures the same person who participates every time in a course or program and completes the course or program receives the appropriate academic credit. All classes offered in an online format utilize the District-selected learning management system (Blackboard), so that the College can ensure integrity of the online classroom, including student grades and usage data.[69] In addition, arrangements for proctored examinations are made with other colleges and universities nationwide as well as through The Learning Center at the College to ensure equal access and support for all online students.[70, 71]

In compliance with federal and state law, College of the Canyons has established procedures governing student records and the control of personally identifiable information.[72] The College adheres to strict confidentiality standards as stated in the Family Educational Rights and Privacy Act (FERPA) and California Education Code. No student records, other than directory information, will be released without written consent by the student, except as authorized by the law. In addition, no directory information will be released regarding any student who has notified the Admissions & Records

[63] Curriculum Handbook 2014 pages 43 and 62 (E.54)
[64] ACCJC Feedback on College Status Report on Student Learning Outcomes Implementation Fall 2012 (E.55)
[65] Substantive Change Proposal 2008 (E.56)
[66] Substantive Change Proposal Distance Education 02-04-14 (1) (E.57)
[67] Distance and Accelerated Learning Academic Integrity Resources Website (E.58)
[68] Online Teaching Requirements Website (E.59)
[69] Blackboard Log-In Website (E.60)
[70] Online Student Exam Proctoring at Another Institution Website (E.61)
[71] Board Policy 4041 The Learning Center (E.62)
[72] Administrative Procedure 5040 Student Records, Directory Information & Privacy (E.63)

office in writing that such information should not be released. There is no charge associated with verification of student identity.

College of the Canyons complies with the Commission Policy on Distance Education and on Correspondence Education. The College does not conduct correspondence education programs.

Policy on Institutional Compliance with Title IV

College of the Canyons complies with the requirements of Title IV of the Higher Education Act. The College follows federal regulations that require first-time borrowers of Direct Loans to receive entrance counseling available at https://studentloans.gov. The College regularly updates its financial aid website to remain current and compliant with regulatory changes as pertaining to Title IV and State Student Eligibility Requirements and Policies.[73]

The College's Financial Aid Department is committed to and effective at serving its diverse population of students, regardless of their economic background. The highest priority is given to helping students find funding avenues to meet their educational costs through available federal and state student financial aid programs and scholarships for successful college completion. The department is dedicated to educating students by providing various Cash for College workshops throughout the year, listed on the Department's website calendar as well as advertised through the College's master calendar and electronic announcement boards.[74] One-on-one appointments are available to students who cannot attend workshop times for financial aid assistance and financial literacy coaching. Faculty and staff are regularly trained and updated, so that they are aware of the any potential regulatory changes that may affect their student population.

The College continues to demonstrate diligence in keeping loan default rates at an acceptably low level while complying with program responsibilities defined by the U.S. Department of Education. Federal student financial aid program requirements state that if an institution has cohort default rates (CDR) of 30 percent or more during three consecutive years, it may lose funding support through Federal Financial Title IV programs. For the past five years at College of the Canyons,[75] there continue to be no issues related to student loan default rates:

1. For 2007, the **2-year** Official CDR is 12.5 percent based on 21 borrowers defaulting of 167 who have entered repayment.
2. For 2008, the 2-year Official CDR is 12.1 percent based on 24 borrowers defaulting of 197 who have entered repayment.
3. For 2009, the 2-year Official CDR is 6.9 percent based on 21 borrowers defaulting of 304 who have entered repayment.
4. For 2010, the 2-year Official CDR is 10.9 percent based on 54 borrowers defaulting of 491 who have entered repayment.
5. For 2011, the 2-year Official CDR is 12.3 percent based on 66 borrowers defaulting of 534 who have entered repayment.

College of the Canyons has had no negative actions taken by the U.S. Department of Education regarding compliance with Title IV. The College complies with the Commission Policy on Institutional Compliance with Title IV.

Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status

Advertising, Publications, Promotional Literature

College of the Canyons provides clear and accurate information to students and the public in all College publications and through its website. The College utilizes the College Catalog[76] and Class

[73] Financial Aid Website (E.64)
[74] Financial Aid Important Dates Website (E.65)
[75] National Student Loan Data System COC Student Loan Default Rates (E.66)
[76] College Catalog (E.1)

Schedule[77] as primary outreach tools available through the College website[78] and certain print formats. The Public Information Office works with College offices to ensure that content, style, and format are reviewed for accuracy.

Table 13. Required information in the catalog, class schedule, and website

Required Information	Catalog	Class Schedule	Website
Official Name, Address, Phone	X	X	X
Mission, Purpose, Objectives, Entrance	X	X	X
Information on Programs and Courses	X	X	X
Degree, Certificate, and Program Completion	X	X	X
Faculty with Degrees Held	X		X
Facilities Available	X	X	X
Rules and Regulations for Conduct	X	X	X
Academic Freedom Policy	X		X
Tuition, Fees, Program Costs	X	X	X
Financial Aid Opportunities	X	X	X
Refund Policy and Procedures	X	X	X
Transfer of Credit Policies	X	X	X
Nondiscrimination Policy	X	X	X
Other Locations for Policies	X	X	X
Governing Board	X		X
Accreditation Status	X		X

The College Catalog,[79] website,[80] and other official institutional publications[81] describe career opportunities as well as clear and accurate information on national and/or state legal requirements for licensure eligibility and entry into an occupation or profession for which education and training are offered.[82] The College publishes information on occupational programs with licensure information as well as state certification requirements and external accreditation information. Gainful employment information is also included for occupational programs.[83]

Student Recruitment for Admissions

The College complies with all legal and regulatory practices relating to recruitment and admissions. Student recruitment is guided by qualified College staff and trained student ambassadors.

Representation of ACCJC Accreditation Status

Information regarding ACCJC accreditation status is accurately and fully provided via a comprehensive statement in the College Catalog[84] and website[85] as required by the Commission.

In addition, specialized and program accreditation granted by other external accreditors is listed separately with respect to the following College programs:

1. Certified Nursing Assistant – accredited by the California Department of Public Health (CDPH)[86]
2. Emergency Medical Technician – accredited by the Department of Health Services (DHS) Emergency Medical Services (EMS) Agency[87]
3. Medical Laboratory Technician – accredited by the California Department of Public Health (CDPH) Laboratory Field Services (LFS)[88]

[77] Schedule of Classes (E.67)
[78] College Website (E.68)
[79] College Catalog (E.1)
[80] Schedule of Classes (E.67)
[81] Publications on Public Information Office Website (E.69)
[82] Career Technical Education Programs Website (E.70)
[83] Gainful Employment (Samples of Eligible Programs) (E.71)
[84] College Catalog (E.1)
[85] College Website (E.68)
[86] Certified Nursing Assistant External Agency Accreditation (E.72)
[87] Emergency Medical Technician External Agency Accreditation (E.73)
[88] Medical Laboratory Technician External Agency Accreditation (E.74)

4. Paralegal Studies – accredited by the American Bar Association (ABA)[89]
5. Registered Nursing – accredited by the Board of Registered Nursing (BRN) and Accreditation Commission for Education in Nursing (ACEN)[90]

College of the Canyons complies with the Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status.

Policy on Institutional Degrees and Credits

College of the Canyons ensures that all courses and other related educational experiences are comparable in quantity and nature to credits awarded through its approved Board Policy 4020,[91] which uses the federal definition of "credit hour" stated as:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for semester-length (e.g., sixteen weeks) courses for one semester hour of credit, or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the College, including three hours of laboratory work, studio work, and other activities leading to the award of credit of hours.

The appropriate formula for credit hour is continuously applied throughout the College's selected curricular database—the CurricUNET management system—which features accurate assignment of credit hours for all courses approved by the Curriculum Committee.[92] A credit hour is not less than a 50-minute period of scheduled instruction or examination, as specified by the California Community Colleges Chancellor's Office and conforms to the federal formula of clock-to-credit hour conversions. In courses such as those offered online, in which seat time does not apply, a credit hour may be measured by an equivalent amount of work, as demonstrated by student achievement.

The College also participates in Direct Assessment Programs, in which credits are awarded based on successful student demonstration of expected competencies through papers, examinations, performances, and portfolios. For example, the College grants associate degree credit for successful completion of examinations that are part of the Advanced Placement (AP), College Level Examination Program (CLEP), and International Baccalaureate (IB) programs. Students may also be granted course credit for proficiency, previously accomplished outside the institution, in College of the Canyons approved courses through Credit by Examination[93] and the AP program.

College of the Canyons complies with the Commission Policy on Institutional Degrees and Credits.[94]

Policy on Institutional Integrity and Ethics

College of the Canyons continues to uphold and protect the integrity of its practices in working with students, faculty, staff, its governing board, external agencies and organizations (including the Commission), and the general public. In conjunction with its regularly updated board policies and procedures (noted below), Educational and Facilities Master Plans,[95] Strategic Plans,[96] College Catalogs,[97] curriculum, annual Program Reviews,[98,99] and website (including proper posting of accreditation status and related documentation), the College reports clear and accurate information

[89] Paralegal Studies External Agency Accreditation Website (E.75)
[90] Registered Nursing Program External Agency Accreditations (E.76)
[91] Board Policy 4020 Program and Curriculum Development (E.77)
[92] CurricUNET Website (E.78)
[93] Board Policy 5905 Credit by Examination (E.79)
[94] Board Policy 4100 Associate Degree and Certificate Requirements (E.80)
[95] Educational and Facilities Master Plan 2012-2018 (E.37)
[96] Strategic Plan Highlighted Goals 2012-15 (E.39)
[97] College Catalog (E.1)
[98] Academic Program Review Template Year 3 Update (2013-14) (E.17)
[99] Academic and Administrative Program Review Year 3 Update 2013-14 (Samples) (E.38)

related to its mission, educational programs, admissions requirements, student services, tuition and other fees, financial aid, transcript, transfer of credit, and refund policies to ensure compliance with Federal regulations, California Education Code, and Title V. Moreover, the College continuously complies with the Eligibility Requirements, Accreditation Standards, Commission Policies, and Commission requests in a collegial, welcoming, and timely manner with the goal of best serving the needs of its diverse student population and surrounding community.

Various board policies are formulated and regularly updated to ensure College of the Canyons maintains integrity and high ethical standards in its daily management. The Board of Trustees is delegated the responsibility to set prudent, ethical, and legal standards for District operations as per Board Policy 2200.[100] Faculty are made aware of College policy on professional ethics, as evidenced via Board Policy 3050, which does not allow personal bias or prejudice to influence their presentation of professionally accepted views in a discipline.[101] Board Policy 4030 addresses academic freedom and the rights of both faculty and students to express personal convictions,[102] while Board Policy 7370[103] prohibits political activity during an employee's working hours as well as limits the use of District funds, services, supplies, or equipment to endorse or denounce any ballot measure or candidate. The College Catalog also recognizes faculty and students' right to express their informed opinions in the context of professional competence, open inquiry, and rigorous attention to the pursuit of truth.[104] Finally, Board Policy 7120[105] and Administrative Procedure 7120[106] establish and assure integrity in District hiring processes.

The College prevents conflict of interest throughout the organization. Board Policy 6370 maintains that District employees, including adjunct, part-time, and college assistants, cannot be contracted as an independent contractor.[107] In addition, Board Policy 6340[108] delegates authority to the CEO to enter into contracts on behalf of the District and establishes Administrative Procedure 6340[109] for contract awards and management. Only employees authorized by the Board of Trustees may enter into contracts on behalf of the District, and contracts not approved or ratified by the Board are not valid and thus not binding on the District.

All programs, services and activities at College of the Canyons shall be available to all qualified persons without regard to ethnic group identification, race, color, national origin, religion, age, sex, physical disability, mental disability, ancestry, sexual orientation, marital status, veteran status, medical condition, or on the basis of these perceived characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics in compliance with Title VI and Title VII of the Civil Rights Act of 1964, as amended by the Civil Rights Act of 1991, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination in Employment Act of 1967, the Americans with Disabilities Act of 1990, the California Fair Employment and Housing Act, the Unruh Civil Rights Act, the Sex Equity in Education Act, and Assembly Bill 803 of 1977.[110] Administrative Procedure 3435 applies to the processing of unlawful discrimination complaints by any individual who believes that she/he is a victim of unlawful discrimination.[111]

[100] Board Policy 2200 Board Duties and Responsibilities (E.3)
[101] Board Policy 3050 Statement of Professional Ethics (E.81)
[102] Board Policy 4030 Academic Freedom (E.82)
[103] Board Policy 7370 Political Activity (E.83)
[104] College Catalog page 256 (E.84)
[105] Board Policy 7120 Recruitment and Selection (E.85)
[106] Administrative Procedure 7120 Recruitment and Selection (E.86)
[107] Board Policy 6370 Independent Contractor Services (E.87)
[108] Board Policy 6340 Bids and Contracts (E.88)
[109] Administrative Procedure 6340 Bids and Contracts (E89)
[110] Equal Employment Opportunity Statement Human Resources Website (E.90)
[111] Board Policy 812 Unlawful Discrimination Complaint Procedure (E.91)

College of the Canyons complies with the Commission Policy on Institutional Integrity and Ethics.

Policy on Contractual Relationships with Non-Regionally Accredited Organizations

College of the Canyons has no contractual relationships with non-regional accredited organizations.

RESPONSES TO RECOMMENDATIONS OF THE 2008 COLLEGE OF THE CANYONS SELF-STUDY REPORT

In response to the recommendations made by the 2008 visiting team, the leadership of the College immediately began to assess the College's capacity for improvement in the three specific areas recommended and developed a mechanism for tracking progress using the existing program review and planning structure. The College immediately took the initiative to comprehensively address each recommendation. The 2011 Mid-Term Report accurately reported the College's performance and achievements for each of the visiting team's recommendations. Because the College continues to undergo improvements in these areas, there may be some reiteration from the Mid-Term responses, as well as updating and providing new information.

RECOMMENDATION #1

Standard II: Student Learning Programs and Services

In order to increase effectiveness, the team recommends that COC continue to build its foundation for Student Learning Outcomes, while developing a detailed plan for how to achieve proficiency by the year 2012, as well as find ways to include more adjunct faculty in the process. (IIA.1.c, IIA.2.f, IIA.2.1)

The College achieved proficiency for Student Learning Outcomes by the 2012 deadline. The College has dedicated nearly one full-time equivalent employee to SLOs since 2010-11. The SLO leadership initially included Lea Templer as Faculty SLO Coordinator with 50 percent reassigned time beginning in 2008. Over the years the workload has been further divided into two and three positions as needed to ensure that the College meets the proficiency and sustainable quality improvement goals.[112] Table 14 below illustrates the reassigned time for SLO coordinators from 2008-09 through 2013-14:

Table 14. SLO Coordinator Time Reassignment: 2008-09 Through 2013-14

	SLOs: Faculty Reassigned Time					
	2008-09	**2009-10**	**2010-11**	**2011-12**	**2012-13**	**2013-14**
SLO coordinator (Lea Templer)	50%					
SLO coordinator (Jennifer Brezina)		50%	25%			
SLO Software coordinator (Paul Wickline)			25%	50%	20%	40%
SLO Coordinator-Training, Communication and Interdisciplinary Program (Nicole Faudree)			25%	50%	20%	
SLO Coordinator-Training, Communication and Interdisciplinary Program (Rebecca Eikey)					40%	40%
Total Reassigned Time	50%	50%	75%	100%	80%	80%

[112] SLO Program Review Year 3 Update (2013-14) (E.92)

SLO Coordinator Positions and Descriptions

Interdisciplinary program SLO coordinator (responsibilities now included under the SLO Coordinator-Training, Communication and Interdisciplinary Program description below)

- Coordinated and facilitated interdisciplinary meetings to develop SLOs and assessment plans for GE, CTE, and Basic Skills programs and the General Arts and Sciences degrees
- Coordinated data collection for assessments of the programs listed above
- Coordinated and facilitated follow-up meetings with each SLO group for dialogue about results and action planning

SLO Software coordinator

- Worked with IT and Institutional Research to design and configure data management software for SLO assessment recordkeeping
- Created training materials for faculty on how to use software to record assessment results and held training sessions (large group, departmental, and individual, as needed) to assist faculty with using the software system
- Provided reports as needed as to departments' progress towards meeting 2012 goal
- Liaison with software company representative

SLO Coordinator-Training, Communication and Interdisciplinary Program

- Provided training (large group, departmental, individual, and online, as needed) to faculty regarding all parts of the SLO process
- Produced monthly newsletters
- Maintained and improved SLO website
- Co-chaired SLO committee
- The above list of tasks includes large-scale in-service days for the entire faculty, workshops, peer tutoring and one-on-one training

Implementing SLOs

Since 2008, the College has been actively engaged in achieving and maintaining proficiency according to the ACCJC rubric for SLOs. The following highlight the many activities and achievements related to this effort.

- A series of workshops were held in Fall 2009 to assist departments in setting up SLO assessment plans and schedules.[113,114]
  - Twenty-seven departments attended workshops throughout the fall semester, including approximately 80 full-time and 35 part-time faculty members. Five additional department chairs met one-on-one with the SLO coordinator to discuss their department plans.
  - The workshops included a shift in emphasis towards scheduled cycles of assessment in order to allow for more meaningful reflection on results and action planning.
  - Departments were encouraged to use course-embedded assessments, building on assignments that were already taking place in the courses in order to make assessment a routine part of instruction.
  - Departments were provided with inventories of their courses and scheduling worksheets to help them create plans that would enable them to have all courses and programs complete an assessment cycle prior to the fall 2012 WASC/ACCJC deadline.
  - Departments were also encouraged to consider archiving courses that are not currently being regularly offered.
- Additional opportunities for training were developed, including the ability for faculty to receive FLEX credit for one-on-one training sessions on SLO-related topics of their choice and a self-paced online SLO Tutorial.[115]
- The SLO Committee is now a regular subcommittee of the Academic Senate. This will ensure that the effort to institutionalize Student Learning Outcomes has a clear place in the organizational and decision-making structure of the College.[116]

[113] SLO Workshops Fall 2008-Spring 2011 (E.93)
[114] SLO Brief #4 (E.94)
[115] SLO Brief #4 (E.94)
[116] SLO Brief #4 (E.94)

- SLO information for courses can now be extracted directly from WebCMS, which will allow increased ability for faculty to organize the information and analyze where revisions are needed. This will also assist the College as it moves towards a common software-based solution for organizing SLO assessment data.[117]
- Program SLOs are now being recorded in WebCMS for degrees and certificates. As with course SLOs, this will be phased in as they are revised. Faculty will be asked to provide one or more program SLOs. These program SLOs will be approved by the curriculum committee and will be recorded in the program outline in WebCMS. As of Spring 2011, 100 percent of programs have established program SLOs.[118]
- The SLO coordinators led a College-wide training on Institutional SLOs (ISLOs) on Opening Day (August 20, 2010)[119] when faculty confirmed SLOs and created assessment plans for General Education areas, and College Skills and Career Technical Education. A follow-up planning session was held during spring FLEX week on February 2, 2011.[120]
- An SLO website was created, accessible through COC's homepage to allow for greater access to SLO-related materials.[121]
- An SLO Faculty Manual was distributed on Opening Day 2010, available on the SLO website.[122]
- The SLO coordinators provided training on Program SLOs (PSLOs) at the department chairs' meeting in October 2010.[123]
- Program SLOs are being recorded in WebCMS for degrees and certificates. In Fall 2010, faculty members were asked to provide one or more program SLOs for any degree or certificate that did not have one. These program SLOs were approved by the curriculum committee and recorded in the program outline in WebCMS.
- The SLO committee reviewed software designed for SLO assessment and recommended the purchase of the Assessment Module from CurricUNET during 2010-2011 in order to facilitate the organization of SLO-related data, dialogue, and planning. The College purchased CurricUNET in summer 2010, and the College SLO coordinators worked with the Curriculum Committee and Academic Affairs as the software was being adopted to ensure a smooth transition.[124]
- The SLO coordinators continue to provide frequent group and individual training on various topics relating to SLOs. Since spring 2010, 30 SLO-related trainings have been offered. A survey of faculty training needs was completed in Spring 2010, Spring 2011, and Fall 2011, and these have shaped upcoming training plans.[125]
- The SLO coordinators have developed sample assessments, alignment and record-keeping tools for administrators, faculty and staff.[126]
- The SLO coordinators completed a program review for SLOs each year beginning 2011-2012.[127]
- Academic departments have actively engaged adjunct faculty in the SLO process. Examples of how this has been achieved follow:[128]
  - The Music department has assigned each of its full-time faculty to oversee a number of courses taught by adjunct instructors. This has been done over a two-semester cycle to cover all classes currently being taught. Discussions among various groups of teachers take place after the assessments have been made to find ways to improve instruction.
  - The Communication Studies department has included adjunct faculty at department retreats each semester. Since 2008, a portion, sometimes all two hours of the

[117] SLO Brief #4 (E.94)
[118] SLO Brief #4 (E.94)
[119] ISLO Presentation Opening Day August 2010 (E.95)
[120] ISLO Group Worksheet FLEX Spring 2011 (E.96)
[121] SLO Committee Website (E.97)
[122] SLO Faculty Manual (May 2010) (E.98)
[123] Program SLO Presentation and Retreat Materials (Dept Chair Retreat Fall 2010) (E.99)
[124] SLO Meeting Minutes (CurricUNET Assessment Module Samples) (E.100)
[125] SLO Faculty Survey for Training Needs (Samples) (E.101)
[126] SLO Resources Website (E.102)
[127] SLO Program Review Year 3 Update (2013-14) (E.92)
[128] Adjunct Involvement in the Student Learning Assessment Process at COC (E.103)

retreat, have been dedicated to 1) writing SLOs for each course, 2) developing assessment rubrics, and 3) discussing the results of the assessments to determine whether changes are required. Information regarding program review is discussed and disseminated as well. To date, all courses in the department have SLOs, and assessment tools are in place. Both full-time and adjunct faculty members participate in assessment cycles for each course.

- The Biological & Physical Sciences department involved the adjunct faculty (per course area and with each of the lead faculty in charge) in developing the assessment instrument for all courses. Every semester, the adjunct faculty members are involved in administering, collecting, and reporting the results of the assessment following the department's assessment cycle. The department also involves adjuncts during the fall and spring department retreats to review the assessments, determine the action plan, and make any needed changes.
- The Instructional Service Agreements have two adjunct faculty members writing SLOs and obtaining assessments from all of the College's public safety training partners.
- The Instruction office provided funding for adjuncts to work with the English department on norming, non-credit adjunct faculty to work on SLOs, and for adjunct faculty attendance at division/ department meetings.

The SLO committee conferred and reported regularly to the Academic Senate.[129] The committee also interacted with the department chairs, deans and administrators on developing a timeline. The College's most recent annual ACCJC 2014 report[130] and 2012 proficiency report serve as evidence that appropriate progress was made.[131]

Department Benchmarks:
The SLO Committee proposed these benchmarks as guidelines for departments in attaining proficiency with regard to participating in the SLO cycle for accreditation purposes.[132]

Courses
All courses have SLOs ……..…….Fall 2010
Assessment plan for all courses …..……...……Spring 2011
Assessment schedule for all courses ..……...….Spring 2011

Assessment schedule implementation
At least 33% of courses assessed ……..……..……..Spring 2011
At least 67% of courses assessed ……..…….....…Fall 2011
All courses assessed at least one time …….....….Spring 2012
All courses have at least one closed loop ……..…….August 2012

Programs
All programs have SLOs ……...……..…...Spring 2011
Program SLO assessment plan and schedule ….……...Spring 2011
Course SLOs are aligned with program SLOs ….……..…Fall 2011

Program assessment implementation
At least 50% of programs assessed ……..…….Spring 2012
All programs assessed at least one time ……..…....Spring 2012
All programs have at least one closed loop …….……..August 2012

Planning
Regular assessment cycles for all courses and programs
……..…….August 2012
Assessment data results in dialogue and informs decision-making
…….....August 2012
Assessment data used to improve student learning
…….……..August 2012

[129] SLO Commitee reports to Academic Senate March 2010 and February 2011 (E.104)
[130] ACCJC Annual Report 2014 College of the Canyons (E.105)
[131] ACCJC Fall 2012 SLO Proficiency Report College of the Canyons (E.106)
[132] Academic Senate Agenda and Minutes 05-12-11 (E.107)

Summary of SLO Activities:
For additional detail please see sample year 2010-2011.[133]

2008-2009

- First year that the faculty SLO Coordinator received reassigned time.[134]
- Initial Institutional Student Learning Outcome (ISLO) meeting: ISLOs drafted based on IGETC and CSU GE categories.[135]
- Began investigation of ways to track SLOs using Datatel.[136]
- First SLO faculty manual created.[137]
- Five FLEX workshops held with a total of 42 attendees. [138]
- SLO committee met monthly.[139]

2009-2010

- Faculty SLO Coordinator reassigned time continued at the same level as 2008-09.[140]
- Continued discussion about ISLOs and decision made to change to AA/AS degree GE categories.[141]
- Additional research into tracking software. CurricUNET Assessment Module was selected.[142]
- SLO faculty manual revised and updated with additional materials.[143]
- Eighteen workshops held with a total of 182 attendees, including 11 sessions where departments came as a group to receive training.[144]
- SLO committee met monthly.[145] The SLO Committee became an official committee of the Academic Senate in March 2010.[146]

2010-2011

- Faculty SLO Coordinator reassigned time increased to 75 percent split among three faculty, each with a different job description.[147]
- Opening Day faculty program dedicated to revising ISLOs and creating an assessment plan for each one.[148] Initial data collection and dialogue started.[149]
- Worked with Governet to set up and customize CurricUNET Assessment Module.
- SLO faculty manual distributed to all full-time faculty at Opening Day.
- Twenty-three workshops held with a total of 145 attendees.[150]
- SLO committee met monthly.[151]

2011-2012

- Faculty SLO Coordinator reassigned time increased to 100 percent split between two faculty members, each with different job descriptions.[152]
- Data collection and dialogue continued for ISLOs developed in 2010-11.[153]
- Continued working with Governet to set up and customize CurricUNET Assessment Module.[154]
- Twenty-three workshops held with a total of 215 attendees.[155]
- SLO committee met monthly.[156]
- Presented SLO committee restructuring proposal to Academic Senate.[157]

[133] SLO Calendar of Activities 2010-2011 (E.108)
[134] SLO Faculty Coordinator Reassigned Times (E.109)
[135] ISLOs Workshop Attendees List 04-08-08 (E.110)
[136] SLO Committee Meeting Minutes 09-03-08 (E.111)
[137] Faculty Manual for Creating an Effective Student Learning Outcomes Loop for Courses and Programs (October 2008) (E.112)
[138] SLO Workshops Fall 2008-Spring 2011 (E.93)
[139] SLO Committee Meetings (SLO Committee Intranet Website) (E.113)
[140] SLO Faculty Coordinator Reassigned Times (E.109)
[141] SLO Committee Work Plan 2009-2010 (E.114)
[142] SLO Committee Work Plan 2009-2010 (E.114)
[143] SLO Faculty Manual (May 2010) (E.98)
[144] SLO Workshops Fall 2008-Spring 2011 (E.93)
[145] SLO Committee Meetings (SLO Committee Intranet Website) (E.113)
[146] SLO Brief #4 (E.94)
[147] SLO Faculty Coordinator Reassigned Times (E.109)
[148] ISLO Presentation and Reports Opening Day Fall 2010 (E.115)
[149] ISLO Summary Report (E.116)
[150] SLO Workshops Fall 2008-Spring 2011 (E.93)
[151] SLO Committee Meetings (SLO Committee Intranet Website) (E.113)
[152] SLO Faculty Coordinator Reassigned Times (E.109)
[153] ISLO Summary Report (E.116)
[154] SLO Committee Meeting Minutes 2010-11 (Samples) (E.117)
[155] SLO Assessment Workshops Fall 2011-Spring 2014 (E.118)
[156] SLO Committee Meetings (SLO Committee Intranet Website) (E.113)
[157] SLO Committee Restructuring Proposal Spring 2012 (E.119)

2012-2013

- Faculty SLO Coordinator reassigned time decreased to 80 percent due to reduced need for dedicated person for development of CurricUNET Assessment Module. The reassigned time was split among three faculty, each with a different job description.[158]
- ISLO data collection and dialogue regarding ISLOs developed in 2010-11 completed in fall 2012.[159]
- CurricUNET Assessment Module piloting began.[160]
- Nine workshops held with a total of 141 attendees.[161]
- SLO committee met semi-monthly.[162]
- Dialogue regarding effectiveness of ISLOs and assessment process began.[163]

2013-2014

- Faculty SLO Coordinator reassigned time remained at the same levels as 2012-2013.[164]
- Continued and expanded CurricUNET Assessment Module pilot. Full implementation planned for 2014-15.[165]
- Twenty-two workshops held with a total of 141 attendees.[166]
- Began revising the SLO faculty manual. Completion to be done in Fall 2014.[167]
- SLO committee met semi-monthly.[168]
- Dialogue regarding use of American Association of Colleges and Universities' Liberal Education and America's Promise (LEAP) essential learning outcomes began through FLEX workshops and SLO committee meetings.[169]

CONCLUSION FOR RECOMMENDATION #1

The College community has embraced and integrated the SLO cycle into the institutional character. The College believes it has fulfilled this recommendation by meeting the required timeline and involving adjunct faculty into the process.

RECOMMENDATION #2

Standard II: Student Learning Programs and Services

In order to ensure that the institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files regardless of the form in which those files are maintained, the team recommends that COC accelerated the timeline for the document imaging of all files and transcripts. The team specifically recommends document imaging of those records between 1969 and 1990, which are stored in the warehouse and potentially face threats of damage (IIB.3.f).

In February 2009, the accreditation team stated the District needed to image all documents from 1969 to 1990, being stored within a warehouse. Prior to February 2009, College of the Canyons only imaged current incoming transcripts into the Admissions and Records office.

In April 2009, the Board approved a contract with ViaTron Inc. to begin imaging of the oldest student records. ViaTron Inc. imaged 158 boxes of records from 1969 to 1976. This exceeded the annual budget of $27,000 for the 2008-09 fiscal year. The remainder of the records was imaged during the 2009-10 fiscal year.[170]

In the 2010-11 fiscal year, the Admissions and Records office contracted once again with ViaTron to image all grade books from 1969 to 2010. During this same fiscal year, all registration slips, not contained in student folders, were also imaged.

[158] SLO Faculty Coordinator Reassigned Times (E.109)
[159] ISLO Summary Report (E.116)
[160] SLO Committee Meeting Minutes 2012-13 (CurricUNET Assessment Module Pilot Testing) (E.120)
[161] SLO Assessment Workshops Fall 2011-Spring 2014 (E.118)
[162] SLO Committee Meetings (SLO Committee Intranet Website) (E.113)
[163] ISLO FLEX Session Minutes 2012 (E.121)
[164] SLO Faculty Coordinator Reassigned Times (E.109)
[165] CurricUNET Assessment Module Presentation at Department Chair Retreat Fall 2013 (E.122)
[166] SLO Assessment Workshops Fall 2011-Spring 2014 (E.118)
[167] SLO Committee Meeting Minutes 03-12-14 (E.123)
[168] SLO Committee Meetings (SLO Committee Intranet Website) (E.113)
[169] Department Chairs Retreat Minutes 09-13-13 (ISLO and AAC&U LEAP Essential Learning Outcomes Discussion) (E.124)
[170] ViaTron Inc. Contracts with COC (E.125)

In 2013, Admissions and Records completed imaging all records from 1969 to 2012. This includes all external transcripts, registration transactions, petitions, grades, student records, and all other college records located in the warehouse and vault. The Admissions and Records office has also purchased scanners for each employee to keep up with the incoming paperwork. The plan for the future is to move all petitions online and have an established workflow process to archive all petitions as they are received. Scanners were also purchased for the front counter staff to image all records as they are received to prohibit the need for future storage of paper documents and records.

Since 2009, the District has cleaned the storage facility. Each office has gone through all records stored in the facility and destroyed or disposed of any and all records no longer needed. The storage facility was then swept and cleaned. The Admissions and Records office also secured all records in the event of an earthquake. The file structures are banded together and the boxes are roped in to prevent boxes from falling.

Table 15. Record of the process used for student records imaging

Record	Timeline for imaging	Cost
Student file folders (1977-1999) Roughly 700 boxes	2011/12	$157,500
Student registration slips (80	2012/13	$18,000
Student Petitions (150 boxes)	2013/14	$34,000
Vault/A&R office	2014/15	$50,000

CONCLUSION FOR RECOMMENDATION #2

The College has expended the necessary resources to comply with the recommendation regarding security of student records. A team effort was used to sort, clean and prepare documents for imaging. Even in tight financial times, the commitment remained to secure records electronically. The College believes it has complied with this recommendation.

RECOMMENDATION #3

Standard II: Student Learning Programs and Services

The team recommends that the College undertake a program review of library services. Without a current library program review, library services cannot be systematically assessed using student learning outcomes and other appropriate measures in order to improve the effectiveness of the libraries at the Valencia and Canyon Country Campuses.

A Library program review was completed on March 6, 2009. It has been updated annually since then, including March 2, 2010, March 2, 2011, and every year thereafter.[171] [172] [173]

The Library writes a program review annually in coordination with the 3-year cycle that other campus academic and administrative units follow. In the most recent cycle, which ended with the 2013-2014 academic year, the Library included two overarching administrative unit outcomes (AUOs) in its program review:[174]

- Students who use library services will familiarize themselves with, and navigate successfully, a variety of subscription databases available at the College.
- Students who use library services will perceive the Library as a comfortable place to meet and do research.

The program review document further includes information on the means of assessment for each, a summary of the respective sets of data, and indication of how the results have been put into use. For example, the Annual Student Surveys include questions on the Library as a place. The program review tracks satisfaction rates stretching back from 2012, which was the most recent set of survey results available, to 2006.[175] One of the ways in which the Library has used the results is to inform decisions on how to bring services at the Canyon Country location more in line with those offered at the Valencia campus.

[171] Library Program Review Year 1 Update (2008-2009) (E.126)
[172] Library Program Review Year 2 Update (2009-2010) (E.127)
[173] Library Program Review Year 3 Update (2010-2011) (E.128)
[174] Library Program Review Year 3 Update (2013-2014) (E.129)
[175] Library Program Review Year 3 Update (2013-2014) (E.129)

In 2014-2015 the College will begin a new cycle of program review. This will present the Library with the opportunity to reconsider and potentially revise its AUOs.

During 2010-11, planning discussions for the Library expansion project took place with the Vice President of Instruction, Vice President of Facilities, and the Director of IT Services. Further, library staff generated ideas for features of operations in the expanded Library during a division meeting on November 19, 2010.[176]

Construction is now complete on a $15 million dollar expansion of the Library at the Valencia Campus. The library team worked diligently to program the new space to benefit the students. The information from the program review process ensured that appropriate decisions were made regarding the building's structure and services. Concurrent with the excitement of the new building, plans were also made to ensure that the library services at the Canyon Country campus were proportionally equal.[177]

CONCLUSION FOR RECOMMENDATION #3

A Library expansion of 20,000 square feet is complete. The library team has embraced the need for ongoing program reviews and current reviews present an accurate snapshot of:

- Current service to students
- Ways to serve students better
- Resources needed to serve students better

Planning activities and accomplishments, combined with a $15 million expansion of the Library space since the 2008 accreditation visit, are evidence of the College having addressed this recommendation.[178] The Library and Learning Center remain key components of this College's success and are appreciated by the College community.

[176] Learning Resource Division Meeting Agenda 11-10-10 and Minutes 11-19-10 (E.130)

[177] Learning Resource Division Meeting Agenda 11-10-10 and Minutes 11-19-10 (E.130)

[178] Exterior and Interior rendering of the $15 million library expansion (E.131)

The College of the Canyons Mission Statement shows its emphasis on serving students from diverse backgrounds, with educational goals increasingly focused on transferring, earning an associate degree, or developing job skills, purposes appropriate to an institution of higher learning.

Standard I.A
Standard 1.B

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

Standard 1.A

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

Descriptive Summary

College of the Canyons clearly defines its broad educational purposes in its current *Mission Statement*:[179]

> As an innovative institution of excellence, College of the Canyons offers an accessible, enriching education that provides students with essential academic skills and prepares students for transfer education, workforce-skills development, and the attainment of learning outcomes corresponding to their educational goals. To fulfill its mission, College of the Canyons embraces diversity, fosters technical competencies, supports the development of global responsibility, and engages students and the community in scholarly inquiry, creative partnerships, and the application of knowledge.

The College's current *Vision Statement*[180] underscores its determination to position itself at the vanguard of educational approaches, including pedagogy, technology, community partnerships, and campus culture—all in the interest of student learning and support:

> College of the Canyons is dedicated to being a leading two-year college, recognized locally, regionally, statewide and nationally for technical advancement, institutional effectiveness, student support, model academic and professional programs, excellence in teaching and learning, fostering a broad range of community partnerships, maximizing student access, and for the sense of community that we provide to our students and staff.

The College's current *Philosophy Statement*[181] describes its institutional beliefs. We believe in:

- **Teaching and Learning**
  We honor and reward high performance for teaching and learning.
- **Respect for All People**
  We foster a climate characterized by civility, collegiality and acceptance. We expect honesty, integrity, social responsibility and ethical behavior.
- **Partnership with the Community**
  We create relationships providing the foundation of success for chosen current and future partnerships with local schools, colleges and universities, businesses, government and social agencies. These partnerships advance the educational, artistic, civic, cultural and economic aspirations of the surrounding community.
- **Excellence**
  We set the highest standards for ourselves and support the professional development of faculty, staff and administrators.
- **Creativity and Innovation**
  We are an innovative and creative community. We encourage members of the college community to be entrepreneurial, forward thinking, creative, persistent, and spontaneous and welcome changes that will enhance the College's ability to fulfill its mission.

The College's educational purpose stated in the *Mission* is consistent with the primary mission of the California Community Colleges as articulated in Education Code Section 66010.4.[182] The first primary mission is to offer lower-division academic and vocational

[179] Mission Statement (E.2)
[180] Vision Statement (E.132)
[181] Philosophy Statement (E.133)
[182] California Education Code § 66010.4 (E. 224)

instruction to a diverse student population. To support this, the College provides basic skills instruction, including English as a Second Language (ESL), English, and mathematics.

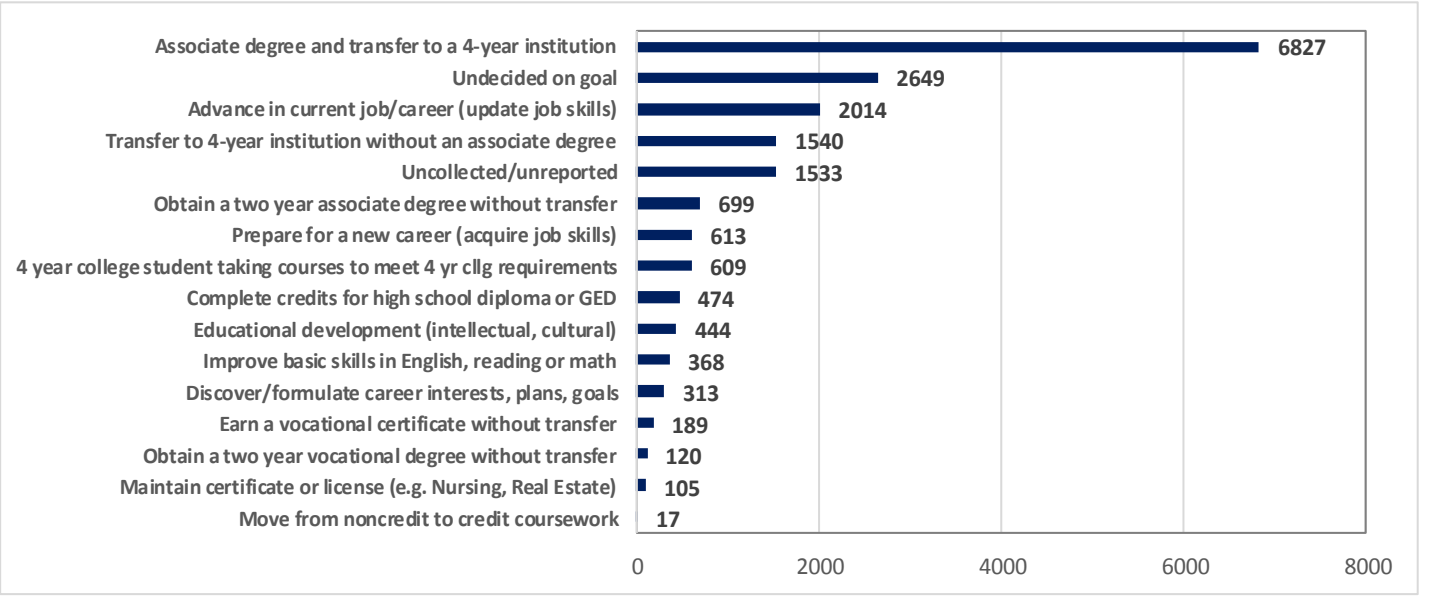
In addition to the credit and non-credit instructional programs, and based on environmental scans, the College continues to provide economic development training and services to the business community and student population via a variety of job- and service-oriented branches that include the College's Center for Applied and Competitive Technologies (CACT), the Employee Training Institute (ETI), the Fast Track Institute, the Small Business Development Center (SBDC), the Santa Clarita WorkSource Center, and the Center for International Trade and Development (CITD).[183] The demand for access to upgraded training for the student population and employees, the development of new training initiatives, and the augmenting of the College's regular curriculum to accommodate emerging technologies—all of these enable the College to remain responsive to the needs of its students, local businesses, and industry in support of economic development in the region.

As indicated by the *Mission Statement*, the College is committed to helping all students attain learning outcomes corresponding to their educational goals.

Educational Purposes

The educational goals of students illustrated in Figure 14[184] reflect the *Mission Statement's* focus on "essential academic skills" that prepare students for "transfer education, workforce-skills development, and the attainment of learning outcomes." The overall percentage with the goal of transferring, obtaining an associate degree, or developing job skills is 99 percent.[185]

Figure 14. Student Educational Goals Fall 2013 (Also found in the Introduction)



[183] Economic Development Division Website (E.134)
[184] Fact Book 2013-2014 (June 2014) page 50 (E.135)
[185] 11th Annual Student Survey Student Services and Instruction Fall 2013 Rpt #283 (E. 225)

Intended Students

One source the College uses in evaluating access it provides to its intended students is the degree to which the composition of the students looks like the community. As is reflected in Table 1,[186] the ethnic distribution of COC students is similar to the Santa Clarita Valley, with a slight overrepresentation of Latino students and slight underrepresentation of White students. Within two years, about 60 percent of local high school graduates will attend the College, and the ethnic distribution represents the community, demonstrating the *Mission Statement's* emphasis on offering an "accessible education" for the community. [187]

Table 1. Ethnicity (Also found in the Introduction)

	Santa Clarita Valley	College of the Canyons
African American	4.4%	4.8%
Asian/Asian-American	11.4%	8.5%
Latino/Hispanic	30.9%	43.4%
Native American	0.2%	0.2%
White	49.7%	38.2%
Other/Multi-Racial	3.3%	4.0%
Unknown/Declined to state	N/A	0.8%

The College's commitment to making education accessible to students with low income is reflected in a dramatic increase in students receiving financial aid. For the Board of Governor's Fee Waiver, the number of students receiving the award more than doubled from 3,589 in 2006-07 to 7,741 in 2011-12.

Further, in support of basic skills, the College examines placement test scores in math and English and gathers evidence of retention and success rates in developmental math and English courses.[188] The College also tracks the number of degrees and certificates awarded, as well as transfer and completion rates.[189]

Commitment to Student Learning

Fostering a College-wide commitment to student learning, College of the Canyons engages faculty and staff in a variety of robust planning and evaluation processes. Faculty regularly assess and revise Student Learning Outcomes.[190] The annual program review planning process[191] includes department objectives related to Student Learning Outcomes assessment.

The College also identifies Institution-Set Standards[192] that define minimum performance indicators in areas such as completion (or success) rates, fall-to-fall retention (or persistence) rates, degrees and certificates awarded, transfers, and progression rates for Basic Skills math, English, and ESL.

[186] Fact Book 2013-2014 (June 2014) page 25 (E.136)
[187] Fact Book 2013-2014 (June 2014) page 22 (E.137)
[188] Fact Book 2013-2014 (June 2014) pages 51 and 106 (E.138)
[189] Degree Certificate Transfer Completion Data (E.139)
[190] Academic Program Review 2012-2013 SLO Samples and CurricUNET Assessment Module Instructions (E.140)
[191] Academic Program Review Template Year 3 Update (2013-14) (E.17)
[192] Institution-Set Standards (E. 226)

Table 5. Performance Indicators (Also found in the Introduction)

ACCJC Annual Survey Items	Average Baseline (2012-13)	Standard (Aspirational Goal for 2015-16)	2013-14 Performance
Completion (success) - fall term	74%	76%	73%
Retention Fall to Fall (persistence)	57%	60%	68%
AA/AS Degrees Academic Year (AY)	1,061	1,114	847
Certificates of Achievement AY	466	489	549
Number of Transfers AY	1,884	1,978	1,753
Progression-Basic Skills to College Level English	37%	39%	53%
Progression-Basic Skills to College Level Math	36%	38%	40%
Progression-Basic Skills to College Level ESL	21%	22%	29%
Career Technical Education Completion*	45%	47%	48%

*Pending approval by Performance Indicators committee.

Self Evaluation

The College meets this standard. The College of the Canyons *Mission Statement* shows its emphasis on serving students from diverse backgrounds, with educational goals increasingly focused on transferring, earning an associate degree, or developing job skills, purposes appropriate to an institution of higher learning.

Actionable Improvement Plans:

None.

Standard 1.A.1 - Learning programs and services

The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

Descriptive Summary

The College has developed 40 new instructional programs in the past five years, in order to better serve its students. These new programs range from noncredit certificates in basic skills areas, to new associate degrees for transfer in response to SB 1440, to certificates in high-demand CTE fields, such as gerontology, and robotic welding. For a full listing of new programs developed in the last five years, please see Table 16.[193]

[193] New Programs 2008-2009 through 05-27-14 (E.141)

Table 16. New Programs 2008-09 through the Present

New Programs 2008-09 through 05/27/2014	
Program Name	**Type of Award**
Communication Studies	A.A. Degree
Communication Studies	A.A.-T Degree
Computer Networking	Certificate of Achievement: 18 or greater semester (or 27 or greater quarter) units
Computer Networking	A.S. Degree
CSU General Education Breadth	Certificate of Achievement: 18 or greater semester (or 27 or greater quarter) units
Early Childhood Education	A.S.-T Degree
Engineering	A.S. Degree
English as a Second Language	Certificate of Completion
ESL/Beginning Level	Certificate of Competency
ESL/Intermediate Level	Certificate of Competency
Filmmaking	A.A. Degree
General Education Development Preparation	Certificate of Completion
Geography	A.A.-T Degree
Geology	A.S.-T Degree
IGETC	Certificate of Achievement: 18 or greater semester (or 27 or greater quarter) units
Land Surveying	A.S. Degree
Land Surveying	Certificate of Achievement: 18 or greater semester (or 27 or greater quarter) units
Liberal Arts and Sciences: Humanities	A.A. Degree
Liberal Arts and Sciences: Mathematics and Science	A.A. Degree
Liberal Arts and Sciences: Social Science	A.A. Degree
Liberal Studies - Elementary Teaching Preparation	A.A. Degree
Mathematics	A.S.-T Degree
Medical Laboratory Technician	A.S. Degree
New Media Journalism	A.A. Degree

New Programs 2008-09 through 05/27/2014 (Continued)	
Program Name	**Type of Award**
Nursing: Registered Nurse	A.S. Degree
Philosophy	A.A. Degree
Physics	A.S.-T Degree
Political Science	A.A.-T Degree
Psychology	A.A. Degree
Psychology	A.A.-T Degree
Sociology	A.A. Degree
Sociology	A.A.-T Degree
Sound Arts	A.A. Degree
Theatre Arts	A.A.-T Degree
Water Systems Technology	Certificate of Achievement:18 or greater semester (or 27 or greater quarter) units

New CTE programs are developed following a study of local and regional labor market needs.[194] In addition to new programs, in the past five years the College has created or updated 1,063 courses to ensure that they remain relevant to workforce needs or transfer.

The College continues to maintain and add a wide variety of programs and services designed to support its student population. The following programs and services are aligned with the College's *Mission* and use student input and studies of institutional effectiveness to improve services to students: Admissions and Records, Counseling/Matriculation, Assessment/Placement, Financial Aid, EOPS, DSPS, MESA, Student Nutrition & Wellness Advocates at COC (SNAC), Adult Re-entry/Veterans Center, Health and Wellness Center, Career Services, Transfer Center, Children's Center, and CACT/ETI/Santa Clarita CITD.[195]

The Learning Center (TLC) offers many services, including tutoring, Supplemental Learning Workshops,[196] and self-paced Guided Learning Activities in English, ESL, mathematics, social sciences and learning skills. Student feedback was solicited when this program was being designed to ensure that it meets student needs.[197]

Through a wide range of course delivery modalities, the College gives students options that suit their diverse needs, goals, and preferred learning formats (accelerated, traditional, and online). To meet its mission of transfer, and in conjunction with SB 1440, the College has developed AS-T/AA-T degrees in geography, theatre, psychology, sociology, physics, communication studies, political science, computer science, early childhood education, geology, and mathematics (please see Table 16). Further, the College also provides students a range of alternative course delivery modalities, including accelerated courses (Math 075 and English 096) that aim to improve retention and progression rates by rethinking developmental curriculum design, Honors courses, and programs such as GO!, PAL, NOW, PACE,[198] and First Year Experience (FYE).

The College regularly schedules activities and events that meet local needs and foster student success. The Summer Rush and Fall

[194] Needs Assessment (Samples) (E. 227)
[195] Action Implications Annual Student Survey Spring 2012 and Faculty/Staff Survey Fall 2012 (E.142)
[196] Supplemental Learning Workshop Descriptions and Offerings Spring 2014 (E. 228)
[197] Final Report Skills4Success English Faculty Inquiry Group (E.143)
[198] Distance Learning Website (E.144)

Rush[199] events give students personalized assistance with registration, counseling, and financial aid. Welcome Week and Club Rush introduce students to academic and extracurricular opportunities on campus, and a wide variety of student clubs[200] enable students to network with others who share their interests.

Students have additional opportunities that complement instructional programs for engagement and challenge through the Honors Leadership Conference,[201] the TEDx Conference,[202] Model U.N.,[203] Speech and Debate,[204] International Education, and the Sustainability Center.[205] To meet specific student needs, the College offers workshops through the Adult Re-entry/Veterans Center (workshop series and mentor program),[206] EOPS,[207] Counseling (Academic CPR and Academic Advisement),[208] and The Learning Center (Supplemental Learning Workshops and self-paced Guided Learning Activities).[209]

A variety of events and activities also help students make decisions about their academic focus and career. Through MajorQuest,[210] students explore possible majors; this year, 29 academic departments served 300 students. Through Resume Workshops, Job Fairs, and College2Career Days, students explore possible career paths and gain preparation for the workforce.[211] Via staff visits to various classes, the Education to Employment (E2E)[212] program encourages students to declare an intended major and identifies those who need CTE internships. The College also offers workshops in CTE pedagogy.[213]

Through various orientations, College of the Canyons promotes student success by preparing students for specific courses and programs. Students who wish to enroll in Personalized Accelerated Learning (PAL) courses complete an orientation on the rigors of the program.[214] Students interested in online courses can complete the distance learning orientation,[215] and Counseling offers additional support through the course, Distance Learning and Strategies for Success.[216] The Cooperative Work Experience Education program (CWEE) also offers an online orientation.[217]

To address students' financial needs, and reduce their financial and employment burden, Financial Aid seeks awards for all eligible students, while also working to reduce financial aid fraud. As a result of these efforts and reflective of the need, student awards have increased from $6,069,213 in 2007-08 to $20,320,287 in 2012-13.[218] As previously noted, BOG fee waivers have also increased from 3,650 in 2007-08 to 8,710 in 2012-13.[219] The College of the Canyons Foundation also raises money for college programs and scholarships. The total amount the COC Foundation raised for student scholarships, between July 1, 2008 and June 30, 2013, was $1,675,158.

To further promote student success, the College offers instructors and staff members various FLEX workshops[220] in student services, best practices, and the improvement of pedagogy. In addition, faculty who wish to teach online courses must first complete an Online Teaching Certificate[221] (39 hours of coursework). Eighty-four faculty members (adjunct and full-time) have completed the requirements for the Online Teaching Certificate.

Discussions with Key Constituents

On a regular basis, key constituents at the College—college committees, faculty and staff, students, and the Board of Trustees—re-

[199] Summer and Fall 2013 Rush Marketing Materials (E.145)
[200] Student Development List of Clubs and Organizations Website (E.146)
[201] Honors Program Website (E. 229)
[202] TEDx Website College of the Canyons 04-18-13 (E.147)
[203] Model U.N. Website (E.148)
[204] Speech Team Website (E.149)
[205] Sustainable Development Committee Intranet Website (E.150)
[206] Adult Re-entry Success Workshops Website (E.151)
[207] EOPS Services Website (E.152)
[208] Counseling Workshops Website (E.153)
[209] Supplemental Learning Workshops Website (E. 230)
[210] All College Staff Meeting November 2013 Major Quest Slide #82 (E.154)
[211] Career Services & Job Placement Website (E.155)
[212] Education to Employment (e2e) (E.156)
[213] CTE Faculty Professional Development Flier (E.157)
[214] PAL Orientation Website (E.158)
[215] Orientation to Online and Hybrid Classes (E.159)
[216] Distance Learning and Strategies for Success (COUNS-070) Course Outline of Record (E.160)
[217] CWEE Online Orientation Website (E.161)
[218] Fact Book 2013-14 (June 2014) page 45 (E.162)
[219] Fact Book 2013-14 (June 2014) page 44 (E.163)
[220] FLEX Program Review Workshops by Strategic Goal 2009-10 to 2012-13 (E. 231)
[221] Online Teaching Requirements Website (E.59)

view and discuss the *Mission Statement* and evaluate its current relevance to student learning. The College Planning Team (CPT), which includes representatives from the Academic Senate, Associated Student Government (ASG), student services, and other administrative departments and offices, leads the process for updating the *Mission Statement*. They most recently updated it in 2010[222] and again in 2013.[223]

In 2010, during the process of updating the *Mission Statement*, CPT held considerable discussion and formed a subcommittee for this specific purpose.[224] A major topic was narrowing the *Mission* in response to changes in priorities from the California Community College Chancellor's Office (CCCCO). The result is an emphasis on "essential academic skills" and preparing "students for transfer education, workforce-skills development, and the attainment of learning outcomes corresponding to their educational goals."

At that time, the College removed "lifelong learning programs" from the *Mission Statement*—a revision aligning it with the overall mission of California community colleges, emphasizing the importance of transfer, basic skills, and Career Technical Education (CTE).

The *Mission Statement* is intended to support the College's flexibility—its ability to foresee and adapt to changing conditions. In 2013, the College revised the *Mission Statement* again, adding the concept of global responsibility. This reflects a growing interest in infusing international education into programs at the College, and having a significant unique impact on student learning.

Statements about Student Learning

By emphasizing the "attaining of learning outcomes corresponding to [students'] educational goals," the College's *Mission Statement* makes its purpose clear. Furthermore, it emphasizes the fundamental educational purpose of the College—to provide essential academic skills and prepare students for transfer education. Broadly, the statement makes clear that the institution strives to help all students achieve goal-appropriate outcomes. More specifically, the statement articulates the College's determination to support students who are seeking job skills as well as those who intend to transfer to a four-year institution.

Response to Student Needs

College of the Canyons regularly conducts research to assess institutional effectiveness and ensure it is meeting students' needs. In the past five years, the College completed 165 studies,[225] including Institutional Research reports; Research Briefs and Evaluation Briefs; annual Academic Program Reviews; Administrative Program Reviews; and surveys of student needs and satisfaction. These studies, discussed in greater length in the next section, are used to determine the extent to which the College is addressing students' needs.

In this regard, it is important to highlight a series of annual surveys. The Institutional Research department works with many offices and departments on campus to conduct student surveys, with special forms for students at the Canyon Country Campus, at the Valencia campus, and taking classes online. The surveys are extensive, including satisfaction ratings for instructional services, student services, and other services, including:

- College website (75%-Valencia and 80%-Canyon Country indicated Satisfied/Very Satisfied)[226]
- TLC (Learning Center) (83%-Valencia and 70%-Canyon Country indicated Satisfied/Very Satisfied)[227]
- Overall Quality of Instruction (84%-Valencia and 79%-Canyon Country indicated Satisfied/Very Satisfied)[228]

Departments use the results to develop new objectives, which they document and track through their department program reviews. For example, data from the Faculty/Staff Survey resulted in the following:

- The online system Ask Canyons, which improves access to frequently asked questions online

[222] CPT Meeting Minutes and Agenda (Mission Statement Discussion Samples) (E.164)
[223] Board of Trustees Meeting Minutes 12-08-10 and Agenda from 11-05-13 (E. 232)
[224] Mission Statements Through the Years (E. 233)
[225] Institutional Research Reports Since 2009-10 (E. 234)
[226] 10th Annual Student Survey Student Services Fall 2012 Rpt #278 (E. 235)
[227] 10th Annual Student Survey Student Services Fall 2012 Rpt #278 (E. 235)
[228] 10th Annual Student Survey Instruction Fall 2012 Rpt #278 (E.165)

- Additional faculty training opportunities for online teaching and learning
- Outreach efforts to improve awareness of Grants Development Office information and processes
- Creation of a mental health first aid program for faculty, staff, and students[229]

The College also encourages student participation in planning and governance committees, and students participate in a number of committees, including CPT, the Academic Senate, the Honors Steering Committee**,** and all collegial consultation committees.[230] The Board of Trustees regularly holds joint meetings with the ASG in order to allow for clear communication between the Board and the students regarding student needs.[231]

Assessments of Institutional Effectiveness
College of the Canyons regularly conducts research in order to assess institutional effectiveness. The products of such studies include Institutional Research reports; Research Briefs and Evaluation Briefs;[232] annual Academic Program Reviews;[233] Administrative Program Reviews;[234] Student Learning Outcomes (SLO)s; and surveys of student needs and satisfaction. By means of these studies, the College determines the extent to which it is effective in addressing students' needs.

The College completed 165 Institutional Research (IR) reports since 2008.[235] These reports included the following topics:

- Progression from basic skills to degree applicable courses
- Online and accelerated learning, including Math 075, English 096, GO (five-week online classes), PAL (two eight-week English and Math classes), and NOW (on-ground 5-week classes)
- Labor market studies
- Basic skills initiative funded projects
- Articulation with local high school English and math faculty
- Satisfaction surveys for students, faculty and staff
- Grant evaluations
- Program planning/evaluation surveys
- Placement validation
- Learning outcomes

In addition to the IR reports, the SLOs and Performance Indicators are included in every department program review through the online Program Planning and Review system.

College-wide measures of institutional effectiveness are also used and documented in the following planning documents:

- 2012-2018 *Educational and Facilities Master Plan* [236]
- 2012/15 Strategic Plan, Highlighted Goals[237]
- *Technology Master Plan*, 2011-2016[238]
- Demonstrating the Value of College of the Canyons, October 2013[239]
- Dream. Think. Do! Canyons Annual Report, 2012-2013[240]
- Just the Facts: *Fact Book* for College of the Canyons, 2013-14[241]
- Fact Sheet[242]

As was previously mentioned, the College has also established Institution Performance Indicators and Standards.[243] Table 5 above lists indicators and the aspirational targets or institution-set standards, which have been established for each.

Self Evaluation
The College meets this standard. Key constituents regularly review student needs and institutional effectiveness as programs and services are developed and refined.

Actionable Improvement Plans
None.

[229] Action Implications (Samples) (E. 236)
[230] Academic Senate Meeting Minutes 10-24-13 and CPT Meeting Minutes 10-14-13 (E.166)
[231] Board of Trustees Meeting Agenda 10-23-13 (E.167)
[232] Institutional Research Reports Since 2009-10 (E. 234)
[233] Academic Program Review Year 2 Update (2012-13) Intranet Website (E. 237)
[234] Administrative Program Review Year 2 Update (2012-13) Intranet Website (E. 238)
[235] Institutional Research Reports Since 2009-10 (E. 234)
[236] Educational and Facilities Master Plan 2012-2018 (E.37)
[237] Strategic Plan Highlighted Goals 2012-15 (E.39)
[238] Technology Master Plan 2011-16 (E.43)
[239] Economic Impact Executive Summary October 2013 (E.168)
[240] Annual Report 2012-13 (E. 239)
[241] Fact Book 2013-2014 (June 2014) (E. 240)
[242] Fact Sheets 2009, 2010, 2011, 2012 (E.169)
[243] Institution-Set Standards (E. 226)

Standard 1.A.2

The Mission Statement is approved by the governing board and published.

Descriptive Summary

During the past six years, the Board of Trustees approved revisions to the *Mission Statement* twice, first on December 8, 2010, and again on December 4, 2013.[244] Per its policy, approval of the *Mission Statement* is one of the Board's responsibilities.

The *Mission Statement* is published in the *College Catalog*,[245] in the *Fact Book*,[246] and on the College's website.[247] It is also in every planning document, including Academic Program Review,[248] Administrative Program Review,[249] the *Educational and Facilities Master Plan* 2012-2018,[250] *Strategic Plan Goals* 2012-2015,[251] and *Technology Master Plan* 2011-2016.[252]

Self Evaluation

The College meets this standard. The *Mission Statement* is approved by the Board of Trustees and published in multiple locations and formats.

Actionable Improvement Plans

None.

Standard 1.A.3

Using the institution's governance and decision-making processes, the institution reviews its Mission Statement on a regular basis and revises it as necessary.

Descriptive Summary

College of the Canyons has in place effective mechanisms for reviewing and revising the *Mission Statement* through its governance and decision-making processes.

The CPT regularly leads review and revision of the *Mission*,[253,254] encouraging input from a variety of stakeholders such as representatives of the Academic Senate and the ASG. CPT includes faculty, staff, and managers from across the College. Furthermore, CPT is an open committee and all interested in participating are welcome. The current membership includes 50 faculty, classified staff, and managers from diverse departments across the campus.[255]

The College has reviewed and revised the *Mission Statement* regularly, most recently in 2010 and 2013.[256]

Effectiveness of Periodic Review Process

College of the Canyons determines the effectiveness of its processes by the results. This includes the effectiveness of the process for reviewing the *Mission Statement* and for incorporating the interests of key stakeholders. The group that initially develops the *Mission Statement* includes a broad cross section of campus constituencies, and changes are then brought through the formal decision-making process described above.

The *Mission Statement* is intimately tied to every planning document, from College-wide planning documents like the *Educational and Facilities Master Plan*, the *Strategic Plan*, and *Technology Master Plan* to department planning and review. As a result of this close relationship, the College community regularly engages in dialog to ensure that there is a strong alignment of efforts with the *Mission Statement*. Ultimately, success is measured by the 584 department objectives and 745 additional accomplishments that are documented in the *2012-2015 Strategic Plan* "Review of Accomplishments" section for 2008-2011.[257]

Effectiveness of Approval Process and Communication

While the College communicates the *Mission Statement* through every planning document that faculty and staff use, it also assesses

[244] Board of Trustees Meeting Minutes 12-04-13 (E. 241)
[245] College Catalog page 5 (E.46)
[246] Fact Book 2013-2014 (June 2014) (E. 240)
[247] Mission Statement (E.2)
[248] Academic Program Review Year 2 Update (2012-13) Intranet Website (E. 237)
[249] Administrative Program Review Year 2 Update (2012-13) Intranet Website (E. 238)
[250] Educational and Facilities Master Plan 2012-2018 (E.37)
[251] Strategic Plan Highlighted Goals 2012-15 (E.39)
[252] Technology Master Plan 2011-16 (E.43)
[253] CPT Meeting Minutes and Agenda (Mission Statement Discussion Samples) (E.164)
[254] Mission Statements Through the Years (E. 233)
[255] CPT Membership List (December 2013) (E. 171)
[256] Mission Statements Through the Years (E. 233)
[257] Strategic Plan Accomplishments Relative to 2008 Action Priorities (E. 242)

the degree to which communication of the *Mission Statement* to students is effective through posters, publications, and the website. This assessment is done via regular student surveys to a random sample of course sections at both the Valencia and the Canyon Country campuses. The percentage of students indicating they are aware of the *Mission Statement* has been increasing and is now 52 percent for the Valencia campus and 56 percent for the Canyon Country Campus, with an additional 29 percent at each campus indicating "neutral." Only 16 percent of students at the Valencia Campus and 15 percent at the Canyon Country Campus indicated that they "disagree" or "strongly disagree" with the statement about awareness of the *Mission Statement*.[258]

Since 2008, the College has updated the *Mission Statement* twice.[259] The revisions were prompted and informed by community needs, legislative changes,[260] and priority changes from the California Community College Chancellor's Office.[261] For example, in 2010, the College revised the *Mission Statement* to reflect the narrowing of community college missions statewide, focusing on basic skills, CTE, and transfer education while removing lifelong learning. Making these changes involved significant dialog. A subcommittee of CPT was formed to draft the actual changes. The revised *Mission Statement*, approved by the Board of Trustees on December 8, 2010,[262] reflected this intent.

Most recently, in 2013 the College revised the *Mission*, following dialog at CPT.[263] CPT solicited input from members of the committee on whether or not changes were needed. Several changes were identified. These changes included expanding the *Mission Statement* to include the ideas of "innovative institutional excellence," "technical competencies," and "global responsibility." The changes were drafted and sent to CPT for approval. Once approved by CPT, they were presented to the Board of Trustees. The Board of Trustees approved the revised *Mission Statement* on December 4, 2013.[264]

Self Evaluation

The College meets this standard. Key entities regularly review the *Mission Statement* and assess the effectiveness of the process for developing it.

Actionable Improvement Plans

None.

[258] 11th Annual Student Survey Student Services and Instruction Fall 2013 Rpt #283 (E. 225)
[259] Board of Trustees Meeting Minutes 12-08-10 and Agenda from 11-05-13 (E. 232)
[260] California Education Code § 66010.4 (E. 224)
[261] News Articles LA Times 02-25-10, Coast Report Online 11-15-11, and CCCCO Press Release 08-27-10 and California Community Colleges Chancellor's Office Press Release 03-27-13 (E. 172)
[262] Board of Trustees Meeting Minutes 12-08-10 (E. 173)
[263] CPT Meeting Minutes 10-14-13 and Agenda 11-18-13 (E. 174)
[264] Board of Trustees Meeting Minutes 12-04-13 (E. 241)

Standard 1.A.4

The institution's mission is central to institutional planning and decision making.

Descriptive Summary

The *Mission Statement* is included and forms the foundation of key planning and decision-making processes.

Figure 23. Mission, Values, Beliefs

Research, resources, and institutional mission, values and beliefs influence all components of the planning process.

As depicted in Figure 23,[265] the *Mission Statement*, like data, is integral to all planning. Every planning document, from college-wide plans like the *Educational and Facilities Master Plan*,[266] *Strategic Plan*,[267] and *Technology Master Plan*,[268] begin with the College's *Mission, Values,* and *Philosophy*. Similarly, department planning, through the online Program Planning and Review[269,270] system, begins with the *Mission Statement*.

Self Evaluation

The College meets this standard. While reflection on the *Mission Statement* begins every planning process, the elimination of "lifelong learning" from the *Mission Statement* and the focus on remedial, transfer, and career and technical education (CTE) in response to community need, reflecting changing state priorities and limited funding, provides a striking example of the impact of changes to the *Mission Statement*. Because of the change in the *Mission*, the College stopped offering older adult non-credit programs. After significant dialog, the institution believed these changes were important to be consistent with statewide policy and in order to meet local needs, given limited funding.

Actionable Improvement Plans

None.

[265] Fact Book 2013-2014 (June 2014) page 12 (E. 175)
[266] Educational and Facilities Master Plan 2012-2018 (E.37)
[267] Strategic Plan Highlighted Goals 2012-15 (E.39)
[268] Technology Master Plan 2011-16 (E.43)
[269] Academic Program Review Year 2 Update (2012-13) Intranet Website (E. 237)
[270] Administrative Program Review Year 2 Update (2012-13) Intranet Website (E. 238)

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College of the Canyons engages the College community in dialog at all levels. Discussions within departments lead to efforts to improve student learning and institutional processes.

Standard IB – Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

The following sections provide detailed descriptions of how individual departments and college-wide committees analyze measures of institutional effectiveness, use the information in developing action plans, and re-evaluate progress on measures of institutional effectiveness. Measures of institutional effectiveness included in the following sections are comprehensive, including student learning outcomes (course, program, and institutional), other institutional performance outcomes, other department student outcomes, and progress on attaining strategic goals and department objectives. The following sections also include descriptions of how planning processes use surveys of students, faculty, staff, managers, and community members or other research reports to inform planning efforts. Presented are also the outcomes of planning processes, engagement of stakeholders, and evaluation of planning processes. Included in the description of planning is the Online Program Review system used by the College, which integrates department planning, budget development, and college-wide strategic planning. The College's online planning system has recently won two statewide awards: the RP Group Excellence in Planning Award, and the California Community College Chancellor's Office Technology Focus Award.

Standard I.B.1

The institution maintains an ongoing, collegial, self-reflective dialog about the continuous improvement of student learning and institutional processes.

Descriptive Summary

College of the Canyons engages the College community in dialog at all levels. Discussions within departments lead to efforts to improve student learning and institutional processes.

Improvement of institutional processes and student learning occurs within departmental and college-wide committees. Each of the 138 departments at the College completes Program Review.[271,272] In completing these reviews, departments engage in reflective dialog about Student Learning Outcomes (SLOs), Administrative Unit Outcomes (AUOs), other Performance Indicators, and the completion of department objectives tied to the College's strategic goals. The participants are classified staff, managers, and faculty. For 2012-2013 alone, the following numbers of personnel participated in the program review process:

- 288 faculty (including full-time and adjunct faculty specifically named in Program Review)
- 118 classified staff
- 58 managers and administrators

Furthermore, the College encourages faculty, staff, and managers to participate in College-wide planning. The following numbers of faculty and staff participated in such planning through College committees:[273]

- 132 faculty
- 29 classified staff
- 52 managers and administrators

While faculty and staff are assigned to committees, many college wide committees are open to anyone interested in participating—committees such as the College Planning Team (CPT), the Technology Committee, the President's Advisory Committee-Budget (PAC-B), and Skills4Success (S4S).

Every year for the past five years, the Board of Trustees has posted an agenda item for, and then discussed, the College's performance on Performance Indicators in the Accountability Reporting for the Community Colleges (ARCC) report.[274] In May 2013, this discussion was expanded to include additional Performance Indicators.

[271] Academic Program Review Year 2 Update (2012-13) Intranet Website (E. 237)
[272] Administrative Program Review Year 2 Update (2012-13) Intranet Website (E. 238)
[273] Collegial Consultation Committee Lists 2013-14 (E. 243)
[274] Board of Trustees Meeting Agendas (ARCC and Scorecard Data Samples) (E. 244)

Structure and Purpose of Dialogue

When updating the District and Canyon County *Educational and Facilities Master Plans* (EFMPs)[275] every five years, the College engages every instructional and administrative department on campus. First, information is automatically pulled from the Program Review. Next, the College uses this information—combined with long-term enrollment projections and a variety of data pertaining to the College, community, and state—in interviewing all departments on campus about their long-term educational objectives and resulting needs, including staffing, equipment, and facilities.

As with the EFMPs, the College updates the *Strategic Plan*[276] by first automatically pulling accomplishments and objectives from every department's Program Review.[277,278] CPT then analyzes the accomplishments and objectives to address strengths and gaps across the goals. The College identifies additional objectives and enters them into program review; subsequently, the College pulls the accomplishments and objectives for the *Strategic Plan*. Using this process ensures that the *Strategic Plan* includes every department and that there is 100 percent correspondence between the *Strategic Plan* and departmental program reviews.

Subjects Addressed and Impact on Student Learning

In addition to the Program Review and *Strategic Plan* processes, at the request of departments, Institutional Research (IR) has completed 165[279] research reports in the past five years, including but not limited to the following topics:

- Progression from basic skills to degree applicable courses
- Online and accelerated learning, including Math 075, English 096, GO, PAL and NOW
- Labor market studies
- Basic Skills Initiative-funded projects
- Articulation with local high school English and math faculty
- Satisfaction surveys for students, faculty and staff
- Grant evaluations
- Program planning/evaluation surveys
- Placement validation
- Learning outcomes

To formalize the dialogue, the College requests that departments develop action implications[280] for all research reports, identifying what they will do in response to the data.

In 2012-13, the College further refined the IR processes, asking departments to include action implications in program reviews as new departmental objectives, each tied to a strategic goal. This way, departments can track progress in addressing action implications.

Other venues for dialogue include department, division, and college-wide committee discussions of SLOs, Performance Indicators, and progress towards completing objectives tied to strategic goals:

- As evidenced by meeting agendas, for five years all but two monthly meetings of CPT have included dialog about performance on outcomes.[281] This is in addition to discussions regarding progress on college-wide strategic goals, and SLOs.
- CPT established the Performance Indicators subcommittee in March 2013[282] to develop a set of comprehensive performance outcomes for monitoring college performance, setting goals for these metrics, and analyzing efforts across the College to identify additional strategies for improvement.
- Every department and program engages in self-reflection in the SLOs section of the Academic Program Review.[283] To further improve assessment dialog, the College is implementing, college wide, the CurricUNET Assessment Module.[284] This program allows faculty to more efficiently

[275] Educational and Facilities Master Plans on Public Information Office Website (E.41)
[276] Strategic Plan Highlighted Accomplishments 2009-12 (E.40)
[277] Academic Program Review Year 2 Update (2012-13) Intranet Website (E. 237)
[278] Administrative Program Review Year 2 Update (2012-13) Intranet Website (E. 238)
[279] Institutional Research Reports Since 2009-10 (E. 234)
[280] Action Implications (Samples) (E. 236)
[281] CPT Meeting Agendas (Performance Outcomes Discussion Samples) (E. 245)
[282] CPT Meeting Minutes 03-11-13 (E. 176)
[283] Academic Program Review Year 2 Update (2012-13) Intranet Website (E. 237)
[284] CurricUNET Assessment Module Instructions (E. 246)

collect and record course and program assessment data, aggregate and map assessment results, and facilitate dialog about the results.[285]

- In order to deepen institutional processes for improving student learning, the SLO Committee has, for the last year and a half, examined program reviews to facilitate dialog about assessment results. The dialog included a discussion of the strengths and weaknesses in SLO tables and outreach to programs in need of assistance.[286]
- Faculty and administrators use SLO results, survey data, and course and retention data reflected in program reviews to make measurable progress on department goals. During program review, departments discuss progress in completing the objectives they identified in the *Educational and Facilities Master Plan*. The program review process requires that budget requests align with college-wide goals, and the process links planning with budget allocation and augmentation requests.[287,288]
- The SLO coordinators facilitate conversations with all academic divisions concerning Institutional Student Learning Outcomes (ISLO) assessment results.[289]
- The Skills4Success committee (S4S), in conjunction with IR, determined which courses at the College had the lowest success rates.[290] Based on this data, faculty in various departments created Supplemental Learning workshops, offered through the Learning Center (TLC), giving students extra practice in essential reading, writing, and study skills.[291] S4S followed up with studies of student retention and success rates in the targeted courses, based on the number of activities in which the students had participated.[292] The success rate for students who participated in the Supplemental Learning workshops was 10 percent higher than the success rate for students who did not, but were enrolled in the same course sections, 82 percent for participants compared to 71 percent for non-participants. Improved success rates were even more striking for basic skills English and math courses. In basic skills English courses, success rates were 16 to 38 percent higher, depending on the number of workshops attended. In basic skills math courses, success rates were 14 to 23 percent higher, depending on the number of workshops attended. This is one of many cases in which S4S has dialog that leads to changes in programs or services for students.
- For the past four years, the Santa Clarita Valley Learning Consortium, which includes faculty from the College and from local high schools, has discussed students' placement rates at the College, as well as students' performance in English and math courses in order to improve students' transitions from high school to college.[293]

Collective Understanding of Evidence, Data, and Research

Throughout the year, the College's engagement in discussions is extensive in both number of planning efforts and frequency of self-reflective dialog. The frequency of meetings and planning document development is as follows:

- *Educational and Facilities Master Plan* (every five years)
- *Strategic Plan* (every three years)
- *Technology Master Plan* (annually)
- Academic and Administrative Program Review (three years with annual updates)
- CPT (monthly)
- Enrollment Management (monthly)
- *Academic Staffing Plan* (annual)
- Professional Development Committees, including FLEX, classified, and managers (monthly)
- Performance Indicators (monthly)
- Enrollment Management (monthly during the academic year)

[285] ACCJC Fall 2012 SLO Proficiency Report College of the Canyons (E.106)
[286] SLO Committee Meeting Minutes and Agenda (Program Review Dialog Samples) (E. 177)
[287] Academic Program Review Year 2 Update (2012-13) Intranet Website (E. 237)
[288] Administrative Program Review Year 2 Update (2012-13) Intranet Website (E. 238)
[289] ISLO FLEX Session Report Fall 2012 (E. 247)
[290] Supplemental Instruction Needs Assessment Spring 2009 (Ad Hoc Report) (E. 178)
[291] Supplemental Learning Workshops Website (E. 230)
[292] Top Twenty Courses with Historically Low Success Rates Fall 2009, 2010, and 2011 Research Brief #47 (E. 179)
[293] SCV Learning Consortium Agendas and Meeting Minutes (Samples) (E. 248)

- SLO (bi-monthly)
- Program Review (bi-monthly)

The College also regularly promotes the use of data in decision making and holds training sessions to explain data and the impact data should have on program planning:

- Program Review Workshops (fall and spring)[294]
- Data Coaching for Program Review and Planning (FLEX session offered by Academic Program Review to help staff understand data tables)[295]
- Presentation and discussion of outcome data at every CPT meeting in the past five years (monthly, with the exception of two special topics meetings)[296]
- Discussion of ARCC and Performance Indicators annually at Board meetings[297]
- Discussion of Supplemental Learning, Scorecard, and Performance Indicators at the Department Chairs retreat[298,299]
- Presentation of new research reports, whenever available, at monthly CPT meetings
- Presentation of IR reports and projects at Division Deans meetings[300]
- Presentation of IR reports at department meetings[301]
- Discussion of SLO data at SLO meetings[302]
- Discussion of data at Program Review meetings[303]
- Use of data in new CTE program development[304]

By engaging in such frequent discussions of data, the College promotes the understanding of evidence, data, and research used in the evaluation of student learning that forms the basis for both college-wide and departmental planning (see Figure 23).

Self Evaluation

The College meets this standard, engaging in dialog at all institutional levels—from the Chancellor to college-wide committees, divisions, and departments.

Actionable Improvement Plans

None.

Standard I.B.2

The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

Descriptive Summary

The Performance Indicators subcommittee of CPT set goals and objectives for effectiveness, which the College calls the Performance Indicators.[305] The committee drew on indicators identified by ARCC and those required for reporting by ACCJC in developing the comprehensive set. After identifying the indicators, the subcommittee obtained baseline data for the past two years and used these data to establish standards, or targets, for each of the indicators. These targets were aspirational—that is, higher than the baseline rather than "floors." The subcommittee presented the indicators and standards to CPT for discussion, and then to the Board of Trustees[306] for information and discussion.

[294] FLEX Program Review Workshops by Strategic Goal 2009-10 to 2012-13 (E. 231)
[295] Academic Program Review Data Coaching Sessions 2013-14 (E. 180)
[296] CPT Meeting Agendas (Performance Outcomes Discussion Samples) (E. 245)
[297] Board of Trustees Meeting Agendas (ARCC and Scorecard Data Samples) (E. 244)
[298] Department Chairs Retreat Agenda 09-13-13 (E. 181)
[299] Department Chairs Retreat Fall 2012 Presentation (E. 182)
[300] Division Deans Meeting Agendas (Institutional Research Presentation Samples) (E. 183)
[301] Department Meeting Minutes (Institutional Research Presentation Samples) (E. 184)
[302] SLO Committee Meeting Minutes (Samples) (E. 185)
[303] Program Review Committee Meeting Minutes (Samples) (E. 186)
[304] Needs Assessment (Samples) (E. 227)
[305] Institution-Set Standards (E. 226)
[306] Board of Trustees Meeting Agenda 06-26-13 (E. 249)

Table 5. Performance Indicators (Also found in the Introduction and Standard IA)

ACCJC Annual Survey Items	Average Baseline (2012-13)	Standard (Aspirational Goal for 2015-16)	2013-14 Performance
Completion (success) - fall term	74%	76%	73%
Retention Fall to Fall (persistence)	57%	60%	68%
AA/AS Degrees Academic Year (AY)	1,061	1,114	847
Certificates of Achievement AY	466	489	549
Number of Transfers AY	1,884	1,978	1,753
Progression-Basic Skills to College Level English	37%	39%	53%
Progression-Basic Skills to College Level Math	36%	38%	40%
Progression-Basic Skills to College Level ESL	21%	22%	29%
Career Technical Education Completion*	45%	47%	48%

*Pending approval by Performance Indicators committee.

In addition to the Performance Indicators, the College has a history of setting strategic goals and monitoring performance. Every three years, CPT discusses and sets strategic goals and presents them to the Board of Trustees. College departments then link every department objective to a strategic goal. The *Strategic Plan* then draws exclusively from the department program reviews for accomplishments and objectives related to the strategic goals. In the *2012-2015 Strategic Plan*, the "Review of Accomplishments" section[307] lists as completed 584 objectives tied to the 12 strategic goals, in addition to another 745 accomplishments that were connected to pre-identified department objectives. By contrast, in the *2008-2011 Strategic Plan*, the "Review of Accomplishments" section for 2005-2008[308] lists as completed 202 objectives relative to the Strategic Goals and 205 accomplishments that were connected to pre-identified department objectives. The relationship between Strategic Goals and department objectives is reciprocal. In addition to the department objectives being driven by Strategic Goals, when CPT updates the Strategic Goals, members discuss whether Strategic Goals need to be added, modified or deleted based on department objectives and other data reflecting internal and external factors affecting the College.[309]

Priorities and Goals

College of the Canyons has defined institution-set standards for the following:

- Completion (success)
- Retention (fall to fall)
- AA/AS degrees awarded
- Certificates awarded

[307] Strategic Plan Accomplishments Relative to 2008 Action Priorities (E. 242)
[308] Strategic Plan Accomplishments 2005-2008 (E. 250)
[309] CPT Meeting Minutes 02-04-11 (E. 187)

- Number of transfers
- Progression rates from basic skills to college-level courses for English, math and ESL

The College also regularly updates the *Strategic Plan* to help set priorities and shape activities in order to improve in the areas identified for institution-set standards.

Implementing and Achieving Goals

During the process of updating the College's strategic goals, CPT engages in extensive dialog about potential changes to the goals. Since strategic goals help drive department objectives in program review, the faculty discuss changes to the goals in program review Professional Development sessions. Each year, when the 138 instructional and administrative departments complete the program review process, they must tie every department objective to a strategic goal. Furthermore, all budget augmentation requests must link to a department objective. This ensures awareness of the College' strategic goals, and a broad understanding of how they are used in forming department objectives and budget augmentation requests. Furthermore, every Board of Trustees agenda item is tied to a College Strategic Goal.[310]

The number of accomplishments is a strong indicator of broad-based understanding of the College's goals and the integration of planning. In the *2012-2015 Strategic Plan's* review of accomplishments, 584 objectives relative to the twelve strategic goals were completed, in addition to another 745 accomplishments for objectives that were the result of emerging opportunities rather than a pre-identified department objective, but were connected to a strategic goal.[311] In the "Review of Accomplishments" section of the *2005-2008 Strategic Plan*, 202 objectives relative to the strategic goals were accomplished, plus 205 accomplishments that were connected to a pre-identified department objective.[312] The accomplishments relative to goals were from every department's program review, and every instructional and administrative department completed a program review.

There has been a dramatic increase in the number of accomplishments with the implementation of the online program review, which facilitates a clear connection between strategic goals and department objectives. The process also provides a clear, efficient, and effective mechanism for tracking the completion of each objective.

Articulating the Achievement of Goals

The objectives relative to the College's strategic goals are articulated in a way to determine if they can be met, and the number of objectives that have been met is extensive: 584 objectives have been completed relative to the 12 strategic goals, in addition to another 745 accomplishments that were not connected to a pre-identified department objective.

In addition to department objectives relative to the College Strategic Goals, the College set Performance Indicator standards,[313] or targets, that are "SMART:" specific, measureable, attainable, realistic, and timely. To ensure department goals are stated so the accomplishment can be accurately assessed, the College integrates training on SMART goals in all discussions of department planning—e.g., in many FLEX sessions and at CPT meetings.[314]

The College has impressive results in achieving goals. As previously noted, in the *2012-2015 Strategic Plan's* review of accomplishments, 584 objectives relative to the 12 strategic goals were completed, in addition to another 745 accomplishments for objectives that were not connected to a pre-identified department objective, but were connected to a strategic goal.

In spring 2013, the College also set standards or targets for Performance Indicators.[315] Progress towards achieving these standards will be assessed annually in the spring and reported to CPT, all managers and department chairs, and to the Board of Trustees.

Evidence for demonstrating progress towards achieving the department objectives relative to the College strategic goals is provided in the *2005-2008 Strategic Plan*,[316] *2008-2011 Strategic Plan*,[317] and

[310] Board of Trustees Meeting Agenda 06-26-13 (E. 249)
[311] Strategic Plan Accomplishments Relative to 2008 Action Priorities (E. 242)
[312] Strategic Plan Accomplishments 2005-2008 (E. 250)
[313] Institution-Set Standards (E. 226)
[314] SMART Goals Presentations (Samples) (E. 188)
[315] Institution-Set Standards (E. 226)
[316] Beyond the Year 2005 Strategic Goals Strategic Accomplishments (E. 189)
[317] Strategic Plan Accomplishments 2005-2008 (E. 250)

2012-2015 Strategic Plan.[318] It is also clearly indicated in the instructional[319] and administrative program reviews,[320] which are available in the online program review for every instructional department since 2002.

Self Evaluation
The College meets this standard. It has developed and communicated priorities and goals, and uses those measures to evaluate institutional effectiveness.

Actionable Improvement Plans
None.

Standard I.B.3

The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

Descriptive Summary
College of the Canyons effectively uses planning process to improve institutional effectiveness and assist the College in meeting goals and making decisions.
Planning at College of the Canyons includes the following processes:

- The *Educational and Facilities Master Plan* is updated every five years.
- The *College Strategic Plan* is updated every three years.
- Online Program Review is completed every three years, with annual updates.

The *Educational and Facilities Master Plan*[321] includes:

- Background, including History of the District, Canyon Country Campus, SCV Economic Scan, and District Planning
- The District and the College, including Economic Conditions, Population and Growth Projections, Participation Rates, Facilities, Demographics, Economic Impact, Foundation Giving, and Grant Support
- Programs and Services, including detailed information for every instructional and administrative department on the campuses
- The Link Between the *Educational Master Plan* and *Facilities Master Plan*

In addition to the District-wide master plan, the College completed a Canyon Country Educational and Facilities Master Plan for the Canyon Country Campus that included the same sections:

- Introduction, including Overview of Planning, *Mission*, *Vision*, *Philosophy*, *Strategic Goals*, information on the geographic area, demographic data, and enrollment projections.
- Programs and Services, including detailed information for every instructional and administrative department on the campus
- *Facilities Master Plan* detailing the facilities designed to address the needs in the *Educational Master Plan* components

The *Strategic Plan*[322] includes:

- Strategic Planning and Budget Development
- *Strategic Plan*
- Planning Impacts
- External and Internal Data
- Economic Development
- University Center Programs
- Partnerships
- Highlighted Goals

Program Reviews[323] [324] include:

- *Mission*/Description
- Degrees/Certificates Offered*
- Age of Program*
- Student Learning Outcomes Assessment Model – Programs**

[318] Strategic Plan Current Three-Year Cycle Completed Objectives Accomplishments Report (E. 251)
[319] Academic Program Review Year 2 Update (2012-13) Intranet Website (E. 237)
[320] Administrative Program Review Year 2 Update (2012-13) Intranet Website (E. 238)
[321] Educational and Facilities Master Plan 2012-2018 (E.37)
[322] Strategic Plan Highlighted Goals 2012-15 (E.39)
[323] Academic Program Review Year 2 Update (2012-13) Intranet Website (E. 237)
[324] Administrative Program Review Year 2 Update (2012-13) Intranet Website (E. 238)

- Student Learning Outcomes Assessment Model - Courses
- Strengths/Challenges/Objectives
- Review of Previous Objectives
- Additional Accomplishments
- New Objectives
- New Objectives Related to SLOs as Indicated in Use of Results Section*
- Budget Planning
- Addendum for Career and Technical Education (CTE)*
- List of Faculty/Staff Consulted in Program and Planning Review

  *Academic Program Review (only)

  **Administrative Program Reviews have Administrative Unit Outcomes (AUOs)

Ongoing and Integrated Planning

Every instructional and administrative department engages in dialog and completes a program review. When creating an objective, a department connects it to a strategic goal. This online program review process serves to integrate college planning:

- Every budget augmentation request must be tied to a department objective, which is tied to a College strategic goal.
- The College *Strategic Plan* draws exclusively from the program review for accomplishments and new objectives relative to the strategic goals.
- The EFMP draws from the program review for identifying initial department objectives and needs.

While there is strong integrated planning driven by the online program review, the College does not assume that everyone is familiar with the integration of department objectives with strategic goals, especially considering that additional staff is hired each year; therefore, the College regularly assesses the degree to which personnel understand the interconnections between department plans and the *Strategic Plan*. For example, the results of the Fall 2013 Faculty and Staff Survey[325] indicates the level of understanding:

- 54 percent agreed that the connection between the department plan and *Strategic Plan* was satisfactory;
- 29 percent indicated neutral; and
- 18 percent indicated that the connection between the department plan and *Strategic Plan* was not satisfactory.

The ratings of integration were the highest for administrators, followed by classified staff and faculty. Classified staff and faculty had relatively high neutral ratings: 50 percent and 35 percent, respectively.

While integrating program review, the *Strategic Plan*, and budget augmentation requests is relatively new, these data show that the College needs to further emphasize the connection between planning processes. The College can accomplish this by continuing the dialog and training—in FLEX sessions, CPT, department chair retreats, division meetings, department meetings and other meetings.

Cyclical Planning Process

The College has a systematic cycle of evaluation, using regular timelines and processes.

Departments complete budgets through the budget module of the online program review. To ensure resources are tied to integrated planning, the online system will allow budget augmentation requests to be submitted only if they are tied to a department objective.

Like the budget process and online program review, the *Strategic Plan* is fully integrated with the online program review. Accomplishments and objectives in the *Strategic Plan* are drawn exclusively from program review when the *Strategic Plan* is updated. After CPT analyzes accomplishments and objectives across the College, if there are holes or areas for improvement, the changes are made in the respective program reviews and the information is re-extracted for the revised *Strategic Plan*, to ensure that the program review and *Strategic Plan* remain synchronized.

The *Educational and Facilities Master Plan* is also integrated with the online program review. When updating the EFMP, the initial department objectives and needs (personnel, equipment, and facilities) are initially pulled from the online program review. Since they are longer term, they are then adjusted during an interview with each department. Once the EFMP is completed, departments report on progress towards implementing the EFMP objectives in their respective program reviews.

[325] Faculty Staff Survey Report Fall 2013 Rpt #282 (E. 252)

Availability and Use of Institutional Data and Evidence
The College makes data and evidence available to the College community in a variety of ways. Research briefs are provided at retreats and department chairs' retreats. The Program Review committee reviews the Program Review process and provides qualitative data and feedback on how to make improvements.[326]

The College's Institutional Research Office has completed 165[327] reports in the past five years. Departments requesting reports must develop action implications[328] tied to the results of the report. Departments now enter these action implications directly into program review as new department objectives.[329] This has resulted in extensive use of data.

In addition to the IR reports, every academic program review incorporates course and SLOs data. Ninety-five percent of the 1,150 courses have evidence of ongoing assessment as of spring 2013.[330]

The SLO data in program review are augmented by additional data,[331] including:

- Retention/success rates
- Average class size
- Number of sections offered by location (including 100% online)
- Cost/FTES
- Instructional load
- Number of majors
- Number of degrees/certificates
- Number of FT/PT faculty

Every year, the Program Review committee reviews these data, modifies the indicators, and adds data.

Just as instructional departments assess SLOs, all administrative areas include Administrative Unit Outcomes (AUOs) in their program reviews. All 60 programs have AUOs, and 58 have evidence of ongoing assessment.[332] The remaining two departments will be completing their evidence of ongoing assessment in 2013-2014.

Satisfaction with an adequate amount of data for department planning is high:[333]

- 56 percent of faculty agreed/strongly agreed, 30 percent of faculty indicated neutral, 15 percent of faculty disagreed/strongly disagreed
- 60 percent of classified staff agreed/strongly agreed, 40 percent of classified staff indicated neutral, no classified staff disagreed/strongly disagreed
- 88 percent of classified administrators agreed/strongly agreed, 12 percent of classified administrators indicated neutral, no classified administrators disagreed/strongly disagreed
- 79 percent of educational administrators agreed/strongly agreed, 14 percent of educational administrator indicated neutral, and 7 percent of educational administrators disagreed/strongly disagreed

Communication and Analysis of Institution-Set Standards
The College has historically included performance data in a variety of reports. In the past five years alone, these reports have included:

- 165 Institutional Research Reports[334]
- Four *Fact Books*[335]
- *2012-2015 Strategic Plan*[336]
- *Educational and Facilities Master Plan*[337]

All reports and planning documents are available on the intranet and many are available on the College's Internet site. Every report is also provided to the Board of Trustees. When a new report or planning document is completed, to ensure that everyone is aware of it, a notification is sent to "COC-All" via email.

[326] Program Review Committee Meeting Minutes (Process Review and Feedback Samples) (E. 190)
[327] Institutional Research Reports Since 2009-10 (E. 234)
[328] Action Implications (Samples) (E. 236)
[329] Action Implications Embedded in Program Review (Samples) (E. 191)
[330] ACCJC Annual Report 2013 College of the Canyons (E. 192)
[331] Academic Program Review Year 2 Update (2012-13) Intranet Website (E. 237)
[332] AUO Program Review Year 2 Update 03-22-13 (E. 253)
[333] Faculty Staff Survey Report Fall 2013 Rpt #282 (E. 252)
[334] Institutional Research Reports Since 2009-10 (E. 234)
[335] Fact Books 2010, 2011, 2013-2014 (August 2013), 2013-2014 (June 2014) (E. 193)
[336] Strategic Plan Highlighted Goals 2012-15 (E.39)
[337] Educational and Facilities Master Plan 2012-2018 (E.37)

In addition to these reports, which communicate performance on a variety of outcome measures, in spring 2013 the College specifically set institutional standards or targets for a new set of Performance Indicators. These indicators draw on measures in ARCC and the ACCJC survey. Every year, the College monitors progress towards achieving these standards or targets; presents them at a Board meeting; and disseminates them to the campus.

Self Evaluation

The College meets this standard, engaging in ongoing and systemic planning.

Actionable Improvement Plans

Augment existing department planning with additional training opportunities for faculty and staff on integrated planning, emphasizing interconnections between planning processes and reflection questions for departments' internal dialog.

Develop materials and communicate the new Mission Statement to the campus community.

Standard I.B.4

The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Descriptive Summary

To ensure that all planning is broad-based, the College encourages all employees to participate on committees. The primary planning committee, the College Planning Team, has appointees, but it is open to anyone interested in participating. Many other committees have open membership. In some instances formal voting is limited to identified representatives, but everyone is encouraged to participate in dialog.

In addition, as described in I.B.3 above, all departments participate in the Program Review process, which allocates necessary resources and engages faculty, staff, and administrators in dialogue to promote institutional effectiveness.

Mechanisms for Participation in College Planning

Committee membership at the College is described in *Decision Making at College of the Canyons.*[338] Members of collegial consultation committees are appointed by the Academic Senate for faculty and by the CSEA for classified employees. Associated Student Government (ASG) identifies student representatives for committees.

Guarantee of Broad Involvement

As indicated above, the College encourages all employees to participate in planning. For 2013-14 the Academic Senate formally appointed 99 faculty members[339] to committees, with 42 serving on College-wide planning committees alone (CPT, College Policy Council, Educational & Facilities Master Plan, Enrollment Management, Health & Safety, PAC-B, & Technology Committee). Twenty-nine classified staff members serve on College-wide planning committees. Students also serve on planning committees and are recruited through ASG.

It is also important to note that most committees, including CPT, Enrollment Management, PAC-B, and the Technology Committee invite anyone interested to participate in the meetings. The broadest involvement in planning is clearly through the department online program review process, which is fully integrated with the College Strategic Plan, Budget, and Educational and Facilities Master Plan. There are 288 faculty members, 118 classified staff, and 58 managers and administrators involved in the program review.[340,341] *The number of faculty includes full-time and adjunct faculty specifically named in Program Review.*

Resource Allocation

As indicated above, the budget development process is fully integrated within program review through the budget module. Budget augmentation requests must be tied to a department objective selected from a drop-down list of a department's actual objectives.

In recent years, given the limited or even shrinking resources from the state, the College has had to develop additional mechanisms within program review to allow departments to voluntarily reduce budgets in one area and move the money to another area to fund a priority. During the last three years, this was done several times to

[338] Decision-Making at College of the Canyons (July 2014) (E. 254)
[339] Collegial Consultation Committee Lists 2013-14 (E. 243)
[340] Academic Program Review Year 2 Update (2012-13) Intranet Website (E. 237)
[341] Administrative Program Review Year 2 Update (2012-13) Intranet Website (E. 238)

support program needs for Culinary Arts, Auto Technology, Medical Lab Technology, Anthropology, Emergency Medical Technician, accelerated programs in math and English, and secondary effects for the Theatre department as a result of their SLO assessment.

Alternate Means for Securing Resources

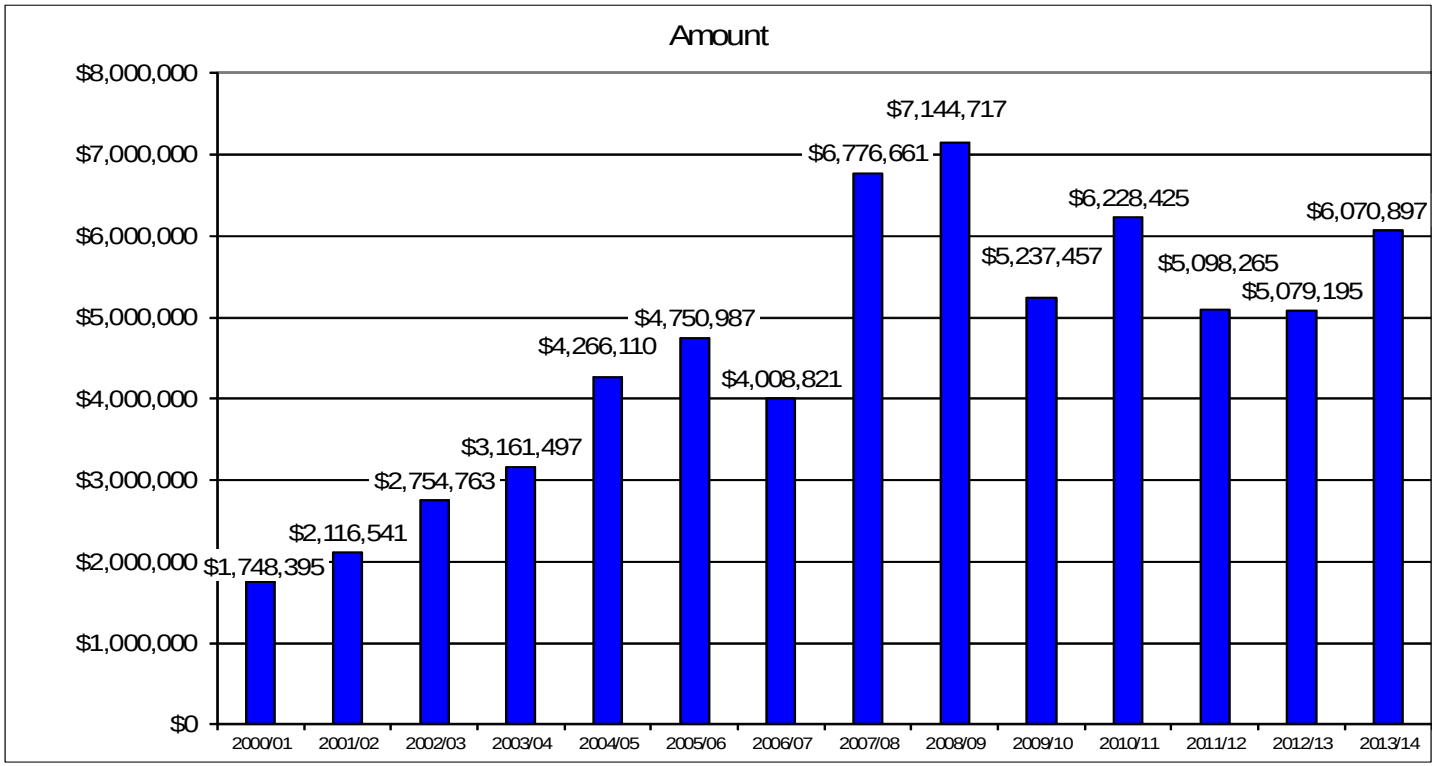
The College actively pursues alternate sources of funding through grants and through the COC Foundation. The College has raised more than $34 million in grants in the last six years.[342] Grants have funded programs such as:[343]

- Early Childhood Education
- Math, Engineering, Science Achievement (MESA)
- Nursing
- Welding
- Small Business Development Center (SBDC)
- Open Educational Resources
- EOPS
- Nanotechnology
- Re-entry Programs
- Performing Arts Center
- Medical Lab Technician
- Alternative Energy
- Center for Applied and Competitive Technologies (CACT)
- Student Mental Health
- Information Communication Technology/Digital Media
- Advanced Manufacturing
- Animation
- Plumbing
- Hispanic Serving Institution Science, Technology, Engineering, and Mathematics (STEM)
- Early/Middle College High School

[342] Fact Book 2013-2014 (June 2014) page 77 (E. 194)

[343] List of Programs and Funded Grants Since 2008-09 (E. 195)

Figure 24. Grant Revenue



*As of 05/16/2014.

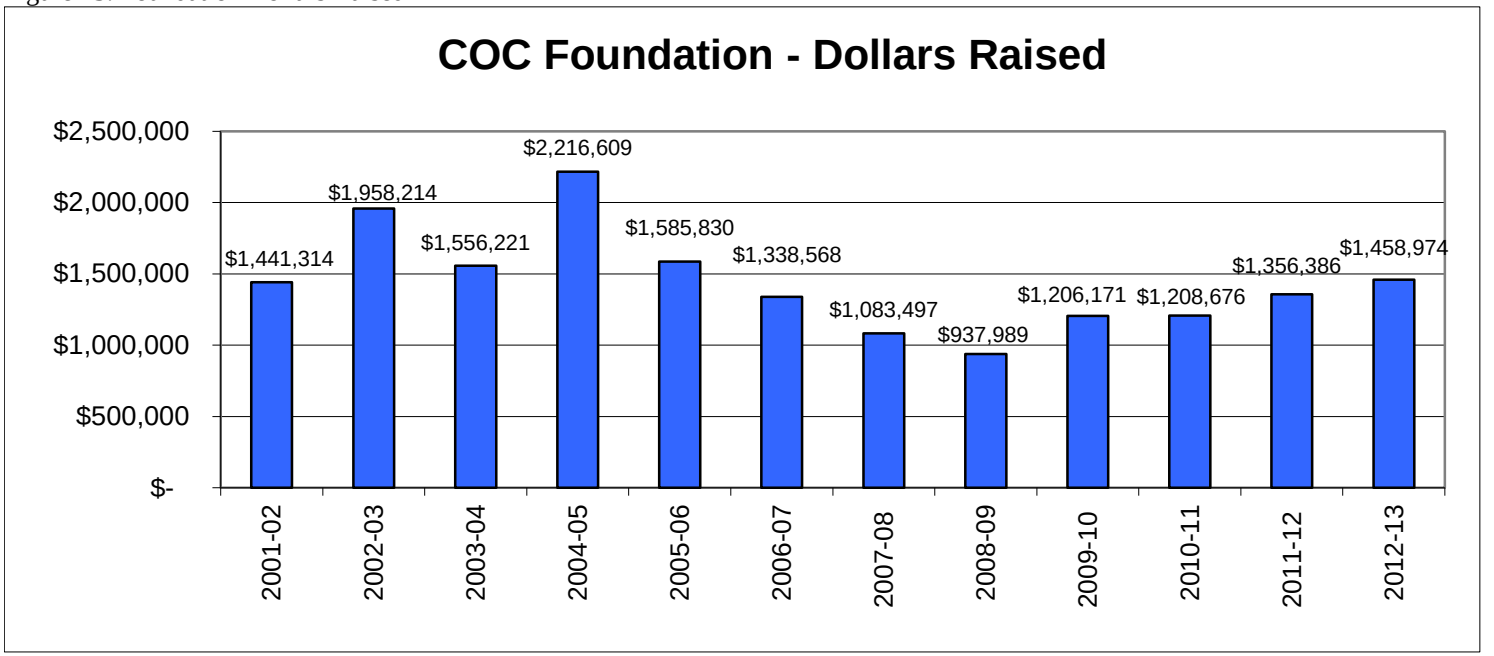
In addition to grants, the COC Foundation has raised $7 million in the last six years.[344] The Foundation provided support for more than 45 programs,[345] including:

- Biology
- Culinary Arts
- Early Childhood Education
- Music
- Nursing
- Extended Opportunities Programs and Services (EOPS)
- Library
- Media Entertainment Arts
- Performing Arts Center
- Psychology
- Spanish
- Theater Arts

[344] Fact Book 2013-2014 (June 2014) page 79 (E. 196)

[345] List of Programs with Foundation Grants Since 2008-09 (E. 197)

Figure 25. Foundation Dollars Raised



Changes Resulting from Implementation of Plans

Between 2008 and 2012, the College documented 1,329 changes through the *Strategic Plan* and online program review. Changes are so extensive that the *Highlighted Accomplishments* document, which lists only a couple of accomplishments per department, was 23 pages long.[346] Evidence of completed department objectives is seen through the status of department objectives in the online program review, and every research data request must commit to developing and implementing action implications based on the results.[347]

Self Evaluation

The College meets this standard.

Actionable Improvement Plans

None.

Standard I.B.5

The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Descriptive Summary

The College collects and uses a variety of data to inform program planning and communicate to relevant constituencies, including the following:

[346] Strategic Plan Highlighted Accomplishments 2009-12 (E.40)

[347] Action Implications (Samples) (E. 236)

- SLO assessment data (SLO results and action plans are shared at department meetings, and included in the department program reviews)[348]
- Program[349] and Institutional SLOs[350]
- AUOs[351]
- Performance Indicators and Standards[352]
- Outcomes, Access, and Efficiency indicators from program review[353] [354]
- Data from 165 research reports[355] done in the past five years on topics such as:
  - Progression from basic skills to degree applicable courses
  - Online and accelerated learning, including Math 075, English 096, GO, PAL, and NOW
  - Labor market studies
  - Basic skills initiative-funded projects
  - Articulation with local high school English and math faculty
  - Satisfaction surveys for students, faculty, and staff
  - Grant evaluations
  - Program planning/evaluation surveys
  - Placement validation
  - Learning outcomes
- ARCC Scorecard[356]

Communication of Data and Analyses

The data and analyses listed above are published in a variety of formats and locations to reach all possible constituents:

- The College publishes a *Fact Book*[357] and a Fact Sheet[358] and makes them available to College staff and the public on the Internet. The *Fact Book* contains nearly 100 pages of information about the College, including approximately ten pages on performance outcome measures such as retention, success, completion, and transfer data.
- The College publishes an *Annual Report*[359] and makes it available in hard copy and online through the public website.
- Online the College publishes the *Educational and Facilities Master Plan*,[360] which includes completion and transfer data as well as detailed population projection data.
- Every Institutional Research report, including the 165 reports[361] of the past five years, is published on the College's intranet.
- The CurricUNET assessment module[362] provides robust assessment reports and accurate results for various constituencies and committees. Departments integrate these results into their program review by identifying new objectives related to the SLO assessment results.
- For planning purposes, since 2002 every online academic program review, including every department's outcomes, efficiency, and enrollment data, is archived and available on the intranet site for planning purposes.[363,364]
- The Professional Learning Consortium collects data such as placement rates and performance in COC English[365] and math[366] classes by high school last attended and presents it to high school faculty.
- Academy of the Canyons (AOC) posts evaluation briefs for parents to view.[367]
- The CTE Program Advisory Committees discuss research briefs and reports at public meetings.[368]
- ARCC/Performance Indicators are presented annually at Board meetings.[369]

[348] Academic Program Review Year 2 Update (2012-13) Intranet Website (E. 237)
[349] Programs Student Learning Outcomes (Samples) (E. 198)
[350] ISLO FLEX Session Report Fall 2012 (E. 247)
[351] AUO Program Review Year 2 Update 03-22-13 (E. 253)
[352] Institution-Set Standards (E. 226)
[353] Academic Program Review Year 2 Update (2012-13) Intranet Website (E. 237)
[354] Administrative Program Review Year 2 Update (2012-13) Intranet Website (E. 238)
[355] Institutional Research Reports Since 2009-10 (E. 234)
[356] Student Success Scorecard 2014 College of the Canyons (E. 199)
[357] Fact Book 2013-2014 (June 2014) (E. 240)
[358] Fact Sheet 2012 (E. 200)
[359] Annual Report 2012-13 (E. 239)
[360] Educational and Facilities Master Plans on Public Information Office Website (E.41)
[361] Institutional Research Reports Since 2009-10 (E. 234)
[362] CurricUNET Assessment Module Instructions (E. 246)
[363] Academic Program Review Year 2 Update (2012-13) Intranet Website (E. 237)
[364] Administrative Program Review Year 2 Update (2012-13) Intranet Website (E. 238)
[365] SCV English Learning Consortium Agenda 03-19-13 (E. 201)
[366] SCV Math Learning Consortium Agendas 11-08-12 and 04-18-13 (E. 202)
[367] AOC Evaluation Briefs (Samples) (E. 203)
[368] CTE Advisory Board Meeting Minutes (Samples) (E. 255)
[369] Board of Trustees Meeting Agendas (ARCC and Scorecard Data Samples) (E. 244)

Communicating Institutional Quality to the Public

The College uses several methods for assessing how well it communicates information to the public. On an ongoing basis, the College has dialog and receives feedback from hundreds of community members and groups, including:

- CTE Advisory Committees[370] such as Allied Health, Animation, Athletic Training, Auto, Business, CIT, Commercial Photography, Computer Networking, Construction Management, Culinary, ECE, Electronic Systems, Graphic Multimedia Design, Hotel Restaurant Management, Interior Design and Architecture, Journalism, Land Surveying, Manufacturing, Paralegal, Plumbing, Sign Language, Solar, Water, Welding, Wine--with a total of 501 representatives
- Economic Development customers, which include 852 local businesses annually
- COC Foundation Board,[371] which comprises 37 local community leaders
- Advocacy Committee, which includes College employees and community leaders
- Local General Obligation Bond, Measure M,[372] and Measure C committees,[373] which have 15 community members

In addition, the College is closely engaged with the community, with employees serving on or volunteering with 90 community and nonprofit boards or organizations, creating significant opportunity for greater involvement and dialog.[374] The College also works closely with local media. During the past six years, there have been thousands of articles in the media about the College with no corrections in facts needed. The College monitors and collects these articles on a weekly basis.[375]

In addition to these mechanisms for obtaining feedback on an ongoing basis, the College conducts a systematic survey of community members. The most recent survey in Fall 2013 had the following results:[376]

- 79 percent agreed or strongly agreed that the College provides useful information about college programs and activities. Eleven percent indicated neutral and 9 percent disagreed with this item.
- 83 percent agreed or strongly agreed that the College represents itself clearly, accurately, and consistently to the public. Eight percent indicated neutral and 9 percent indicated that they disagreed or strongly disagreed.
- 97 percent indicated that they think the College is doing an excellent or good job at providing a quality education for its students. Only 3 percent indicated fair and no one indicated poor.
- 90 percent indicated that they think the College is doing an excellent or good job at preparing its students for jobs. Only 9 percent indicated fair and one person indicated poor.
- 96 percent indicated that they think the College is doing an excellent or good job at helping students develop technical skills or competencies. Only 4 percent indicated fair and no one indicated poor.
- 97 percent indicated that they think the College is doing an excellent or good job at preparing students to transfer to a four-year university. Only 3 percent indicated fair and no one indicated poor.

Methods of Communicating Institution-Set Standards

Institution-Set Standards related to the College's comprehensive set of Performance Indicators are presented at College Planning Team[377] and to the Board.[378] The College distributes these to all College employees and posts them on the College's public website.[379]

[370] CTE Advisory Board Meeting Minutes (Samples) (E. 255)
[371] COC Foundation Board Members Website (E. 204)
[372] Measure M Citizens Oversight Committee Website (E. 205)
[373] Measure C Citizens Oversight Committee Website (E. 206)
[374] Community Involvement Non-Profit & Other Community Organizations (E. 207)
[375] News Clippings (College of the Canyons Samples) (E. 208)
[376] Community Survey Fall 2013 Rpt #285 (E. 209)
[377] CPT Meeting Minutes (Presentation of Performance Indicators Samples) (E. 210)
[378] Board of Trustees Meeting Agenda 06-26-13 (E. 249)
[379] Institution-Set Standards (E. 226)

Self Evaluation
The College meets this standard. The assessment results listed above are systematically used in planning and resource allocation processes, including but not limited to Program Review and the *Strategic Plan*.

Actionable Improvement Plans
None.

Standard I.B.6

The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

Descriptive Summary
The College adopted a new online integrated planning system in 2008. Department-level planning currently drives the new system. Budget information is fully integrated in the online program planning and review system through the budget module.[380] In fact, augmentation requests and cuts are made through this system and every augmentation request must be tied to a department goal.

Furthermore, the *Strategic Plan* draws accomplishments[381] and goals[382] exclusively through the online program planning and review system,[383] ensuring integration of the College-wide *Strategic Plan* and department planning. The system requires staff to indicate the strategic goal related to every department objective they enter. Departments then indicate the status of goals (in progress, accomplished, etc.). When CPT analyzes accomplishments and objectives across the College by strategic goal, it also identifies objectives to add or modify. Departments responsible for new or reviewed objectives integrate them into their program review. Objectives are re-extracted from the program review to ensure complete integration.

Departments also work to integrate other planning documents—including the *Educational and Facilities Master Plan*,[384] *Technology Master Plan*,[385] Academic Staffing,[386] and Classified Staffing[387]—into the department program reviews.

Processes for Assessing Effectiveness
In every planning process, the College engages in a reflective dialog, evaluating the strengths of the process, as well as ways to improve it. Since program planning is integral and drives much of the planning process, the Academic Senate created a program review task force in 2009, formalizing it into a committee in 2012[388] to identify improvements to the online program review system or processes.

Each year, the Program Review Committee identifies, and the Technology Department implements, enhancements. To date, 48 enhancements have been identified and implemented. In addition, the program review system has an online feedback component, where anyone can submit suggestions for improvements.

In addition to these ongoing processes, the College annually assesses faculty, staff, and managers' feedback on planning processes.[389] In the most recent survey in fall 2013,[390] the majority of employees indicated the following:

- "Planning processes are effective at COC," with 56 percent agreeing, 33 percent neutral, and only 11 percent disagreeing.
- "The level of dialog within the department about program review is satisfactory," with 70 percent agreeing, 33 percent neutral, and only 9 percent disagreeing.
- "They use data for department planning," with 69 percent agreeing, 24 percent neutral, and only 7 percent disagreeing.
- "There is an adequate amount of data available for planning," with 64 percent agreeing, 27 percent neutral, and only 9 percent disagreeing.

[380] Budget Module Technical Guide Online Program Review (E. 211)
[381] Strategic Plan Highlighted Accomplishments 2009-12 (E.40)
[382] Strategic Plan Highlighted Goals 2012-15 (E.39)
[383] Online Program Review Intranet Website (E. 212)
[384] Educational and Facilities Master Plan 2012-2018 (E.37)
[385] Technology Master Plan 2011-16 (E.43)
[386] Academic Staffing Committee Intranet Website (E. 213)
[387] Decision-Making at College of the Canyons (July 2014) (E. 254)
[388] Academic Senate Program Review Committee Intranet Website (E. 214)
[389] Faculty Staff Survey Reports Fall 2013 Rpt #282; Fall 2012 Rpt #277; Fall 2011 Rpt #264; Spring 2010 Rpt #231 (E. 215)
[390] Faculty Staff Survey Report Fall 2013 Rpt #282 (E. 252)

Fostering Improvement

The College assesses how well the planning process fosters improvement in multiple ways and reflects the theme of continuous improvement that permeates the work of all departments at the College. First and foremost, the College assesses the tangible results of the planning process, relative to the *Strategic Goals*, including the goals for Teaching and Learning, and Innovation:

- As documented in the online program review from 2008 to 2011,[391] 584 objectives were completed.
- The program review identified an additional 745 accomplishments.[392]
- A sample of accomplishments from every department is in *Strategic Plan, Santa Clarita Community College District/College of the Canyons 2009/12 Highlighted Accomplishments.*[393]
- While the current three-year program review cycle is not yet complete, College personnel have identified 599 completed objectives in the current program reviews. There are also 637 additional accomplishments identified.[394]

These results are further supported by other efforts. For example, a department that requests data from Institutional Research must develop an action implication[395] stating specific actions the department will take as a result of these data. The action implications are now entered into the online program review, which automatically tracks and reports the completion of the process.

The Skills4Success committee tracks for implementation any efforts that are funded. The committee also assesses the efforts, using a rubric with the following levels: 1) Process and Objective Implementation; 2) Demonstration of Classroom/Services Implementation; and 3) Stated Outcome Improvement.[396] To receive continued funding, programs must advance on the rubric in terms of implementation and impact.

The College surveys every faculty member, classified staff member, and manager on the effectiveness of planning processes. While the majority agreed that the planning processes were effective, and few people disagreed, the College Planning Team reviewed detailed results of the planning process to identify additional ways to improve its effectiveness.[397]

Other committees also modify their planning processes as a result of evaluation. For example, in the 2012-13 academic year, PAC-B evaluated its planning processes.[398] After dialog within the committee (which has representation across the College), PAC-B developed and implemented several significant recommendations regarding budget planning. This included modifying the budget module in the online system to allow only the department chair to change a department budget, not allowing changes at dean or vice-president level. PAC-B improved transparency by making every augmentation request, and the respective rankings of the request from the dean and vice-president, available online. The review also indicated which requests were forced-costs and which were funded. While these changes have enhanced the systems and processes, the College continues to include evaluations of the planning processes, including their effectiveness, as a part of each planning effort.

Lastly, ACCJC assesses all planning processes at the College that involve SLOs and AUOs. College of the Canyons met the standards (i.e., received a score of 3 or higher) in all areas. For Institutional Learning Outcomes, the College received a score of 5 or "exceeds norm of effective practice."[399]

Self Evaluation

The College meets this standard.

Actionable Improvement Plans

None.

[391] Strategic Plan Accomplishments Relative to 2008 Action Priorities (E. 242)
[392] Strategic Plan Accomplishments Relative to 2008 Action Priorities (E. 242)
[393] Strategic Plan Highlighted Accomplishments 2009-12 (E.40)
[394] Strategic Plan Current Three-Year Cycle Completed Objectives Accomplishments Report (E. 251)
[395] Action Implications (Samples) (E. 236)
[396] Skills4Success Evaluation Rubric (E. 256)
[397] CPT Meeting Minutes 11-18-13 (E. 216)
[398] PAC-B Meeting Minutes (Samples) (E. 217)
[399] ACCJC Feedback on College Status Report on Student Learning Outcomes Implementation Fall 2012 (E.55)

Standard I.B.7

The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

Descriptive Summary

College of the Canyons has a history of using research and evaluation information for making improvements and has extensively documented the improvement of planning processes. For the online program planning and review, the Program Review committee has identified 48 enhancements to the system, which have been implemented. These include:

- Automated email notifications when program reviews are forwarded or returned
- Prompt for objectives related to SLOs, then all other objectives not related to SLOs
- Add an example row in each SLO table
- Increase character length of text boxes
- Create a milestone chart indicating where the program review is in the process
- Create update year tabs

Mechanisms for Gathering Evidence

The College uses effective mechanisms for gathering evidence, and evaluating programs and services, collecting extensive data assessing the effectiveness of programs and services, including the following:

- Every instructional program collects data on SLOs at the course and program level, analyzes the data, and uses it to make improvements. To date, all programs have identified SLOs and 67 programs, or 78 percent, have documented use of SLO Program data through the online program review.[400]
- Instructional programs complement SLO data with other indicators of effectiveness through the online program review, including measures of retention rates, success rates, degree completion, and access.
- Every administrative area collects Administrative Unit Outcomes (AUOs), measuring their effectiveness. These AUOs are often workload productivity measures, but also include customer satisfaction-type measures from extensive annual faculty/staff and student surveys. The online program review documents the results of AUOs and the use of AUO information.[401]
- The Skills4Success program includes a formal evaluation of every funded effort, using the following scale:[402] 1) Process and Objective Implementation; 2) Demonstration of Classroom/Services Implementation; and 3) Stated Outcome Improvement. For programs to continue to receive funding, they are expected to continue to improve the evidence of effectiveness, ultimately providing evidence of impact on student outcomes.
- Institutional Research conducted 165 research and evaluation studies since 2009-10.[403] These studies range in topics, including the impact of the College's Middle College High School on success rates and college unit completion; The Learning Center's impact on student success; comparison of success rates for various modes of instructional delivery; progression from basic skills to degree applicable courses; accelerated learning, including Math 075, English 096, GO, PAL, and NOW; basic skills initiative funded projects; articulation with local high school English and math faculty; satisfaction surveys for students, faculty and staff; grant evaluations; program planning/evaluation surveys; and placement validation.

Improvement in Programs and Services

As previously mentioned, every department requesting information must commit to developing and implementing action implications[404] (statements of what they will do differently as a result of the infor-

[400] ACCJC Fall 2012 SLO Proficiency Report College of the Canyons (E.106)
[401] AUO Program Review Year 2 Update 03-22-13 (E. 253)
[402] Skills4Success Evaluation Rubric (E. 256)
[403] Institutional Research Reports Since 2009-10 (E. 234)
[404] Action Implications (Samples) (E. 236)

mation) to improve programs and services. These action implications are entered into the online program planning and review system as new department objectives. The completion of the objectives is automatically tracked and reported through the system.

The use of these data in College-wide and departmental planning has led to the development of many new programs and services to improve student learning:

- Accelerated math and English courses (Math 075 and English 096) reduce the length of developmental course sequences, increasing persistence by eliminating "exit points."
- The Adult Re-entry/Veterans Center[405] "assists new, returning and continuing adult students, and Veterans at least 28 years old," offering services such as workshops, support groups, campus and community referrals, and counseling—including Counseling 100, a course especially designed for returning adults.
- The Institute of Teaching and Learning (ITL)[406] offers instructors course-length training in the philosophy of community college education, course delivery systems (including distance learning), and effective pedagogies; for example, the ITL's nationally recognized Skilled Teacher Certificate offers 54 hours of professional development, training instructors in the use of active learning strategies that can boost the success rates of underprepared students.
- The Skills4Success (S4S) program,[407] guided by the S4S committee, strengthens Basic Skills instruction by improving "curriculum, instruction, student service, assessment, program practices, and campus culture in the areas of ESL and college success skills" through programs such as Supplemental Learning[408] workshops taught by College faculty and the First-Year Experience Program.[409]
- The SCV Learning Consortium,[410] comprised of math and English faculty from College of the Canyons and the William S. Hart High Union School District, works with local high schools on "curriculum, assessment, common core standards, and best practices to assure the successful transition of high school students to college."
- The Honors Program,[411] guided by the Honors Steering Committee, "offers an enriched curriculum to students with a strong academic record in order to increase their chances for successful transfer to competitive four-year institutions."
- The Mathematics, Engineering and Science Achievement program (MESA)[412] provides peer and instructor tutoring in math and chemistry.
- Disabled Students Programs and Services (DSPS)[413] provides students with counseling, alternative media, assessment, tutoring, and sign language interpreting.

The *Strategic Plan* and budget development processes for the College are now fully integrated with the department planning, strengthening the importance and use of the system. Because all departments desire a budget, no department is out of compliance with completing the program review. Participating in the program review process contributes strongly to systemic, ongoing improvements in programs and services.

Ultimately, the effectiveness of the planning process is assessed by the advancement of departments in completing objectives relative to College Strategic Goals.

- As documented in the online program review from 2008 to 2011,[414] 584 objectives were completed.
- The program review identified an additional 745 accomplishments.[415]

[405] Adult Re-entry Program and Veterans Affairs Websites (E. 218)
[406] Institute of Teaching and Learning (ITL) Website (E. 219)
[407] Skills4Success Website (E. 220)
[408] Supplemental Learning Workshop Descriptions and Offerings Spring 2014 (E. 228)
[409] First-Year Experience Website (E. 221)
[410] SCV Learning Consortium Agendas and Meeting Minutes (Samples) (E. 248)
[411] Honors Program Website (E. 229)
[412] MESA Program Website (E. 222)
[413] DSP&S Program Website (E. 223)
[414] Strategic Plan Accomplishments Relative to 2008 Action Priorities (E. 242)
[415] Strategic Plan Accomplishments Relative to 2008 Action Priorities (E. 242)

- A sample of accomplishments from every department is presented in *Strategic Plan, Santa Clarita Community College District/College of the Canyons 2009/12 Highlighted Accomplishments.*[416]
- While the current three-year program review cycle is not yet complete, college personnel have identified 599 completed objectives in the current program reviews. There are also 637 additional accomplishments identified.[417]

Self Evaluation

College of the Canyons meets this standard and continually identifies ways to make further enhancements to all planning processes.

Actionable Improvement Plans

None.

[416] Strategic Plan Highlighted Accomplishments 2009-12 (E.40)

[417] Strategic Plan Current Three-Year Cycle Completed Objectives Accomplishments Report (E. 251)

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Through clear and systematic assessment and evaluation, every course and program offered by College of the Canyons receives the same level and quality of support services and resources, regardless of location or mode of instruction, and ensures alignment with the College's overall mission.

Standard II.A
Standard II.B
Standard II.C

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

Standard II.A Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

Descriptive Summary

College of the Canyons offers students a wide range of opportunities to achieve their educational goals. Students may select from 76 associate in arts and science degrees (33-AA, 30-AS, 8-A.A.-T and 5-AS-T), and 70 certificate programs, all of which have been approved by the California Community College System Office (CCCSO).[418] Certificate programs offered by the College include options for credit achievement, career specialization, noncredit competency, and noncredit completion. The College also provides training for public safety and service agencies including fire, police, and sheriff.[419] In addition, the College works in partnership with the William S. Hart Union High School District to provide organizational and administrative support for the Academy of the Canyons, which began as a middle college school program for juniors and seniors, and currently includes the Early College High School Program, which functions as a four-year high school that blends both the middle college and early college initiatives.[420]

The instruction program at College of the Canyons consists of 11 academic divisions, listed alphabetically below:

1. Allied Health and Public Safety
2. Career and Technical Education
3. Counseling and Enrollment Services
4. Economic Development Unit
5. Education (including Early Childhood Education and Training Programs)
6. Fine and Performing Arts
7. Humanities
8. Kinesiology and Athletics
9. Learning Resources
10. Mathematics, Sciences and Engineering
11. Social Sciences/Business

Each division is responsible for the integrated planning and delivery of programs and services, utilizing the College's planning and curriculum development processes, although Economic Development also provides fee-based training outside traditional credit and noncredit curriculum development processes.

The Social Sciences and Business (SSB) Division is comprised of 11 academic departments, including Anthropology, Business, Communication Studies, Computer Information Technology, Economics, History, Paralegal Studies, Political Science, Psychology, Real Estate, and Sociology, as well as the program of Gerontology which supports the Skills for Healthy Aging Resources and Programs (SHARP) certificate. In addition, SSB houses the COC Honors Program, which in 2009 transitioned the project-based High Intensity Transfer Enrichment (HITE) Program to a course-based academic program.[421] Of these academic disciplines, seven are primarily academically oriented and provide students with a variety of introductory level courses that meet General Education requirements for transfer. SSB also serves those students who plan to enter the job

[418] List of CCCCO Approved Programs as of 06-18-14 (E.11)
[419] Instructional Service Agreements Website (E. 257)
[420] Academy of the Canyons Middle College High School Hart District Website (E. 258)
[421] Honors Program Website (E. 229)

market after two years, as well as returning students, re-entry students, veterans, and displaced workers who are in need of specific job training in business, computer software applications, paralegal studies, gerontology-related fields, or real estate. In addition, SSB departments serve a cross-section of students including Academy of the Canyons students, high school graduates, as well as young, middle-aged, and older adults.

The Humanities Division includes six different instructional departments and programs, including English, Modern Languages, Philosophy, English as a Second Language (ESL), Cinema, and American Sign Language, as well as a cluster of interdisciplinary Humanities courses. The division offers mainly transferable courses, but also vocational and academic support courses. College of the Canyons' Humanities Division encourages students to expand their understanding of self and culture by infusing traditional humanistic pursuits with relevant academic and workforce education. The Division promotes strong faculty scholarship and teaching; encourages the activity of critical inquiry; increases awareness and appreciation of the humanistic disciplines; and fosters interdisciplinary collaboration and dialogue. During the past few years, the division has added an AA degree in Philosophy and has pending AA-T degrees in English, Spanish, and Philosophy.

The Division of Mathematics, Sciences & Engineering has expanded its educational services during the past six years to promote student and community learning across various Science, Technology, Engineering and Mathematics (STEM) fields. The division has developed honors courses in the Biological Sciences, Chemistry, Geography, and Mathematics disciplines along with AS-T degrees in Mathematics, Physics, Geology, Computer Science, and an AA-T degree in Geography to facilitate student transfer into the California State University System. The division also has participated in the preparation, advertising, training, and frequent offerings of workforce development training workshops, featuring the use of nanotechnology and engineering equipment, digital and fluorescent microscopes, laser welding, electronics, soldering, and clean room equipment. This has been in conjunction with the College's Fast-Track Institute, Center for Applied Competitive Technologies (CACT), and Employee Training Institute (ETI), as part of its ongoing efforts to educate the community with support from a Department of Commerce grant. In addition, the division has worked with one of the local high schools from the William S. Hart Union High School District to successfully implement an Upward Bound Program, a federally funded TRiO grant through the Department of Education, in an effort to serve low-income, first-generation minority students demonstrating academic need, encouraging them to pursue studying the STEM fields.[422] In addition, the Mathematics, Engineering and Science Achievement (MESA) Program has provided academic enrichment for students majoring in STEM disciplines at the College, while supporting financially disadvantaged and historically underrepresented students and providing services that facilitate their successful transfer to four-year universities.[423] Additionally, as part of its ongoing outreach, the division has partnered with various Santa Clarita Valley elementary school districts to promote increased awareness in physics and electronics through the creation and design of hands-on activities focused on supporting 3rd, 4th, and 5th grade common core standard expectations in the physical sciences. The division has organized and continues to offer an annual Speakers Symposium Series, designed to give students and the College community an opportunity to meet renowned research scientists, learn about their respective areas of expertise, and explore career options in emerging technological fields as well as research areas of interest.

The Kinesiology/Athletics Division includes a certificate in Recreation Management and a Sports Medicine transfer degree, providing students with a wide variety of courses and programs from which to select. An almost complete revision of curriculum and the Sports Medicine degree have recently benefitted students, as evidenced by an increase in degree completions and transfers. The division also recently received state and accreditation approval to offer a Kinesiology Transfer Degree through SB 1440. In addition to the academic program successes, student athletes continue to be very successful, with large numbers transferring to universities, and many receiving scholarships, partially due to the College's commitment to athletic tutoring in The Learning Center (TLC). The College currently supports 16 intercollegiate teams, consisting of eight women's teams and eight men's teams, which compete each year in the Western

[422] Upward Bound Website (E. 259)

[423] MESA Program Website (E. 222)

State Conference. The division supports numerous events every year including a Student Athlete Celebration Dinner (honoring degree completers and transfer students), the Athletic Hall of Fame Dinner, Homecoming Festival, and an Alumni and Friends luncheon. The division partners with the College of the Canyons' Foundation on many fundraising events to help support the financial needs of each of the intercollegiate teams.

The Division of Fine and Performing Arts includes Art, Dance, Graphic Multimedia Design, Media Entertainment Arts, Music, Photography and Theatre. A transfer degree in Theatre was recently approved and the College is submitting additional transfer degrees in Studio Arts and Music for approval in 2014. Degrees in Art History and Film, TV and Electronic Media are currently under development. In the past five years the division has benefited from expansion of Mentry Hall, which provided space for the Media Entertainment Arts (MEA) department. This department was restructured to address regional workforce development and transfer needs. Reorganized from a traditional Radio, Television, and Film program, MEA offers nine unique programs of study. In 2012 the State Chancellor's Office approved associate of arts degrees in Sound Arts Design, Filmmaking, and New Media Journalism. MEA currently grants the second highest number of degrees and certificates in the division.

The Allied Health & Public Safety Division consists of Administration of Justice, Fire Technology, Health Sciences and Emergency Medical Technician (EMT) training, Medical Laboratory Technician (MLT) training, and Nursing. The Medical Laboratory Technician training program received Commission approval through the substantive change process in May 2014, and is now seeking national accreditation status.[424] The EMT Program received full program re-approval from the Los Angeles County Department of Health Emergency Medicine Agency in 2014.[425] Nursing has continued its once-a-year opportunity for COC students to co-enroll in both the COC nursing program and the CSUN BSN program. Nursing prepared for a Board of Registered Nursing site visit in May 2014 and received program re-authorization.[426] Enrollments and completion rates are strong in all programs within this division.

Overall, twenty-eight career and technical education (CTE) programs at the College are guided by industry advisory boards that meet at least twice a year.[427] The groups provide input to align curriculum with industry standards and expectations, and many CTE programs are designed around or include preparation for industry certifications. Also, a number of new courses have been developed in the CTE arena during the past few years, in response to industry demand. Examples include solar technician, and plumbing technology. CTE programs have been responsive to industry need for alternative delivery modes as well, moving to incorporate more online options. The water technology program is an outstanding example. It spent significant time and resources developing videos and texts for online student use, and piloting and acquiring equipment such as Smartboards and Telepresence technology to seamlessly link online and on-ground students in live sessions. This was in response to industry partner needs to train and educate employees working a hundred miles or more from the College. Significant focus was placed on integrating meaningful internships into most CTE programs, as a way to provide students real-world workplace experiences, and opportunities to transition directly into good industry jobs.

The Learning Resources Division provides services and materials to meet the needs of students and faculty across all departments, at all sites and in all delivery formats. The division consists of The Learning Centers (TLC), the Libraries, and Distance Learning. The primary function of TLC is to provide tutor support for the students. TLC emphasizes one-to-one and small-group tutoring, and takes particular pride in promoting the academic success of College athletes. In August 2012, the Valencia TLC moved to a new, vastly larger facility in LTLC 126, adjacent to the Library. The new facility offers seven enclosed study rooms, and workshop and classroom spaces. All are equipped with state-of-the-art technology. TLC's Canyon Country facility is in Quad-3, Room 306. Online tutoring takes place on Blackboard via a combination of students' submitting work for tutor review and live-chat with tutors. The Library's primary function is to provide services and materials supporting the College's curriculum. This ranges from reserve textbooks, reference materials, instruction and reference assistance, to research databases

[424] MLT Substantive Change Approval from ACCJC (E. 260)
[425] EMT Program Re-approval 2014 (E. 261)
[426] BRN Continuing Approval Visit May 2014 (E. 262)
[427] CTE Advisory Board Meeting Minutes (Samples) (E. 255)

and electronic books. Learning resources are available at both campuses and to online students. In August, 2012, the Library also significantly expanded its Valencia facility, adding a large information commons, providing study space, and computer access for students. This attractive space also expands opportunity for the display of student artwork. The Distance Learning department develops and delivers universally accessible, academically sound, technologically advanced instruction at a distance, while supporting student success and promoting faculty innovation. The department offers a wide range of training opportunities, available online, through one-on-one appointments, or through in-person workshops at both campuses.

In addition to the academic divisions listed above, general education courses at the College give students a foundation of knowledge and abilities useful to all programs and are guided by student learning outcomes (SLOs) that complement the work students accomplish in their discipline majors or career and technical specializations.

The College's Education Division emphasizes programs for Early Childhood Education (ECE). The courses were recently restructured and renumbered per the state alignment project, including restructuring of the core classes and classes leading to the Associate Degree. The program's curriculum was recently approved as an associate degree for transfer. The department developed many opportunities supporting the success and retention of ECE students and Education majors, including a contract with a child-development training consortium that provides financial assistance to acquire a Child Development Permit.[428] Another contract allows the California Mentor Teacher Program to provide certified mentors for the College's ECE students who are gaining experience in community classrooms. Also, the Teacher Preparation Pipeline Grant (TEACH) provides workshops and activities for future teachers, ranging from preschool through high school, supporting community education through the SCV Education Foundation.[429]

The Center for ECE has two campus-based locations. The Canyon Country Campus (CCC) preschool opened in August 2009 and serves children between 2.9 years and 5 years old, as part of the state's preschool funding program for low-income students. It is licensed to support up to 30 children. The Valencia campus was reaccredited for six years in 2013 by the National Association for Early Childhood Education programs.[430] The Children's Garden project is active on both campuses and includes gardening projects in the preschool yards, a butterfly garden on the Valencia campus, and garden plots in the campus community garden. ECE classroom technology was expanded to include iPad documentation for student observation and data collection, as required for State Preschool and General Child Care programs. This innovative program was funded by the Department of Education, Child Development Division, and through local financial support from the District's Chancellor, Dr. Dianne G. Van Hook.

The Foster and Kinship Care Program is an ongoing partnership between the College and the City of Santa Clarita to provide parenting classes throughout the community with workshops open to all residents desiring parenting information.[431]

Working in partnership with the academic divisions at College of the Canyons, the Economic Development unit offers classes that contribute to the community's economic growth and stability through a combination of contract, credit and noncredit offerings. When industry partners propose areas for training and development, the College evaluates their needs and objectives, and develops training opportunities that address their needs. Full-time College staff monitor classes for content and delivery, and solicit feedback from participants and management. In 1996 economic development became one of the primary missions of the California Community College System and is part of the College's *Mission Statement*.
The College has an extensive Economic Development Division, which brings the instructional resources of the College to the City of Santa Clarita, and also to the Southern California region and State of California's business and industrial community. The division is organized into a number of service areas including the Employee Training Institute (ETI), Employment Training Panel (ETP) funded training, the Center for Applied Competitive Technologies (CACT), the Small Business Development Center (SBDC), the Center for International Trade Development (CITD), the FastTrack Institute and

[428] Child Development Training Consortium Website (E. 263)
[429] TEACH Program Website (E. 264)
[430] National Association for the Education of Young Children Accreditation (E. 265)
[431] Foster and Kinship Care Education Program Website (E. 266)

the Educational Workforce Development (EWD) Coordination Grant. As part of the "Doing what Matters for Jobs and the Economy" initiative, the College hosts three industry liaisons (termed Deputy Sector Navigators) whose primary function is to connect faculty with industry representatives to ensure programs are current and robust. The College hosts Advanced Manufacturing, Health and Information Communication Technology/Digital Media. Rounding out this suite of services for business and industry, the Economic Development Division hosts and operates the WorkSource Center for the City of Santa Clarita. The WorkSource Center provides free services for job seekers and employers.

ETI, initiated by the District Chancellor in 1989, offers customized training, organizational and individual assessments, professional and organizational development, and skills improvement for business and industry employees. It provides a cadre of experienced consultants for consulting services, seminars and short- or long-term courses. Instructors with strong industry experience customize each class to meet the needs of participants. In the mid 1990s, ETI formed a coalition to determine specific needs for training, education, technical assistance and other economic development matters. This laid the groundwork for ETI's training programs. In 1994 ETI turned to the growing need for industrial-training programs. California's defense industry was downsizing, and many companies were converting from defense to commercial manufacturing, requiring much of the workforce to be retrained. ETI and the Valley Industry Association developed the first of 10 Employment Training Panel (ETP) contracts for local employers. Since then, ETP contracts have funded much of the training accomplished by ETI in the community.

The CACT, established in 1998, is dedicated to working with technology businesses and industries to reach their performance improvement goals. With workforce training programs, demonstration of new manufacturing equipment and technologies, and access to federal, state and local resources, CACT helps them achieve greater operational efficiencies, enhanced productivity and increased organizational performance. Many of CACT's classes are offered at a manufacturing learning center at Aerospace Dynamics International (ADI) in the nearby industrial park. CACT is part of a network of centers throughout the state with expertise in things from robotics to fiber optics to biomedical manufacturing. In 2008 the College's CACT was named winner of the Exemplary Innovation Award for implementing the FastTrack Manufacturing Boot Camp, which prepared at-risk youth, ages 18 to 21, for high-paying, upwardly mobile careers in manufacturing. This FastTrack boot camp initiative gave birth to the FastTrack Institute that offers a number of intensive "direct-to-employment" programs in manufacturing, biomedical and commercial equipment repair. These highly effective programs have been funded through several mechanisms, over the years, including county, state and federal grants. They are approved for WIA intensive services.

The College launched its SBDC in January 2006. The Center consistently ranks in the top-producing centers in the region and the state. Serving the Antelope, San Fernando and Santa Clarita Valleys, the SBDC helps prospective and existing small business owners in northern Los Angeles County to start, retain or expand their businesses. It provides workshops, one-on-one consulting and many other resources, as part of a network of 10 SBDCs serving businesses from Santa Barbara County, Ventura County and Los Angeles County.

The CITD was established in 2011 and provides California's international trade companies assistance in accessing global markets. The Center maintains relationships with the Governor's Office of Business and Economic Development, California Department of Food and Agriculture, U.S. Department of Commerce, International Trade Administration, Export Import Bank of the United States, Overseas Private Investment Corporation, Port of Los Angeles, Port of Long Beach, and others to deliver services that help companies expand international trade activities.

In 2011 the College and the City of Santa Clarita bid to operate a regional WorkSource Center co-located with the Economic Development Division in the Dr. Dianne G. Van Hook University Center. As part of the federal Workforce Investment Act (WIA) system, the Santa Clarita WorkSource Center provides job search and training services to job seekers, and comprehensive recruiting and hiring services to employers. The Center includes resource search and counseling space for job seekers and interview rooms with state-of-the-art candidate screening facilities. All services are provided at no cost to job seekers and employers.

In non-credit and community education, the College has been reassessing its role in the Valley based on the recent AB 86 Adult Education planning grant. The Community Education program currently provides personal and professional development for residents. The success of a Summer Institute for Junior High and High School students during the past six years is a significant achievement. Offerings included a weeklong camp format in welding/manufacturing, video gaming, robotics, architectural landscaping, photography, culinary and sports medicine. In 2014 the College became the regional Pearson Vue testing center for GED testing.

The Continuing Education non-credit program provides basic skills courses, GED preparation, citizenship and ESL classes for the community. Partnerships with three elementary school districts and the City of Santa Clarita currently provide community locations for 28 sections of non-credit ESL classes each semester. As a result of the AB 86 Adult Education planning grant, the College and the Hart High School District formed a local consortium to evaluate the planning and delivery of adult education classes within the City of Santa Clarita.

College of the Canyons supports innovative educational opportunities such as Academy of the Canyons (AOC). This middle college high school on the Valencia campus previously served 11th and 12th graders. In 2010, AOC merged with the early college high school program and is now serving 9th through 12th graders in a state-of-the-art facility on the ground floor of the west wing of the Dr. Dianne G. Van Hook University Center. Approximately 380 students each year attend classes at AOC and the College.[432]

College of the Canyons was selected in 2013 as one of 10 community colleges from across the nation to participate in phase two of the Association of American Colleges and Universities (AAC&U) Developing a Community College Student Roadmap Project. The AAC&U's Roadmap Project assists community colleges in creating academic support programs that teach students how to become active partners in their quest for educational success.[433]

SLOs continue to be a core component of all instructional programs, student support services, and library and learning support services. The College faculty, students, and staff engage in ongoing assessments and discussions focused on improving learning outcomes to support students in attaining their educational goals. Since fall 2012, the College has achieved 100 percent participation in identifying SLOs at the course, program, and institutional levels, including student learning and support activities. Work initiated by faculty and supported by administration is well underway to maintain a continuous, sustainable quality improvement level that includes assessing and reflecting on the stated outcomes as well as implementing improvements as needed.[434]

Faculty members are responsible for the assessment of courses, programs, and institutional SLOs. They document ongoing dialogue as well as assessment of results via annual Academic Program Reviews and CurricUNET,[435] the College's curriculum management system, which contains the College's updated curriculum and maps SLOs at the course, program and institutional levels. In addition, other instructional and non-instructional areas of the College write and assess Administrative Unit Outcomes on an annual basis.[436]

Self Evaluation

The College meets this standard. College of the Canyons degrees and certificates are based on a defined program of study that are consistent with the College's *Mission*, and SLOs along with General Education requirements are embedded within each program, assessing and assuring quality and currency, and improving teaching and learning strategies.

Actionable Improvement Plans

None.

[432] AOC Evaluation Briefs (Samples) (E203)
[433] Association of American Colleges and Universities Road Map Project Website (E. 267)
[434] ACCJC Fall 2012 SLO Proficiency Report College of the Canyons (E.106)
[435] CurricUNET Website (E.78)
[436] Academic Program Review Intranet Website; Administrative Program Review Intranet Website (E. 268)

Standard II.A.1

The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

Descriptive Summary

College of the Canyons offers basic skills, transfer, and CTE courses through a variety of delivery methods that include traditional classroom instruction, online, and hybrid in alignment with its stated Mission, Vision, Philosophy, and Strategic Goals. Instruction is offered at both the Valencia campus as well as the Canyon Country Center (CCC).

As discussed fully above, College of the Canyons features an extensive Economic Development Division, as part of its mission, which brings the instructional resources of the College to the City of Santa Clarita, Southern California region, and State of California. For more than 20 years, the Employee Training Institute (ETI) has provided customized job skills training to organizations in manufacturing skills, leadership skills, and computer skills. The Center for Applied Competitive Technologies (CACT) was later designed to provide workforce development and technical assistance to manufacturing and technology enterprises in the region. In 2006, the College opened the Northern Los Angeles County Small Business Development Center (SBDC), which serves as a resource for small businesses and provides expert advice and state-of-the-art tools to small business owners and entrepreneurs through consulting engagements, training, and access to business resources. In 2010, the Fast Track Institute was launched, providing fast paced, intensive not-for-credit training in local fields where there is demonstrated demand.

The College received approval to establish a Center for International Trade Development (CITD) in 2011, which operates along with the SBDC to assist small business owners and entrepreneurs with the various stages of import and export trade development. During spring 2013, the College received approximately $900,000 from the CCCSO to staff three new regional Deputy Sector Navigators in advanced manufacturing, information communication technology and digital media, and allied health. These three positions better align potential career pathways with current curriculum and instruction methods between secondary and postsecondary educational systems, designed to improve SLOs and promote student success with a particular focus on industry sectors for each region of the state, in support of the local workforce.[437]

Regardless of location or mode of instruction, the College ensures that students receive the same high quality instruction, services, and resources. Several processes guarantee the integrity of instructional programs. Faculty, staff, and administrators consistently strive to ensure the student learning process is continually improved. This approach is further evidenced by the ACCJC-approved Substantive Change Proposal for distance education 2014[438] and the onsite services available to students and faculty at both the Valencia site and Canyon Country Campus.

Alignment with Mission

The *Educational and Facilities Master Plan 2012-2018*,[439] *Strategic Plan Goals 2012-2015*,[440] and annual Academic Program Reviews[441] document the College's ongoing dialogue to ensure that all instructional programs address and meet the College's mission. The *Educational Master Plan* and *Strategic Plan* rest on the framework of the College's Mission, identify current and future program development needs related to the evolving demands of the service area, and make clear recommendations to improve teaching practices. Annual Academic Program Reviews, initiated by department faculty, identify short-term and long-term department objectives as correlated with Strategic Goals to enable students to meet learning outcomes.

High Quality Programs and Services

To ensure alignment with the College's *Mission Statement* and uphold high quality programs and services consistent with higher edu-

[437] Deputy Sector Navigator Health Workforce Initiative Grant 13-156-008; Deputy Sector Navigator IT and Digital Media Face Sheet; Deputy Sector Navigator Manufacturing Face Sheet; Approving the COC CITD (E. 269)

[438] Substantive Change Proposal Distance Education 02-4-14 (E. 270)

[439] Educational and Facilities Master Plan 2012-2018 (E.37)

[440] Strategic Plan Highlighted Goals 2012-15 (E.39)

[441] Academic Program Review Intranet Website (E. 271)

cation expectations, the College maintains rigorous, responsive curriculum processes that are updated regularly through its Curriculum Committee, a subcommittee of the Academic Senate. As outlined in the *Curriculum Handbook*,[442] faculty carry out the responsibility of design, review, and oversight of all new and revised courses (including means of delivery), new programs, and review of programs and services with support from the Office of Instruction and Academic Affairs. Once the Curriculum Committee, Academic Senate, and Board of Trustees approve courses and programs, they are submitted to the California Community College System Office (CCCSO) for final approval. Through a variety of established articulation agreements with CSU,[443] UC,[444] private colleges and universities,[445] and access to Project ASSIST, the College ensures students that completed course work and SLOs are congruent with the requirements of other higher education institutions.

Another aspect of upholding institutional integrity involves maintaining a system of courses and programs that address Institutional Student Learning Outcomes (ISLOs) for degrees, certificates, transfer, personal development, and job skills based on ICETC/CSU General Education. Fourteen ISLOs were identified and assessed by the College faculty in the areas of Natural Science, Social Science, Humanities and Fine Arts, Language and Rationality (both English Composition and Communication/Analytical Thinking), American Institutions, Physical Education and Wellness, Diversity Requirement, Career Technical Education, and College Skills. Every course at College of the Canyons, regardless of delivery mode, identifies and assesses one or more of these ISLOs.

The connection from institutional outcomes to course-level outcomes continues in the program review and program-level learning outcomes. To date, all 14 ISLOs feature ongoing assessment as part of the College's efforts to achieve continuous, sustainable quality improvement.[446] Moreover, as a result of this dialogue, the College faculty have discussed establishing ISLOs to match the essential learning outcomes published by the AAC&U, which focus on advancing and strengthening liberal education for all college students, regardless of their intended careers. These new essential learning outcomes will instead focus on four primary areas of emphasis: human cultures and the physical and natural world, intellectual and practical skills, personal and social responsibility, and integrative and applied learning.[447]

Fields of Study and Currency

Consistent with current higher education standards and the CCCSO *Program and Course Approval Handbook*, the College continuously preserves and maintains its curriculum via a five-year course review process based on Title V and C-ID requirements. Using CurricUNET, faculty provide and update a prescribed list of information (e.g., course description, course objectives, SLOs, course content outline, methods of instruction, methods of evaluation, typical assignments, distance learning addendum where applicable) regarding a course that, once approved, becomes the official course outline of record.[448] In addition, articulation agreements with CSU, UC, and other colleges help maintain quality of instruction.

Faculty members identify and initiate new programs locally through the curriculum process, which requires alignment with the College's mission and evidence that the educational quality of the offerings is consistent with current higher education standards and labor market needs. Career Technical Education programs also include advisory boards[449] and external accrediting bodies that assist faculty in maintaining quality and currency. The Office of Financial Aid, in collaboration with Institutional Research, posts gainful employment statistics for career and technical programs offered at the College.[450]

Self Evaluation

The College meets this standard. Through clear and systematic assessment and evaluation, every course and program offered by College of the Canyons receives the same level and quality of support services and resources, regardless of location or mode of instruction, and ensures alignment with the College's overall mission.

[442] Curriculum Handbook 2014 pages 6-8 (E. 272)
[443] Transfer to CSU Website (E. 273)
[444] Transfer to UC Website (E. 274)
[445] Transfer to Private Universities Website (E. 275)
[446] ACCJC Fall 2012 SLO Proficiency Report College of the Canyons (E.106)
[447] SLO Committee Meeting Minutes 10-23-13; Orientation to the LEAP Method Prezi 08-9-13 (E. 276)
[448] Course Outline of Record Template (E. 277)
[449] CTE Advisory Board Meeting Minutes (Samples) (E. 255)
[450] Financial Aid Eligible Programs Webpage (E. 278)

Actionable Improvement Plans

In order to further support student success and completion, the College will work to create two-year pathway guides for each instructional program as well as career pathway guides for degree and certificate completion. These will be available and regularly updated via the College website.

Standard II.A.1.a

The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

Descriptive Summary

The educational needs of students are met through programs consistent with their educational preparation and the diversity, demographics, and the service area's economy. The College uses multiple research tools and planning strategies to determine student demand and community need. Whether preparing for a career or transfer, retraining, remediating a substandard secondary education, or seeking personal enrichment, the demands and preparation of the College of the Canyons constituency are diverse in many ways.

As discussed in Standard I, ongoing communication with the community[451] informs the College about program needs along with research by faculty, staff, and administration.[452] Using a variety of data sources from the Office of Institutional Research that include both internal and external scans, the Student Success Scorecard[453] and Accountability Reporting for Community Colleges reports, surveys, as well as advisory board inputs, the College identifies, assesses, and meets the various learning needs of its students.

Research on Student Learning Needs and Educational Preparedness

The Office of Institutional Research collects data through a variety of research methods. It is developed into Research Reports and Research Briefs that include action implications for consideration. For example, the Supplemental Learning Committee, a subcommittee of the Skills4Success Committee (funded by the CCCCO Basic Skills Initiative), examined the retention and success rates of students who participated in Supplemental Learning compared to the retention and success rates of students who did not participate in these same activities during the fall 2012 semester, but were enrolled in the same courses.[454] In another study, an analysis of the local William S. Hart Union High School District graduates' achievement in English[455] and math[456] courses at College of the Canyons was conducted to inform respective English and math learning consortia's efforts to improve coordination and articulation of curricula from high school to the College. In addition, annual student surveys representing both Instruction and Student Services are conducted to ensure that the College is aware of the changing needs of its students. The survey results are available to the College staff on the College's intranet website.[457]

College of the Canyons further meets the needs of its incoming students by providing a placement process prior to registration to identify the appropriate level of English, ESL, math, and chemistry courses.[458] In addition, students who desire to enter into certain health care career programs are subject to an extensive screening process to assure that the prerequisites to success are in place before they enroll.[459]

The College also uses SLO results at the course, program, and institutional levels, assessed on an individual department rotational basis, to identify student learning needs and evaluate progress toward achieving SLOs. Assessment results and action plans are embedded within all program reviews.[460] This process begins at the course level

[451] Santa Clarita Economic Snapshot March and April 2011 (E. 279)
[452] Research Reports Intranet Website (E. 280)
[453] Student Success Scorecard 2014 College of the Canyons (E. 199)
[454] Supplemental Learning Analysis of Success and Retention Rates Fall 2012 Research Brief #58 (E. 281)
[455] English Course Success Rates from High School to College Research Brief #53 (E. 282)
[456] Math Course Success Rates from High School to College Research Brief #59 (E. 283)
[457] 11th Annual Student Survey Student Services and Instruction Fall 2013 Rpt #283 (E. 225)
[458] Assessment Center Website (E. 284)
[459] Nursing Selection Criteria Website (E. 285)
[460] Academic Program Review Intranet Website; CurricuNET Website (E. 286)

with instructors reflecting on the learning outcomes of their courses and whether students were able to achieve these goals. Once the individual course-level outcomes are identified, they are mapped to the program and institutional levels for further reflection. Faculty and staff use SLO data in reviewing programs and informing planning and resource needs to support student success.

For example, the Welding program noted in the 2012-2013 program outcome assessment that only 67 percent of students were achieving one of the two program SLOs, so work was needed to improve achievement. Consequently, the department implemented a new Learning Management System (LMS) that required students to "reinforce their theory-based welding knowledge through completion of online activities. Faculty members are using this LMS system now and are optimistic that the students will show improvement in the lecture SLO as a result."[461] For another example, while the Graphic Multimedia Design (GMD) program SLO assessment indicated a success rate of 94 percent, instructors noted that "The fields of Graphic and Multimedia Design are using software not reflected in student portfolios. GMD will revise the curriculum of GMD 101 to reflect changes in industry standards to include Content Management System software (Facebook, Tumbler, Pintrest)."[462] Addressing these gaps in student learning is a direct result of program-level outcome assessment.

Program Planning

The acquired research data noted above is evaluated, assessed, and included in the *Educational and Facilities Master Plan 2012-2018*,[463] *Strategic Plan Goals 2012-2015*,[464] and annual Academic Program Reviews.[465]

The *Educational and Facilities Master Plan* is updated every five years and consists of long-term planning that includes extensive research dedicated to identifying the characteristics of current and potential future students. Data collected include rates of success and retention by population group, ethnic representation, gender, and age as well as economic scans, population and growth projections, and facilities impacts as related to academic programs, administrative units, and student services. This information helps the College prepare programs and allocate resources that address the core components of the College's mission. The plan also contains projections for growth and commitments, including benchmarks for each of the core missions, which demonstrate how the institution's goals align with the *District Strategic Plan*.

The *Strategic Plan* is revised every three years, and the Academic Program Review is updated yearly. Collectively, these planning processes include the identification and consideration of demographic and learning outcomes data, which are reviewed and assessed in a consistent and ongoing manner to ensure continuous, sustainable quality improvement to enhance student learning and educational effectiveness.

As an example of a new program informed by data, in spring 2010, the Skills4Success Committee initiated a First Year Experience (FYE) program[466] exclusively for freshmen entering from the William S. Hart Union High School District in response to data obtained from the *Accountability Reporting for Community Colleges* (ARCC) report 2010[467] as well as placement data for graduating seniors in English[468] and math.[469] Student Progress and Achievement Rate indicator ARCC data demonstrated a decrease in success percentages over the past two cohort years and was lower than its peer group average. To help students increase success rates in pre-collegiate math and English courses as well as improve persistence from fall to fall for first-time freshmen, FYE was initiated for qualifying students.

To evaluate the effectiveness of this new program, during fall 2012, the FYE sub-committee requested a comparison of retention and success rates of students who participated in FYE versus retention and success rates of other first-time freshmen and all other students enrolled in the same courses. Persistence rates of FYE students were

[461] Welding Program SLO Report (E. 287)
[462] GMD Program SLO Report (E. 288)
[463] Educational and Facilities Master Plan 2012-2018 (E.37)
[464] Strategic Plan Highlighted Goals 2012-15 (E.39)
[465] Academic Program Review Intranet Website (E. 271)
[466] First-Year Experience Website (E. 221)
[467] ARCC Report 2010, page 146 (E. 289)
[468] William S. Hart Union High School District English Placement Report for High School Graduates 2006-08 (E. 290)
[469] William S. Hart Union High School District Math Placement Report for High School Graduates 2006-08 (E. 291)

compared to other first-time freshmen from fall 2011 to spring 2012, and from fall 2011 to fall 2012.[470]

SLO Research
In addition to the yearly outcome updates present in the annual Academic Program Reviews, the College conducts ongoing research to determine if students are achieving stated learning outcomes. For example, during the 2012-2013 academic year, based on accumulated student learning outcome assessment results from the College's Molecular and Cellular Biology courses, the biology faculty questioned whether a chemistry prerequisite should be incorporated.[471]

Moreover, the College's SLO Committee publishes the ACCJC Annual Reports, ISLO and Program SLO results, and the recent ACCJC Fall 2012 SLO Proficiency Report on its website.[472] Completion and transfer rates, degrees and certificates awarded, and retention and success rates are also in the College's various *Fact Books*.[473] These examples and more illustrate the College's commitment to maintaining institutional effectiveness in its collective efforts to best support SLOs attainment.

Self Evaluation
The College meets this standard. College of the Canyons recognizes its role as a community college established to serve a diverse regional population. The College continues its tradition of providing a wide range of programs and services that offer students associate degrees and preparation for transfer to baccalaureate institutions, workforce and economic development centered on CTE programs and certificates as well as local business training, and community education opportunities that are responsive to community interests and needs.

Actionable Improvement Plans
None.

Standard II.A.1.b

The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Descriptive Summary
College of the Canyons is responsive to the diverse educational needs of its student population by offering and incorporating a variety of teaching methodologies and modes of delivery. The selection of methods for delivering course materials is the primary responsibility of discipline faculty and is reviewed and approved by the Curriculum Committee and Academic Senate. Faculty members use a variety of research data, both internal and external to the College, to ensure that curriculum is appropriate to the current and future needs of its students.

Supporting Course Objectives and Content
To ensure that delivery of instruction supports the objectives and content of courses, the Curriculum Committee reviews all new and revised course outlines. It fosters the development of new curricula, and reviews revisions of existing curricula.[474] For distance learning versions of courses, a separate curricular review by the Curriculum Committee is required.[475]

The Curriculum Committee is responsible for the following:

- Review and recommend action on existing curricula
- Review and recommend action on proposed curricula
- Encourage and foster the development of new curricula
- Request, consider, and respond to reports from various college groups whose work bears directly on the curriculum
- Disseminate curricular information and curricular recommendations to the faculty, Academic Senate, administration, and to the Board of Trustees
- Implement state-mandated regulations or policies that affect curricula

[470] First Year Experience Program Comparison of Success, Retention, and Persistence Rates Research Brief #46 (E. 292)
[471] Biosci-107 Analysis Comparison of Success Rates for Students with Prior College Chemistry Coursework, Co-Enrolled in College Chemistry, and Without Prior College Chemistry Coursework Research Brief #49 (E. 293)
[472] SLO Committee Reports Website (E. 294)
[473] Fact Book 2013-2014 (June 2014) (E. 240)
[474] Curriculum Handbook 2014 (E. 295)
[475] Distance Learning Addendum Template (E. 296)

- Recommend associate degree requirements to the Academic Senate, administration, and Board of Trustees
- Recommend additions, deletions, and modifications in general education patterns for the associate degree, the California State University General Education Breadth Requirements, and the Inter-segmental General Education Transfer Curriculum (IGETC)
- Review all curriculum proposals to ensure congruence with the College's Mission, need, quality, feasibility, and compliance with Title 5.

The Curriculum Committee approves, reviews, and submits curriculum to the Board of Trustees.

Evaluating Delivery Methods to Meet Student Needs
Delivery methods are evaluated for their effectiveness in a number of ways. First, the Curriculum Committee conducts a separate review whenever courses are proposed to be offered in a hybrid or online format.[476] The review process ensures that a course taught at a distance is taught to the course outline of record and ensures quality through regular, effective, instructor-student contact.

Specifically, the Curriculum Committee examines the distance learning addendum for:

- Sufficient detail to show how the face-to-face delivery is modified for distance education. This entails both content and assignments. For example, if the course is typically a lecture course, the Committee asks how the lecture material will be delivered to students. If students typically make in-class presentations, how students do this in the distance education format is explained.
- Instructor-to-student interaction is present and indicates that the instructor initiates the interaction rather than making students initiate it. The Committee asks for specific examples of ways instructors interact with students. If a discussion board is used for interaction, there are examples of how the discussion will be conducted
- Methods of evaluation match those in the face-to-face course
- Accessibility is addressed via Section 508 compliance

Second, the collective bargaining agreements between the District and faculty unions call for regular evaluation of instruction. The contracts specify procedures for both peer evaluation and student evaluation of instructors. A process for deploying student evaluations in online classes and for peer evaluation of online classes has been in place since 2006.[477]

Third, the College conducts an annual survey of students enrolled in online classes.[478] The survey provides important data on a variety of areas, ranging from student services to bookstore services to the quality of online courses. Overall, respondents indicated that they were "satisfied" or "very satisfied" with online classes offered at the College. The areas receiving the most satisfaction were the College website (82 percent) the stability of the Blackboard course management system (78 percent), and the overall quality of online courses at the College (77 percent). Significantly, the percentage of respondents who agreed or strongly agreed with the statement "I am familiar with the student learning outcomes in my course(s)" was 83 percent.

Fourth, the College examines student success in a variety of delivery formats, including Distance Education. For example, in 2012, the College completed a report entitled "Analysis of Alternative Delivery Modes Fall Terms."[479] This report examined 14 questions, including what are the overall retention and success rates by instructional delivery method, including online and hybrid classes. It was found, for example, that for the fall 2007-2011 semesters, course retention and success rates were higher for face-to-face courses. Retention rates for all online and face-to-face classes were within 11 percent of each other. Success rates were within 15 percent of each other.

Dialogue about Delivery Systems and Modes of Instruction
Dialogue about delivery systems and modes of instruction takes place at the Educational Technology Committee, the Technology

[476] Curriculum Handbook 2014 pages 58-62 (E. 297)
[477] COCFA Collective Bargaining Agreement and AFT Collective Bargaining Agreement (Evaluation) (E. 298)
[478] 5th Annual Student Survey Online Classes Spring 2012 Research Report #271 (E. 299)
[479] Analysis of Alternative Delivery Modes Fall Terms 2007-11 (E. 300)

Committee, division meetings, as well as department chair retreats.[480] Also, the District choice of Learning Management System was reviewed during 2009-11. The review participants included 28 representative faculty members and served as an effective mechanism to promote widespread discussion and a successful decision process.[481]

Further, discussion of delivery methods occurs during training that is required of all faculty members who teach in an online format.[482] The training, required since 2006, consists of six hours in the Learning Management System (currently Blackboard), a workshop on Section 508 (accessibility), and two units of college-level coursework in online teaching and learning.

In addition, professional development workshops provide a venue for dialogue on delivery methods. For example, during fall 2013 FLEX the following workshops were offered: "How Might Massive Open Online Courses (MOOCs) Impact California Community Colleges?"[483] and "Meeting Accreditation Standards for Distance Education."[484]

Self Evaluation
The College meets this standard.

Actionable Improvement Plans
In order to improve student success and retention rates in online and hybrid courses, the College will identify proven strategies for promoting online and hybrid student success and present them to instructional faculty.

Standard II.A.1.c

The institution identifies student learning outcomes for courses, programs, certificates and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Descriptive Summary
Discipline faculty have defined SLOs for all courses, programs and institution-level areas. Assessment of those outcomes is a continual process. The assessment of student learning drives improvement.

Identified Student Learning Outcomes
The College lists the identified SLOs for courses within each course outline.[485] These outlines are available to the public through CurriCUNET, the College's online curriculum management system.

The SLOs for all programs are listed in the College Catalog[486] and on department/division websites. For example, the websites for the Math, Science, and Engineering Division and Humanities Division list the program level SLOs for all departments under each respective division.[487, 488]

There are 14 institutional student learning outcomes (ISLO) defined. These were defined using the General Education areas as a guide but also include other areas identified as related to the College mission: Natural Sciences; Social Sciences; Humanities and Fine Arts (two ISLOs); Language and Rationality (two ISLOs); American Institutions; Physical Education and Wellness (two ISLOs); Diversity; Career Technical Education; College Skills (three ISLOs). The Institutional SLOs are published on the SLO Committee website.[489]

Creating Student Learning Outcomes
Through the Curriculum Committee, a sub-committee of the Academic Senate, there is an established process for faculty to define SLOs for every course and program.[490] The SLOs are stated in overarching but measurable terms. Generally this means using the higher order critical thinking verbs from Bloom's Taxonomy[491,492] Therefore the SLOs are at the collegiate level.

At the course level, the Curriculum Committee and SLO Committee (another sub-committee of the Academic Senate) recommend that

[480] Retreat and Division Meeting Minutes (Discussion of Alternative Delivery Formats Samples) (E. 301)
[481] LMS Review Discussion Minutes (E. 302)
[482] Online Instructor Qualifications (E. 303)
[483] Fall 2013 FLEX Schedule, page 14 (E. 304)
[484] Fall 2013 FLEX Schedule, page 19 (E. 305)
[485] Course Outline of Record Template and CurriUNET Website (E. 306)
[486] College Catalog (E.1)
[487] Math Science Engineering Division Website (SLOs) (E. 307)
[488] Humanities Division Website (SLOs) (E. 308)
[489] ISLO Website (E. 309)
[490] Curriculum Handbook 2014 pages 11-12 and 39-40 (E. 310)
[491] Student Learning Outcomes Faculty Manual pages 1-2 and 35 (E. 311)
[492] Curriculum Handbook 2014 page 40 (E. 312)

SLOs are divided into lecture/lab if the course is a combined lecture and lab course.[493] Faculty are responsible for revising all courses within a 5-year cycle. One of the SLO co-coordinators is part of the curriculum review process before the Curriculum Committee examines new and revised curriculum. The SLOs are standard for all sections of a course whether the course is delivered on campus (Valencia or Canyon Country sites), or via distance education. Every course syllabus given to students is required to list the course SLOs.[494]

At the institution level, the ISLOs were established Opening Day, fall 2010, with faculty across all departments working collaboratively together. Faculty are currently discussing revising these outcomes to align with the Liberal Education and America's Promise (LEAP) outcomes from the Association of American Colleges and Universities (AAC&U).[495]

Assessment of Student Learning Outcomes

Faculty lead the assessment of SLOs at the course, program, and institution levels. The SLO Committee and SLO coordinators facilitate training for faculty in developing assessment tools, rubrics, and plans, and assist faculty in analyzing results related to student learning and improvement.[496] There are a variety of resources available for faculty to support their assessment efforts. For example, there are planning documents, and sample rubrics found in the *Student Learning Outcomes Faculty Manual*[497] and on the SLO Committee website.[498] There are also a number of Professional Development activities offered every term to assist faculty in SLOs related work.[499] Faculty analyze the assessment results and report on the analysis in the online annual program review in SLO tables.

Faculty create the assessment plans for courses and programs.[500] The SLOs are written to represent measurable overarching goals for the course or program. Therefore, based on the SLOs statement, faculty decide on the appropriate authentic assessment tool.[501] For example, in some disciplines, such as in Culinary Arts, Nursing, Theater, or the Biological Sciences, a skill demonstration is selected as the assessment tool for specific courses. In other disciplines, such as English or Political Science, an essay exam is used. Faculty spend much time working together to select the appropriate assessment method and criteria for success. For the program-level assessment, most faculty use mapping to courses as a means of measuring SLOs.[502] Some use capstone experiences to assess program SLOs.

Results Guiding Improvement

College-wide conversations have been held about measures of success, persistence and progression through basic skills sequences and are well documented. The College continues to look at assessment data and make informed decisions about identification of gaps. Assessment results are used to reflect on past and current progress to work on future curriculum planning. College-wide, both full-time and adjunct faculty are involved in the planning and assessment of SLOs, participate in analysis of assessment results, and develop plans of action to address deficiencies.[503]

In 2011, the College purchased CurricUNET for its curriculum and assessment systems. As of fall 2013, the CurricUNET Assessment Module was being used on a small scale, with full implementation anticipated in fall 2014.[504] The SLO data and analysis contained within CurricUNET Assessment Module will continue to be linked with the annual program review. The following prompts are used to assist faculty in the reflection and analysis of the assessment:

1. Please identify specific strengths or areas where students demonstrated success in achieving course outcome(s).
2. Please identify specific weaknesses or areas where students struggled to demonstrate success in achieving course outcome(s).

[493] Curriculum Handbook 2014 page 40 (E. 312)
[494] ACCJC Feedback on College Status Report on Student Learning Outcomes Implementation Fall 2012 (E.55)
[495] ISLO FLEX Session Report Fall 2012 (E. 247)
[496] SLO Committee Mission Statement Scope and Duties (E. 313)
[497] SLO Faculty Manual (May 2010) (E.98)
[498] SLO Committee Resources Website (E. 314)
[499] SLO Assessment Module Trainings Website (E. 315)
[500] SLO Faculty Manual pages 4 -9 (E. 316)
[501] SLO Faculty Manual pages 4 -5 (E. 317)
[502] SLO Program Report 03-31-14 (E. 318)
[503] ACCJC Fall 2012 SLO Proficiency Report College of the Canyons (E.106)
[504] CurricUNET Assessment Module Instructions (E. 246)

3. As a result of the department-wide dialogue concerning analysis of results, give specific examples how your department will improve student learning in the next assessment. If the department believes no improvement is necessary, indicate how the department will ensure ongoing level of success.
4. Outline the timeline for implementation of the Action Plan (by the end of the next course, academic year, program, etc.).

Furthermore, in the annual program review, there is a section for departments to identify any new objectives and budget augmentation requests related to SLOs assessment results.[505,506]

Self Evaluation

The College meets this standard. There are established procedures defining SLOs at all levels and processes in place for the assessment of those outcomes. Assessment results are used for planning purposes and to drive improvements.

Actionable Improvement Plans

None.

Standard II.A.2

The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

Descriptive Summary

College of the Canyons offers a wide range of course types and study options. The College ensures the quality and improvement of all courses and programs, no matter where offered or in what delivery mode.

Criteria and Processes for Offerings

The College offers classes and programs based on a variety of criteria. Credit and noncredit offerings are determined by the Office of Instruction and Academic Affairs, working with student success and retention data, historic patterns of demand, as well as curriculum plans established to provide pathways for students to complete a given program. Overall parameters for determining the course offerings are recommended by the Enrollment Management Team. This team develops a planning/discussion process yielding a plan outlining specific steps to achieve or maintain an enrollment head count/full-time equivalent-student (FTES) goal, and a strategy to contain expenditures to serve a fixed number of FTES in line with projected income.[507]

Short-term training and contract education programs are developed in response to labor market information, input from advisory committees, meetings with industry and partners, industry trend information from deputy sector navigators, and direct requests from industry partners.[508]

Community education and continuing education courses are offered based on suggestions from educators in the community as well as advisory committee input.[509] Faculty members develop study-abroad opportunities in consultation with their department chairs and division deans. Study-abroad programs provide students who enroll in related and appropriate courses opportunities to broaden their knowledge of, and exposure to, other people and cultures.

Categories of Courses and Programs

The College offers collegiate, developmental, and pre-collegiate courses and programs, as well as continuing and community education. In addition, the College offers study abroad, short-term training courses and programs, programs for international students and contract education. The College follows Title 5 guidelines when determining the appropriate credit type for courses and programs, as outlined in the *Curriculum Committee Handbook*.[510]

[505] Program Review Objectives Based on SLO Results (E. 319)
[506] Objectives Based on SLO Data Year 2 Program Review 2012 (E. 320)
[507] Decision Making at College of the Canyons (Enrollment Management Team) (E. 321)
[508] Short Term Training and Contract Education Input (E. 322)
[509] Community and Continuing Education Committee Minutes (Samples) (E. 323)
[510] Curriculum Handbook 2014 pages 16-25 (E. 324)

Quality Assurance
SLOs and assessments are established for all courses, programs, degrees, and certificates offered at the College. To ensure quality, all courses and programs are reviewed through a 13-stage curriculum approval process. This process is described in more detail in Board Policy 4020 (BP 4020) and Administrative Procedure (AP 4020), focusing on program and curriculum development.[511] Continuing education students are assessed for initial placement and again at the end of the course. Community education programs include an evaluation of the particular offering.[512]

Study abroad programs also include an evaluation that is completed by all students participating in a trip.[513] In addition, the proposal for a trip presented by faculty members must demonstrate that a given course's SLOs can be achieved in the proposed format. For short-term training and contract education, courses are prepared by subject matter experts and reviewed by industry partners. Feedback from all courses is evaluated to ensure program goals were met and to see if improvements are needed.[514] In addition, job placement rates are monitored and feedback from hiring companies is solicited and evaluated.[515]

The International Students Program (ISP) currently provides academic and cultural support to 120 students on F-1 visas. To maintain the quality of the program, the office organizes cultural events and required orientations to help international students integrate into campus and community life, and it works with academic counselors to ensure that students meet the federal requirements to maintain their visa status as well as follow their educational plans for timely transfer. By coordinating with other departments, such as Counseling and ESL, the ISP follows up on students' progress and provides support when necessary. ISP completes regular program reviews to evaluate its effectiveness and create objectives for improvement.[516]

Self Evaluation
The College meets this standard. Established processes are in place to ensure that the variety of courses and programs are subject to quality assurance and improvement mechanisms.

Actionable Improvement Plans
None.

Standard II.A.2.a

The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Descriptive Summary
There are established procedures and policies in place to identify and evaluate learning outcomes for courses and programs. Faculty play a central role in establishing and improving curricula.

As outlined in Standard II.A.1.c, SLOs are established for all courses and programs and are used for course/program evaluation. By assessing courses and programs, faculty members are able to determine the quality of the curriculum and gauge student success.

Development and Evaluation of Curricula
Programs and curricula of the College are academic and professional matters; therefore, the College relies primarily on faculty for development and modification of courses and programs.[517] Within the departments, faculty members initiate or modify courses and programs and submit proposals through the appropriate approval process established by the Curriculum Committee. Since 2011, the College has used CurricUNET, for curriculum development and review.[518]

The primary responsibility of the Curriculum Committee is to ensure the curriculum is sound, comprehensive, and responsive to the

[511] Board Policy 4020 and Administrative Procedure 4020 Program and Curriculum Development (E. 325)
[512] Community Education Class Evaluation and Survey and Evaluation Template (E. 326)
[513] Educational Travel Evaluation (E. 327)
[514] Employee Training Institute Evaluation Summary (E. 328)
[515] FT CNC Trainee Data Base V1 (E. 329)
[516] ISP Program Review 2013-14 (E. 330)
[517] Board Policy 7215 Academic Senate Participation in Collegial Consultation (E. 331)
[518] CurricUNET Website (E.78)

evolving needs of the students, institution and community.[519] The process established by the Curriculum Committee follows the guidelines from the state Chancellor's Office, statewide Academic Senate, and from State of California Education Code and Title 5 of the California Code of Regulations. The Instruction Office and Office of Academic Affairs provide administrative oversight in this process. The Board of Trustees approves all new programs and program deletions. This process is described in more detail in Board Policy 4020 (BP 4020) and Administrative Procedure (AP 4020) focusing on Program and Curriculum Development.[520]

Each department has its own planning cycle for evaluating courses, programs certificates, and degrees through assessment of SLOs. It is recommended that every course and program be assessed every two years.[521] However, some departments evaluate student learning every semester. To maintain assessment cycles, programs have created assessment schedules.[522] The evaluation of SLOs is used as part of program review and is used to guide planning and budget for departments. The assessment results are reported in the online annual program review (in SLO tables) or in the CurricUNET Assessment Module. Reflection on assessment results and the resulting dialog influence a program's objectives and goals and is linked to budget requests. The online annual program review also allows for departments and programs to attach additional reports that provide more information and detail. For example, the Theatre, English, and Business departments have included reports concerning assessment results and action plans to supplement its SLOs data and analysis.[523]

The Curriculum Committee follows the processes established by Board Policy 4021 and Administrative Procedure 4021 to establish, modify, or discontinue programs.[524] Through the on-line annual program review process, evaluation of all instructional academic programs is completed.[525] The faculty is central to the process, as they revise and update course outlines and analyze their degrees, certificates, and departments/programs when writing the reviews.[526]

There is significant institutional support for the program review evaluation. The Program Review Committee provides training, advisement and assistance to College faculty and staff to facilitate and improve the process. The Office of Institutional Research provides supporting information to faculty for the program review process (e.g. success and retention rates). Evaluation of SLOs for courses and programs is included as part of the process.

The Office of Institutional Research also helps faculty in the development of specific research briefs as needed for planning. For example, as a result of the analysis of the SLOs in Biology 107, the Biology department was considering adding chemistry as a prerequisite for the course. The Office of Institutional Research conducted a study on whether students were more successful if they had previously taken a chemistry course. As a result of this analysis, the Biology department had data to help them make an informed decision about a pre-requisite. Although there was a statistical difference in the success for students who take chemistry versus those who do not, about 2/3 of students pass the course without having taken chemistry.[527] The Biology department decided not to create the chemistry prerequisite.

Procedures and Processes

As stated above, faculty establish the SLOs and assessments for all courses, programs, degrees, and certificates offered at the College. All courses and programs are reviewed through a 13-stage curriculum approval process with courses reviewed at least every five years. During the review, the following criteria are considered:[528]

1. Appropriateness to the College's Mission
2. Need for the course/program
3. Outline reflects quality
4. Feasibility
5. Compliance

[519] Curriculum Handbook 2014 (E. 295)
[520] Board Policy 4020 and Administrative Procedure 4020 Program and Curriculum Development (E. 325)
[521] SLO Faculty Manual page 9 (E. 332)
[522] Department SLO Assessment Schedules (Samples) (E. 333)
[523] Department Reports on SLO Assessment Results (Samples) (E. 334)
[524] Board Policy 4021 Program Viability Initiation, Modification and Discontinuance (E. 335)
[525] Academic Program Review Intranet Website (E. 271)
[526] Academic Senate Program Review Committee Procedures (E. 336)
[527] Biosci-107 Analysis Comparison of Success Rates for Students with Prior College Chemistry Coursework, Co-Enrolled in College Chemistry, and Without Prior College Chemistry Coursework Research Brief #49 (E. 293)
[528] Curriculum Handbook 2014 pages 16-17 (E. 337)

The Curriculum Committee ensures that SLOs represent the overarching goal(s) of the course.[529] At the same time, the committee checks to verify that the chosen SLOs can be measured. The committee also reviews the content, objectives, outline, and assignments to verify that it is possible to achieve the SLOs.

SLO coordinators provide faculty regular training opportunities to promote the development of authentic assessments for SLOs. Professional development is also offered to support faculty in the development of assessments and assessment plans,[530] and members of the SLO Committee provide further assistance.[531] Assessment descriptions, assessment data, and the resulting dialogue and improvements are recorded in program review on an annual basis.

Quality and Improvement to Curricula

Departmental dialogue in student learning has led and continues to lead to a variety of planned changes to courses and programs. As an example, the Nursing program plans to develop a series of workshops to support nursing students before, during, and after the RN program and to support adjunct faculty.[532]

Results from SLO assessments are often combined with additional reports that provide greater insight into student learning and identification of gaps. For example, reports such as the Profile and Enrollment Patterns of Non-Credit ESL Students, English 071 and 071L Success Comparison, English Retention and Success Rates, English Progression Analysis, and other reports are available online through the Office of Institutional Research website and provide greater detail regarding assessment and results.[533]

The number of courses and programs with evidence of ongoing assessment of learning outcomes continues to improve each semester. The SLO committee regularly reviews the SLO data for departments (programs and courses) and provides feedback and support. As of October 2012, 76 percent of courses had evidence of ongoing assessment.[534] As of March 2013, that number increased to 95 percent.[535] For the number of college programs with ongoing assessment of learning outcomes, the number improved from 78 percent in October 2012 to 83 percent. The SLO committee provided individual coaching to the departments in need of support.[536]

Departments also consider the needs of specific student populations in their evaluation of programs. For example, a series of new Counseling classes were developed since the last Accreditation visit in 2008:

- Counseling 100: Success Strategies for the Adult Re-entry Student (fall 2008)

  This course was created for the unique experience of re-entry (adult) students as they return to college (or participate for the first time). The Counseling Department found that Counseling 111: Introduction to College and Strategies for Success did not address the challenges these students face, being suited to traditional-age college students.
- Counseling 112: Transition Strategies for Intercollegiate Student Athletes (fall 2009)

  This course tailors the content in Counseling 111: Introduction to College and Strategies for Success for student athletes. Given their unique situation, and the requirements they must meet to maintain their position on campus, the Counseling Department decided a course dedicated to their experience is warranted.
- Counseling 142: Learning to Learn (fall 2009)

  This course expands on the learning strategies content in Counseling 111: Introduction to College and Strategies for Success, and further helps students who may not be prepared for the academic rigor in college. Counseling 111 briefly touches on learning strategies for reading, studying, and note-taking, which are developed further and expanded on in Counseling 142. The qualities of a self-regulated learner are emphasized, with the science behind how one learns.

[529] Curriculum Handbook 2014 page 57 (E. 338)
[530] SLO Assessment Workshops Fall 2008-Spring 2014 (E. 339)
[531] SLO Committee Mission Statement Scope and Duties (E. 313)
[532] Academic Program Review Nursing 2012-13 (E. 340)
[533] English Faculty Inquiry Group and English Progression Analysis (E. 341)
[534] ACCJC Feedback on College Status Report on Student Learning Outcomes Implementation Fall 2012 (E.55)
[535] Student Learning Outcomes Newsletter Spring 2013 (E. 342)
[536] SLO Committee Agenda and Minutes (Samples) (E. 343)

Addressing the needs of particular student populations is the goal of new courses in English and mathematics. The English department faculty became aware that only 26.6 percent of students who begin the English sequence three levels below transfer complete English 101.[537] The department also knew this is a nationwide statistic. English faculty were aware of the statewide acceleration movement and the success it is having in increasing the numbers of students moving through a shorter sequence of courses. Drawing on research about the importance of dealing with affective domain issues in promoting success, the English department created the new ENGL 096 course based on this data. Similarly, a small number of students beginning in basic Arithmetic and Pre-Algebra were completing through transfer-level mathematics. This data convinced the Mathematics Department to create a new course, Math 075.[538]

Research into CTE program needs is also conducted before a new program is initiated. Surveys, interviews, and meetings with potential advisory board members are employed to determine the need and feasibility of a program. If it is determined that a need exists, the potential new program is brought before the South Central Regional Consortium for approval before submission to the CCCCO for final approval. Also, every other year the CTE programs are asked to reflect on their programs' planning related to specific questions, including how the program is responding to labor market demands, similar programs in the area, and the role of the advisory board in the analysis of the program review.[539]

Self Evaluation

The College meets this standard. The process to approve and administer courses, programs, certificates, and degrees is effective.

Actionable Improvement Plans

None.

Standard II.A.2.b

The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

Descriptive Summary

Through the curriculum review process and through the design of individual syllabi, faculty are responsible for identifying competency levels and measurable SLOs for all courses, certificates and programs at the College. For CTE programs, this process also includes regular advisory committee meetings to ensure that industry expertise contributes to faculty decisions on curriculum design and competencies.

As described in the response to Standard II.A.2.a, faculty assess student progress at the course, program, and institutional level on a regular basis, capturing the data and dialogue in program reviews so the information can be incorporated in department and College-wide planning.

Determination of Competency Levels

The faculty recognizes that grades and evaluation of SLOs both play roles in determining competency levels and student learning in courses and programs. Faculty establish course-level grading standards and publish this in course syllabi. Similarly, faculty in a discipline collaborate to determine the criteria of success for SLO assessments for courses and programs. Several courses in English, Math, Biology and Chemistry have established common textbooks, and common final exams. Similarly, faculty work together to establish common rubrics to evaluate SLOs.[540] Consistency of grading and evaluation is established through dialogue among colleagues who teach the same course. Furthermore, in some departments that offer a number of sections of the same course, some faculty serve as "lead faculty" and work with all faculty (full and part-time) who teach that course to verify they follow the course outline of record and meet expectations for the course, including SLOs evaluation.[541]

[537] Basic Skills Progress Tracker (E. 344)
[538] Math Progression Analysis 2005-07 (E. 345)
[539] Paralegal Program Planning (Samples) (E. 346)
[540] Communication Studies SLO Development and Assessment (E. 347)
[541] Biological Sciences Department SLO Assessment Strategies (E. 348)

For CTE educational programs, faculty work with industry advisory committees to review industry standards to develop competency levels and expectations for student success.[542]

Each course, degree and certificate has defined SLOs as part of the official course or program outline that is reviewed and approved by the Curriculum Committee and then forwarded to the Board of Trustees for approval.[543] These SLOs serve as the competency levels expected for each course, degree, and certificate.

Faculty work groups created ISLOs on Opening Day in 2010. These outcomes are based on the IGETC content areas, CSkills, Career Technical Education, and Diversity. Faculty determined the competency level for each ISLO.[544] Between 2010 and 2012, the College's ISLOs were assessed using either direct assessment methods or through mapping of courses. Results and plans of action were discussed at division, department and committee meetings and in FLEX workshops.[545] As a result of these discussions, departments and divisions discovered themes and issues across a variety of disciplines.

Path to Achievement

With guidance from the Curriculum Committee for sequencing of courses, faculty create the series of courses that lead to attainment of a degree or certificate.[546] As part of the curriculum review process, department chairs review curriculum for alignment of courses and programs (Stage 2 in the Curriculum Review).[547] Instructional and counseling faculty assist students with the sequence of courses necessary for a degree or certificate.

The Curriculum Committee reviews and approves new proposals and changes to existing degrees or certificates. The committee ensures that the courses are appropriate and transferrable when applicable. The articulation officer sits as the administrative co-chair of the Curriculum Committee, and there is a representative from the counseling faculty as well. These committee members, along with the faculty and chair of the submitting department, take the lead to review the appropriateness of the courses leading to degrees and certificates.[548]

To ensure effectiveness, faculty create the SLOs and assessments for courses and programs, and each department determines criteria for success at each level (course, program, degree, or certificate.) Departments use direct assessment (skill demonstration, essay, or problem solving) at the course level and direct assessment or mapping of course-level results for program outcomes assessment. Faculty decide the choice of assessment, which is related to their definition of what is student success for their discipline. Mapping of course SLOs to corresponding program SLOs has been effective for many departments.[549,550]

Self Evaluation

The College meets this standard. Faculty identify the competency levels for student achievement for all courses and programs, assisted by advisory committees when appropriate, and assessment of student learning is ongoing.

Actionable Improvement Plans

None.

Standard II.A.2.c

High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Descriptive Summary

Academic departments have a clear focus on student learning and student success as shown through the SLO assessment process for courses and programs. Annual program review and CurricUNET assessment module ask faculty to account for student learning in their disciplines and create improvement plans to help promote increased student success. The Offices of Academic Affairs and Instruction

[542] CTE Advisory Board Meeting Minutes (Samples) (E. 255)
[543] Curriculum Handbook 2014 (E. 295)
[544] ISLOs and Assessment Plans Website (E. 349)
[545] ISLO Discusson (Samples) (E. 350)

[546] Curriculum Handbook 2014 (E. 295)

[547] Curriculum Handbook 2014 (E. 295)

[548] Curriculum Handbook 2014 pages 6-7 (E. 351)
[549] Business Department Program Review (E. 352)
[550] Mapping Course SLOs to Program SLOs (Samples) (E. 353)

provide leadership to ensure that students can complete their academic goals in a timely way through appropriate scheduling information and enrollment management practices.

High-Quality Instruction through Leadership

High quality instruction is ensured through the full-time and adjunct faculty hiring and evaluation processes. Each department uses minimum qualifications and established equivalencies for hiring and works with the Academic Senate and the Office of Human Resources to ensure high-quality full- and part-time instructors are hired.[551] The faculty evaluation process, established by the Academic Senate and both faculty unions, is contractually compliant with Education Code and is regularly reviewed through collective bargaining and negotiations to verify the process employed by the College for evaluating the quality of all instructors.[552]

The full-time faculty evaluation process includes peer and administrative evaluations, as well as student evaluations and self-reflections. The part-time faculty evaluation process includes evaluations by members of the full-time faculty, as well as student evaluations and self-reflections. Both instructional and non-instructional faculty must adhere to a negotiated, contractual cycle of evaluation.[553] Online instructors are required to complete an additional training process to ensure that distance education classes are of the same caliber and rigor as face-to-face courses.[554]

Faculty department chairs work closely with their deans to build schedules of classes that meet students' needs. The schedules use a variety of campus sites and other locations; all departments offer courses across all times of day to provide access; and a variety of delivery modes (online, hybrid and face-to-face) are offered each semester.[555] Courses that are part of sequences are scheduled to facilitate movement through the sequence as quickly and effectively as possible. In particular, for both Math and English Department developmental course sequences, students are given several condensed and accelerated course options to meet their academic needs and minimize persistence problems that may hinder underprepared students.

Faculty department chairs and course coordinators work collaboratively with deans to ensure quality of delivery and consistency of content. Course coordinators in large departments collect and review syllabi and lead training sessions each semester to orient new faculty to the course content.[556] Additionally, course coordinators establish shared access sites (through Blackboard or Internet storage sites) to provide sample assignments, sample syllabi and reading schedules, and to collect faculty syllabi and assignments. These resources help ensure that students receive quality instruction across the discipline. When course coordinators are not employed, faculty department chairs provide these services to full- and part-time instructors. The department chairs also coordinate with the College's SLO coordinators to lead meaningful assessments that ensure student learning in every course is consistent and effective.

Innovative Curriculum and Continuous Quality Improvement

Appropriate depth and rigor of all courses is guaranteed through the process established by the Curriculum Committee, which has representation from all divisions. All courses must be revised every five years as part of the established curriculum process, and changes are reviewed by the Curriculum Committee to ensure that SLOs are present and current, that all objectives and course content are connected to the learning outcomes for that course, and that all assignments provide adequate assessment measures for the learning outcomes. The Curriculum Committee also ensures that programs are placed at the appropriate level (collegiate or pre-collegiate), applying the guidelines for courses and programs described in its *Curriculum Handbook*.[557]

All courses and programs have clear and measureable SLOs.[558] In the Annual Student Survey from 2013, 91 percent of students surveyed indicated that they had received a syllabus in their classes

[551] Academic Senate Minimum Qualifications and Equivalencies (E. 354)
[552] COCFA Collective Bargaining Agreement and AFT Collective Bargaining Agreement (Evaluation) (E. 298)
[553] COCFA Collective Bargaining Agreement and AFT Collective Bargaining Agreement (Evaluation) (E. 298)
[554] Online Instructor Qualifications (E. 303)
[555] Schedule of Classes (E.67)
[556] Course Coordinator Descriptions (English and Math) (E. 355)
[557] Curriculum Handbook 2014 pages 16-25 (E. 356)
[558] ACCJC Fall 2012 SLO Proficiency Report College of the Canyons (E.106)

with the student learning outcomes clearly identified.[559] All departments analyze both course and program level outcomes using a cyclical process that best fits the needs of students in that discipline. Data from all course and program SLO assessments as well as improvement plans are recorded using the CurricUNET assessment module.[560] Program review also contains the program-level assessments for each department.[561]

The College encourages faculty, through the curriculum and scheduling process, to incorporate and implement high-impact practices that lead to synthesis of learning, including principles of acceleration, project-based learning and learning communities. The College's faculty professional development schedule contains numerous workshops and training designed to help faculty implement proven innovations in content and pedagogy.[562]

Additionally, faculty discuss student learning in the context of the SLO committees, the Curriculum committee, the Skills4Success committee and the Academic Senate.[563] The minutes of these committees reflect this ongoing dialogue related to continuous improvement of student learning and success. Faculty also engage in dialogue related to ongoing improvement of student learning in division and department meetings.[564]

Self Evaluation

The College meets this standard. College of the Canyons faculty demonstrate primary responsibility for ensuring all matters related to curriculum, including the breadth, depth, rigor and appropriate sequencing of courses and course offerings. The College's faculty unions as well as the Academic Senate help to ensure the delivery of high-quality instruction through a rigorous faculty evaluation process and by requiring that additional standards of excellence are met, such as certification for delivering distance education courses. The College provides robust faculty development programs through its flexible calendar program (FLEX), with both workshop-based and sustained learning opportunities for faculty to gain skills and advance pedagogy.

Actionable Improvement Plans

None.

Standard II.A.2.d

The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Descriptive Summary

The College acknowledges faculty expertise and relies on them to develop and evaluate courses. All faculty meet discipline-specific minimum qualifications established and approved by the Minimum Qualification Committee (an Academic Senate sub-committee). Faculty maintain a commitment to student learning by employing a variety of classroom teaching methods as well as participating in Professional Development activities that present information on learning needs and pedagogical approaches. As students needs change, the College has adapted by offering courses at a variety of times, at multiple locations, and by using traditional face-to-face and distance formats.

Student Learning Needs and Pedagogical Approaches

The faculty has broad knowledge of learning needs and pedagogical approaches. There are a variety of courses/classes/discussions about pedagogical approaches to support learning needs.[565,566,567] Assessment of learning style may be carried out by instructors[568,569] and/or by DSPS, if a student qualifies. Instructors may ask students to complete a learning style inventory at the start of a course. The results may provide direction for instructional methodologies. If a student qualifies for DSPS evaluation, learning styles are assessed as part of

[559] 10th Annual Student Survey Instruction Fall 2012 Rpt#279 (E. 357)
[560] CurricUNET Assessment Module Presentation at Department Chair Retreat Fall 2013 (E.122)
[561] Academic Program Review Template Year 3 Update (2013-14) (E.17)
[562] Fall 2013 FLEX Schedule (E. 358)
[563] Committee and Senate Discussion of Student Learning (Samples) (E. 359)
[564] Department Discussion of Student Learning (English and Math Samples) (E. 360)
[565] ITL Course Descriptions (E. 361)
[566] Online Instructor Qualifications (E. 303)
[567] Skilled Teacher Certificate (E. 362)
[568] Success Strategies for the Adult Re-entry Student (COUNS 100) Course Outline of Record (E. 363)
[569] Student Success (COUNS 150) Course Outline of Record (E. 364)

that evaluation. The College does not conduct institution-wide assessment of learning styles.

Student learning assessment is based on course content. Assessment for liberal arts courses for example, often utilizes traditional methods such as essay and multiple-choice questions. For courses that have a psychomotor skill component, assessment may require demonstrations. The Curriculum Committee reviews each course outline for appropriateness of assessment method.[570] The assessment method is then communicated to the students in the course syllabi. The College demonstrates it is meeting learning style needs by successful completions of a course. Specifically, passing grades and SLO assessments[571] reflect successful completion of a course.

Appropriateness of Delivery Modes

As experts, the faculty are responsible for determining the appropriateness of delivery modes. Faculty discuss delivery modes at department meetings based on course content and the appropriateness of pedagogical methods. The Curriculum Committee reviews course outlines of record for appropriateness of delivery modes. The Curriculum Committee will consult with the department chair if there is uncertainty. Students are also surveyed once a year.[572, 573]

Teaching Methodologies and Student Learning

Faculty use a variety of teaching methods including lecture, discussion, demonstrations, and group activities, among others. Every campus classroom is a smart classroom equipped with a computer, Internet, speakers, projector, document camera, CD and video capability.[574] PowerPoint presentations, videos (Section 508 compliant) and group work are used to deliver content. Pedagogy also includes learning communities and "flipping the classroom."

As experts, the faculty select teaching methodologies that are most appropriate for their content. Whole departments may agree to select common teaching methodologies.[575] Tenure committees may suggest teaching methodologies to individual faculty members as part of their review process.

The relationship between teaching methodologies and student performance is discussed through various avenues on campus. This may include department meetings[576] and professional development presentations.[577] As discussed previously in II.A.2.c, SLO data may be incorporated into the discussions to determine if the teaching methodologies are effective.[578]

Faculty make efforts to match teaching methodologies to the particular needs of students' learning styles. Individual faculty members select methodologies they find appropriate for their courses as a whole, as well as for individual students, if it is deemed necessary. Faculty dedicate time to individual students outside of lecture (during lab time or office hours), using different teaching methodologies that better match the students' needs. The College also offers the Skills4Success initiative[579] to provide support for students with various learning styles. Through this program, students have access to the First Year Experience as well as workshops that supplement their learning needs. The College also offers courses through the instructional counseling department[580] to provide students confidence to learn and succeed.

Effectiveness of Delivery Modes

The College investigated the effectiveness of distance education and face-to-face formats during the fall terms 2007-2011.[581] The study reported that both delivery modes were effective in retaining students and helping students succeed. The result may be due to the care that faculty demonstrate in designing their courses and delivery methods, and to training provided through the College's Institute of Teaching and Learning (ITL) for distance education that ensures

[570] Course Outlines of Record (Samples) (E. 365)
[571] ISLO Summary Report (E.116)
[572] 10th Annual Student Survey Executive Summary Fall 2012 Rpt#279 (E. 366)
[573] 5th Annual Student Survey Online Classes Spring 2012 Research Report #271 (E. 299)
[574] Fact Book 2013-14 (October 2013) page 66 (E. 367)
[575] Department Discussion of Teaching Methodologies (Samples) (E. 368)
[576] Department Discussion of Teaching Methodologies (Samples) (E. 368)
[577] Fall 2013 FLEX Schedule (E. 358)
[578] SLO Dialogue in Department Discussions (Samples) (E. 369)
[579] Skills4Success Website (E. 220)
[580] Instructional Counseling Department Courses Website (E. 370)
[581] Analysis of Alternative Delivery Modes Fall Terms 2007-11 (E. 300)

quality,[582] as well as through "Section 508 Information Technology Compliance" workshops that ensure accessibility.[583]

Self Evaluation
The College meets this standard. To ensure that student learning needs are met, a variety of teaching strategies, assessment methods, and delivery modes are used.

Actionable Improvement Plans
None.

Standard II.A.2.e

The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Descriptive Summary
The College systematically evaluates all courses on a five-year basis through the course revision process of the Curriculum Committee. When curriculum updates do not occur based on the expected timeline, the Curriculum Committee and the Academic Senate place a moratorium on a course offering until the course is reviewed, updated and revised.[584]

Similarly, programs are evaluated through the program review process. All programs undergo annual program reviews to assess their relevance, appropriateness, the learning outcomes, currency, and to predict future needs and make appropriate plans with the Program Review Committee, a sub-committee of the Academic Senate. The Program Review Committee, whose voting members represent each academic division, offers advisement and assistance to faculty and staff to facilitate and improve the program review process. This committee provides leadership and guidance by reviewing comprehensive program reviews, annual plans, outcomes and assessment cycles, and evaluating the program review planning process.[585]

Programs are required to provide short-and long-term goals including plans for the future, student program outcomes and assessment and individual course outcomes and assessment.

Program Review Criteria and Data
A review of SLOs for courses and programs is included in the template for program review for all instructional programs.[586] As part of the annual program review process, departments analyze data provided by the Institutional Research office, which include degrees and certificates awarded, numbers of new courses and courses updated, numbers of sections offered and format or location offered, average class size, FTES generated, cost per FTES, rates of success and retention, resources invested, numbers of full-time faculty, numbers of adjunct faculty, and supply and equipment costs.

Departments are also provided an inventory of courses that require revision and updating. Evaluation of SLOs is part of the program review process. For CTE programs, input from advisory committees and business/industry partners is used to evaluate curricular and programmatic needs and relevancy, to assess currency, and to plan for future needs. It should be noted that while all courses have been assessed for achievement of established SLOs as evidenced via the CurricUNET Assessment Module and Program Review, this excludes courses which were scheduled to be assessed but cancelled due to low enrollment during fall 2013 and spring 2014, and new courses that are in the catalog but are being taught for the first time in 2013-2014.

Program Relevance and Institutional Planning
Ensuring the relevancy of programs is an ongoing process. Board Policy 4020 requires that the program viability committee approve major additions or changes to programs. The program review process requires departments to do ongoing assessment of program effectiveness.

Program reviews provide input to the District's other planning documents, such as *Education and Facilities Master Plans*, *Staffing-Diversity Plans*, *Technology Master Plan*, *Five-year Construction*

[582] ITL Course Descriptions (E. 361)
[583] DSPS Workshops (E. 371)
[584] Academic Senate Agenda 03-24-11 and Academic Senate Minutes 03-10-11 (E. 372)
[585] Program Review Committee Operating Agreement and Academic Senate Update (E. 373)
[586] Academic Program Review Template Year 1 Update (E. 374)

Plan and annual budget planning. Objectives in the annual program reviews link directly to the College's Strategic Goals. Annual budget requests link to department objectives. As of fall 2013, all programs leading to degrees or certificates have program SLOs identified and published in the catalog. Of those, 83 percent of 105 programs have assessed their program SLOs. This data will be updated in March for the 2014 ACCJC 2014 Annual Report. At that time, the College expects faculty to have assessed 100 percent of program SLOs. Program SLO results are available on the SLOs website. As of fall 2013, program SLO outcomes pass rates ranged from 64 percent (Welding) to 94 percent (Paralegal). The average Program SLO pass rate is 84 percent.

Self Evaluation

The College meets this standard. Annual program reviews document the dialog on course and program effectiveness, including any future needs for staffing, budget, facilities, and equipment. All requests for changes and augmentations begin in annual program reviews. Program reviews have led to the hiring of additional faculty, new facilities and buildings as well as new equipment. As academic programs evolve, they are reviewed for relevancy and appropriateness.

Actionable Improvement Plans

In order to better connect District-wide planning to SLOs assessment results to meet student needs, the College will re-evaluate the program review process to improve the connection between student learning outcome assessment results, program relevancy and future planning needs.

Standard II.A.2.f

The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Descriptive Summary

Every academic program or department uses data and assessment to make planning decisions. Outcomes are available through the *College Catalog* and the College's homepage. Program-level assessment results and action plans ("use of results") are available in the reports area of the SLO website.[587]

The Instruction and Institutional Research Offices use program review documents for annual planning at the institutional level. These and other planning documents such as the *Strategic Plan*, surveys, reports, the *Fact Book*, and budget plans are available online and through the Institutional Research Office.

Ongoing and Integrated Planning

Each department lists its course and program SLOs in its program review.[588] Data, analysis, and action plans are included in SLO tables within program review, and action plans are referenced in department objectives. Two years ago, the SLO committee, as a subcommittee of the Academic Senate, requested that SLO-specific objectives be added to the annual program review process. These new objectives allow departments and programs to identify objectives and budget items that are related to SLOs.[589] By fall 2014, all SLO data and planning will be within the CurricUNET Assessment Module, but a report from CurricUNET will be attached to program review to reinforce the tie between SLO assessment and integrated department planning.

The annual program review process for each department was developed in conjunction with the Program Review Committee of the Academic Senate. The Program Review Committee ensures that instructional and administrative programs systematically assess themselves to ensure currency, relevance, appropriateness, and achievement of stated goals and outcomes.[590]

The program review is used as a planning document for the department development in conjunction with other plans including the *Education and Facilities Master Plans*, which form the basis for many other College planning activities, including budgeting.

[587] SLO Program Level Outcomes Assessment Results Website (E. 375)
[588] Academic Program Review 2012-13 SLO Samples (E. 376)
[589] Academic Program Review Template Year 3 Update (2013-14) (E.17)
[590] Program Review Committee Operating Agreement 12-06-13 (E. 377)

Institutional Data and Evidence Available
As stated above, departments use data relating to SLO assessment data for planning. In addition, within the annual program review, departments analyze data provided by the Institutional Research Office, which include degrees and certificates awarded, numbers of new courses and courses updated, numbers of sections offered and format or location where offered, average class size, FTES generated, cost per FTES, rates of success and retention, resources invested, number of full-time faculty, number of adjunct faculty, and supply and equipment costs. They are also provided an inventory of courses that need revision and updating, including course content and SLOs. Departments use this data for analysis and planning, evaluating the need for changes.[591]

For CTE programs, input from advisory committees and business/industry partners is used to evaluate curricular and programmatic needs and relevancy, to assess currency and to plan for future needs.

The online program review system includes a Definitions page and Technical Guide to improve understanding of terminology.[592] Staff from the Institutional Research Office are available to answer questions as needed. The IR Office also holds FLEX sessions to assist faculty and others in analyzing and interpreting data.

Self Evaluation
The College meets this standard. The College systematically engages in ongoing, systematic evaluation and integrated planning for courses, certificates and programs through the annual program review.

Actionable Improvement Plans
None.

Standard II.A.2.g

If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

Descriptive Summary
The English and Credit ESL Departments do not use departmental exams; instead, faculty design individual assessments aligned with course SLOs. SLO assessment for composition courses in English frequently includes departmental norming according to established rubrics.[593]

The Mathematics Department has common examinations for certain basic classes (Math 025/026, 058/059, 060, and 070) that are created and coordinated by lead faculty. In addition, department faculty meet to assess the validity, fairness and quality of the exams and meet in "norming" sessions to do grading.[594] Some programs such as Nursing and Welding have external certifications or licensing exams.

Self Evaluation
The College meets this standard. It makes minimal use of departmental or program examinations. When used, steps are taken to validate their effectiveness. The mathematics faculty continue to review the use of common examinations to assess their effectiveness. Nursing students have been very successful in passing external certification licensing examinations.[595]

Actionable Improvement Plans
None.

Standard II.A.2.h

The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Descriptive Summary
As part of its review process, the Curriculum Committee ensures that credit hours are appropriate for courses, taking into account the SLOs for each course.[596] Articulation and transfer agreements ensure course work is current and meets the appropriate level of rigor.

[591] Degree Certificate Transfer Completion Data (E.139)
[592] Academic Program Review Year 2 Technical Guide (E. 378)
[593] English 102 103 Norming Packet (E. 379)
[594] Math Department Minutes 02-19-13 (E. 380)
[595] Board of Registered Nursing NCLEX Pass Rates (E. 381)
[596] Curriculum Handbook 2014 pages 33-35 (E. 382)

Credits/grades are awarded based upon student attainment of the SLOs and other objectives[597] and follow the established Board Policy for Grading.[598]

Course SLOs are provided directly to students in the course syllabi.[599] Program SLOs are in the College Catalog, and Institutional SLOs (ISLOs) are on the SLO website.[600,601] Each Catalog outlines the grading system, academic standards, and the qualifications for graduating with honors, the policy on prerequisites, and how to question the policies. Board Policy 5900 covers grades and is consistent with Title 5 regulations. Articulation with four-year colleges and universities ensures that credits are awarded consistent with the accepted norms in higher education.

Self Evaluation
The College meets this standard. The course outlines as approved by the Curriculum Committee include the SLOs and other methods of assessment used for grading and awarding of credit.

Actionable Improvement Plans
None.

Standard II.A.2.i

The institution awards degrees and certificates based on student achievement of program's stated learning outcomes.

Descriptive Summary
The College has defined program-level SLOs for each degree and certificate, and these outcomes are regularly assessed through either mapping from course SLOs or through direct assessment, as discussed in II.A.2.e.

Every degree and certificate has program SLOs that are included in the program outline for the major and reviewed by the Curriculum Committee.[602] Program SLOs and assessment data are included in the annual program review. Through the program review and the course modification process, the College continuously modifies and improves its courses and programs. As previously discussed, the College awards degrees and certificates based upon students meeting the SLOs for the required course work.

Dialogue About Learning
Faculty in each department have regular dialogue regarding student learning expected for degrees and certificates as part of the program SLOs assessment process as documented in annual updates to program reviews.

As part of the fall 2010 Opening Day ISLO activity, all full-time faculty met in 10 interdisciplinary groups to examine reports listing course-level SLOs to verify that these were aligned with proposed ISLOs. These groups drafted ISLOs relating to General Education, Basic Skills, and Career Technical Education (CTE) and created assessment plans and schedules.[603]

Over the course of two years from 2010 to 2012, faculty assessed the ISLOs. The assessment data from ISLOs resulted from both mapping for some areas and direct assessment for others. The full-time and adjunct faculty participated in the assessments.

During 2012, faculty and administrators analyzed the ISLOs results and made recommendations.[604] Resulting from the dialogue, the College evaluated whether to continue the ISLO assessment process or move to another process that would more closely connect skills and learning across disciplines. Two FLEX sessions were held in fall 2012 and spring 2013 to grapple with this decision, with full- and adjunct faculty present, as well as administrators and staff.[605] The recommendations were presented to the SLO committee for further analysis.[606]

In spring 2012, the SLO committee recommended learning more about the Liberal Education and America's Promise (LEAP) Essential Learning Outcomes for a myriad of reasons, including the California State University system adoption of LEAP for its learning

[597] Curriculum Handbook 2014 page 42 (E. 383)
[598] Board Policy 4230 and Administrative Procedures Grading and Academic Record Symbols (E. 384)
[599] Syllabi Showing SLOs (Samples) (E. 385)
[600] College Catalog 2013-14 pages 56-241 (E. 386)
[601] ISLOs and Assessment Plans Website (E. 349)
[602] College Catalog 2013-14 pages 56-241 (E. 386)
[603] ISLOs and Assessment Plans 2010-2012 (E. 387)
[604] ISLO Summary Report (E.116)
[605] ISLO FLEX Session Report Fall 2012 (E. 247)
[606] SLO Committee Minutes 09-11-13 (E. 388)

outcome assessment. This dialog continued into fall 2013 in the Academic Senate.[607]

Self Evaluation

The College meets this standard. The College awards degrees and certificates based upon students meeting the SLOs for the required course work. Faculty ensure that SLOs are aligned for courses and programs and at the institutional level.

Actionable Improvement Plans

None.

Standard II.A.3

The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

Descriptive Summary

Each degree program requires a 23-unit component of general education, outlined in the *College of the Canyons Catalog*.[608] In addition, the general education program specifies which courses meet the requirements for the associate degree as well as those specific for transfer to four-year institutions. The program is designed to offer students opportunities to explore the major areas of knowledge.

Table 17: General Education Areas and Institutional Student Learning Outcomes

General Education Area	Institutional Student Learning Outcomes
Natural Sciences: Examining the physical universe	Evaluate natural phenomena and human activities through the use of scientific inquiry.
Social and Behavioral Sciences: People as members of society	Demonstrate an understanding of the perspectives, theories, methods, or core concepts of the behavioral and social sciences.
Humanities and Fine Arts: Cultural and artistic endeavors of humans	#1: Analyze and appreciate works of philosophical, historical, literary, aesthetic, or cultural importance (lecture courses). #2: Demonstrate aesthetic understanding or artistic expression through discipline-defined proficiencies in a chosen area or focus in Arts and Humanities (lab/studio courses)
Language and Rationality: Logical thought and written communication	#1: Produce logical, analytical writing that is focused, fully developed and supported, and conforms to the conventions of standard written English. #2: Apply systems of reasoning in solving problems or analyzing and evaluating arguments.
American Institutions: Development and operation of U.S. governmental systems	Trace and analyze the historical development of American institutions and ideals and the operation of representative democratic government.
Physical Education and Wellness: lifelong physical activity	#1: Evaluate factors that affect personal health and select strategies to move towards optimal well-being. #2: Demonstrate appropriate skills for participation in a selected physical activity.
Diversity: issues of diversity and equity	Identify how culture and identity impact individual and group experience in society.

General Education Rationale

The philosophy of general education in Board of Trustees Policy states, in part:

> …. Central to an Associate Degree, General Education is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of colleges that those who receive

[607] Academic Senate Agenda 10-10-13 and Minutes 09-26-13 (E. 389)

[608] College Catalog 2013-14 page 25 (E. 390)

> their degrees must possess in common certain basic principles, concepts, and methodologies both unique to and shared by various disciplines….[609]

A comprehensive rationale for the philosophy of general education is provided in the *Catalog*, along with narrative descriptions of each of the areas, explaining in detail the educational goals and identifying criteria courses must meet for approval in each area. For example, the Natural Sciences area specifies that courses within this area should cultivate in each student "an understanding of scientific principles and methods of inquiry."[610] The ISLOs for each area reflect the definition and required elements for each general education category and reflect both the content and methodology inherent in each. For example, the Natural Sciences ISLO states that students will be able to, "Evaluate natural phenomena and human activities through the use of scientific inquiry."[611] The Curriculum Committee uses these definitions when it reviews courses requesting general education, and approves general education courses based on these criteria.[612]

Communication
The College *Catalog* clearly states the general education philosophy and requirements for the associate degree. The *Catalog* is easily available online via the College website. Hard copies are also available upon request. The Counseling Department provides students with information about the general education requirements via its online orientations,[613] as well as through new student advisements held at both the Valencia and Canyon Country campuses. Students are further informed of the general education program during one-to-one educational counseling. The information sheets distributed during in-person counseling is also available via the College website.[614,615,616,617] All official publications, whether they are online or in print, are reviewed by the Public Information Office (PIO) for accuracy.

Self Evaluation
The College meets this standard. Consistent with the College's philosophy for general education and with Title 5 requirements, each student receiving an associate degree must complete a broad range of requirements from the seven areas in Table 17 above. A given course may only meet the requirements for one area, except for the diversity requirement, which may count in another area if applicable.[618] ISLOs have been established for each area,[619] and faculty ensure through the curriculum review process and through the ISLO assessment process that each course is appropriate for any requirements it meets.

Actionable Improvement Plans
None.

Standard II.A.3.a

General education has comprehensive learning outcomes for the students who complete it, including an understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

Descriptive Summary
The College of the Canyons Associate Degree requires the completion of General Education courses in seven areas, which encompass those specified in the Standard: Natural Sciences (3 units), Social and Behavioral Sciences (3 units), Humanities and Fine Arts (3 units), Language and Rationality (6 units), American Institutions (6 units), Physical Education and Wellness (2 units), and a Diversity requirement (3 units).

[609] Board Policy 4025 Philosophy and Criteria for Associate Degree and General Education (E. 391)
[610] College Catalog 2013-14 page 25 (E. 390)
[611] ISLO Summary Report (E.116)
[612] Curriculum Handbook 2014 pages 21 and 80 (E. 392)
[613] New Student Orientation Website (E. 393)
[614] Transfer to CSU Website (E. 273)
[615] Transfer to UC Website (E. 274)
[616] Transfer to Private Universities Website (E. 275)
[617] Transfer to Out of State Universities Website (E. 394)
[618] Board Policy 4100 Associate Degree and Certificate Requirements (E.80)
[619] ISLO Summary Report (E.116)

Traditional Areas of Knowledge
In 2013 the associate degree philosophy was reviewed and amended[620] as were the general education (GE) requirements.[621] Each area is clearly defined with specific criteria outlined. The Curriculum Committee follows these definitions when it evaluates courses for inclusion in one of the seven GE areas.[622] Additionally, many GE courses also meet IGETC and California State University breadth requirements, with articulation agreements ensuring that the courses provide students with the necessary content and methodology for each area.[623]

Comprehensive Student Learning Outcomes
The general education ISLOs were developed in 2010 by faculty workgroups comprised of faculty members teaching courses within the general education areas. Each ISLO focuses on the essential content and methodology of these major areas of knowledge. The ISLOs were assessed between 2010 and 2012, using either direct assessment or mapping of courses. The results indicate that students are highly successful in meeting these outcomes. For example, 90 percent of students were able to "Analyze and appreciate works of philosophical, historical, literary, aesthetic, or cultural importance," from the Humanities and Fine Arts area. Of students taking Social and Behavioral Sciences, 80.8 percent were able to "Demonstrate an understanding of the perspectives, theories, methods, or core concepts of the behavioral and social sciences."[624] Starting in fall 2013, the SLO committee began discussions re-examining the ISLOs. The faculty was invited to discuss alternate structures such as Liberal Education and America's Promise (LEAP) Essential Learning Outcomes. [625, 626]

Application
The College is in the process of investigating pathways to completion, laying a strong foundation in general education prior to students beginning coursework in their major.

Students successfully apply their breadth of knowledge to subsequent specialized course work in majors. The College awarded 1092 associate degrees in the 2011-2012 academic year, and 904 students transferred to CSU or UC schools.[627]

Self Evaluation
The College meets this standard. As a result of the General Education requirements, students develop an understanding of the basic content and methodology of a broad range of disciplines.

Actionable Improvement Plans
None.

Standard II.A.3.b

General education has comprehensive learning outcomes for the students who complete it, including a capability to be a productive individual and life-long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

Descriptive Summary
The College general education pattern specifically addresses developing oral and written communication skills, scientific and quantitative reasoning, and critical analysis/logical thinking. While developing a breadth of knowledge in general education areas, students develop skills in computer literacy and information competency through a variety of means. Many courses require computer software programs as part of the means of instruction. Research projects and classroom presentations require students to combine computer skills with research skills. The Library offers LMTEC 100 "Introduction to Research" to support students needing to enhance their information research skills.[628] COUNS 070, "Distance Learning and Strategies for Success," provides students with skills necessary to

[620] Board Policy 4025 Philosophy and Criteria for Associate Degree and General Education (E. 391)
[621] Board Policy 4100 Associate Degree and Certificate Requirements (E.80)
[622] Curriculum Committee Summary 05-15-14 (E. 395)
[623] College Catalog 2013-14 pages 35-37 (E. 396)
[624] ISLO Summary Report (E.116)
[625] The Future of ISLO Assessment FLEX Workshop Spring 2013 (E. 397)
[626] SLO Committee Minutes 10-09-13 (LEAP Discussion) (E. 398)
[627] Fact Book 2013-14 (May 2014) pages 97 and 99 (E. 399)
[628] Introduction to Research (LMTEC 100) Course Outline of Record (E. 400)

succeed in the online environment.[629] Students ranked computer and software training as an area of their highest satisfaction at the College.[630]

The College has a highly qualified and skilled faculty and relies primarily on their expertise to design and enforce the appropriate level of rigor for general education courses. Every course, program, and general education area has faculty-developed SLOs based on the knowledge and skills within those areas. Those SLOs are assessed, and faculty engage in discussions related to student achievement of the specified outcomes.[631]

Additionally the Curriculum Committee examines the course outline of record (COR) closely to ensure that the SLOs, objectives, content, methods of instruction, methods of evaluation, and assignments are integrated and meet collegiate standards.[632]

Achieving Outcomes
Evidence indicates that students achieve collegiate level of skills and knowledge. Three hundred and twenty-six general education courses meet general education requirements at the University of California (UC) and/or California State University (CSU) systems.[633] In 2011-2012, 202 students successfully transferred to the UC system, and 702 transferred to the CSU system.[634] Based in part on the general education pattern, the Registered Nursing[635] and Paralegal programs have national accreditation.[636] Eighty-four percent of nursing students passed the national licensing examination between 2011 and 2012.[637] Surveys indicate that nursing students use their general education skills frequently in their jobs.[638]

Self Evaluation
The College meets this standard. The breadth and rigor of the general education pattern requires students to embrace the skills necessary to acquire knowledge through a variety of means. Upon completion of the required 21 units of general education, students have the foundational skills needed to be life-long learners in all of the areas described in the Standard.

Actionable Improvement Plans
None.

Standard II.A.3.c

General education has comprehensive learning outcomes for the students who complete it, including a recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

Descriptive Summary
As specified in the *Mission Statement*, College of the Canyons embraces ethical and civic concerns.[639] These values are addressed through general education and as part of ISLOs.

Student learning leading to the development of these qualities is required as part of the general education and associate degree fulfillment.[640] A wide range of courses specifically target ethics or diversity as part of their content. Many of these are specifically included in the College's associate degree diversity requirement.[641] Among the departments that offer ethical or diversity courses are Anthropology, Business, Communication Studies, English, Geography, Political Science, Psychology and Sociology.

For the last curriculum meeting of each academic year, there is a standing agenda item to review the diversity requirement for the associate degree and general education courses to see if any new

[629] Distance Learning and Strategies for Success (COUNS-070) Course Outline of Record (E.160)
[630] Fact Book 2013-14 (May 2014) page 52 (E. 401)
[631] ISLO Summary Report (E.116)
[632] Curriculum Handbook 2014 pages 24-40 (E. 402)
[633] Assist.org for College Transfer Information (E. 403)
[634] Fact Book 2013-14 (May 2014) page 99 (E. 404)
[635] Registered Nursing National Accreditation Fall 2008-Fall 2016 (E. 405)
[636] Paralegal Program ABA Approval (E. 406)
[637] Board of Registered Nursing NCLEX Pass Rates (E. 381)
[638] Nursing Alumni Surveys 2011 Graduates Report #275 (E. 407)
[639] Mission Statement on Public Information Office Website (E.47)
[640] Board Policy 4025 Philosophy and Criteria for Associate Degree and General Education (E. 391)
[641] Associate Degree Requirements (E. 408)

courses meet the diversity requirement.[642] A list of current and archived courses that meet the diversity requirement of the associate degree is communicated to the Counseling Office so planning materials for students remain up-to-date.[643]

The College has also established ISLOs that reflect its mission to educate students who can become productive citizens in an ever-changing world. A faculty-led group established the initial ISLO for the Diversity Requirement, determining that students should be able to "identify how culture and identity impact individual and group experience in society." When this outcome was assessed, 86 percent of the students assessed met this outcome. The faculty group then analyzed the results and made recommendations regarding how to improve student learning on important and emerging diversity issues.[644]

Beyond the courses, students are provided with additional opportunities for contextual learning, such as TEDx Conferences (Technology, Entertainment, and Design/independently organized event: "Ideas worth spreading") and the Sustainability Center activities. On April 18, 2013, College of the Canyons hosted its first TEDx conference with the theme of Connectivity.[645] Through these and other activities, the College promotes social and personal responsibility for ethical principles.[646]

Self Evaluation
The College meets this standard. The College uses established curriculum development procedures to ensure the courses identified as general education are meeting this standard.

Actionable Improvement Plans
None.

Standard II.A.4

All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Descriptive Summary
The College has 68 different programs of study covering a wide range of academic and career technical educational fields.[647] Each degree includes one area of focused study or interdisciplinary core and requires a minimum of 18 units as mandated by Title 5. Students must maintain at least a 2.0 grade point average in the area of focus to earn the degree.[648]

All new degrees are submitted to the California Community Colleges Chancellor's Office (CCCCO) for approval to ensure that they meet Title 5 requirements. To earn either the Associate of Art or Associate of Science degree, students must also complete a pattern of general education coursework. Associate degrees for transfer (AA-T, AS-T) require that students complete either the CSU Breadth requirements or the IGETC pattern for general education.[649]

The College is committed to offering high quality programs, which will benefit the community.

Self Evaluation
The College meets this standard. The institution is committed to providing high quality, focused programs in areas relevant to the educational goals of its students.

Actionable Improvement Plans
None.

Standard II.A.5

Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Descriptive Summary
College of the Canyons offers a variety of career and technical education (CTE) programs. Advisory committees comprised of industry leaders convene regularly to review the curriculum, competencies,

[642] Curriculum Committee Summary 05-15-14 (E. 395)
[643] Associate Degree Requirements (E. 408)
[644] ISLO Summary Report (E.116)
[645] TEDx Website College of the Canyons 04-18-13 (E.147)
[646] SPaRC (Sustainability) Business Plan 2012 (E. 409)
[647] College Catalog 2013-14 page 54 (E. 410)
[648] Board Policy 4100 Associate Degree and Certificate Requirements (E.80)
[649] College Catalog 2013-14 page 27 (E. 411)

and emerging trends in each area. In this way, all career and technical programs maintain currency and relevance in their fields to ensure that students have the necessary competencies to meet employment standards and pass licensure and certification exams.

Consequently, CTE faculty work closely with industry advisory groups to ensure that each program is designed to give students the competencies needed for success in the work place. Advisory committees meet at least twice a year so that faculty can consult with leaders from local businesses and industries about current standards and trends in employment.[650]

Program-level SLOs include competencies needed for successful employment. These are assessed regularly to ensure that students are able to meet the required outcomes.[651] Programs with external accreditation/certification requirements are regularly reviewed by the appropriate agencies.[652] If graduates sit for licensing examinations, they are tracked to measure the success rate of graduates. Table 18 summarizes this information:

Table 18: Licensing Exam Success Rates

Program	Certification/Accreditation	Approval	Licensing pass rate
Registered Nursing	• Board of Registered Nursing • Accreditation Commission for Education in Nursing	2014 2010	2012-2013: 88.15%[653]
Medical Laboratory Technician	California Department of Public Health Laboratory Field Services	2011	Fall 2013: 87.5%*
Emergency Medical Technician	Department of Health Services – Emergency Medical Services Agency	2014	2012-2013: 91%*
Phlebotomy	California Department of Public Health Laboratory Field Services	2012	Sp 2013: 6 passed Fall 2013: 3 passed*
Certified Nursing Assistant	California Department of Public Health	2013	Sp 2013: 86.95% Su 2013: 88.24%*
Paralegal	American Bar Association	2010	NA

*Note: Calculated based on data obtained from testing agencies.

Employer satisfaction data is limited. The nursing program sends out employer surveys to the hospitals in the area that employ graduates. In 2012 there were no responses. The paralegal program surveyed local employers in 2010. Seven of the nine respondents rated graduates/interns as "good" or "superior" in a number of areas, including "possesses sufficient knowledge of material essential to position."[654]

Self Evaluation

The College meets this standard. CTE programs are designed to meet specific industry needs.

Actionable Improvement Plans

In order to support that the College's certificates and degrees meet technical and professional competencies as well as external licensure and certification requirements, the College will improve its system for obtaining employer satisfaction feedback and tracking licensure and certification in CTE areas.

[650] CTE Advisory Board Meeting Minutes (Samples) (E. 255)
[651] SLO Program Level Outcomes Assessment Results Website (E. 375)
[652] CTE External Approval (Samples) (E. 412)
[653] Board of Registered Nursing NCLEX Pass Rates (E. 381)
[654] Summary & Analysis Employer Community Survey Paralegal (E. 413)

Standard II.A.6

The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution's officially approved course outline.

Descriptive Summary

The College describes degrees and certificates in terms of purpose, content, course requirements, and expected SLOs in the *College Catalog*,[655] which is published and updated online every academic year. All course outlines of record with complete SLOs can be found on the institution's public CurricuNet site, a web-based curriculum inventory. As of fall 2012, all courses have clear, measureable SLOs included as part of the course outline of record.[656]

The Admissions and Records website has specific information about transfer of credit policies and procedures.[657] Both the Counseling website and *Catalog* provide updated and relevant course and program information. In every class section students receive a course syllabus that specifies learning outcomes consistent with those listed in the course outline of record.[658]

Program and Course Information

College of the Canyons ensures the clarity and accuracy of all program and course information through the established curriculum process. Approved course outlines of record and program and certificate requirements, including SLOs, are available on the Internet through the College's public CurricUNET site.[659] The Counseling Department also maintains a list of the College's approved degree and certificate programs.[660] Approved course and program descriptions, along with program-level SLOs, can also be accessed in the *College Catalog*.[661] The *College Catalog* is updated every year and is reviewed by the Offices of Academic Affairs and Instruction as well as the Public Information Office to verify the information regarding programs of study, degrees and certificates available at the College.

Syllabi and Student Learning Outcomes

Faculty members prepare and distribute class syllabi that include SLOs.[662] Syllabi also include class policies, grading policies, assignments and required materials in addition to the learning outcomes for the course. Course coordinators and lead faculty, department chairs and division deans request and collect syllabi from faculty to ensure that the appropriate information is included. Full-time and adjunct orientations include syllabus workshops, and a template for syllabi along with other syllabus-related resources are available on the College's Sabbatical Program website.[663] Additionally, students are surveyed every year to help verify that they are receiving syllabi with SLOs in their classes. According to the 2012 Annual Student Survey for Instruction, 88 percent of students responded that they do have a syllabus that specifies the course SLOs for their class.[664]

Self Evaluation

The College meets this standard. College of the Canyons clearly and accurately informs all current and prospective students about educational courses, programs and transfer policies, including expected learning outcomes.

Actionable Improvement Plans

In order to ensure that every student receives clear and accurate information with specific learning outcomes, consistent with the College's officially approved course outline of records, the College will implement a system for reviewing and storing accurate syllabi for every class.

[655] College Catalog (E.1)
[656] ACCJC Fall 2012 SLO Proficiency Report College of the Canyons (E.106)
[657] Admissions and Records Transcript Evaluation Website (E. 414)
[658] Syllabi Showing SLOs (Samples) (E. 385)
[659] CurricUNET Website (E.78)
[660] Counseling Department Degree Certificate and Majors Websites (E. 415)
[661] College Catalog (E.1)
[662] Syllabi Showing SLOs (Samples) (E. 385)
[663] Course Syllabi for the 21st Century (E. 416)
[664] 10th Annual Student Survey Instruction Fall 2012 Rpt#279 (E. 357)

Standard II.A.6.a

The institution makes available to students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Descriptive Summary

The College accepts credit for most lower-division courses earned at accredited institutions of higher education. Students may submit transcripts for math and English placement, and request transcript evaluation by the Admissions and Records Office for other disciplines. When necessary, counseling faculty members or faculty members with discipline expertise are consulted to verify the learning outcomes of courses for transfer credit. Credits earned at other institutions and approved through a transcript evaluation will be posted to the student's transcript after the student completes 12 units in residency at College of the Canyons.

The College maintains articulation agreements to assist students planning to transfer to another college or four-year university. Current articulation agreements cover both major preparations and general education. Students can access current information about articulation agreements for major preparation and transfer general education (Intersegmental General Education Transfer Curriculum) for the CSU and UC systems in the *College Catalog* and on the Articulation System Stimulating Inter-institutional Student Transfer (ASSIST.org) website. Both IGETC and CSU GE information for transfer can be found on the Counseling Department website.

Transfer-of-Credit Policies

Transfer-of-credit policies are regularly reviewed by the College during annual degree audit meetings, and any changes in policies are updated annually during the editing and publishing process for the *College Catalog*. Students are informed about transfer-of-credit policies in the College's student orientation process. The transfer-of-credit policy from other accredited institutions of higher education is made available to students in the "Academic Information" section of the *College Catalog*.[665] The transcript evaluation process is also clearly delineated for students on the College's Admissions and Records website.[666]

Transcripts received from other colleges or universities will be checked for math and English prerequisite eligibility only. All students who need to be cleared for other courses are directed to the Admissions and Records and/or Counseling Offices. Students requesting additional coursework to be posted to their College of the Canyons transcript must complete a "Request for Inclusion of External Coursework" form[667] and submit all transcripts by the deadline date listed on the Student College Calendar to ensure prerequisites will be cleared prior to registration. In most cases, with the exception of students requesting financial aid or military benefits, units accepted from other institutions will not be posted on College of the Canyons academic transcripts until students have completed 12 units in residence.

Students who have earned credit at colleges and universities outside of the United States may petition to have degree requirements satisfied through a transcript evaluation by a College of the Canyons approved foreign credentials evaluation service.[668] For additional mobility, students who have gained credit through Advanced Placement tests, College Level Examination Program (CLEP), military service and high school enrollment articulation programs can have that credit applied to their College of the Canyons academic transcript. Students can gain information on these agreements and procedures by visiting the Admissions and Records Office and website and by visiting the Counseling Office and website.[669]

Articulation Agreements

The College's articulation officer coordinates the transfer of credit for general education and major requirements with baccalaureate in-

[665] College Catalog 2013-14- pages 18-37 (E. 417)
[666] Admissions and Records Transcript Evaluation Website (E. 414)
[667] Admissions and Records Request for Inclusion of External Coursework (E. 418)
[668] Admissions and Records Transcript Evaluation Website (E. 414)
[669] Admissions and Records and Counseling Websites (E. 419)

stitutions. The College's Curriculum Committee requests that comparable courses at other institutions are submitted with new course outlines in order to ensure potential transfer of credit for all courses. Every year, the College articulation officer sends a memo to the articulation officers at the partner institutions along with course outlines of record to request course-to-course articulation. These articulation agreements are available through the *Catalog* and assist.org.[670] The College maintains formal memos of course-to-course and program-to-program articulations with institutions not participating with Assist. These agreements are available through the College's Transfer Center, through the Counseling Department and through the Articulation/Curriculum coordinator. The College also participates as a member of California Intersegmental Articulation Council (CIAC) and sends yearly summaries of all curriculum and articulation changes to that group's listserv to ensure clear pathways for students. Students enrolled in existing programs are ensured of that program's currency and offerings through the College's curriculum process, scheduling process and Board Policy 4020, "Program and Curriculum Development."[671]

Self Evaluation

The College meets this standard. College of the Canyons remains committed to ensuring clear pathways of transferability for students.

Actionable Improvement Plans

None.

Standard II.A.6.b

When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Descriptive Summary

When programs are eliminated or significantly changed, the College ensures that enrolled students can complete their education in a timely way. Students maintain catalog rights based on the first term of obtaining course credit as long as enrollment is continuous. The College has established a clear set of policies and procedures to determine when programs are initiated, changed or eliminated. Recently, two programs, journalism and library media technology have been altered or eliminated. The Library media technology program had no students impacted and was discontinued due to lack of enrollment. Journalism was converted to Media Entertainment Arts, and has seen an increase in student enrollment and viability since this change. Students were provided ample time and appropriate course substitutions to ensure program completion.

Board Policy 4021, "Program Viability—Initiation, Modification and Discontinuance," delineates all processes for starting, changing and eliminating programs and reflects the College's commitment to collegial consultation by including all constituents in these respective processes.[672] Administrative Procedure 4021 emphasizes the need for quantitative and qualitative data to inform program development and discontinuance.[673]

Above all, students must be considered to limit disruptions to completing a program of study at the College. In the past, when programs were modified significantly or discontinued, the College contacted the students by email to encourage appropriate Counseling and educational planning services. Moving forward, if programs are discontinued, a Discontinuance Implementation Plan must be created to establish appropriate timelines and procedures for students to complete their program as stipulated in the College Catalog.

Self Evaluation

The College meets this standard. Since the last accreditation visit, the Academic Senate and College Policy Council have worked to develop needed board policies and administrative procedures for program viability.

Actionable Improvement Plans

None.

[670] Assist.org for College Transfer Information (E. 403)
[671] Board Policy 4020 and Administrative Procedure 4020 Program and Curriculum Development (E. 325)
[672] Board Policy 4021 Program Viability Initiation, Modification and Discontinuance (E. 335)
[673] Administrative Procedure 4021 Program Viability Initiation, Modification, and Discontinuance (E. 420)

Standard II.A.6.c.

The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel, through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

Descriptive Summary

The College of the Canyons website contains vast amounts of relevant and complete data and publications for any member of the public, student or staff member seeking information. In particular, the Public Information Office (PIO) website serves as a repository of key publications, including the College's *Mission*, *Vision* and *Philosophy* statements; the *College Fact Book*; the *Educational and Facilities Master Plans*; the *College's Strategic Goals*; and other documents that highlight the College's student and institutional achievements. Several of the publications are produced in print and distributed to members of the College community. Additional evaluation briefs and reports can be requested from the Office of Institutional Research, and print copies are distributed to key constituents across the campus. All of these are regularly reviewed for accuracy and integrity.

Review of Policies and Practices for Publications

The College regularly reviews, revises and edits all publications to ensure the integrity of content. The College's PIO works with College programs and constituents to ensure all documents are clear and free of error. College publications go through numerous revisions to verify the highest quality content about the *College's Mission*, programs and services.

Of particular importance for students, class schedules are produced for all terms during the school year (fall, winter, spring and summer sessions). Class schedules are reviewed multiple times by faculty, administrators, and the staff of Academic Affairs and the Public Information Office to verify the accuracy of the contents and to ensure that all appropriate College policies and procedures and Title V regulations are met. Also, the *College Catalog* undergoes an annual review to verify the accuracy of the information and ensure its integrity. The *Catalog* undergoes rigorous review by the Office of Academic Affairs and the PIO to ensure the quality of the document for students. As the College becomes increasingly sustainable, these documents are published solely online, and are only available in limited print editions. The emphasis on online publications helps to ensure that the information is always accurate for students and never out-of-date. All documents can be found on the College's website.

Information on Student Achievement

The College maintains a clear representation of its student achievement and success data. The College provides a link to the College's Student Success Scorecard (as per AB 1417 and SB 1456) on the College's homepage.[674] Additionally, the SLO committee presents all SLO assessment results and proficiency reports on its website as well.[675] The College also makes this data, as well as enrollment data, available in its *Fact Book* and *Fact Sheets*, available on the College's PIO webpage. All attendance and financial reporting documents can be accessed by visiting the agendas and minutes for the SCCCD Board of Trustees BoardDocs site.[676]

Self Evaluation

The College meets this standard. College of the Canyons strives to convey accurate and relevant information to students, the public, and its personnel in all print and online publications.

Actionable Improvement Plans

To ensure accurate and timely College Policies, the College Policy Council needs to establish a regular cyclical review, revision, and publication process for all College policies and procedures. A new intranet site has been established to help with this process.[677]

[674] Student Success Scorecard 2014 College of the Canyons (E. 199)
[675] SLO Committee Webpage Assessment Results and Proficiency Reports (E. 421)
[676] SCCCD Board Docs site (E. 422)
[677] College Policy Council Intranet Site (E. 423)

Standard II.A.7

In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

Descriptive Summary

The Board of Trustees believes that faculty and students have the right to pursue teaching and learning with full freedom of inquiry. In addition, the Board has established an overall framework for student responsibilities, published in the *College Catalog*,[678] *New Student Handbook*,[679] and available on many faculty syllabi.

As a public institution, College of the Canyons does not require conformity to specific codes of beliefs or worldviews. The College welcomes students of all belief systems and worldviews and encourages respectful consideration and analysis of all perspectives.

Upon recommendation of the Academic Senate, the Board approved revisions of BP 4030 and Administrative Procedure (AP) 4030 (formerly BP 614)[680] on Academic Freedom, during spring 2014 (originally adopted in January 2007). BP 5500 and AP 5500 were also approved during spring 2014 and address student academic honesty. In addition, student conduct guidelines and expectations are in BP 5529.[681] Policies and procedures established by the Board of Trustees are publicly available online.[682]

Self Evaluation

The College meets this standard. College of the Canyons has adopted policies and procedures that support academic freedom and responsibility and student academic honesty.

Actionable Improvement Plans

None.

[678] College Catalog 2013-14 pages 260-261 (E. 424)
[679] New Student Handbook 2010 pages 1 and 86-87 (E. 425)
[680] Board Policy 4030 Academic Freedom (E.82)
[681] Board Policy 5529 Student Conduct (E. 426)
[682] Board of Trustees Board Policies Website (E. 427)
[683] Board Policy 4030 Academic Freedom (E.82)

Standard II.A.7.a

Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Descriptive Summary

Faculty members embrace academic freedom in their presentation of subject matter and respect diversity of perspectives in the interpretation of data and information. Positions taken by faculty members speaking as private citizens are not to be considered as official District policy or positions. Board Policy 4030, [683] addresses academic freedom and the right of faculty members to express personal convictions.

Faculty are made aware of College policy on professional ethics, as evidenced via Board Policy 3050, [684] which does not allow personal bias and prejudice to influence the presentation of professionally accepted views in a discipline. In addition to the noted policies above, the College Catalog also recognizes faculty and students' right to express their informed opinions in the context of professional competence, open inquiry, and rigorous attention to the pursuit of truth.[685]

During the faculty evaluation process, colleagues are asked to comment on whether the observed faculty colleague uses methods of instruction appropriate to the subject matter. During the same semester in which faculty are evaluated by their peers, student evaluations[686] are also distributed, where students are asked to comment on the prompt: "Instructor conducts the class in a manner that establishes a good learning environment." Finally, student surveys are distributed each year across the District. For example, during fall 2013, the majority of respondents (82 percent at the Valencia campus and 85 percent at the Canyon Country Campus) indicated that instructors at College of the Canyons attempt to be fair and objective in presentation of course material.[687]

[684] Board Policy 3050 Statement of Professional Ethics (E.81)
[685] College Catalog page 256 (E.84)
[686] Student Evaluation Survey (E. 428)
[687] 11th Annual Student Survey Student Services and Instruction Fall 2013 Rpt #283 (E. 225)

Self Evaluation
The College meets this standard. A fundamental understanding of the differences between personal conviction and professionally accepted views is continuously exercised in a fair and judicious manner across the District.

Actionable Improvement Plans
In its efforts to improve orientation of new faculty, while simultaneously ensuring a more centralized location for important information, the College will update its *Faculty Handbook* for both full- and part-time faculty, and include pertinent references to all policies and procedures.

Standard II.A.7.b

The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

Descriptive Summary
College of the Canyons strongly believes in the integrity of student work. Board Policy 5529, Student Conduct, defines a "student" and clearly states grounds for disciplinary action, including "Cheating, plagiarism, fabrication, and other forms of academic dishonesty, and/or facilitating academic dishonesty."[688] Additionally, the Academic Senate at the College produced a formal statement on Academic Integrity in 2010 that faculty include in their syllabus or course materials.[689] That statement clearly defines plagiarism for students. The topics of plagiarism and student academic honesty are covered in the Skills4Success (S4S) Supplemental Learning workshops as well as Counseling workshops. [690]

Faculty discuss issues of academic dishonesty and/or plagiarism on the first day of class while reviewing the class syllabus. Several faculty require that students attend S4S workshops on research and avoiding plagiarism prior to submitting a written assignment.[691] If an instructor determines that a student in his/her class has cheated or plagiarized, that instructor follows the established procedures for reporting instances of academic dishonesty to the Dean of Students. A College student may face a range of sanctions as explained in the College's Student Code of Conduct in the Regulations and Policies section of the College Catalog.[692]

Self Evaluation
The College meets this standard. The College of the Canyons Course *Catalog* and the Student Services website contain clear and accurate information for students about relevant academic honesty policies and procedures regarding discipline, plagiarism, cheating, probation, disqualification, and reinstatement. Plagiarism and cheating are defined for students and instructors, and every instructor has clear policies to follow for instances of academic dishonesty that may occur in class.

Actionable Improvement Plans
None.

Standard II.A.7.c

Institutions that require conformity to specific codes of conduct of staff, faculty, administrators or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

Descriptive Summary
College of the Canyons does not require staff, faculty, administrators, or students to conform to specific codes of conduct or seek to instill specific beliefs.

Self Evaluation
Not applicable.

Actionable Improvement Plans
None.

[688] Board Policy 5529 Student Conduct (E. 426)
[689] Academic Senate Academic Integrity Statement (E. 429)
[690] Skills4Success Learning Skills Workshops (E. 430)
[691] Syllabi Requiring Supplemental Learning (Samples) (E. 431)
[692] College Catalog 2013-14 pages 262-267 (E. 432)

Standard II.A.8

Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with Standards and applicable Commission policies.

Descriptive Summary

The College does not offer curricula in foreign locations to non-U.S. students.

Self Evaluation

Not applicable.

Actionable Improvement Plans

None.

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Student Services staff regularly engage in reflective conversations regarding access and success, and the effectiveness of its programs. Student outcome data and data on successful student attainment of their goals provide measurements of students' ability to benefit from the College's services and programs.

STANDARD II.B Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

Descriptive Summary

College of the Canyons recruits and admits diverse students consistent with its mission. The *Mission Statement* says:

> College of the Canyons offers an accessible, enriching education that provides students with essential academic skills and prepares students for transfer education, workforce-skills development, and the attainment of learning outcomes corresponding to their educational goals. College of the Canyons embraces diversity, and engages students and the community in scholarly inquiry, creative partnerships, and the application of knowledge.[693]

The College offers its programs and services to all who are capable of benefitting from instruction, and the College's student outcomes determine and demonstrate that admitted students are able to benefit from its programs and services. The Student Services Division supports this mission and the College's Strategic Goals, by offering quality service and support to students, staff, and faculty.[694]

Student Services staff regularly engage in reflective conversations regarding access and success, and the effectiveness of its programs. Student outcome data and data on successful student attainment of their goals provide measurement of students' ability to benefit from the College's services and programs. These are demonstrated through SLOs, degree and certificate completions, transfer rates and data from the Statewide Student Scorecard, along with data showing increasingly diverse student demographics.

The student pathway often begins with recruitment. To admit a diverse student population, the College created the Office of Outreach & School Relations that provides information and outreach to high schools within the Santa Clarita Valley and responds to requests for information from outside the community. Staff members have responsibility to attend recruiting events, as well as be present at one of the comprehensive high schools weekly, to share campus information with high school personnel, students and parents. Frequently, staff members make class presentations at high schools on topics such as the admissions application process, programs and services offered by the College, and university transfer requirements.

Once admitted and enrolled, the College provides students academic and support services designed to help them meet their individual goals. The College has a wide variety of Student Service programs, at the Valencia and Canyon Country campuses and online, described below in alphabetical order:

1) Admissions & Records (A&R) is the first stop for most students, primarily handling admissions, registration, records, and online services. However, as the first point of contact, the staff members have taken extensive training to be able to provide as much information as possible. A&R offers services on the Valencia and Canyon Country campuses and online.

2) Athletics provide an important opportunity for campus involvement. The college offers a wide range of intercollegiate sports for men and women to compete in the Western State Conference. Sports instruction and performance courses are taught year round. Nearly all student athletes participate in tutoring in the newly designed Tutorial Lab.

3) CalWORKs provides supportive services only to students who are on public assistance. Program participants benefit from academic advisement, personal, and career counseling. Childcare, text books, and school supplies are paid through GAIN or the CalWORKs office.

4) Campus Safety provides and maintains safe and secure campus environments while respecting the rights and dignity of individuals

[693] Mission Statement (E.2)

[694] Strategic Plan Highlighted Goals 2012-15 (E.39)

utilizing programs and facilities of the College. Campus Safety sponsors the Campus Escort Program and provides legal information related to crime statistics (Cleary Act).[695]

5) Career Services is open to the student population and the public. It assists clientele with career exploration and job preparation. In addition, it sponsors events, such as Job Fairs and Resume Writing Workshops, designed to enhance students' ability to gain employment.

6) The Counseling and Academic Advising Offices at both campuses and online provide personal, professional, and academic counseling to students and assist them in determining and understanding their interests and opportunities. Counseling works closely with the Student Success and Support Program (3SP), formerly Matriculation, in dealing with students on academic probation, in providing assessment testing, and in offering student success workshops. Nearly all counselors teach college success courses.

8) Disabled Students Programs & Services (DSPS) provides support services, including access, to students with verified disabilities. It provides an array of state-of-the-art assistive technologies, disability testing, and individual counseling sessions.

9) Extended Opportunities Programs & Services (EOPS) and Cooperative Agencies Resources for Education (CARE) are state-funded retention programs that encourage and help students to continue their education on the community college level. The programs provide counseling, academic assistance, textbook grants, and other assistance to help qualified participants succeed at the College.

10) Financial Aid offers a complete array of financial support services online and at both campuses to help students obtain money for college and educational related expenses. Scholarships, student employment, the Volunteer Bureau, and the Foster Youth program are administered within Financial Aid.

11) The Health & Wellness Centers on both campuses provide basic health care for treatment of minor acute illnesses/injuries and prepare students to be better-informed healthcare consumers. The centers employ a full-time nutritionist and a full-time psychologist to provide these specialized services.

12) The International Students Program (ISP) assists all foreign students attending College of the Canyons. Participating students receive academic, vocational, and personal counseling. Also, the program sponsors cultural programs to enhance international students' awareness and appreciation of Southern California culture.

13) Student Success and Support Program (3SP) ensures that all students who take the College's assessment test get accurate placement, enforces academic standings, and organizes orientation for incoming students. The program follows-up on students' academic progress.

14) Service-Learning is a teaching and learning program integrating community service with academic study, civic responsibility, service and learning, reflection, and critical thinking. These aspects of student experience help clarify career objectives and provide work-related skills.

15) The Student Business Office (SBO), located on both campuses, receives funds from students, sponsors, and other parties for various payments such as: registration and parking fees, activity cards, library fines, transcripts & verifications. The SBO also processes requested refunds; student account audits and distributes student payroll & financial aid checks.

16) Student Development Office provides students educational, social, and cultural co-curricular activities that promote student development and leadership, complementing academic life. Student Development staff provide guidance to the Associated Student Government (ASG).

17) The Transfer Center is an information center offering assistance to students who want to transfer to a four-year institution. The center has a variety of resources & classes with pertinent transfer information. Located within the Counseling Office, the Transfer Center

[695] Clery Act Report (E. 433)

employs one full-time director and one full-time classified support staff member.

18) Veterans/Adult Re-entry Center provides services for two groups: 1) Veterans who are using their post 9-11 GI bill educational benefits or receiving services such as counseling and registration priority while saving their benefits for a higher education level; 2) Re-entry men and women receiving counseling, workshops, tutoring, and individual assistance.

The many services above, combined with a variety of academic support services found in other administrative divisions, provide a well-rounded supportive learning environment that assists students in meeting their academic, personal, and career goals.

In recent years there has been a steady increase in the number of underrepresented students enrolled at the College. Growth predictors indicate that the student population will continue to become more diverse as the Santa Clarita Valley's demographics change. Additionally, the College attracts diverse students from outside the service area. Table 21 shows the historical change from 1990 at College of the Canyons over a twenty two-year period.

Table 21: Enrollment by Ethnicity, 1990-2012

	1990	2000	2012
Asian/Pac Islander	4%	5%	5%
African American	2%	4%	5%
Filipino	2%	3%	4%
Latino	11%	19%	40%
Native American	1%	1%	<1%
Other	2%	6%	4%
White	79%	56%	41%
Unknown/Declined to State	0%	7%	1%
Total Enrollment	6.502	10,891	16,333

(Source the FACT BOOK: Aug. 2013, page 43)

College of the Canyons Student Services is dedicated to providing appropriate services to support the diversity of its students. The Student Services Division strives to align its support services with the goals of the College by incorporating student learning outcomes (SLOs), faculty and staff input, and other appropriate measures into each department's planning process.[696]

Admissions Policies and Procedures

Admissions policy and procedures are outlined annually in the College Catalog.[697] The College website also provides admissions information and showcases all the College's programs, procedures, and support services.[698] As at all California Community Colleges, any individual who is 18 years old or a high school graduate, and can benefit from instruction, is welcome to attend. In accordance with Santa Clarita Community College District (SCCCD) Board policy, high school students in grades 11 and 12, and students 10th grade and below may also be admitted after meeting specific requirements, which are outlined in the Catalog, Schedule of Classes, and on the College's website.[699] The College has also developed a brochure outlining the procedures for concurrent enrollment.[700] Combined, these efforts have resulted in significant improvements in access and diversity on the campus.

The majority of students apply to the College online. Student surveys indicate students are satisfied with the online services and often prefer them to over-the-counter transactions. More than 90 percent of respondents to the Fall 2012 Student Survey indicated they would prefer the majority of services online.[701] Once completed, the online version of the application will trigger immediate emails that outline "next steps" for students. Instructions to complete the application in Spanish have been created for the increasing Spanish-speaking population.[702] The new online orientation is available in English and Spanish and provides insight into all the elements a student should be aware of to be successful in college.

Admission policies adhere to Title 5 and Education Code standards while also fostering an open and welcoming college environment. For example, Admissions provides Spanish language publications, evening and Saturday operating hours, access through the phone and

[696] Student Services Administrative Program Reviews (Samples) (E. 434)
[697] College Catalog 2013-14 pages 11-15 (E. 435)
[698] Admissions and Records and Student Services Websites (E. 436)
[699] Concurrent Enrollment Website (E. 437)
[700] Concurrent Enrollment Brochure (E. 438)
[701] 10th Annual Student Survey Student Services Fall 2012 Rpt#278 Table 5 (E. 439)
[702] Application for Admission in Spanish (E. 440)

Internet, and a well-trained counter staff. A&R staff members extend services off campus, working with the Director of Outreach at specific locations. A&R regularly conducts program reviews to determine the effectiveness of its programs.[703] Past reviews showed that students need access to the website and office during evening and weekend hours. To respond, the department extended operating hours during peak demand periods and worked with the MIS department to extend overnight hours for web registration access. Web services are now available nearly 24 hours per day with some maintenance shut downs after midnight.

Support for Student Access, Progress, Learning, and Success
The College regularly evaluates programs and services through three main methods:

Each year all departments engage in program review. Among other things, this interactive process requires input from department staff to review policies impacting student welfare and to examine the achievement of annual goals.
.
The second method of internal evaluation is through the administrative unit outcomes (AUOs) and student learning outcomes (SLOs) process. Virtually all of the division's AUOs and SLOs are concerned with students benefiting from the programs and services offered. The division began creating SLOs when the College started developing them and began training in 2004 with a series of on-campus seminars and off-campus visits. The division engages in ongoing dialogue regarding SLOs and has adopted a culture of mutual support. Each student services department has completed several cycles of SLOs as well as AUOs.[704]

In addition to the formal methods outlined above, the Student Services division regularly meets for dialog and action on issues of providing support for student learning. The division meetings, which feature division faculty as well as administrative staff, concentrate on issues related to academic success (as opposed to operational issues). Additionally, the meetings serve as a way to keep staff apprised of changing policies or procedures.[705]

The Enrollment Services sector of the division collaborates regularly to ensure the admission process remains open, friendly, clear, and concise, provides students with information necessary to be admitted to college, to matriculate, enroll in classes, and begin a successful path to completing their educational goals. To help ensure a seamless path through the institution Student Services deans regularly attend the academic deans' meetings.

The 3SP program (formerly matriculation) has taken the lead in ensuring the College meets requirements of both the Student Success Act of 2012 and changes to Title 5. There is regular dialogue on how best to manage resources to meet the new requirements, while staying true to the College's and division's missions.[706]

These efforts are characterized by a concern for student access, achievement, and success. The division continually evaluates its programs through program review, internal dialog, external review (for categorical programs), and informal, collaborative review.

Dialogue about student access, progress, learning, and success is not limited to the Student Services division; discussions about how the College can improve access and services to students are a regular part of college-wide discussions. Professional Development and FLEX regularly feature workshops and seminars about best practices related to student learning and student success. For the past several years keynote speakers have provided insight regarding the newest thinking related to two-year student success.[707]

Dialog in meetings, such as the College Planning Team (CPT),[708] Management Advisory Counsel (MAC), College Policy Counsel (CPC), President's Advisory Committee on Budget (PAC-B),[709] and Deans' meetings frequently focus on issues related to student success. Specifically, changes related to the Student Success Act of

[703] Sample Student Services Program Reviews (E. 441)
[704] Sample Student Services Program Reviews (E. 441)
[705] Student Services Division Meeting Minutes (Samples) (E. 442)
[706] Student Services Task Force Meeting Summaries (Samples) (E. 443)
[707] FLEX Schedules 2009-2014 (E. 444)
[708] College Planning Team Student Success Dialog (E. 445)
[709] PAC-B Student Success Dialog (E. 446)

2012 have been regular agenda items for nearly all meetings. Additionally, members of the Student Success Act implementation team visited every academic division to discuss the changes in the law, college programing to meet the new requirements, and the expected timeline of new programming. Retreats and special department chairs meetings have also been venues for College-wide discussions on student success.

Self Evaluation

The College meets this standard. Student Services staff regularly engage in reflective conversations regarding access and success, and the effectiveness of its programs. Student outcome data and data on successful student attainment of their goals provide measurement of students' ability to benefit from the College's services and programs. These are demonstrated through SLOs, degree and certificate completions, transfer rates and data from the Statewide Student Scorecard, along with data showing increasingly diverse student demographics.

Actionable Improvement Plans

With changes occurring related to admission and registration priority, the division will increase outreach to local high schools, specifically to secondary counseling staff, and to parents.

Standard II.B.1

The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

Descriptive Summary

The Student Services Division has been organized to maximize the effectiveness and quality of support services. Two Deans oversee the majority of programs:

Enrollment Services encompasses A&R, Counseling, 3SP, SBO, Outreach and Student Recruitment, Transfer Center, ISP, and Veterans/Re-entry Adults program. In addition, the Dean of Enrollment Services oversees the textbook committee. Enrollment Services' partners meet regularly to review, analyze, collaborate and implement improved service plans for students. Members maintain regular dialog about existing enrollment processes and explore ways to streamline these processes.

The Dean of Students oversees Financial Aid, Career Services, Service Learning, Student Development, DSPS, EOPS/CARE, CalWORKs, all student disciplinary/mediation matters, and oversees the food service committee.

The Departments of Campus Safety and Athletics report directly to the Assistant Superintendent/Vice President, Student Services.

At College of the Canyons, the categorical programs in Student Services are DSPS, EOPS, CARE, CalWORKs, and 3SP. With the exception of 3SP, they report to the Dean of Students. Currently, full-time faculty members are assigned 100 percent to managing these programs. As with all programs on campus, even these state-funded categorical programs complete program reviews and develop AUOs.

The 3SP director has direct oversight of the new Assessment Center and works in conjunction with Counseling and A&R staff on other matriculation-related activities. The major areas of involvement for this department include:

- Assessment
- Orientation
- Online Student Education Planning (with Counseling)
- Academic Standing (dismissals, Academic CPR, probation, etc.)

The focus of 3SP has shifted dramatically due to SB 1456, the Student Success Act of 2012. The program is dedicated to increasing student access, progress, learning, persistence, and compliance. Working with Counseling, it is primarily responsible for academic follow-up and ensuring that assessment exams place students as accurately as possible into the curriculum.

DSP&S has continued to grow, serving approximately 1,568 students in 2012-2013.[710] In the midst of significant budget cuts, the

[710] DSPS Student Count 2012 to 2013 (E. 447)

DSP&S team continues with a full-time director, one full-time counselor, one 60 percent counselor, one 80 percent Learning Disabilities specialist, two full-time classified positions, two adult-hourly lab tutors, and numerous sign language interpreters. DSP&S provides strives to create equal access, servicing students with verified disabilities.

The DSP&S Access coordinator regularly provides workshops on "Section 508 Information Technology Compliance" for faculty and staff regarding accessibility and compliance.[711] The department recently updated the DSPS website making it uniform and consistent with the campus website, while providing students, staff and the community with up-to-date information. In addition, many of the DSPS forms have also been updated to reflect the Student Success Act.

In March 2012, the Galvin Group completed a technical assistance visit to DSPS, and concluded DSPS at College of the Canyons was an exemplary program, stating, "The staff clearly works as a very effective group and demonstrate attitudes of collaboration, respect and teamwork."[712]

DSP&S is in the process of imaging all paperwork, ultimately moving to a paperless office. In the future it will eliminate a current space problem and provide better service to students who may return years later, needing to retrieve their paperwork.

EOP&S provides support services to educationally and economically disadvantaged students. Currently the EOPS program consists of a Director of EOPS/CARE & CalWORKS, a Coordinator of EOPS/CARE & CalWORKs, a full-time counselor, adjunct counselors, two part-time clerical staff and receptionists, a part-time Counseling 150 instructor, a volunteer math tutor, 2 volunteer English tutors and a student assistant.

Serving about 490 unduplicated students, EOPS/CARE and CalWORKs are located in the Student Success Center. EOPS/CARE & CalWORKs programming includes required courses, financial support, academic monitoring, cultural and social events, transfer and career assistance, leadership development, and social networking. Community outreach is an integral part of the EOPS/CARE & CalWORKs programs. The programs consistently ensure they meet legal requirements through annual reporting, meetings with an advisory committee, and participation in the program review cycle. Success and completion rates of the programs are superior.

The CARE Program, under the auspices of EOP&S, provides services to Temporary Assistance to Needy Families (TANF)/CalWORKs single-heads-of-household recipients with children under age 14. Services include personal and academic counseling, tutoring, peer support groups, and development of occupational/career opportunities. Additional services include financial assistance with educational expenses, child-care grants, auto repair allowances and gas cards. CARE provides eligible students needed resources to complete their academic goals.

CalWORKs helps students receiving TANF to achieve long-term self-sufficiency through coordinated services offered at the College, including individual academic/career counseling, work-study, other educationally related work experience, and coordination with county welfare offices to determine legibility and availability of services.

Other Student Support Services

College of the Canyons offers a comprehensive program of support, on both campuses and online, in addition to the Student Services programs discussed above. These services are discussed in detail below.

The Campus Bookstore, operated by the Barnes and Nobel Corporation, has a contract managed by the Dean of Students. The Student Services relationship to the bookstore has brought about a number of important improvements to the store's operation. Importantly, there's a recent emphasis on providing textbooks for rent, and an increased used textbook market. Additionally, the Bookstore provides a complete array of academic supplies, and campus attire. The Bookstore maintains hours that accommodate student needs.[713]

[711] DSPS Workshops (E. 371)
[712] DSPS Technical Assistance Visit Report (E. 448)
[713] Bookstore Hours Website (E. 449)

The Career Services Department assists students and community members with career exploration and job search processes. These functions are critical to students' personal career paths and to their understanding of how to be productive citizens in their community. Since many students enter college as undecided majors, or change careers later in life, this program is important to help them choose majors and make career choices, using online career assessment and one-on-one career advisement. A host of career-related resources are available on the website "Career & Job Links." For employment assistance, an easy-to-navigate job and internship database, MyJOBS, is available, in addition to various career-related workshops to help students create resumes, interview effectively, negotiate salaries and enter the workforce successfully. In addition, bi-annual job fairs are offered and attended by more than 2,000 students each year. With an average of more than 3,500 walk-in visitors per year (2009-2012),[714] more than 800 workshop attendees in 2012,[715] and numerous online resources offered,[716] the Career Center provides the necessary career and job preparation support students need.

The Financial Aid/Scholarships Office supports students on both campuses and online by providing financial resources necessary to access higher education. Various resources are offered to assist students with the educationally related costs associated with fulfilling their academic goals. Assistance is provided from both the federal and state governments in the form of enrollment fee waivers, grants, scholarships, work-study, and student loans.

Campus Safety includes nine full-time campus safety officers and a director. Programming includes self-defense workshops, campus disaster drills, and cooperative programs with local agencies. The department also sponsors a Campus Escort Program in which students are trained and employed to provide escort and security services for evening students on both campuses.

The SBO processes all student billing and payments for all locations, with offices in Valencia and Canyon Country. Operating with five full-time and five part-time staff members, the department's services are in high demand. During peak registration periods the office is busy receiving payments, producing confirmation of payments, processing veterans' paperwork (which has significant federal regulations), informing students of missed payment deadlines, and, when appropriate, de-registering students from the College. During the course of the academic year the office also processes payment for short-term courses, requests for services, and other miscellaneous items. Additionally, the staff reconciles student accounts to ensure that both the College and student are in agreement in regard to student billing. During an average year the department processes approximately 75,600 payment transactions, with great attention to providing accurate and timely services.

The Service-Learning program at the College provides opportunities for students to integrate meaningful community service with instruction and reflection, enriching the learning experience. Participation teaches civic responsibility and strengthens communities. Students are encouraged to participate through their classes, and are able to experience:

- Service to the community that links to their academic studies
- Structured reflection to integrate study and service
- Work with individuals and groups on needs defined by the community
- Civic responsibility, service and learning reflection, and critical thinking
- Clarification of their career objectives and acquisition of work-related skills

Students consistently express the benefits of their Service-Learning experience through their culminating reflection activity,[717] and some express the depth and impact it has on their lives. Leadership skills are strengthened, valuable experience is gained, and opportunities to build strong networks are created. Students serve at agencies such as Big Brothers Big Sisters, Boys and Girls Club, Circle of Hope, Help the Children, and Single Mothers Outreach, to name a few.

[714] Career Services Visitors 2006-12 (E. 450)
[715] Career Services Workshops 2009-13 (E. 451)
[716] Career Services Online Resources Websites (E. 452)
[717] Service Learning Culminating Reflection Activities (Samples) (E. 453)

From spring 2009 through spring 2013, the Service-Learning Program placed 2,459 students who completed more than 34,000 hours of service to the community.[718]

The Student Health & Wellness Centers assist students to stay healthy while pursuing academic lives that are sometimes stressful. The program offers both health and wellness programs, as well as clinical mental health and physical health services on both campuses. The health centers help students obtain health insurance, as well as funding and administering student accident insurance for the College. Student Nutrition and Wellness Advocates (SNAC), a club sponsored by the health center, trains student peer nutrition educators. SNAC members meet with the campus food service to promote healthy food choices at the cafeteria, sponsor guest speakers on topics such as depression, body image, disordered eating, and help organize and implement the Body-Mind-Wellness Challenge each year. Center staff include a Registered Dietitian, a Registered Nurse who is also a Tobacco Cessation Counselor, an Adult Nurse Practitioner/Director, a consulting physician, a full-time psychologist, college assistants, and administrative support personnel.

As outlined above, the Student Services division engages in regular formal and informal evaluation of all its programs and services in order to ensure quality student support services. Additionally, the College surveys students annually, asking questions directly related to accreditation standards. The fall 2013 semester marked the 11th time the College has conducted a comprehensive survey. The methodology of the survey ensures that there is a representative cross section of students responding. The number of respondents is adequate to create statistically significant findings. Categories of questions included:

- Satisfaction with instruction and services
- Campus life
- Knowledge of policies and registration requirements
- Counseling
- Preferences regarding financial aid
- Reasons for attending the College[719]

Students' satisfaction with services at the College is consistent and positive. They generally feel they receive accurate information from admissions and counseling. The majority of students are satisfied with counseling services. The survey reveals that most students learn of policies and procedures from the website. With regard to other services, most students indicate overall satisfaction.[720] Specific findings are included in Table 22.

[718] Service Learning Statistics 2002-13 (E. 454)
[719] 11th Annual Student Survey Student Services and Instruction Fall 2013 Rpt #283 (E. 225)
[720] 11th Annual Student Survey Student Services and Instruction Fall 2013 Rpt #283 (E. 225)

Table 22. Overall Student Satisfaction with Services

The College has clearly defined general education requirements for all of its academic and vocational degree programs:	73% agreement at Valencia Campus; 74% agreement at Canyon Country Campus (CCC)
In general, College staff are helpful in answering my questions about the College (e.g., available student services, instructional programs offered, degree or transfer requirements):	78% agreement at Valencia Campus; 77% agreement at CCC
This College provides a positive learning environment for all students:	80% agreement at Valencia Campus; 84% agreement at CCC
In general, students receive educational, personal, and program advisement in a courteous and supportive manner:	70% agreement at Valencia Campus; 71% agreement at CCC
The services I receive from the Counseling office are satisfactory:	69% agreement at Valencia Campus; 67% agreement at CCC

(Please note that the percentage of respondents indicating "neutral" was 20 percent or greater for these survey items.)

Supporting Student Learning

The combination of program review, AUO and SLO assessments, and input from faculty, staff, and students ensures data regarding the quality of student support services. The annual student survey is seen as an especially important indicator of the success of college programs and policies. Prior to administering the survey, campus dialog occurs, relevant to the questions, style, method, and specific areas of concern. As noted in earlier sections, service departments conduct individual surveys to complete their program reviews. Also, the ASG, from time to time, conducts informal student surveys, the most recent being about the campus smoking policy.[721]

The student survey has revealed that the College is doing a good job at addressing the academic and support needs of the students. Example findings indicate that the majority of respondents at both the Valencia and Canyon Country campuses are satisfied or very satisfied with the following services:[722]

Table 23. Student Satisfaction: Academic and Support Needs

The Learning Center	85% at Valencia Campus; 75% at CCC
College website	76% at Valencia Campus; 79% at CCC
Wireless access on campus	68% at Valencia Campus; 69% at CCC
Computers and software for student use	78% at Valencia Campus; 75% at CCC
Computer and software training	56% at Valencia Campus; 55% at CCC

(Please note that the percentage of respondents indicating "neutral" was 20 percent or greater for these survey items.)

In addition, students at both campuses were satisfied or very satisfied with:

[721] Smoking Policy Student Survey (E. 455)

[722] 11th Annual Student Survey Student Services and Instruction Fall 2013 Rpt #283 (E. 225)

Table 24. Student Satisfaction: Additional Information

The Associated Student Government (ASG) Student Lounge and Computer Lab	77% at Valencia Campus; 70% at CCC
The helpfulness of student development staff	83% at Valencia Campus; 75% at CCC

(Please note that the percentage of respondents indicating "neutral" was 20 percent or greater for both of these survey items.)

Respondents indicated that they agreed or strongly agreed the College provides accurate and current information on policies related to Admissions & Records and Counseling, with information on academic regulation, including academic honesty (76 percent at Valencia Campus and at CCC) and nondiscrimination (72 percent at Valencia Campus; 75 percent at CCC) having the highest ratings at both campuses. (Please note that the percentage of respondents indicating "neutral" was 20 percent or greater for these survey items.)

Overall, respondents at both campuses indicated they agreed or strongly agreed that in general, students receive educational, personal, and program advisement in a courteous and supportive manner (70 percent at Valencia Campus; 71 percent at CCC) and information on the counseling website helps prepare them for their educational goal (58 percent at Valencia Campus; 54 percent at CCC). (Please note that the percentage of respondents indicating "neutral" was 20 percent or greater for both of these survey items.)

Student Services for Distance Education Students

The College determines the learning support needs of students participating in Distance Education in a number of ways. First, the College conducts an annual survey of online students.[723] In this survey, students taking online classes are asked to indicate the extent to which they are aware of and found helpful a variety of student services, ranging from payment of fees and financial aid application to searching for classes and making counseling appointments. Students are also asked to rate their satisfaction with aspects of taking online courses, and, for example, 82 percent of the respondents stated that they were very satisfied or satisfied with the overall quality of online courses at the College.[724]

The College evaluates the comparability of face-to-face and Distance Education student support services in a number of ways. As discussed above, the College conducts an annual survey of online students, in which students taking online classes are asked to indicate the extent to which they are aware of and found helpful a variety of student services. The survey also gathers student feedback on services such as Career Services, A&R, Assessment Test Center, among others.[725]

The College provides student support services in proportion to the number of students engaged in Distance Education. For example, the number of counseling hours that took place for spring 2013, summer 2013, and fall 2013 (through the first week of October) are as follows:[726]

Table 25: Counseling Hours

Total General Counseling Appointment Hours:	2655.5
Weekly Average Counseling Hours (34 weeks):	78 hr/week
Total Online Counseling Hours:	696.5
Weekly Average of Online Counseling Hours:	20 hr/week

The College averages 150 sections online in fall and spring for roughly 10 percent of sections offered. During this time period, online counseling accounted for 26 percent of all counseling,[727] exceeding the proportion of online students.

Self Evaluation

The College meets this standard, assuring the quality of support services and demonstrating that regardless of location or means of delivery, they support student learning and enhance achievement of the College's mission.

[723] 6th Annual Student Survey Online Classes Fall 2013 Rpt #286 (E. 456)
[724] 6th Annual Student Survey Online Classes Fall 2013 Rpt #286 (E. 456)
[725] 6th Annual Student Survey Online Classes Fall 2013 Rpt #286 (E. 456)
[726] SARS Data (E. 457)
[727] SARS Data (E. 457)

Actionable Improvement Plans

The College is effectively measuring and responding to the needs of students for student support services; however, additional space is needed to maximize the delivery of service. To that end, the College will undertake a "secondary effects" project designed to maximize service to students. Specifically:

- The Student Business Office will expand by adding office and support space.
- DSPS will develop a private office for its counseling staff, as well as lab space, a learning disability testing space, and administrative support space.
- Student Health will develop space for a full-time psychologist, interns, and group meetings.
- The Veterans Program will be located in the newly constructed Student Services and Administration building, as will the 3SP administrative offices.

Standard II.B.2

The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

a. General Information

- ***Official Name, Address (es), Telephone Number (s), and website***
- ***Address of the Institution***
- ***Educational Mission***
- ***Course, Program, and Degree Offerings***
- ***Academic Calendar and Program Length***
- ***Academic Freedom Statement***
- ***Available Student Financial Aid***
- ***Available Learning Resources***
- ***Names and Degrees of Administrators and Faculty***
- ***Names of Governing Board Members***

b. Requirements

- ***Admissions***
- ***Student Fees and Other Financial Obligations***
- ***Degree, Certificates, Graduation, and Transfer***

c. Major Policies Affecting Students

- ***Academic Regulations, Including Academic Honesty***
- ***Nondiscrimination***
- ***Acceptance of Transfer Credits***
- ***Grievance and Complaint Procedures***
- ***Sexual Harassment***
- ***Refund of Fees***

d. Locations or Publications Where Other Policies May Be Found

Descriptive Summary

The College of the Canyons Catalog is published each academic year with precise, accurate, and current information that addresses all of the information in Standard II.B.2. The Catalog is the same online and in print.

General Information

In the 2013-2014 College of the Canyons Catalog, the official name, addresses, telephone numbers, and website all appear on page 1.[728] The College's *Mission Statement* (provided in full on the first page of this Standard) is placed on page 5 of the Catalog.[729]

The College offers more than 100 degrees and certificates for students to complete. The certificates and degrees are listed on page 54 of the 2013-2014 Catalog, which provides complete program and course descriptions, beginning on page 55.[730] The length of a program is detailed in the Catalog represented by the number of units each degree or certificate requires for completion. The timeline for degrees and certificates is not in months, semesters, or years, since a student can take as few as one unit, or up to 18 units of coursework each term. Depending on a student's schedule, the student may be able to complete a program in a shorter or longer period of time based on his or her own preference.

The academic calendar is developed each year by a collegial consultation team consisting of representation from Academic Senate, COCFA, CSEA, Administrators, and Students. The academic calendar is approved each year by the Board of Trustees[731] and is published in the Catalog[732] as well as provided online to students.

[728] College Catalog 2013-14 page 1 (E. 458)
[729] College Catalog page 5 (E.46)
[730] College Catalog 2013-14 pages 54-242 (E. 459)
[731] Academic Calendars Approved by Board of Trustees (E. 460)
[732] College Catalog 2013-14 page 6 (E. 461)

The Catalog has an Academic Freedom statement on page 256.[733] That section includes general principles on academic freedom, academic freedom and the faculty, academic freedom and the students, and the District's responsibilities and support.

Financial Aid programs are explained on pages 45-46 of the Catalog, and campus locations and contact information for the Financial Aid Offices are listed.[734] Students in need of financial support are encouraged to submit the Free Application for Federal Student Aid (FAFSA) each academic year. Completing the FAFSA provides College of the Canyons a picture of a family's financial need as it relates to the cost of attendance. Students applying for financial aid must meet all eligibility requirements and must make satisfactory academic progress towards their stated educational objective.[735] The College has experienced a significant increase in the number of financial aid applicants each year. Students are encouraged to apply early in order to receive award notification before the start of classes. More than15,000 students apply for financial aid at the College, and some programs having limited funding. During the past five years, the total amount of financial aid awards given to students at College of the Canyons has increased from $7.6 million to $27.7 million, and the number of applicants has increased from 4,457 to 15,496.

The Financial Aid Office works closely with local high schools to assist incoming freshmen through the application process. Students and parents are counseled on the requirements to complete and submit the FAFSA. In addition, the Financial Aid Office hosts a community workshop every year to provide information on aid available and how to apply. The annual "Cash for College" workshop is attended by hundreds of local families each year seeking assistance through the application process.

Tremendous efforts have been made to increase the efficiency of application processing. All student records are imaged and stored digitally for easy and secure access to technical staff. Fee waiver applications in both English and Spanish are available for students to complete online.[736] Required forms and documents are provided to students for download from the Financial Aid Office website.[737] Students can access their financial aid account through the campus portal, My Canyons.[738] Through the portal, students can get real-time updates on their financial aid status and review any missing documentation required to complete their application.

There are many learning resources available to students at the College. In the Catalog, the students are informed of all Student Services programs, offices and services. The Catalog includes entire sections on student support and services, academic programs, and resources to promote student success online and in person.[739]

The names and degrees of all faculty members, including faculty emeriti, are available on page 243 through 254 of the 2013-2014 Catalog.[740] The names of the administrative officers and Governing Board members are available on page 3 of the 2013-2014 Catalog.[741]

Requirements

The admissions requirements for the College are located on pages 12-13 of the 2013-2014 Catalog.[742] Any person applying for admission to the College must meet *one* of the following conditions:

- Be a graduate of a high school or equivalent
- Has completed coursework for high school graduation and is in possession of a Certificate of Specialization or the equivalent
- Be 18 years of age or older and capable of profiting from the instruction offered
- Be eligible for admission as a special part-time or full-time student
  - Students falling under this regulation must be in 11th or 12th grade and have permission from their high school principal to take advanced scholastic or vocational work
  - Students are in K-10 but have been identified as highly gifted

[733] College Catalog page 256 (E.84)
[734] College Catalog 2013-14 pages 45-46 (E. 462)
[735] Financial Aid Eligibility and Academic Standards (E. 463)
[736] Fee Waiver Application English and Spanish (E. 464)
[737] Financial Aid Forms (E. 465)
[738] MyCanyons Screenshot (E. 466)
[739] College Catalog 2013-14 pages 11-50 (E. 467)
[740] College Catalog 2013-14 pages 243-254 (E. 468)
[741] College Catalog 2013-14 page 3 (E. 469)
[742] College Catalog pages 12-13 (E.29)

- Students may be special part- or full-time if
  - The class is open to the general public
  - The student is in 11th or 12th grade (or in K-10 and qualify by an exemption made)
  - Student has demonstrated eligibility for instruction by completing the assessment and orientation

Student fees and other financial obligations are found on page 15 of the 2013-2014 Catalog.[743] The students are informed of the enrollment, annual student center, audit, credit by exam, health, international and nonresident tuition, transcript processing, parking, student representation, student support, and catalog costs. The students are also informed of the capital outlay fee, instructional materials, returned check policy, and the procedures for refunds.

The Catalog informs students of the various degrees and certificates the College offers. The list of degrees and certificates is on page 54 of the 2013-2014 Catalog.[744] Students are given transfer, CSU Breadth and IGETC requirement information, on pages 34-37 that edition.[745] The graduation requirements are on pages 25-26 of the 2013-2014 Catalog, and the instructions on how to turn in a petition for graduation or a certificate are on page 26.[746] The College also has webpages dedicated to graduation, transfer, and degree and certificate programs.[747]

Major Policies Affecting Students

The College Catalog has a section on regulations and policies with information on major policies that affect students. This section begins on page 255 in the 2013-14 Catalog. Policies are also posted in the schedule of classes and online. These policies include: academic freedom, non-discrimination, sexual harassment, academic integrity and student conduct, acceptance of transfer credits, grievance and complaints procedures, and matriculation procedures.

The College's policy on academic honesty and plagiarism was updated in 2010 to include more contemporary examples, such as a prohibition on using electronic devices in the classroom without the instructor's permission. Board policy numbers are being standardized. Section 5529 on student conduct details the grounds for disciplinary action.[748] Board policy 5530 explains the types of sanctions that the District can impose for different infractions.[749] Board policy 5531 is on due process and charts the procedures that may be employed to reach resolution in a student misconduct case.[750] It specifically explains due process steps; notification, hearing, and appeal.

The College's policy on Academic Freedom is on page 256 and covers general principles of Academic Freedom on campus as well as how those principles apply to faculty and students.[751]

Policies on the acceptance of transfer credits are detailed in the catalog in several areas, most explicitly in the section on transcripts and transfer requirements.[752]

The College's non-discrimination policy is in each year's Catalog. The 2013-14 edition provides the policy in both English and Spanish, on page 257.[753] The policy addresses the College's commitment to act in accordance with all federal and state laws and regulations prohibiting discrimination. Grievance and complaint procedures appear in the Catalog on pages 260-261[754] and also separately on the College website.[755]

Board policy 3430 provides the College's most current policy prohibiting harassment, approved during 2013-14.[756] The 2013-14 Catalog describes the previous policy prohibiting sexual harassment on pages 257-261.[757] The policy provides examples of types and degrees of sexual harassment and affirms the prohibition against any form of sexual harassment. Students can read through the process for bringing forth a complaint and the action that will be taken from

[743] College Catalog 2013-14 page 15 (E. 470)
[744] College Catalog 2013-14 page 54 (E. 410)
[745] College Catalog 2013-14 pages 34-37 (E. 471)
[746] College Catalog 2013-14 pages 25-26 (E. 472)
[747] Certificate Degree Graduation and Transfer Websites (E. 473)
[748] Board Policy 5529 Student Conduct (E. 426)
[749] Board Policy 5530 Disciplinary Action (E. 474)
[750] Board Policy 5531 Due Process Student Disciplinary Action (E. 475)
[751] College Catalog 2013-14, page 256 (E. 476)
[752] College Catalog 2013-14 page 34 (E. 478)
[753] College Catalog 2013-14 page 257 (E. 477)
[754] College Catalog 2013-14 pages 260-261 (E. 424)
[755] Board Policy 532 Student Grievances (E. 479)
[756] Board Policy 3430 Prohibition of Harassment (E. 480)
[757] College Catalog 2013-14 pages 257-261 (E. 481)

grievance, hearing, and final action. The 2014-15 Catalog will be updated with the most current policies when it is produced during summer 2014.

The policy for refunding students' class fees is provided in the Catalog. Which also includes instructions on requesting refunds of parking fees and student support fees.[758]

Locations or Publications Where Other Policies May Be Found
The College has found it useful to reiterate policies through different venues. Policies are noted in every current Catalog and online. Each Schedule of Classes that is published online revisits policies on fees, grading, conduct, safety, and more. There is no longer a student handbook, however, relevant student and general policies are reviewed in the online orientation that is mandatory for all new students. A number of specific policies (grievance, grade grievance, and student conduct) are printed individually and available for interested students.

The Catalog is current and published each academic year. It is user-friendly, written in clear, easy-to-understand language. Students can find the Catalog online for free. The College now prints a limited number of Catalogs that are spiral bound. Students can download and print all or any part of a PDF version of the Catalog. The Catalog begins with information about the College, admissions, student services, academic information, instructional programs, degrees and certificates, course descriptions, faculty information, and an easy to use index.

Process of Catalog Development
The administration and faculty review the Catalog prior to publication each year. It is written by various entities across campus, compiled by the Academic Affairs office, reviewed for accuracy by Instruction and Student Services, reviewed again and proofed by the Public Information Office, then produced in the Graphic Design Center. A limited number are printed in the Reprographics center, and the Catalog is put online by the technology department. It is available for free, 24-hours-a-day on the main website. The listing for "College Catalog" is on the College's top-level homepage and all Catalogs back to 2001-2002 are listed for students in a PDF format. The PDF format allows students to navigate page by page, or by using the search function and to print pages exactly as they are in the publication.

The limited run of printed Catalogs is identical to the online version available on the website. If there are addendums needed during the year, they are produced in both paper and online in a PDF version. The policies not included in the Catalog are available online.

Table 26: Student Survey – Policies and Procedures

The College provides accurate and current information on the following:	
a. Academic Regulations, including Academic Honesty	76% agree or strongly agree
b. Nondiscrimination	72% agree or strongly agree
c. Acceptance of Transfer Credits	71% agree or strongly agree
d. Grievance and Complaint Procedures	48% agree or strongly agree
e. Sexual Harassment	58% agree or strongly agree
f. Refund of Fees	60% agree or strongly agree

While there are few complaints and grievances filed, the institution nevertheless maintains records of all such actions in the Office of the Vice President, Student Services. These records are kept indefinitely. With regard to disciplinary records, District policy indicates that, with the exception of expulsions, records are maintained for two years.[759]

[758] College Catalog 2013-14, page 16 (E. 482)

[759] Board Policy 5531 Due Process Student Disciplinary Action (E. 475)

Self Evaluation

The Catalog is current, complete, clear, easy to understand, easy to use, and a well-structured publication. As noted above, it is available mainly online through electronic means, and all or part can be printed from a computer. A limited number are printed in the College's Reprographics Center. A number of specific policies, for example grievance, grade grievance, and student conduct are also printed individually and available upon student interest.

To determine if students are aware and making use of the policies and procedures related to college life, the College has surveyed students. Respondents were asked to indicate their level of agreement that the College provides accurate and current information on various Admissions and Records policies: [760]

Table 27. Student Satisfaction: Information Accuracy, Admissions and Records Policies

Academic Regulations, including Academic Honesty	76 % at Valencia Campus; and 76 % at CCC
Nondiscrimination	72 % at Valencia Campus; 75 % at CCC
Acceptance of Transfer Credits	71 % at Valencia Campus; and 71 % at CCC
Grievance and Complaint Procedures	48 % at Valencia Campus; 56 % at CCC
Sexual Harassment	58 % at Valencia Campus; 64 % at CCC
Refund of Fees	60 % at Valencia Campus; 64 % at CCC

(Please note that the percentage of respondents indicating "neutral" was 20 percent or greater for these survey items.)

The College meets this standard.

[760] 11th Annual Student Survey Student Services and Instruction Fall 2013 Rpt #283 (E. 225)

Actionable Improvement Plans

None.

Standard II.B.3

The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

Descriptive Summary

As noted, every College department conducts regular program review, has established and evaluated either SLOs or AUOs, and has acted on the results of the assessment research. Such research, especially in Student Services, is focused on the learning support needs of students. In addition, as described and presented above, the College conducts an annual student survey using a well-represented sample. The results of this survey are also provided in Standard II.B.1, above. The following are examples of questions related directly to this standard and the level of agreement for each item, by campus. Consequently, they are repeated.

The College provides accurate and current information on the following:[761]

Table 28. Student Satisfaction: Information on Advisement and Regulations

Adequate academic advisement for course, programs and transfer to universities	70 % at Valencia Campus; 71 % at CCC
Academic Regulations, including academic honesty	76 % at Valencia Campus; and 76 % at CCC

Generally speaking, the majority of respondents at both the Valencia and Canyon Country campuses are satisfied or very satisfied with the following services:

[761] 11th Annual Student Survey Student Services and Instruction Fall 2013 Rpt #283 (E. 225)

Table 29. Student Satisfaction: Additional Services

TLC (Learning Center)	85 % at Valencia Campus; 75 % at CCC
College website	76 % at Valencia Campus; 79 % at CCC
Wireless access on campus	68 % at VC; 69 % at CCC
Computers and software for student use	78 % at Valencia Campus; 74 % at CCC
Computer and software training	56 % at Valencia Campus; 55 % at CCC
ASG Student Lounge and Computer Lab	77 % at Valencia Campus; 70 % at CCC
Helpfulness of student development staff	83 % at Valencia Campus and 75 % at CCC

Please note that the percentage of respondents indicating "neutral" was 20 percent or greater for these survey items.

The highest satisfaction at the Valencia campus was with The Learning Center (TLC), while the highest satisfaction at the Canyon Country campus was with the College website. The area with the lowest satisfaction on both campuses was computer and software training.

With regard to the annual student survey, it asked a significant cross section of students questions directly related to the needs of the student population. Satisfaction with services, attitudes about campus life (including safety), knowledge of policies and procedures are common questions, and the responses indicate overall satisfaction.[762] The survey results provide an opportunity for reflection and discussion and the subsequent analysis is used to make the campus resources meaningful and vital.

The College determines the learning support needs of students participating in Distance Education in a number of ways. First, the College conducts an annual survey of online students.[763] In this survey, students taking online classes are asked to indicate the extent to which they are aware of and found helpful a variety of student services, ranging from payment of fees and financial aid application to searching for classes and making counseling appointments. Students are also asked to rate their satisfaction with aspects of taking online courses, and, for example, 82 percent of the respondents state they were very satisfied or satisfied with the overall quality of online courses at the College.[764]

Second, the College examines student success in a variety of delivery formats, including Distance Education. For example, in 2012, the College completed a report entitled *Analysis Of Alternative Delivery Modes Fall Terms*.[765] This report examined fourteen questions, including what are the overall retention and success rates by instructional delivery method, including online and hybrid classes.

Self Evaluation

The College meets this standard. In addition to the means noted above, students are asked to select a major and educational goal when they complete their College applications and are provided two opportunities to identify their needs and interests by selecting programs and services on campus that match. By collecting this information, these programs are able to determine students interested in their services and respond with information and outreach.

Actionable Improvement Plans

None.

Standard II.B.3.a

The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

[762] 11th Annual Student Survey Student Services and Instruction Fall 2013 Rpt #283 (E. 225)
[763] 6th Annual Student Survey Online Classes Fall 2013 Rpt #286 (E. 456)
[764] 6th Annual Student Survey Online Classes Fall 2013 Rpt #286 (E. 456)
[765] Analysis of Alternative Delivery Modes Fall Terms 2007-11 (E. 300)

Descriptive Summary

As noted in previous sections, the College's instructional and student services programs are dedicated to providing teaching, learning and support for students. Services are offered in as many locations and by as many means and delivery modes as possible to reach the entire service population.

Effort has been put into the Canyon Country Campus (CCC) to ensure access to services. The CCC offers full support services and the same operational hours as the Valencia Campus in the areas of admissions & records, counseling, program advisement, student business office, and online student services lab. Other support services rotate in once or twice a week and include career services, DSP&S, EOPS, financial aid, health center, student development, service learning, and the transfer center.

Because the College understands that most students prefer online interaction, particularly for normal business, most transactions can now be accomplished by accessing the MyCanyons portal at my.canyons.edu. Financial Aid has a full suite of online services including FAFSA and BOG applications as well as financial award and other financial aid forms. These services, combined with access to open computer labs, greatly enhance access during all hours.

In person services and email/ground mail are available if a student prefers those methods. Special on-ground registration services are offered for populations (DSPS, Athletes, ASG, EOPS, CARE, CalWORKS, and MESA) that require more personalized attention.

Access to counseling services has been greatly improved and is now available in the following ways:

- Counseling appointments can be made, changed or canceled by students online or in person.
- Counseling appointments have been expanded to include full 30-minute appointments and 5-minute drop-in appointments daily.
- A counselor is also available online to students daily.
- Counseling staff are available all day and evening during operational hours at the Valencia campus.
- Online Counseling has recently been added to the College's suite of online services, where students complete an intake form and receive responses to their academic questions.

The College's email address and phone number are published in the *Schedule of Classes*, on department websites, and in the Web Advisor Help screens for online services. Emails are answered within 48 hours of submission to ensure students have received the assistance needed to be successful.

The College has fully embraced technical solutions to access. These services, combined with access to open computer labs, greatly enhance access during all hours. A new program is Ask Canyons, a web-based service, open 24 hours per day to answer nearly all student questions–regardless of how asked. It is not a key word search resulting in multiple documents to choose from. Ask Canyons returns one answer, followed by human interaction, if needed.

Combined with technology, the College provides in-person services in multiple languages and works to provide a welcoming environment.

In addition, a Student Services Innovation Team is dedicated to ensuring online and other services are meeting students' needs. The committee was initially formed through a Title III grant and continued to meet on a regular basis. However, when changes to matriculation began in 2012, the committee changed to the Student Services and Support Program (3SP) meeting to establish new projects, keep new projects on track, evaluate how new services are being received, and create ad hoc committees to work on specific project needs (for example, changes to enrollment priorities), and to ensure projects progress to the implementation phase.

The College determines the learning support needs of students participating in Distance Education in a number of ways. First, the College conducts an annual survey of online students.[766] In this survey, students taking online classes are asked to indicate the extent to

[766] 6th Annual Student Survey Online Classes Fall 2013 Rpt #286 (E. 456)

which they are aware of and found helpful a variety of student services, ranging from payment of fees and financial aid application to searching for classes and making counseling appointments.
The Annual Student Survey has numerous questions to determine students' satisfaction with online and on-ground services, and new questions have been added to the annual survey for CCC. The College often solicits student comments through email regarding new services and functionality.

Self Evaluation
The College meets this standard, providing equitable access to reliable, comprehensive services for all students regardless of location or delivery mode.

Actionable Improvement Plans
None.

Standard II.B.3.b

The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Descriptive Summary
The College's most recent *Mission Statement* includes language stating, "To fulfill its mission, College of the Canyons embraces diversity, fosters technical competencies, supports the development of global responsibility, and engages students and the community in scholarly inquiry, creative partnerships, and the application of knowledge." To that end the College offers a wide variety of opportunities for students to explore personal and civic responsibility.

The Service Learning Program, which has existed for more than 10 years, is a good example of one of the ways in which the College meets this standard. With a focus on making a connection between a student's academics and "real-world" experiences, it also provides opportunities for community involvement, civic duty, personal career exploration, networking with professionals, and skills development. A culminating "reflection" assignment allows students to describe their experiences and explain what they may have learned. From spring 2008 through fall 2013, the Service Learning Program placed more than 3,000 students at community organizations, completing more than 45,000 hours of service. On average, 25 to 30 faculty have their classes participate in Service Learning each semester, with more than 100 community agencies (mostly non-profits), participating.[767]

The Honors Program at College of the Canyons is another example of College efforts to foster civic and personal responsibility. This program offers an enriched curriculum to students with a strong academic record to increase their chances for successful transfer to competitive four-year institutions. In addition, students taking honors classes and participating in honor societies are expected to engage in activities supportive of the community. For example, in summer 2013, five students traveled to Nicaragua to purchase and install a fresh water supply and tank for a school in Miravalle. They represented Alpha Mu Gamma, Phi Theta Kappa and the ASG.
The College Volunteer Bureau coordinates volunteer requests across the two campuses, and attempts to match opportunities with volunteers, including students. The Volunteer Bureau's strength is in attracting active, enthusiastic, and experienced people from a wide range of backgrounds and ages, who have a common desire to help others. They are carefully matched to positions in which they can be the most helpful and from which they can derive the most satisfaction.

In May 2014 the College sponsored a workshop to explore civic engagement and mutual respect within the campus and surrounding community. The workshop resulted in formation of a campus committee made up of students dedicated to exploring and addressing proposals to enhance civic engagement[768] and mutual respect.

Students can become actively involved in campus life and collegial consultation by serving in ASG positions. The ASG is the students' representative voice and is also responsible for coordinating social, cultural, educational, and service programs for the campus. Most of the campus clubs support and expect civic responsibility.

The ASG serves as a key component for communication between students and the College, and ASG members are represented on all

[767] Service Learning Statistics 2002-13 (E. 454)

[768] Civics in Action Flyer (E. 483)

of the College governance committees. This involvement and leadership opportunity, as well as opportunities to represent student interests at various state and regional agencies, have contributed to students' civic awareness and overall level of responsibility. Additionally, the District involves students in advocacy at all levels, including District, local and state initiatives. During the last two years, ASG officers have been asked to testify at state hearings on issues they believe are important to the College and student body.

Students are exposed to life skills and social responsibility through programs such as Financial Aid workshops on credit and managing money. Career Services regularly holds workshops on working in the community, resume writing and interviewing skills. Additionally, Career Services organizes a semi-annual Job Fair attended by more than 3,000 students each year.

The Cultural Heritage Committee encourages involvement in and appreciation of both cultural diversity and the arts through a program of diverse offerings. Students are also exposed to a variety of performances in the Performing Arts Center, the Art Gallery, and the Black Box Theatre. Combined with choral groups, musical ensembles and theatre productions, students are exposed to an impressive variety of cultural and artistic expression.

One of the most important ways for students to experience personal and civic responsibility is through service to their peers. The Peer Advisor Program managed by Student Development and funded through 3SP, the Cougar Mentors (Student Development and ASG), Campus Escorts (Campus Safety), and the Tutoring Lab are venues for students to give service to their peers.

While there are a number of programs on campus that encourage civic responsibility and personal responsibility (Honors, honor societies, athletics, etc.), Student Development makes such a goal an integral part of its core mission[769] and regularly engages in dialogue about these qualities of campus life.

As part of its role to support student growth beyond the classroom, Student Development holds regular events to promote opportunities for students to be involved in campus life. In addition to the ASG and club activities described above, Student Development hosts a Welcome Week during the second week of fall semester, Club Rushes each semester, and other club outreach and recognition events to ensure campus awareness and recognition of these programs.

Student Development uses annual updates to its program review to evaluate efforts in these areas, to capture dialogue, and to identify goals and needed improvements.[770]

With regard to responsibilities as a student, the College makes student rights and responsibilities clear through several publications and the website. The policies related to academic standards and student conduct are included in the *Catalog* and *Schedules of Classes*. Recently updated Board Policies 5529, 5530, and 5531 are relevant polices related to student responsibility.

Self Evaluation

While there are a number of programs on campus that encourage civic responsibility and personal responsibility (Honors, honor societies, athletics, etc.), none more than Student Development make such a goal an integral part of its core mission, which says:[771]

> It is the mission of the Office of Student Development to develop, promote, and provide educational, social, and cultural co-curricular activities that promote student development, and complement academic life for the student beyond the classroom.

Below is a description of the various opportunities provided by Student Development that enhance and develop student leadership, personal growth, interpersonal organizational skills, and civic responsibility. The overall aim of Student Development is to engage students with the College and promote student success, retention, and persistence.

[769] Student Development Mission Statement (E. 484)
[770] Student Development Administrative Program Review (Samples) (E. 485)
[771] Student Development Mission Statement (E. 484)

Welcome Week:[772] During the second week of the fall semester, the Office of Student Development coordinates a calendar of activities that are organized by various departments and programs on campus. Twenty to forty departments across campus usually participate in Welcome Week and offer a variety of activities that help welcome new and returning students to the College. Activities range from information tables, open houses, to workshops and are coordinated at both the Valencia campus and CCC.
Associated Student Government: (ASG) The ASG is the representative voice of the students at the College.[773] The ASG is also responsible for coordinating social, cultural, educational, and service programs for the campus. Students can get involved as an ASG officer and or director. There are 16 officer positions[774] and more than 30 director and administrative assistants positions[775] available for students.

Many student involvement opportunities and campus activities come from campus clubs. Approximately 20-30 club events occur each month, varying from fundraisers, club meetings, workshops, academic, social and cultural events, resources fairs, etc. The Student Development Office maintains a club event calendar.[776] Clubs and Organizations are filed through the Student Development Office (SDO) and are monitored by the ASG. Club representatives meet bi-monthly during Inter-Club Council[777] (ICC) meetings to plan larger campus events and promote club involvement. ICC[778] is an organization for the student clubs. ICC monitors the activities of all student organizations and provides an atmosphere where leaders can join other leaders in gaining new and helpful information. This organization can help the club leaders keep in touch with current events, spread the news of their upcoming events, find out important information and meet other leaders who may be sharing their same concerns. The following is a list of current campus clubs (53)

Ad Cats
ADAMANT
Alpha Gamma Sigma
American Choral Directors Association
American Medical Student Association (AMSA)
American Sign Language Club
ARCHID
Art Club
Astronomy and Physics Club
Bible Talk
Biology Club
Catholic Forum Club
Chemistry Club
COC Accounting & Finance Club
COC Film Club
COC Health and Medical Society (C.H.A.M.S.)
COC Honors Club
COC Ice Hockey Club
COC Philosophy Club
COC Speech and Debate Society
COC Sports Medicine Club
COC Theatre Club/ENCORE
COC Welding Club
Communication Studies Club
Engineering Club
Future Business Leaders of America
Future Educators Club
Gamma Beta Phi
Gay-Straight Alliance Club
Grace On Campus
Grad Club
Hands on Earth Club
Hip Hop Club
History Club
IDEAS
Latter-Day Saint Student Association
Law Club
LETS
Math Club
Model United Nations Club

[772] Welcome Week Website (E. 486)
[773] Board Policy 514 Associated Students Organization (E. 487)
[774] ASG Officer Responsibilities (E. 488)
[775] Assistant Director Student Development and Campus Activities (E. 489)
[776] Student Development Club Calendar (E. 490)
[777] ICC Agendas and Minutes Website (E. 491)
[778] ICC Constitution (E. 492)

Muslim Student Association
National Student Nurses Association
Parallax Photo Club
Phi Theta Kappa (Honor Society)
Political Science Club
Psi Beta (Psychology Honor Society)
Psychology Club
Sigma Chi Eta
SNAC
Sociology Club
The SUMMIT
TEDxCollegeoftheCanyons
Video Game Programming Club

ICC Events: At the beginning of each semester, the ICC, in conjunction with the ASG and the SDO, sponsors the Club Rush/Back-to-School Bash. This event serves as an opportunity for students to find out about the clubs and organizations on campus and how to join.

ICC Showcase: The ICC hosts a Showcase event at the end of the spring semester to allow the clubs to display accomplishments they have achieved over the semester and as a way for students to learn more about the clubs on campus. This provides an opportunity for clubs to recruit potential members for the next semester.

Clubs & Organizations Social: As a way to recognize clubs and organizations for all of their hard work during the semester, the ICC hosts the Clubs & Organizations Social at the end of the fall semester.[779] Awards and snack or lunch is provided.

Clubs & Organizations Awards Ceremony: Outstanding clubs and organizations are recognized at this event at the end of the spring semester.[780]

Students involved in extracurricular campus and community activities may have all of their involvement opportunities listed on the Student Development Transcript.[781] The Student Development Transcript Program (SDTP) offers students the opportunity to maintain an official record of their involvement in co-curricular activities. When applying for scholarships, jobs, and/or admission to colleges and universities to which they wish to transfer, students are able to supplement their record of academic achievements with the addition of their Student Development Transcript. The Student Development Transcript is able to reflect a student's interests and achievements outside of the classroom, including volunteer work experience, team and intramural sports activities, leadership positions, involvement in student government and clubs, as well as other campus involvement activities.

The College meets this standard. Campus programing as described above and found in nearly all aspects of instruction, student services and student support is well designed and provides participating students with a sense of responsibility, pride, and direction. This environment encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of the College's students.

Actionable Improvement Plans
None.

Standard II.B.3.c

The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Descriptive Summary
The mission of the Non-Instructional Counseling Department is to provide educational, career, and personal counseling and program advisement.[782] Its purpose is to empower students by providing college program information and by counseling students to establish goals, evaluate options, develop an educational plan, and to learn to study effectively so they may reach their educational and career goals.

[779] ICC Calendar Fall 2013 Website (E. 493)
[780] ICC Calendar Spring 2014 Website (E. 494)
[781] Student Development Transcript (Sample) (E. 495)
[782] Non-Instructional Counseling Department Mission Statement Website (E. 496)

The mission of the Instructional Counseling Program is also to teach students the strategies to become self-aware, develop educational and career goals, make decisions and problem solve, and accept responsibility for gaining the skills to become a more proficient and confident learner. The purpose is to provide the most relevant, appealing courses possible with content that will best prepare students to reach their educational and career goals.

General Counseling consists of nine faculty counselors. A tenth counselor works exclusively with student athletes. Counseling services are also provided outside the general Counseling office. The EOPS department has one full-time and one adjunct counselor; the DSPS department has two full-time counselors. The International Students Program (ISP) has one full-time counselor serving at a 50 percent assignment; the Financial Aid office has one full-time counselor serving at a 50 percent assignment. The College has recently hired a full-time Veteran's counselor. The College has recently developed a new classified employee classification that provides academic advising. This position focuses primarily on developing student education plans for first-time students.

Counseling faculty use various on-ground delivery methods to provide a comprehensive program of services that support and enhance student development and success. These methods include teaching counseling courses, offering group workshops, participating in outreach activities with the local high school districts, and individual counseling appointments. The Counseling Department regularly joins with other Student Services departments to create and provide unique programs to the student population: Summer Rush 2013 and Fall Rush 2013[783] are two examples of events where counselors collaborated with staff from Admissions & Records, Financial Aid, Outreach, Student Business Office, Veterans Affairs, and Career Services to provide "just in time" counseling and advisement during peak registration cycles.

Workshops and tutorials also communicate relevant and needed content to students who may not otherwise seek out Department services. The Counseling Department has developed workshops and tutorials on-ground as well as online that speak to the various educational paths pursued by the students. Topics for these workshops include: How to choose a major? How to choose classes? How to read a College of the Canyons transcript? How to use Internet resources for transfer planning? stress management; goal-setting; and time-management.

While these workshops have been offered on-ground, the Department has increasingly provided them in online tutorials that are available to students via the Department website.[784] The Department website provides students access to educational planning tools for certificate and associate degree completion, and transfer preparation,[785] including counseling course descriptions, online tutorials, forms, and frequently asked questions.

Students are also able to schedule counseling appointments online for both campus locations. Counseling courses are available online, and two courses—*Counseling 110: Career Exploration* and *Counseling 120: University Transfer Planning*—were offered online for the first time during the 2012-13 and 2013-14 academic years. A counselor currently provides online counseling appointments to distance education students, and students have the ability to review their progress using Program Evaluation through My.Canyons.[786]

Counseling Department handouts and website pages provide educational planning information. Current information on major course requirements, certificate course requirements, transfer, general education patterns such as CSUGE and IGETC, and articulation agreements are provided through documents created by the department and offered to students in the Counseling Office, during counseling appointments, and online.[787] This information is also in the *College Catalog*.

[783] Summer Rush Postcard 2013 (E. 497)
[784] Online Tutorials Counseling Website (E. 498)
[785] Counseling Department Website (E. 499)
[786] MyCanyons Program Evaluation Tool Screenshot (E. 500)
[787] IGETC 2013-2014 (E. 501)

Table 30. Level of Agreement with Statements Regarding Counseling Services

	VC: Fall 2012	VC: Fall 2013	CCC: Fall 2012	CCC: Fall 2013
In general, students receive educational, personal, and program advisement in a courteous and supportive manner.	74%	70%*	73%	71%*
The services I receive from the Counseling office are satisfactory	--	69%*	--	67%*
Students receive overall satisfactory services from the counseling office to assist in preparing for their academic goal.	67%	73%	69%	71%*
Students obtain useful information on the counseling website pertaining to program requirements, transfer information, articulation agreements, and other resources to help them prepare for their educational goal.	63%	58%*	68%	54%*

Notes: (1) Respondents who indicated N/A were excluded from the analyses
(2) "--" denotes not surveyed on the Fall 2012 Annual Student Survey.
*Policies that received a "neutral" response of 20 percent or more.

Counseling faculty collaborate with other departments. The 3SP is charged with implementing the mandates dictated by the Student Success Act of 2012, and services provided, such as online orientation, assessment, and first-term educational planning provide data points for 3SP funding.[788] The Counseling Department supports 3SP through collaboration and implementation of 3SP services, including the development of the *Online New Student Advisor* program and the creation of an early intervention workshop for students on academic probation.

The *Online New Student Advisor*, a necessary and final component of full matriculation, is also using technology to assist students in generating a first-semester educational plan. This program allows Counseling to reach far more students than was previously possible through on-ground new student advisement workshops. The Counseling Department also partners with 3SP in the development and teaching of workshops for students in academic-standing difficulty. The *Academic CPR* and *Academic Intensive* workshops[789] are interventions to assist students subject to dismissal or dismissed from the College due to substandard academic performance.

Program Development, Implementation, and Evaluation
Counseling services are evaluated regularly through questions on the annual student survey, statistical reports from the counseling scheduling system SARS, institutional research, the program review process, and the development and assessment of student learning outcomes (SLOs) and Administrative Unit Outcomes (AUOs).

According to the annual student surveys administered during the fall 2012 and fall 2013[790] semesters to a random sample of classes, student satisfaction with counseling services was positive:

[788] Student Success and Support Program (3SP) Website (E. 502)
[789] Counseling Department Workshops Website (E. 503)
[790] 11th Annual Student Survey Student Services and Instruction Fall 2013 Rpt #283 (E. 225)

Table 31. Level of Agreement with Statements Regarding Counseling Services[791]

	VCC Fall 2012	CCC Fall 2012
In general, students receive educational, personal, and program advisement in a courteous and professional manner.	74%	73%
Students receive overall satisfactory services from the counseling office to assist in preparing for their academic goal.	67%	69%
Students obtain useful information on the counseling website pertaining to program requirements, transfer information, articulation agreements, and other resources to help them prepare for their educational goal.	63%	68%

Table 32. Satisfaction with COC Services[792]

	VC: 2011	VC: 2011	CCC: 2011	CCC: 2010
Counseling (Overall)	60%	59%	63%	58%
Appointment Availability	60%	59%	63%	58%
Individual Appointments	43%	41%	47%	42%
Program Advisement	57%	55%	555	51%
Drop-in Counseling	51%	50%	50%	43%

Table 33. Number of Student Contacts per Counseling Activity 2012-13[793]

Counseling Activity	Valencia Campus	Canyon Country Campus
Individual Appointments	4,639	1,614
Group Appointments	1,827	101
Drop-in sessions	2,644	613
Student Educational Plans created	2,551	1,077

The Counseling department completes academic and administrative program reviews that are updated yearly.[794] These allow the department to consider program data, SLO and AUO information to form

[791] 10th Annual Student Survey Student Services Fall 2012 Rpt#278 Table 4 (E. 504)
[792] 8th Annual Student Survey Spring 2011 Rpt#253 Table 4 (E. 505)
[793] SARS Data (E. 457)
[794] Counseling Administrative and Academic Program Reviews (Samples) (E. 506)

goals and reflect on progress towards prior goals, all aimed to enhance student development and success.

As with most California community colleges, there are not enough counseling resources to meet the need. In the last four years, the Counseling Department has responded to its deficit by reorganizing and finding creative solutions. Online counseling, online tutorials, collaboration with the First-Year-Experience program, and playing a key role in Summer Rush and Fall Rush events are examples of methods Counseling uses to give students greater access to services.

Counseling for Online Students
The Counseling Department offers a comprehensive suite of programs and services online for distance education students. As referenced previously, the College provides online counseling services at least in proportion to the number of students taking Distance Education. In addition, the resources described above, available online for all students, are used by online students to receive appropriate advising services.

Self Evaluation
The College meets this standard.

Actionable Improvement Plans
The Counseling Department has a number of improvements that it plans to complete by the next accreditation cycle:

- Research, develop, and implement an online comprehensive educational planning tool.
- Develop, evaluate, and improve programs to meet the requirements of SB 1456–Student Success Act, and changes to Title 5.
- Collaborate with the 3SP program to develop and implement peer Ask Canyons Guides to serve as support staff in the Student Services division.

Standard II.B.3.d

The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

Descriptive Summary
The College has, throughout its history, infused cultural awareness and a commitment to understanding the richness of diversity into the campus culture, as shown by many events and programs. One of the more telling examples of College commitment to diversity is the Academic Senate's decision to infuse a diversity requirement throughout the curriculum. Subsequently, the Curriculum Committee encouraged the development of course work that speaks directly to understanding and appreciating diversity.

The College has supported a variety of programs and hired personnel to further understanding of diversity. Examples include the ISP, International Education (IE), MESA, EOPS, and DSPS. Working in conjunction with the ISP, IE seeks to infuse an understanding and awareness of cross-cultural issues throughout campus life. Recent accomplishments of the IE program include:

- Working with Tec Milenio in Mexico regarding concrete offerings by COC such as intensive English language for summer 2014
- Meeting with representatives from various organizations and schools to develop mutual student exchange programs
- Presenting COC International Programs before the Study Council (led by the U.S. Embassy) in Managua
- Participating in the Global Collaborative Project 2013 with ASG, PTK, and AMG students in June 2013
- Encouraging students to participate in semester-long study-abroad programs (Spain and England) as part of the Southern California Foothills Consortium, and in College-planned programs (for example, Paris, Summer 2014)

Additionally, the COC Heritage Committee founded at the College in 2000 by several faculty interested in celebrating culture and diversity, meets regularly to plan and sponsor meaningful events on campus to celebrate all cultures.[795] The committee promotes understanding and appreciation of the cultural diversity of students, staff, and the community. It develops a cultural diversity program of in-service training to educate faculty and staff, works to include cultural diversity as a component of staff development and to integrate multicultural and international perspectives into the College. The

[795] Heritage Committee Agendas and Minutes (Samples) (E. 507)

committee has presented at least two cultural events per semester, and student feedback, in the form of evaluations, has always been favorable.[796] Recent programming developed by this and other committees includes:

The Diversity Series

- Tuesday, October 8, 2013 ASG Breast Cancer Awareness Quilt Making Event
- Wednesday, October 9, 2013 Familia: A Conversation with COC Hispanic Students on Family, Education, and Success
- Thursday, October 10, 2013 ASG Gay-Straight Alliance Club Movie Night
- Tuesday, October 29, 2013 History Lecture Series: The Beat Generation
- Thursday, October 31, 2013 Sociology Lecture Series: Myths & Facts about Islam & Muslims in America
- Monday, November 4, 2013 Dr. Rebecca Hernandez-Rosser talk--The Roundhouse
- Wednesday, November 20, 2013 Cultural Heritage Committee Potluck
- Wednesday, November 13, 2013 International Poetry Reading
- Tuesday, November 26, 2013 International Fair Sponsored by the ASG and Clubs
- Tuesday, November 26, 2013 Hijab Day Sponsored by the Muslim Student Association
- March 19, 2014 GLIDE Presentation (Gays and Lesbians Initiating A Dialogue for Equality)
- April 17, 2014 Behavioral Diversity: Know Yourself to Understand Others
- April 21, 2014 Colorblind: The Rise of Post-Racial Politics and the Retreat from Racial Equity
- May 24, 2014 Give 'em Hope BBQ
- June 10, 2014 COC Women's Conference: Breaking Barriers

Diversity Workshops

- Kognito Online Training – LGBTQ on Campus for Faculty & Staff
- May 8, 2013 LGBTQ Issues and Stigma
- April 22, 2013 DEAF 101: Hazards, Bloopers & More
- November 28, 2012 Coffee On the Side: Kinaalda - A Navajo Coming of Age Ceremony for Girls
- November 15, 2012 Sociology Lecture Series: Inside Nativism
- November 8, 2012 Sociology Lecture Series: Atheism
- November 1, 2012 Sociology Lecture Series: Hoardism - 'One man's trash...'
- October 18, 2012 Sociology Lecture Series: Heterosexism and Alienation through Social Construction
- October 11, 2012 Sociology Lecture Series: Social Constructionism: The Case of Race
- September 27, 2012 Sociology Lecture Series: Islamism--Religion, Ideology, and Political Activism

The Office of Student Development works with the ASG to plan a variety of events, displays, and workshops to promote and celebrate campus diversity. In the Student Center, there are display cases, decorated monthly, celebrating and educating students about different cultures, holidays, and people.[797] The ASG, along with the 53 campus clubs, coordinates a variety of events held at both campuses. These have included Oktoberfest, St. Patrick's Day, Autism Awareness, Cinco De Mayo Celebration, Native November, International Day Club Pot Luck, Breast and Prostate Cancer Awareness, Transgender Remembrance Fundraiser, 911 Remembrance, Hawaiian Dance & Cultural Presentation, and Hijab Day.

Additionally, Student Development and ASG planned the following workshops and panel discussions:

- Women Making History in our Neighborhood
- Crossing Cultures
- Cultural Awareness
- International Coffee Talks
- Screening of the film *Girl Rising*

[796] 11th Annual Student Survey Student Services and Instruction Fall 2013 Rpt #283 page 16-17 (E. 508)

[797] Student Center Display Case Themes (E. 509)

Student Services, thorough the events listed above, demonstrates commitment to diversity education. The work of the Student Equity Committee and the Heritage Committee has resulted in events that expose students to personal and civic responsibility and cultural awareness.

Effectiveness of Services
The results of the fall 2013 Annual Student Survey support the strength of the College's programs that promote student understanding and appreciation of diversity:

Table 34: Student Survey/Diversity[798]

I am aware what role students have in governance of the College.	43% strongly agree or agree, and 33% neutral
College faculty treat all students fairly and respectfully.	77% strongly agree or agree
Adequate opportunities are available on campus for me to learn about other cultures.	60% strongly agree or agree
Special events (e.g., athletics, cultural celebrations, concerts, art exhibits) on campus have been effective in increasing my sensitivity to other racial/ethnic groups.	54% strongly agree or agree
The college has programs, practices, and services that support and enhance student understanding and appreciation of diversity.	66% strongly agree or agree
Faculty on this campus incorporate values, ethics, civic responsibility, and diverse perspectives into their courses.	70% strongly agree or agree
The ASG hosts a variety of social and cultural events that I attend on a monthly basis.	33% strongly agree or agree, 33% were neutral

Services for Online Students
Twenty-nine of the 48 courses that meet the College's Diversity Requirement for graduation have a distance-learning addendum approved by the Curriculum Committee, so online students have a wide range of options for learning about diversity issues through coursework.[799] Events and speakers on campus are often videotaped, and those recordings can also be available on request.

Self Evaluation
The College meets this Standard. Combined, efforts to increase the awareness and appreciation of diversity are impressive. The College's support for the International Students Program, International Education, and programs supporting students historically populated with underrepresented students strongly indicates a support for campus-wide diversity.

Actionable Improvement Plans
None.

Standard II.B.3.e

The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Descriptive Summary
The College has been in compliance with the state mandate to conduct validation studies every six years, and continued through the two-year period when the mandate was suspended.[800]

In spring 2010, the Institutional Research office (IR) conducted content validity studies and cut-score analyses involving full- and part-time instructors in ESL-080 and 100; Math courses less than or equal to 211; and English-071, 081, 091 and 101 courses. Further, disproportionate impact analyses are currently in process of being completed.

[798] 11th Annual Student Survey Student Services and Instruction Fall 2013 Rpt #283 page 16-17 (E. 508)

[799] Diversity Courses Online Per Academic Affairs Email (E. 510)

[800] English Placement Test Score Validation Spring 2010 (E. 511)

In addition to the validation studies for credit ESL, Math and English, IR has been working closely with the non-credit ESL department to develop a local test which is currently on hold pending review of other third-party placement tests.

Excellent examples of such work are Research Brief #53 (May 2013)[801] and Research Brief #59 (June 2013).[802] Both studies looked at the relationship between high school grades in specific English (#53) and math courses (#59). Not surprisingly, it was found that good students (those earning an A or B in high school) tend to do well in college. Combined with accurate placement, it was found that students are highly likely to be successful in college. More specifically, it was found that most students place into English 091. Success rates for those students with good high school grades were in some cases in the 90 percent range. With regard to math the study found that taking math in the senior year in high school, earning good grades, and accurate placement tends to predict a successful outcome. The study also showed, however, that a relatively small number of students in the cohort chose to take math in their first semester at the College.

Self Evaluation

The College meets this standard. While the College is in compliance with mandated validation studies, it also engages in self-reflection and research supplemental to the required validation studies in order to better understand the interplay of the variables at work that result in successful placement into the math or English curriculum.

Actionable Improvement Plans

None.

Standard II.B.3.f

The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Descriptive Summary

College of the Canyons maintains student records both electronically and on paper. The college stores all paper records in locked, fireproof cabinets, until the record is imaged into a Hyland imaging system. All electronic records are password protected and security levels set to each individual who has access in the College's imaging software. A backup of the records is processed each night. Tapes of the images and student information system records are sent off site to a remote storage facility to protect and retain them in the event of an emergency.

The Admissions and Records (A&R) office is diligently imaging all past paper records to ensure proper storage and protect the records from deterioration, water damage, fire damage, or any other natural disaster that could harm them. A&R has a contract with ViaTron, Inc. to image all student records from 1969 to present. The following chart shows the records imaged during the past 6 years.

[801] English Course Success Rates from High School to College Research Brief #53 (E. 282)

[802] Math Course Success Rates from High School to College Research Brief #59 (E. 283)

Table 35. Electronic Imaging Progress

Date	Type of Document	# of pages
May 14, 2009	Student Files (Conex)	414,750
August 27, 2010	Grade Books (1969-1998)	120,000
August 27, 2010	Grade Books (1999-2010)	44,000
April 11, 2011	Add Slips (1991-2002)	168,000
January 25, 2012	Student Files (Conex)	650,000
November 1, 2012	Student Files (Vault)	765,000
November 1, 2012	Applications only	73,500
November 1, 2012	Althelitc Eligibility	18,800
November 1, 2012	Add Slips only	69,300
November 1, 2012	Grade books	4,500
November 1, 2012	Drop Rosters	4,500
November 1, 2012	Graduation Petitions	10,400
November 1, 2012	Petitions for certificates	3,000
November 1, 2012	Prerequisite Challenges	7,200
November 1, 2012	Academic Standard Committee Petitions	38,200
November 1, 2012	Credit/no Credit Petitions	2,000
November 1, 2012	Repeat Petitions	8,800
November 1, 2012	Rosters- ISA	31,000
November 1, 2012	Applications- ISA	54,000
November 1, 2012	Credit for law enforcement	19,800
November 1, 2012	Incomplete grade contracts	2,000
November 1, 2012	Class Schedules	8,750
April 16, 2013	Student Files (Conex)	239,360
April 16, 2013	Applications and SPAM Forms	26,000
April 16, 2013	Atheltic Eligibility	11,440
April 16, 2013	Drop Rosters	47,160
June 6, 2013	Add slips	88,308
“”	Atheltic Elgibility	16,520
“”	Drop Rosters	73,854
December 20, 2013	Student Files (conex)	880,920
“”	Applications	26,000
“”	Athletic Eligibility	7,560
“”	Grade Books	9,000
“”	Drop Rosters	22,776
“”	Graduation Petitions	13,800
“”	Academic Standard Committee Petitions	61,428
“”	Prerequisite Challenges	25,200
“”	Residency	26,400
“”	Repeat Petitions	12,600
“”	Rosters- ISA	19,800
“”	Special Admission Forms	46,640
“”	Incomplete grade contracts	15,000
“”	Course Completion Rosters	15,840
“”	Positive Attendance Rosters	4,818
	Total	**4,207,924**

As of June 2014 all student records from 1969 to 2010 are imaged and available through the imaging system. All current documents are being imaged in the Admissions & Records office. Records in other offices, such as categorical programs, financial aid, veterans information, etc., follow the same protocols as A&R.

On August 8, 2012, the College reviewed, updated, and approved Board Policy 5040[803] and Administrative Procedure 5040, Student

[803] Board Policy 5040 Student Records Directory Information and Privacy (E. 512)

Records, Directory Information, and Privacy.[804] The policy was updated to include the student email address as directory information and update the policy to reflect the changes made by CCLC's model policy. The updated policy has been published on the website and in the *College Catalog* since fall 2012.
This policy has been communicated to offices and departments throughout the campus via FLEX presentation and visits to office meetings. The A&R office also holds Family Educational Rights and Privacy Act of 1974 (FERPA) training for all new employees throughout the term as outlined in Board Policy 5912, Instructional Aide Grading.[805] All staff sign confidentiality agreements when accessing the student information system for first time, and each time they log into the system. The staff members also sign confidentiality agreements at the time of hire and at the time of training.

The electronic and imaged records are secured in both the student information system, Datatel, and in the imaging software system, Hyland. All are password protected, and security levels are set both by the employee classification and job duties, and by the index fields within the software. At the time of hire, determination is made for an employee's level of access, and again at any changes to their position. Access is ended upon termination from the District or position.

To stay in compliance with FERPA, students have access to their records and can review them on request. A student signature or electronic signature, gained by logging into the My Canyons student web system, is required before releasing any student information to a third party. Security could be further enhanced, along with records management, with the advent of electronic transcript transfer between institutions.

Self Evaluation
The College meets this standard.

Actionable Improvement Plans
None.

[804] Administrative Procedure 5040 Student Records, Directory Information & Privacy (E.63)

Standard II.B.4

The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary
As noted previously, the College engages in reflection and evaluation on a consistent basis. Methods include administrative program reviews done on a three-year cycle and updated annually, the completion of SLO and AUO cycles, and research completed by the Institutional Research office.

The annual student survey has been referred to frequently as a major source of information related to student engagement. Prior to the administration of the survey, the IR gathers input from various service-oriented departments, and examines issues raised by accrediting commission standards. When completed, survey results are made available and often result in program improvement.

In the Student Services Division, departments assess the SLO and AUO process, discuss the results of assessment, and determine if any revisions can be made to the delivery of services or processes, which may enhance students' experience or may assist staff in being more efficient or effective. Departments use various methods to assess the process and discuss results for SLOs and AUOs. All departments review SLO and AUO data in staff meetings; some do so on a weekly basis, while others discuss assessment results once a semester. The review of this data, and the ensuing discussion, is part of the planning process each department undertakes. This is especially true when annual program reviews are updated. All departments present and discuss results of assessment among full-time staff, and some involve part-time staff as well.

In addition, department managers report results of SLO and AUO assessment at the monthly division and weekly manager's meetings. This occurred most recently during fall 2013. For a five-week

[805] Board Policy 5912 Instructional Aide Grading (E. 513)

stretch during the weekly meetings, managers from two or three departments each week shared how their respective department engages in the SLO and AUO assessment process. The managers presented how the information is discussed during their respective department staff meetings or retreats. During the staff meetings or retreats, staff discuss the results of assessment and how the data may be used to enhance services or processes in their departments.

Self Evaluation

The evaluation methods described above have resulted in improvements to the services provided to students. Some examples include:

- Developed an agreement with an outside vendor to electronically distribute financial aid funds to students
- Imaged all student records from 1969 to present
- Provided on-demand transcripts to students
- Able to print official transcripts for students at the CCC A&R office
- Developed a permanent student art collection
- Enhanced student athlete preparation for transfer
- Identified students who are CalWORKs eligible but were not served by CalWORKs
- Provided a safe environment and developed workshops and safety videos
- Strengthened student success at CCC by enhancing counseling and other student support services
- Expanded the use of the website and online services to deliver career resources to students and the community
- Revised and updated the Mandatory New International Student orientation to comply with the USCIS guidelines and improve student retention
- Added a part-time adult hourly receptionist/clerical staff member in 2011-2012 to manage the ISP front desk duties and streamline event planning
- Added a full-time counselor shared equally between ISP and the Financial Aid office
- EOPS/CARE developed career-oriented "Career Café" nights to connect students interested in various careers with faculty and community members from the careers
- EOPS/CARE developed an online application and an EOPS Facebook page.
- Enhanced assistive technology for students through Livescribe pens
- Implemented a new desktop phone system and Meebo (online instant chat)
- Increased student awareness through the addition of an information desk and a kiosk where students were trained on My Canyons.

These activities, as well as those listed throughout this document, are strong indicators that the College is both evaluative and quick to adapt and develop programs designed to enhance student success. The College meets this standard.

Actionable Improvement Plans

None.

The College provides library and learning support services, sufficient in quantity, currency, depth and variety in each of the College's locations as well as for online students.

The Library was one of the top three most highly rated services on the Valencia campus in the student satisfaction survey administered in fall 2013.

STANDARD II.C Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

Standard II.C.1

The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

Descriptive Summary

The learning resources at College of the Canyons support instructional programs by providing the services and materials to meet students' needs of students. Together the Library and The Learning Center (TLC), the two main components of learning resources, offer a suite of services including robust offerings of current textbooks, reference materials, instruction and reference assistance, research databases, and circulating materials. Learning resources are available at the Valencia and Canyon Country campuses and to online students. The services and resources offered, according to assessments regularly undertaken, effectively and efficiently meet the needs of the College.

In fall 2012, the Library opened an expanded facility on the Valencia campus that included extensive first floor space for housing TLC. The finished project has resulted in increased and improved services to students at the College.

The College Library provides service to students at two facilities, one on each campus. A staff of two full-time faculty librarians, nine part-time (adjunct faculty) librarians, three full-time classified staff, two permanent part-time staff, and approximately 20 college assistants and adult hourly staff work to ensure the college community has access to a range of materials and equipment to support learning needs.

Taking into consideration the various formats of materials and the different sites at the College (including both libraries and also materials purchased and catalogued by the Library but held at other campus locations) total items in the collection number 71,452 titles.[806] Circulating books at the Valencia campus Library alone total 48,064 volumes.[807] The Library provides access to a range of subscription databases, including multi-disciplinary resources such as Academic Search Premier and ProQuest and discipline-specific resources such as ERIC and MEDLINE. The Library also subscribes to eBook collections, including an academic collection from the vendor EBSCO, that features full text from more than 120,000 titles. The databases and eBooks are accessible from links on the library website.[808] In addition to its collections and subscriptions, the Library offers online research guides for use in specific disciplines[809] as well as citation style guides to assist students in documentation of their research.[810]

The Learning Center (TLC) of the College provides service to students at two facilities, one on each campus. The primary function of TLC is to provide tutor support for the College's classes to students who are currently enrolled in those classes. TLC is student-oriented with emphasis on one-to-one and small-group tutoring. TLC staff consists of one full-time administrator director, one full-time assistant, four full-time classified staff, five to eight adjunct faculty members, and more than 180 college assistant and adult hourly workers.

In August 2012, TLC moved to its new and larger Valencia campus facility, located in LTLC 126, adjacent to the Valencia Library. TLC's Canyon Country Campus facility is located in Quad-3 Room 306. Online tutoring takes place on Blackboard (the District's online

[806] Library Items 11-14-13 (E. 514)
[807] Library Shelf-list 11-14-13 (E. 515)
[808] Article Databases Website (E. 516)
[809] Research Guides by Subject Website (E. 517)
[810] MLA Style Guide Website (E. 518)

course management system) through a combination of submission of student work for tutor review and live-chat with tutors.

TLC provides an atmosphere that enhances appreciation for learning and inspires confidence and success in students. It provides free, walk-in tutorial assistance for students primarily in English, math and Computer Information Technology (CIT). In addition, TLC assists students in a number of subject areas including accounting, American Sign Language, biology, chemistry, engineering, French, German, paralegal, philosophy, physics, political science, psychology, sociology, Spanish, and other subjects based upon demand. TLC offers seven enclosed study rooms, which are designed for two to six students. Each room is equipped with a flat-screen computer/television monitor, a web camera for presentation practice, an electrical outlet pod, an HDMI cable hookup for personal laptops, and a portable whiteboard. TLC is equipped with 368 computers (including classrooms). In the open area there are 148 computers, including four Macs and four ADA-compliant terminals.

Self Evaluation

The College meets this standard. It provides library and learning support services, sufficient in quantity, currency, depth and variety in each of the College's locations as well as for online students.

Actionable Improvement Plans

None.

Standard II.C.1.a

Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Descriptive Summary:

In selecting equipment and materials, the Library relies on the subject familiarity the librarians may have in particular fields, and also reviews by other professionals as found in reputable publications and online. Examples include *Library Journal* (reviews written by librarians in the field), reviews included in Baker & Taylor catalog entries (which draw from *Library Journal*, *Kirkus*, *Choice*, and *Publishers Weekly*), reviews from other well-regarded sources (*New Yorker*, large national newspapers), and even reviews published on library websites (such as the Baltimore County Public Library blog *Between the Covers*). This is done in accordance with the existing collection development policy.[811]

The Library regularly solicits input from faculty regarding materials needed in the collection. This is done each semester with a view toward having new materials in place for the following semester.[812] The Library accepts unsolicited suggestions submitted by faculty at other times.[813]

TLC provides instructional software currently used by instructional programs and departments such as CIT, Nursing, Chemistry, Basic Skills, Math, and English. The Lab also provides copies of current textbooks, lab manuals and solutions manuals for in-house use in a variety of subject areas. In most cases instructional faculty suggest which software programs should be available in TLC. For example, CIT faculty members regularly inform Lab staff of software upgrades necessary to support their rapidly changing curriculum.

As part of the College's faculty-designed Skills4Success program, TLC offers Supplemental Instruction (SI) workshops and guided learning activities involving basic skills subject matter every day, from week 2 to week 15 of every full-length semester. The almost-30 topics covered in the mathematics/science portion include topics from fractions and decimals to basic logarithms, basic geometry concepts, and dimensional analysis to math anxiety. The more than 30 topics included in the English/humanities portion include formatting MLA & APA papers, online research, plagiarism, and outlining readings.[814]

Students are encouraged to attend live workshops presented by instructors; however, guided learning activities (GLAs) are available to students who are unable to attend scheduled workshops. Guided learning activities are computer tutorials; however, there is a tutor available at all times to guide the student through the lesson and to

[811] Collection Development Policy 2013 (E. 519)
[812] Requests for Library Materials (Samples) (E. 520)
[813] Library Materials Suggestions From Faculty (Samples) (E. 521)
[814] Supplemental Learning Workshop Schedules (English and Math) (E. 522)

give immediate feedback.[815] TLC also independently offers periodic workshops in more advanced math classes, such as college algebra, pre-calculus, and statistics, as well as chemistry, biology, and history.

Input from Instructional Faculty

The librarians work throughout the year at acquiring new materials for the collection, evaluating potential new resources, and weeding the collection of out-of-date and other less-useful items. The tools used by librarians in selecting materials are commonly used in the field. Requests from instructional faculty undergo a process of dialogue as well as consideration of multiple factors such as availability, accessibility, and cost. In the case of certain subject areas, the Library works more closely with instructional faculty to ensure the quality of the collection. In particular, nursing and paralegal studies, which each undergo separate and additional accreditation processes, are subject to such consultation practices between the Library and faculty. The annual survey of faculty and staff is an additional opportunity for input into the state of the library collection. In 2013, there were no substantive suggestions arising from the survey.[816]

The Library regularly solicits suggestions from faculty regarding materials needed in the collection. This is undertaken later in each semester with a view toward having new materials in place for the following semester.[817] The Library also considers unsolicited suggestions submitted by faculty at other times.[818] The Library continues to consider how the usage data to which it has access may be integrated into collection decisions.

Assessing the Effectiveness of the Collection

Collection development at the Library is guided by a policy drafted in the late 1990s and updated in 2013.[819] The collection development policy fits with Board Policy 4040 and Administrative Procedure 4040.[820]

The Library uses reports from Voyager, its integrated library system (ILS), to assess the effectiveness of its collection in terms of quantity, quality, depth, and variety. For example, the Library uses reports indicating counts of item types,[821] number of acquisitions,[822] discards,[823] and year-to-year growth of the collection.[824] In this way, library staff can track areas where numbers show additions or other maintenance may be needed. Further indication of adequate quantity comes from comparing the Library to peer institutions. ILS reports can also be helpful for gleaning some sense of the depth and variety of the collection. Reports can show the number of items held according to call number range,[825] and may be tailored more narrowly as well.

In terms of the quality of the collection, usage data is an indication of its value to the users. While this data cannot indicate how students use items they borrow, it does give a sense of what parts of the collection are most relevant to the students' interests. Library staff systematically review the collection by call number range, looking at how many circulations and when the last circulation was, as part of the decision-making for weeding items from the collection (see the schedule of weeding).[826] A set of 2013 reports of circulation statistics is available.[827]

Age of the collection is an additional indication of quality. A report generated through the ILS can show a breakdown of the age of the collection.[828] Generally speaking, the Library strives to have newer, up-to-date materials available to the students. In some disciplines, however, there are older materials that are considered canonical and worth retaining. In a similar vein, usage data from the databases to which the Library subscribes offers some sense of the use and quality of the databases. The Library can pull various reports from the databases, including for different time periods (such as the 2012 calendar year)[829] or other variables.

[815] What are guided learning activities (GLAs) Website (E. 523)
[816] Faculty Staff Survey Report Fall 2013 Rpt #282 (E. 252)
[817] Requests for Library Materials (Samples) (E. 520)
[818] Library Materials Suggestions From Faculty (Samples) (E. 521)
[819] Collection Development Policy 2013 (E. 519)
[820] Board Policy 4040 Library Services; Administrative Procedure 4040 Library Services (E. 524)
[821] Library Items 11-14-13 (E. 514)
[822] Library Titles Added 11-14-13 (E. 525)
[823] Library Titles Discarded 11-14-13 (E. 526)
[824] Library Growth of Collection 2012-13 (E. 527)
[825] Library Items LCclass 11 14 11 (E. 528)
[826] Weeding Tracking Report 06-17-14 (E. 529)
[827] Circulation Data Main Stacks A 11-14-11 (E. 530)
[828] Age of Collection by Call Number and Category 05-29-14 (E. 531)
[829] EBSCO Database Usage 2012 (E. 532)

The Library data provided by the NCES[830] show that, by comparison to other California community colleges of a similar size, the Library's collection levels are comparable to its peer group. By some measures, the Library is a leader among them, ranking eight out of 21, and three out of 21 for holdings of audiovisual materials. There are comparative strengths and weaknesses in the collection, but the collection is a size and expenditure level reasonable for its peer group.

Current facility usage data, gathered through room counts, are considered less accurate than data on the collection. The Library does rank above the median in terms of providing information services to students using the facilities.[831] Use of monographic and other permanent collections are not the only mark of library efficacy, however. Though there are no data to compare with peer institutions, data provided by the EBSCO databases show substantial increase in the searching of and retrieval of items from across them.[832] With 2013 not over at the time of this writing, sessions are up by 29 percent over the year before, and searches are up 33 percent. Students are taking advantage of the databases more fully and downloading more of the full-text than before. The growth in this area is indication of the usefulness of these services to students in meeting their learning outcomes.

Quality, Depth, and Variety

The Library is assessed in annual faculty, staff and student surveys.[833] In those surveys, respondents have the opportunity to express comments on the library collections or other things related to the Library. Results are shared with staff and taken into consideration as appropriate, such as in the writing of the annual program review.

The Library scores highly on results from the annual surveys administered to faculty, staff, and students. There has been no trend in commentary on the collections, which is indication that there are no commonly held concerns about the materials. The Library takes into consideration any isolated comments that arise, such as one on the 2013 faculty/staff survey that suggested the level was too low for a college audience,[834] and uses them to continue to focus collection management efforts.

The Library is able to generate or access reports, such as circulation of materials (which shows how relevant the monographic and audiovisual collections are to the students),[835] database usage (which shows efficacy of the subscription electronic materials),[836] interlibrary loan reporting (which can potentially show specific materials or subject areas in which the Library may be lacking),[837] and tracking of SCILNET cards (which can demonstrate the frequency of College users seeking materials from nearby institutions). With recent changes in key personnel, the Library is currently considering options for tracking various forms of usage data so results can be used for continuous improvement in meeting students' learning needs.

The Library draws upon rich data generated in-house or through its subscription services in order to make decisions about the collections. As an example, during the summer, library staff used reports from the ILS to determine whether to discard select materials and to see where replacement with more recent materials would be warranted. However, the Library has been inconsistent in its approach to tracking data. It often pulls reports upon request rather than using regular stream-of-data through the year to guide decision-making. In the absence of regular tracking, the Library relies on student satisfaction survey data to demonstrate that materials meet learning needs. In practice, the Library looks for comments in the surveys to indicate the level of satisfaction or dissatisfaction because survey scores do not alone provide a complete picture.

Information about Learning Outcomes

The Library uses pre-testing and post-testing of students who participate in library instruction sessions, as well as student survey data, to determine whether it is enhancing student attainment of identified learning outcomes.

[830] Peer Group Holdings by AV Books and Microforms (E. 533)
[831] Peer Group Information Services (E. 534)
[832] EBSCO Database Usage 2011-13 (E. 535)
[833] Faculty Staff Survey Fall 2013 Rpt #282 Appendix C page 22 (E. 536)
[834] 11th Annual Student Survey Student Services and Instruction Fall 2013 Rpt #283 (E. 225)
[835] Canyon Country Campus Circulation History 07-22-13 (E. 537)
[836] EBSCO Database Usage 2012 (E. 532)
[837] Inter-Library Loans 2012-13 (E. 538)

There are two student learning outcomes built into the Library's program review:[838]

- Students that use library services will familiarize themselves with, and navigate successfully, a variety of subscription databases available at the College.
- Students that use library services will perceive the Library as a comfortable place to meet and do research.

The first of these is measured by a 10-question library research quiz. A passing score is 80 percent correct. The test is given as a pre- and post-test to select classes that receive an instruction session. The second outcome is measured by results in student satisfaction surveys.

The Library was one of the three most highly rated services on the Valencia campus in the student satisfaction survey administered in fall 2013. That survey indicated 80 percent of users were satisfied or very satisfied with library services. The figure for Canyon Country was 74 percent. Though this figure is lower for Canyon Country, it still ranks the Library in the top half of the services surveyed. Furthermore, it represents a 4 percent improvement from the survey administered in spring 2012. Twelve percent of respondents at Valencia and 20 percent at Canyon Country gave neutral responses. Dissatisfaction was indicated by 4 percent of the respondents at Valencia and 7 percent of the respondents at Canyon Country.[839]

Distance Education and Off-Site Locations

As stated above, the Library has two branches, one at each of the College's campuses. The larger of the two is at the Valencia campus, where the majority of classes, services, staff, and students are located. A smaller site Library is situated at the more recently opened Canyon Country Campus (CCC). Library holdings are distributed between the two locations.

The Library has expanded its online resources to provide more for distance education (DE) students and students at off-site locations, where space constraints limit how much of a print collection can be in place. Additionally, the Library is planning to introduce a new chat reference service to provide assistance to students who cannot come to the physical facilities. With key personnel changes in the past year, the Library is rethinking how it delivers services to DE and off-site students, to ensure the greatest equity possible, given facility limitations.

The 2013 student satisfaction survey identified a 6 percent gap between satisfaction of Valencia (80 percent) and Canyon Country (74 percent) users.[840] Though limitations on space for library facilities appear to be the main factor behind the lower score from Canyon Country users, the Library has taken the overall result into consideration by increasing holdings of eBooks and databases and by means of expanding open hours at the branch campus.

The student satisfaction surveys do not disaggregate scores by on-campus and DE (online) students. The recent increase of subscription electronic resources and the availability of an online chat reference service (currently in the planning stage) should benefit DE students, providing additional support for their learning needs.

Self Evaluation

The College meets this standard. The Library relies on expertise of faculty, librarians, learning support professionals and other standard library methodologies to select, maintain, and assess its educational equipment, systems and materials, to support student learning for all the College's locations and delivery modes.

Actionable Improvement Plans

None.

Standard II.C.1.b

The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Descriptive Summary

Instruction in information competency is carried out by both the reference/instruction librarian and through Supplemental Learning in TLC. Other librarians provide library tours and instruction sessions as appropriate.

[838] Library Program Review 2012-13 (E. 539)
[839] 11th Annual Student Survey Student Services and Instruction Fall 2013 Rpt #283 (E. 225)
[840] 11th Annual Student Survey Student Services and Instruction Fall 2013 Rpt #283 (E. 225)

Information Competencies
Each semester, the Library provides instruction sessions for classes across a range of disciplines. Librarians work with faculty on campus to arrange the sessions and to ensure that the content is tailored to fit the needs of the class. In the most recent academic year, the Library offered 26 sessions to 624 students.[841]

The Library offers the Library/Media Technology 100 course, which has the following goal, to meet student-learning needs:

> This course introduces students to the basics of research, concentrating on the resources available at the College of the Canyons Library.

Information literacy is, therefore, a requirement of the class. It is not, however, a campus-wide requirement. Accordingly, the Library has turned to other standards and documents for guidance. In particular, there is a checklist developed collaboratively by librarians from the California State University system and the California community college system. The checklist includes expectations for lower division students.[842]

Instruction in information competencies are also embedded throughout the required English sequence. In English Basic Skills courses (ENGL 091, 094, and 096) students are introduced to academic research practices and source evaluation and citation methods.[843] The Library's online databases are recommended to basic skills students as the preferred and most trusted repository of scholarly texts. In English transfer-level courses (ENGL 101, 102, and 103) student research skills are honed and refined.[844] The disciplinary range of the Library's databases assists students in understanding that writing and research is different across the disciplines.

In addition, TLC offers regular workshops at both campuses on the topics of Online Research, Plagiarism, and Evaluating Online Sources and Guided Learning Activities are also available.[845] Two of the most attended workshops in English are Online Research and Plagiarism.[846] Tutoring at TLC also incorporates tenets of information competency. Students are expected to master basic research techniques using assigned course materials. For example, they are asked to use indexes to search for relevant material within the text. Tutors assess the students, checking for understanding. Tasks related to information competency are integrated with other learning objectives for the students to meet while working with tutors.

The Library is considering new approaches to workshops and other venues for student learning such that it will be more programmatic in nature and so that data gathered through these activities will be collected for effective use in driving future efforts.

Assessment and Evaluation
The Library and The Learning Center undertake annual program reviews to evaluate the effectiveness of current services and plan necessary improvements. Program reviews are supported by SLOs assessment as well as by student and faculty surveys designed and administered by the Institutional Research Office.

TLC Director was a longtime member of the campus SLO Committee and received training in the development and assessment of SLOs from members of the counseling staff who created a training manual and facilitated training sessions for non-instructional departments. The Head Librarian currently sits on the SLO Committee.

In recent years, the Library inconsistently made use of a pre-test/post-test tool to determine whether students are effectively learning information competencies, and also for setting subsequent goals for improvement. With recent changes, staff have resumed the practice. A longer period of data collection from the pre- and post-tests will be needed in order to provide the basis for any potential needed changes to instruction.

Distance Education and Off-Site Locations
As at the Valencia campus, library instruction sessions are offered at the CCC location upon request from instructors. TLC also regularly offers workshops and GLAs at its CCC location. Transfer-level English courses that address information literacy are offered regularly in an online format.

[841] Instruction Session Tracking 2012-2013 (E. 540)
[842] Information Competencies Checklist (E. 541)
[843] English Basic Skills Course Outlines of Record (E. 542)
[844] English Transfer Level Course Outlines of Record (E. 543)
[845] Supplemental Learning English Workshops Spring 2014 (E. 544)
[846] Supplemental Learning Activities Hours 2012-13 (E. 545)

With the personnel changes in the past year, the Library is considering new approaches to workshops and other venues for student learning with consideration given to developing information competency skills for DE students and for students at off-site locations.

Self Evaluation
The College meets this standard.

Actionable Improvement Plans

- The Library will renew efforts at the regular use of pre-test/post-test exercises to assess how ongoing instruction efforts fulfill the commitment to teach information competencies.
- Develop online information competency skills exercises and guides for Distance Education students to use and for instructors to potentially embed into course modules.

Standard II.C.1.c

The institution provides students and personnel responsible for student learning programs and services adequate access to the Library and other learning support services, regardless of their location or means of delivery.

Descriptive Summary
Library facilities and TLC are available on both campuses, and a significant number of library resources come in the form of online databases. As noted in II.C.1.a above, student and faculty satisfaction with library services is high. Similarly, a fall 2013 TLC survey showed that the majority (72 percent) of full-time faculty respondents find Valencia TLC tutoring services effective.[847] The Learning Center is among one of the top-rated services in student surveys, with the 2012 student survey showing that 77 percent of students were very satisfied with Valencia campus services, with 18 percent neutral. The survey further showed that 71 percent of students were very satisfied with the center's CCC services with 23 percent neutral. [848]

The Library undertakes room counts of in-person library usage during statistics weeks conducted twice per semester. The counts demonstrate that with the expansion of the Valencia campus facility, usage is up dramatically. In particular, use of the group study rooms has soared since completion of the expansion.[849] The counts for library use at both locations diminish significantly in the evening, however. Anecdotally speaking, library staff observe that there are students waiting to get into either library before the doors open in the mornings. However, the student and the faculty/staff surveys do not provide any indication that the open hours are insufficient.

Library Hours
In the current year, the Valencia campus Library is open Monday to Thursday 8 a.m. to 8 p.m., and Friday 8 a.m. to 4:30 p.m., during the fall and spring semesters. The CCC Library is open Monday to Thursday 9 a.m. to 7:30 p.m., in the fall and spring semesters. Opening hours extend later on each campus in the lead up to fall and spring exams.

The Library reduces hours slightly during the shorter winter and summer sessions because there are fewer classes and students. Hours of operation are satisfactory, having been increased in the past year because of improved budgetary support. Library hours on the Valencia campus have also increased in the past year during the fall and spring semester exam periods. At CCC, more open hours and days have been added in the past year. Library hours are posted to the Library's website each semester and session.[850]
The number of Library open hours weekly is comparable to those at other California community colleges of similar size. By comparison to all other California community colleges, the Library ranks 37 out of 110 for open hours, according to 2009-2010 data from the Chancellor's Office. In terms of its peer group of 19 similarly sized institutions, it ranks 9 out of 19. The ranking is higher for summer hours, at 27 out of 110 and 8 out of 19 for the peer group.[851]

[847] 11th Annual Student Survey Student Services and Instruction Fall 2013 Rpt #283 (E. 225)
[848] 11th Annual Student Survey Student Services and Instruction Fall 2013 Rpt #283 (E. 225)
[849] Study Room Usage 2009-14 (E. 546)
[850] Library Hours Website (E. 547)
[851] California Community College Hours All and Peers (E. 548)

Electronic Access
The Library provides password-protected access to all of its electronic subscription resources.[852] This includes eBooks (more than 120,000 titles), article databases (approximately 30 cross-disciplinary and discipline-specific databases), and reference works (such as Encyclopedia Britannica). Instructors give students the password, though they may also contact the Library and receive it upon verification of their status.

All titles owned by the Library as well as all eBook titles from the large collection to which the Library subscribes are findable by means of records in the Library's online catalog. The catalog is searchable by anyone, not just students, and is not password-protected.

All students may access any of the electronic resources from campus computers or off-campus. The password protection is a standard practice at institutions nationwide in adherence with licensing restrictions.

The Library's selection of online resources derives in large part from the options (and corresponding reviews) found through the Council of Chief Librarians. To enhance discoverability of resources, the Library has begun exploring options for switching to a different ILS and/or incorporating a discovery system for searching across the catalog and databases where possible.

Equal Support
There is no differentiation among students as to what sort of access they may have to the Library's facilities. The newer Canyon Country Campus makes good use of available space, and the College looks forward to developing a comparable physical library there once a permanent building is constructed. Existing plans include dedicated space for learning resources.

Students at CCC have the same right as any student to go to the Valencia campus and borrow materials there. Additionally, the College libraries send materials from one campus to the other as needed.

The Library offers the same suite of online resources (catalog, databases, research guides) to all students irrespective of campus location, type of student, or instruction programs. Alerts from the Library regarding changes to Library services that may affect students (such as new passwords for electronic resources) or resources go to all instructors unless a particular thing is of primary appeal to a niche. An example would be notifying only nursing faculty of a pilot for a new nursing database. All instructors are invited to provide suggestions for the collection based on what they anticipate needing for courses.

The Library is planning the implementation of a new online chat service and can better monitor its online presence through the website and elsewhere.

In the 2013 student satisfaction survey, students gave the Canyon Country Library markedly lower overall satisfaction scores than the Valencia Campus Library (70 percent versus 80 percent).[853] This was one of the largest gaps at the College for units that offer services at both campuses. At the time of the survey, the CCC Library was open only two and a half days a week while the Valencia Library was open four days a week. Since that time, hours at CCC have increased to morning through evening, four days a week. The Library currently monitors class session offerings at that campus and consults with the dean of CCC to assess whether additional hours are needed going forward. If the CCC Library cannot offer more space, it can make its limited space available for longer periods. Additionally, for students to have access to more computers, the CCC Library has begun offering access to an adjacent learning space when it is not otherwise in use.

The survey results did not disaggregate responses from students who may predominantly or exclusively take online courses. The Library, however, does not offer services that specifically target online populations, except for offering the electronic resources to which it subscribes. Although a chat reference service was offered before 2013, it was suspended when the platform (Meebo) was discontinued after Google purchased it. The Library has resumed chat reference service

[852] Article Databases Website (E. 516)

[853] 11th Annual Student Survey Student Services and Instruction Fall 2013 Rpt #283 (E. 225)

using a different platform and is exploring ways in which to distribute responsibility among the full- and part-time librarians.

The Library may provide self-generated content like the website and the research guides, but updating can be sporadic, and style and format may be inconsistent. The Library does not currently assess the usage and impact of any of these resources, and it is only in the current conversion of the College's webpages to a new content management system that some of them are being subjected to scrutiny and revision.

Self Evaluation
The College meets this standard.

Actionable Improvement Plans
The Library will establish a schedule to ensure that the online content it creates is regularly assessed and maintained.

Standard II.C.1.d

The institution provides effective maintenance and security for its library and other learning support services.

Descriptive Summary
At both of its locations, the Library uses RF tagging in coordination with security gates purchased from and serviced by 3M. The Library has renewed its maintenance contract with 3M and had the gates serviced at the Valencia location in November 2013. In both the Library and TLC, computers are maintained by the College's Computer Support Services. The computers are protected with security cables. Programs are updated as new versions become available, keeping the students up-to-date with current technology.

Security and safety issues are dealt with effectively by the Campus Safety Department. Library and TLC staff have participated in emergency preparedness training in the case of campus emergencies, most recently in summer 2013. Library and TLC staff members are currently coordinating efforts with campus security and staff from other offices located in the Library to develop plans for response to emergency situations.

The Library loses fewer than 50 items each year thanks to the use of the security gate system and the vigilance of staff. In 2012-2013, the losses totaled 31 items between both campuses.[854] With the recent servicing of the gates, it is hoped that losses will continue to be minimal.

Because staff in the Library and TLC work almost entirely in the one shared building at Valencia (unlike instructional faculty who may have offices in one building and teach classes in others), they are in a unique situation to develop emergency responses that not only address campus policies and protocols, but are tailored to the physical facility the staff share.

Self-Evaluation
The College meets this standard. Theft and vandalism are minimal at best, and there have been very few incidents requiring assistance by campus security.

Actionable Improvement Plans
None.

[854] Library Missing Items (E. 549)

Standard II.C.1.e

When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

Descriptive Summary

The Library has contracts for subscription databases, mostly through its consortium. In making selections, Library staff members draw upon the review process undertaken by a consortium committee as well as their own exploration of the databases in question.[855] Potential new subscriptions undergo a pilot phase during which faculty are invited to use the database, and feedback is gathered and used for consideration. Library staff have access to usage data for the databases, but there is no formal, systematic review in place.

In addition to securing subscriptions through the consortium, the Library has contracts with Ex Libris (in relation to Voyager, the Library's ILS), OCLC (for certain cataloging services), Baker & Taylor (for provision of much of the monographic collection), and with EBSCO for periodical subscriptions. The Library has recently begun a process of regular meetings with campus faculty in order to glean feedback on contracted resources such as the databases.[856]

The Library participates in a local arrangement called SCILnet, in which users with valid accounts at the College, at the nearby California Institute of the Arts (CalArts), or at the Santa Clarita Public Library system may have access to materials at the other libraries. Mention of the arrangement is made on the Library website,[857] and links to the other libraries' catalogs are embedded in the Library's own catalog.

The Library does not contract for services so much as it does for resources for students to use. There is no formal process for evaluating these databases after subscription. The Library has access to usage data in most instances, though it has not made regular use of that data in assessing the value of existing subscriptions. The Library has, however, used data from trial subscriptions to make purchase decisions. With the changes in the past year, the Library has the opportunity to begin regularly assessing agreements currently in place.

According to usage data from the EBSCO databases (which account for a majority of the databases in the Library's offerings), database use has grown from 94,825 searches to 141,026 during the past two years. The number of downloads (from the EBSCO databases) has increased greatly as well.[858] The data shows that the cross-disciplinary databases are most heavily used, and that there are subject-specific databases that are underused. The data also show growth in the usage of the electronic books, which supports the decision to subscribe to a vastly larger collection (database) of them.[859] With the full collection only recently added to the Library catalog, it is too early to fully gauge usage.

The Library does not regularly evaluate either the efficacy of the consortium access to databases or the value of the SCILnet program. The Library does occasionally receive suggestions regarding subscription resources to explore through the consortium. Surveys of faculty and staff, however, have not raised any concerns that the quality or quantity of the resources is insufficient, nor that access to databases through the consortium may be limiting or problematic. The Library has conducted pilots of new resources in the past year, surveying teaching faculty formally and informally, and will continue to do so as requested by teaching faculty.

Self Evaluation

The College meets this standard.

[855] CCL-EAR Committee Review VAST Academic Video Online 02-13 (E. 550)
[856] Student Services Division Meeting 02-25-13 (E. 551)
[857] Library Policies Website (E. 552)
[858] EBSCO Usage 2011-14 (E. 553)
[859] EBSCO Database Usage 2011-13 (E. 535)

Actionable Improvement Plans
The Library will plan scheduled review of database usage and share that data with relevant campus departments to make decisions on retention of databases, on promotion of databases, and on potential selection of other databases.

Standard II.C.2

The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary
The institution surveys faculty, staff, and students annually on an array of college services, including the Library and TLC. Data from the surveys[860] is shared back to the units. In addition to these surveys, the Library and TLC engage in the campus-wide system of program review.[861] This draws on data, including but not limited to the surveys, such as scores from pre- and post-testing in library instruction sessions as well as results from SLOs assessment. The program review provides an opportunity for the Library to reflect on its support of student learning.

The Library was one of the top three most highly rated services on the Valencia campus in the student satisfaction survey administered in fall 2013. The survey indicated that 80 percent of users were satisfied or very satisfied with library services. The figure for Canyon Country Campus was 74 percent. Though this figure is lower for CCC, it still ranks the Library in the top half of the services surveyed. Furthermore, it represents a 4 percent improvement from the survey administered in spring 2012. Twelve percent of respondents indicated neutral responses at Valencia and 20 percent at CCC. Dissatisfaction was indicated by 4 percent of the respondents at Valencia and 7 percent of the respondents at CCC.[862]

Self Evaluation
The College meets this standard. It evaluates library and other learning support services to assure they are adequate to meet students' needs.

Actionable Improvement Plans
None.

[860] 11th Annual Student Survey Student Services and Instruction Fall 2013 Rpt #283 (E. 225)
[861] Library Program Review and TLC Program Review 2012-13 (E. 554)
[862] 11th Annual Student Survey Student Services and Instruction Fall 2013 Rpt #283 (E. 225)

College of the Canyons takes great pride in its Human Resources and Professional Development Department's offerings and services….

The College strives to continually improve employee diversity, values employee contributions to the campus community and students, and follows fair evaluation procedures to improve performance.

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness. Accredited colleges in multi-college systems may be organized such that responsibility for resources, allocation of resources and planning rests with the system. In such cases, the system is responsible for meeting standards on behalf of the accredited colleges.

Standard III.A
Standard III.B
Standard III.C
Standard III.D

Standard III.A Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

College of the Canyons takes great pride in its Human Resources and Professional Development Department's offerings and services. The Human Resources (HR) Department follows clearly established and communicated hiring policies and procedures to ensure hiring the highest quality employees to serve the College's mission. The College strives to continually improve employee diversity, values employee contributions to the campus community and students, and follows fair evaluation procedures to improve performance. The Professional Development Program serves as a model for the state and has won numerous state and national awards. Planning for both areas is highly integrated with institutional planning, utilizing the District's strategic goals when evaluating existing and planning new program offerings.

Standard III.A.1

The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

Descriptive Summary

To ensure the integrity and quality of the District's programs and services, positions are created based on demonstrated student and program needs, services to be offered, duties to be performed, and the position qualifications required. Personnel needs are addressed in District planning documents including the academic and administrative program reviews and annual updates developed by each department/division, three-year strategic plans, and the District-wide Master Plan.[863]

Position descriptions and requests are developed based on the program needs, duties to be performed, and qualifications required. The positions are then presented to staffing committees for further review, evaluation and recommendation to the District's decision makers. The involvement and cooperation of District leadership, HR, staffing committees, and the Board assures that the District recruits, selects, and employs highly qualified staff to support student learning programs and services.

In all cases, desirable qualifications are added to position descriptions[864] indicating experience that would make an applicant highly qualified for a position. For each recruitment process, minimum and desirable qualifications are reviewed by HR to ensure equal employment opportunity for all applicants. Department managers review position descriptions as needed. Annually, classified staff members have opportunity to request reclassification. This can be employee or management-initiated reclassifications based on the addition of higher-level responsibilities on a permanent basis.[865] This allows

[863] Academic Program Review Template Year 3 Update (2013-14) (E. 555); Administrative Program Review Year 3 Update 2013-14 (Sample) (E. 556)

[864] Administrative, Classified, Confidential and Faculty job descriptions and announcements (Samples) (E. 557)

[865] CSEA Collective Bargaining Agreement pages 61-63 (E. 558)

flexibility in meeting the emerging needs of departments and also provides a process for updating position descriptions so they are as accurate and current as possible. Occasionally, managers take on new, permanent responsibilities that require job description revisions. The managers' supervisors initiate these, and HR and the Chancellor review them.

The District has developed detailed hiring policies and procedures[866] to ensure all employees meet or exceed the education, training, and experience qualifications required for their positions. The HR Office monitors the hiring processes for all District personnel to ensure that the established hiring procedures are followed. Board Policy 7120 Recruitment and Selection[867] establishes the District's hiring policies for all employees. Hiring procedures for each employee group are stated in the associated Administrative Procedures 7120.[868] Hiring procedures are available on the District intranet, as well as in *Decision Making at College of the Canyons.*[869]

Matching Qualifications to Programmatic Needs

The District's existing administrative structure and leadership needs are reviewed regularly to account for growth, program changes, and the creation of needed positions. The administrative structure is also refined as needed through the strategic planning process, and by reviewing annual administrator evaluations for changes in scope of responsibility.

For new classified and managerial positions, the requesting department or division members meet and discuss program and service needs. They review best practice models and do research to evaluate similar programs and services at other colleges, as well as the leadership and support positions that have been successful. They develop position descriptions, establishing the duties, knowledge, skills, abilities, and qualifications required. The requesting department submits a draft position description, including the duties to be performed, required qualifications, and salary proposal to HR for analysis and review.

HR staff members meet with the requesting administrator, review the proposal to compare the level of duty complexity, autonomy in decision making, responsibility, and minimum qualifications to verify whether the position is appropriately classified and compensated. The position is then submitted through the Classified Staffing Committee process detailed in the *Decision Making Guide*.[870] For management positions a similar analysis process is followed, with final proposals reviewed by Executive Cabinet.

Qualifications for academic teaching and non-teaching positions are established by the California Community Colleges System Office (CCCSO) and through the equivalency policy established by the Academic Senate and the District.[871] To assess needs for new faculty, instructional departments meet and discuss department needs based on enrollment and emerging program areas.

Department chairs submit requests to the Academic Staffing Committee on an annual basis depending on programmatic needs.[872] The Academic Staffing Committee, comprised of faculty members and administrators, hears presentations from all requestors justifying the requests. The Committee forwards recommended positions to the Chancellor for review. At each level of the process, dialogue occurs with the various groups, programmatic needs are reviewed, and the need for the additional staff evaluated. The Chancellor then responds to the Committee and recommends positions to the Board of Trustees for approval.

Quality of Staff

The expertise of high quality staff at all levels promises integrity and success of District-wide programs and services. The administrators' and faculty's advanced level of education and experience demonstrate that the District meets this standard's requirements.[873]

Educational administrators must possess master's degrees and appropriate experience related to their assignments. Additional qualifications are determined as needed. Thirteen of the District's 28 educational administrators possess doctoral degrees.

[866] Administrative Procedure 7120 Recruitment and Selection (E.86)
[867] Board Policy 7120 Recruitment and Selection (E.85)
[868] Administrative Procedure 7120 Recruitment and Selection (E.86)
[869] Decision Making at College of the Canyons (July 2014) Appendix F (E. 559); Human Resources General Forms Intranet Website (E. 560)
[870] Decision Making at College of the Canyons (July 2014) Appendix F (E. 559)
[871] Operating Procedures for the Minimum Qualifications and Equivalencies Committee (E. 561)
[872] Academic Staffing Committee Clarifications and Procedures (E. 562)
[873] College Catalog 2014-15 pages 246-256 (E. 563)

The requirements for classified administrators are locally established and usually require a bachelor's degree and experience related to the area of assignment. Twenty-two of the District's 59 classified administrators possess master's degrees and three possess doctoral degrees.

Academic teaching and non-teaching faculty minimum qualifications have been established by the CCCSO[874] and equivalencies[875] through the collegial consultation process as prescribed by law. A majority of faculty positions require a master's degree in a specific discipline. Other faculty members, such as those in career or vocational education disciplines, are required to possess an associate degree and six years of experience or a bachelor's degree and two years of experience. Of the 163 full-time faculty members whose positions require a master's degree, 53 possess a doctoral degree. Of the 16 full-time faculty members whose positions traditionally do not require a master's degree, nine possess a master's degree. Adjunct faculty members must meet the same minimum qualifications as full-time faculty and, in addition, are often practicing professionals who bring their practical expertise to the classroom.

Classified and confidential positions have established minimum qualifications, which include a combination of education and experience reflecting the requisite knowledge, skills, and abilities to perform the position's duties. Minimum qualifications are reviewed frequently to ensure they represent the needs of the position and recognize changes in skill level of persons in the labor market. Of the 224 classified and confidential employees, 77 possess educational qualifications in excess of the requirements for their positions. Most staff members possess more experience than is required by their job descriptions.

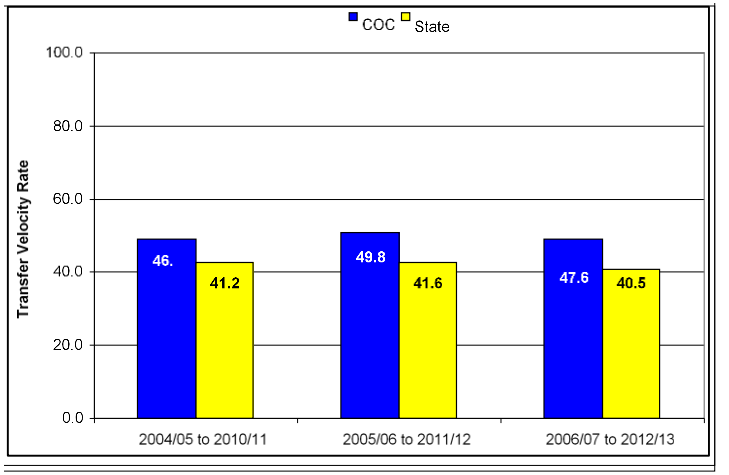
The Strategic Accomplishments described in Standard I and high quality programs and services described in Standard II demonstrate that the District has respected, qualified employees with appropriate education, training, and experience to support its programs and services.

Self Evaluation

The College meets this standard. The integrity and quality of programs and services are ensured through thoughtful planning, thorough analysis, and timely evaluation of programmatic needs.

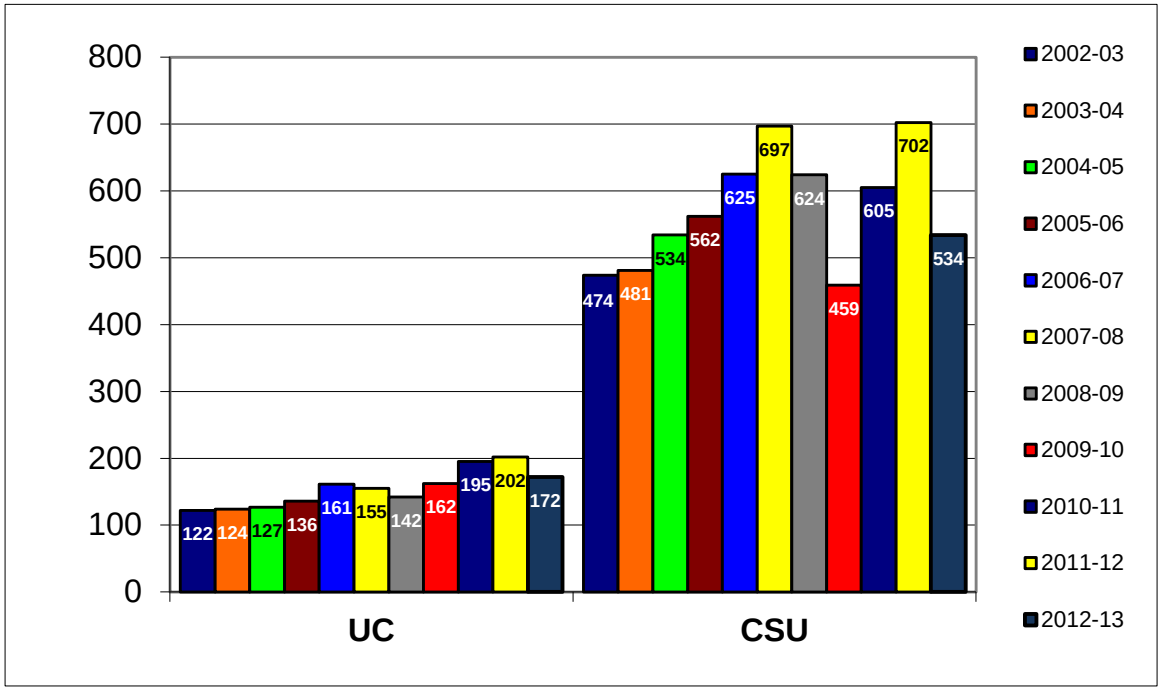
Outcome measures such as student retention, persistence, and degree completion indicate that the College's faculty and staff are well qualified to support its programs and services. One measure that indicates the success of these efforts is the generally increasing number of students who transfer to baccalaureate institutions, as shown in Figure 16. Figure 26 provides another measure, comparing the College's transfer velocity rates to that of the whole State of California transfer velocity rates for the last three measured cohorts.[876] These data clearly demonstrate that the College consistently achieves higher transfer rates to four-year institutions than the state average.[877]

Figure 26. Transfer Velocity Rate: Comparing COC & California



[874] Minimum Qualifications for Faculty and Administrators in California Community Colleges (E. 564)
[875] Academic Staffing Committee Clarifications and Procedures (E. 562)
[876] Transfer Cohort Methodology (E. 565)
[877] CCCCO Datamart Transfer Velocity for State (E. 566)

Figure 16. Number of Transfers to UC and CSU (Also found in the Introduction).[878]



Source: CCCCO
http://extranet.cccco.edu/Divisions/TechResearchInfoSys/Research.aspx

College of the Canyons Transfers to UCs and CSUs: 2001-02 to 2012-13[879]

Actionable Improvement Plans
None.

[878] CCCCO Datamart Transfer Velocity for COC (E. 567)

[879] CCCCO Datamart Transfer Velocity for COC (E. 567)

Standard III.A.1.a

Criteria, qualifications, and procedures for selection of personnel are clearly and publically stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Descriptive Summary

The District's selection processes have proven to be effective in hiring outstanding and highly qualified individuals. The selection processes are well defined and readily available to all employees and the public. The District has five different hiring procedures, one for each employee group, as stated in Administrative Procedures 7120.[880] Through the use of technology, the District ensures that criteria, qualifications and procedures are made public. HR maintains a website that gives candidates access to open positions, application instructions, and direct email links to the appropriate HR staff members for inquiries. Applicants can apply online and submit all required documents electronically through the College's HR webpage. This instant access allows candidates to obtain application materials quickly and conveniently. In addition, candidates may call the HR office and request a paper application be mailed to their address. All candidate submissions are monitored through a computerized applicant-tracking system.

The District's selection process is strong and effective because:

- Clear criteria and qualifications are stated on the announcements for each position. In addition to these position-specific minimum requirements and desirable qualifications, the job announcements list the professional responsibilities required of all College personnel. These responsibilities include required professional abilities and competencies relating directly to institutional objectives, such as commitment to the mission and values of community colleges and willingness to be a team player.[881]
- Proven hiring procedures, including a newly revised equivalency procedure for faculty, provide clear guidance for hiring committees in carrying out their responsibilities.[882]
- Selection committees for each position receive a thorough orientation and training, including hiring goals and guidelines.[883]
- The College effectively utilizes technology and broad advertising to reach a wide applicant pool for each position.[884]
- The College uses several methods throughout the hiring processes to ensure the selection process evaluates applicants' knowledge of the subject matter or services to be performed. Evaluation methods such as supplemental questionnaires, interviews, writing and analytical exercises also evaluate evidence of strong work ethic and potential to contribute to the mission of the institution.
- The District's tenure-track and adjunct faculty hiring procedures assure current faculty members have a key role in hiring new faculty. The procedures ensure the selection committee members have sufficient avenues to assess the abilities of each candidate. Through interviews and teaching demonstrations, committees evaluate technical expertise and teaching effectiveness.[885]

Faculty Qualifications and Hiring

District procedures ensure that faculty members play a significant role in the selection of new faculty. The majority of members on a full-time faculty hiring committee are faculty, both in and outside the discipline being hired. The dean of that academic area also serves on the committee.[886]

[880] Administrative Procedure 7120 Recruitment and Selection (E.86)
[881] Administrative, Classified, Confidential and Faculty job descriptions and announcements (Samples) (E. 557)
[882] Operating Procedures for the Minimum Qualifications and Equivalencies Committee (E. 561)
[883] Selection Procedures Academic, Administrative, and Classified Staff (E. 568)
[884] HR Advertising Venues (E. 569)
[885] Decision Making at College of the Canyons (July 2014) Appendix F (E. 559)
[886] Decision Making at College of the Canyons (July 2014) Appendix F (E. 559)

All faculty members must meet the standards outlined in the Minimum Qualifications for Faculty and Administrators in California Community Colleges[887] or the equivalency procedure established by the Academic Senate and the District. [888] Since the last accreditation in 2008, the equivalency procedure for faculty has been reviewed and completely revised by the Senate Equivalency committee and District representatives. This revised procedure thoroughly describes the methods for obtaining an equivalency in all teaching disciplines and the process used by the District and Senate to qualify those candidates applying under an equivalency. The District requires the same minimum qualifications for all full-time, part-time and substitute faculty members teaching in the same discipline area.

To ensure well-qualified applicants, department chairs and division deans draft language to incorporate into faculty vacancy announcements, working from a standard faculty job announcement that has been established by the Academic Senate and the District, and adding clarification and specificity to the job descriptions as appropriate.[889] Duties, responsibilities, criteria, minimum and desirable qualifications for each position are clearly stated and directly related to District objectives.

The HR Office, in consultation with the Academic Senate's Minimum Qualification and Equivalencies Committee and the Department Chairs, evaluates an applicant's minimum qualifications to teach in a discipline at the College. The determination is based on the requirements determined by the Board of Governors of the California Community Colleges in consultation with the Academic Senate for the California Community Colleges (ASCCC) and published in the *Minimum Qualifications for Faculty and Administrators of California Community Colleges*, also known as the "Disciplines List." Minimum qualifications are determined for disciplines, not for divisions, programs, or courses or subject areas within disciplines.

A full review of an applicant's scholarly accomplishments is part of the screening process. Faculty interview questions assess subject matter knowledge, participation in professional responsibilities, scholarly work and experience, and sensitivity to working with students from a diverse background and with varying learning styles. A teaching demonstration is also required to evaluate teaching effectiveness.

During second-level faculty interviews, which are conducted by the Chancellor and, in some cases, other appropriate faculty and administrators, applicants are asked more in-depth questions, including but not limited to their ability to contribute to the College's mission, their fit with the District's results-oriented expectations, and their ability to perform professional responsibilities as they relate to partnering with the community and industry.

Advertising

Each position is broadly advertised to ensure a highly qualified and diverse applicant pool. Vacancy announcements are sent to a variety of print and online venues including diversity publications and *The Community College Registry*. The HR Office also places open positions on the Internet and through cross-posting, advertises on hundreds of websites, including those that reach underrepresented populations, ensuring inclusive outreach efforts and promoting equal employment opportunities for all applicants. Notices of vacancy are also sent to the campus community. Advertisements are also placed for adjunct faculty hiring on a quarterly basis, based on department need. A representative list of advertising sources is included for review.[890]

Verification of Qualifications

After offers of employment are made, the District requires that original transcripts be submitted for all positions requiring college units or degrees, and for new faculty, verification of all previous academic employment to confirm education and experience and initial salary placement. All previous employment records listed on the candidates' applications as well as the status of any K-12 teaching credentials held are verified by HR, which also checks the degrees

[887] Minimum Qualifications for Faculty and Administrators in California Community Colleges (E. 564)
[888] Operating Procedures for the Minimum Qualifications and Equivalencies Committee (E. 561)
[889] Faculty Job Announcement 2013 (Sample) (E. 570)
[890] HR Advertising Venues (E. 569)

listed to ensure they are from institutions accredited by recognized accrediting agencies.

Distance Education
Advertisements for faculty teaching distance education courses include a requirement that they have previous online teaching experience or have completed the distance education certification program through the Professional Development program at the College, which includes the following training components:[891]

- Requirement #1: Introduction to Online Teaching and Learning (36 hours)
- Requirement #2: Blackboard 1, 2, 3 (6 hours)
- Requirement #3: Section 508 Information Technology Compliance (1 hour)

Equivalency of Degrees from Non-US Institutions
Foreign degrees are recognized if equivalencies are established. Candidates with foreign degrees are referred to the National Association of Credential Evaluation Services at www.naces.org for a list of organizations providing transcript evaluation services. The *2013-14 College of the Canyons Catalog* publishes the list of degrees held by faculty and administrators.[892]

Highly Qualified Employees
By carefully following established procedures, the College has attained success in hiring exceptional employees. Evidence that the District is successful in hiring highly qualified employees is apparent because most employees hired have successfully completed either the four-year tenure process for faculty or the one-year probationary period for classified employees. During the past six years, only a few employees, less than one percent, have been terminated during their probationary period. In fact many have taken on additional responsibilities or have advanced in the institution.

Safeguards
The HR Office approves a Selection Committee Representative (SCR) for each hiring committee. The SCR is often a non-voting member of the committee. This person receives in-depth training from HR staff to ensure that the committee adheres to the hiring procedures, treats all candidates uniformly, and follows Equal Employment Opportunity Commission (EEOC) regulations throughout the entire process. SCRs are authorized to inform the chief human resources officer (CHRO) of any irregularities during the hiring process.[893]

Prior to the closing date for each position, each hiring committee receives an orientation from HR staff. Orientations include a summary of the position requirements by the appropriate administrator or supervisor, an overview of the committee chair and SCR duties and responsibilities, and a review of District hiring procedures, interviewing protocol, and equal employment opportunity (EEO) guidelines.[894] Between the HR staff, who serve as facilitators for the hiring process and the direct committee participation of the SCR, the District assures that hiring procedures are constantly and consistently applied.

Self Evaluation
The College meets this standard. As discussed in Standard III.A.1 above, hiring criteria are developed from program planning needs and are the result of considerable dialogue.

Actionable Improvement Plans
None.

Standard III.A.1.b.

The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Descriptive Summary
Evaluation of all represented staff is based on criteria listed in negotiated evaluation instruments, effective execution of the duties and responsibilities listed on the position job descriptions, and adher-

[891] Online Instructor Certificate Information (E. 571)
[892] College Catalog 2013-14 pages 244-253 (E. 572)
[893] Checklist for SCR Classified Orientation (E. 573); EEO Checklist (E. 574)
[894] Maintaining EEO Presentation (E. 575); Orientation for Full-Time Faculty and Educational Administrator Hiring (E. 576)

ence to College policies and procedures. In addition, previous recommendations for improvement or additional training requirements are reviewed through the evaluation process. The HR Office monitors the evaluation process for all campus employees.

Evaluation processes used for faculty are designed to be supportive, to identify areas where improvement is needed and to encourage changes in behavior if necessary. Classroom observations[895] and student surveys[896] of faculty performance are part of all faculty evaluations, as is a self-evaluation.[897] Full-time faculty evaluation procedures and criteria are part of the College of the Canyons Faculty Association (COCFA)/District agreement.[898] Regular faculty members are evaluated once every three years. Probationary faculty members undergoing tenure review are evaluated based on the schedule listed in the collective bargaining agreement. Evaluations of non-classroom faculty are conducted in the similar manner as classroom faculty using negotiated evaluation instruments. Adjunct faculty members are evaluated during the first semester of employment. Thereafter, adjunct faculty members are evaluated at least one time during the following four semesters.[899]

Represented classified staff evaluation procedures and criteria are part of the California School Employees Association (CSEA)/District agreement.[900] Represented classified staff members are evaluated by their supervisors during the third, sixth and twelfth month of probationary service. Thereafter, they become regular employees and are evaluated annually prior to their anniversary date. Automatic reminders for upcoming evaluations are sent on a monthly basis via the HR Information System, which notifies supervisors at three-, two- and one-month intervals prior to the due date for their employees' evaluations. The system will continue to notify the supervisor until the HR Office receives the evaluation.

Administrators complete an annual self-evaluation report for submission to the appropriate vice president or the Chancellor.[901]

As evaluations are submitted to HR, anonymous data regarding professional development training needs and recommendations are compiled. These data are then shared with the Professional Development Office, so it can ensure that timely training opportunities in specific subject areas are offered. This ensures that employees can achieve their personal professional development goals, and it also helps improve overall institutional effectiveness.

Institutional Responsibilities

Since the last accreditation in 2008, all oversight for the evaluation process has been centralized in the HR department. Previously the Instruction Office coordinated full-time and adjunct faculty evaluation processes.

The administration, working in tandem with the Academic Senate, believes the process is working reasonably well, particularly given the demands placed on tenured faculty to participate in the peer evaluations of tenure-track, tenured and adjunct faculty. All administrators and faculty are given training opportunities on how to successfully and effectively complete performance evaluations for staff.[902] New faculty and their tenure committees are trained as the new faculty members are hired. Recently the Academic Senate updated its *Guidelines for Implementation of the Tenure Process*.[903] The Guide closely aligns with the tenure process outlined in the *COCFA Collective Bargaining Agreement* and provides information and support for the person being evaluated and the faculty-led tenure evaluation process.

Recently the College's evaluation calendar was realigned to more closely match the compressed academic calendar schedule that now includes a winter intersession. The previous calendar and associated language had resulted in the faculty members being evaluated not having sufficient time to incorporate their committees' remediation plans, and in tenure reports being received too late to take necessary action, including providing non-renewal of contract notices.

[895] Classroom Visitation Report (E. 577)
[896] Student Evaluation Survey (E. 578)
[897] Guide for Self-Evaluation (E. 579)
[898] COCFA Collective Bargaining Agreement 2010-12 pages 16-27 (E. 580)
[899] AFT Collective Bargaining Agreement pages 13-14 (E. 581)
[900] CSEA Collective Bargaining Agreement page 25 (E. 582)
[901] Administrator Evaluations Request (E. 583)
[902] Human Resources Workshops Offered 2010-14 (E. 584)
[903] Academic Senate Guidelines for Implementation of the Tenure Process January 2013 (E. 585)

Evaluation Criteria
The criteria for faculty effectiveness are delineated in the COCFA and AFT Collective Bargaining Agreements and the Guidelines for Implementation of the Tenure Process.[904] The evaluation forms correspond to the listed criteria.[905] The evaluation process for full- and part-time faculty members measures whether they demonstrate proficiency in classroom teaching, including but not limited to the following criteria: the currency and depth of knowledge in the subject area; the ability to establish and accomplish clear lesson objectives; a proficiency in written and oral English enabling clear, effective communication; the use of a variety of teaching methods and materials challenging to the students, appropriate to the subject area, and consistent with departmental practices; the organization of presentations and activities in the classroom or work site; the use of good time management in the classroom; and, the use of appropriate assessment methods.

The Academic Senate and the Instruction Office have focused serious efforts on ensuring the evaluation of distance education instructors. Their evaluation has three parts, the same as an on-campus instructor. It includes a student evaluation tool for online courses[906] that ensures the anonymity of the evaluating student; as well as an online observation instrument that uses the same criteria as on-campus courses by reviewing all posted materials and message boards; and observing an open chat session between the instructor and students. Care is taken to ensure that the evaluator completing the observation is someone who has taught online courses and has taken the professional development distance education certification courses and therefore has expertise in the area. The Instruction Office has contemplated using this method of student evaluation for all classes. In this way results will be instantly tabulated and all written comments will be typed, anonymous and readily available.

Full-time faculty members are also evaluated on their participation in department, division, and College activities; demonstration of professional abilities as set forth in the College's job description; and in their pursuit of general professional growth.[907] Additionally, a newly approved optional secondary report is available to address part-time faculty members' professionalism and responsibilities.

The classified staff evaluation process utilizes a formal evaluation instrument,[908] which covers specific performance factors such as quality, productivity, and reliability to assess areas of performance and effectiveness. The instrument provides for comments and examples on superior performance, and for comments and examples on areas needing improvement, with recommendations, if the evaluation indicates a less-than-satisfactory performance.

When self-evaluations are due for administrators, a memo is sent listing all the evaluation criteria.[909] The memo is sent from the Chancellor's Office and is distributed through the various Executive Cabinet members to all management staff. The self-evaluation for administrators addresses aspects of their responsibilities, achievements, development, and annual objectives. Supervisors meet with these employees, review the self-evaluations, supply constructive feedback, provide written comments and set goals for the coming year.

Evaluations and Improvement
The procedures for all evaluation processes encourage improvement by giving employees meaningful feedback on established criteria. All district evaluation processes require each individual and his or her manager to reflect on the professional development needs of the employee. These professional development needs are collected by HR anonymously and used to plan professional development offerings for the coming year, for all employee groups.

For faculty, by the conclusion of the semester of the evaluation, the evaluation team submits its findings in a signed consensus statement.[910] Evaluatees have the option of concurring or disagreeing with the consensus statement of the committees and having their statements filed with the evaluations in their personnel files. Should

[904] Academic Senate Guidelines for Implementation of the Tenure Process January 2013 (E. 585)
[905] Classroom Visitation Report (E. 577)
[906] Online Student Evaluation Form (E. 586)
[907] Committee Summary for Tenured Faculty Evaluation Report (E. 587); Report of Tenure Review Committee (E. 588)
[908] Classified Staff Performance Evaluation Form (E. 589)
[909] Administrator Self-Evaluation Memo (E. 590)
[910] Committee Summary for Tenured Faculty Evaluation Report (E. 587); Report of Tenure Review Committee (E. 588)

an evaluation reveal deficiencies, an improvement plan is developed, communicated to the faculty member and filed with HR.

For classified staff, the supervisor meets and discusses the evaluation with the employee.[911] Any evaluation that indicates less-than-satisfactory performance includes recommendations for improvement and goals for the coming year, provided by the supervisor. Confidential classified staff members are evaluated in the same manner as represented classified staff with a different evaluation form.[912]

In general, administrators report they are using the classified staff performance evaluation tool effectively. This process encourages improvement and gives employees and supervisors a forum to address important performance issues, whether positive or negative. The importance of completing evaluations in a timely manner will continue to be emphasized and is seen as a priority item for all supervisors.

The administrative evaluation process, described in detail in Standard IV, is also an essential element for improvement. In accordance with Administrator contracts, the evaluations may include recommendations for meritorious service and resulting salary adjustments.[913] Should deficiencies be revealed during evaluation processes, improvement plans are developed by supervisors, shared with employees, and filed with HR.

Personnel evaluations contribute to institutional effectiveness and improvement by observing and measuring current individual performance, continuously setting new performance goals, and assessing the training or support needed to attain the new goals. Employees who are consistently improving and growing professionally contribute to a vibrant, learning-focused college striving for increased effectiveness and improved service to students. The whole organization gains from regular and systematic evaluation of all personnel.

Self Evaluation

The College meets this standard. The evaluation of staff is conducted in a timely manner and follows written policies and procedures.

Actionable Improvement Plans

None.

Standard III.A.1.c

Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Descriptive Summary

Faculty are supported by different committees to ensure success in implementing Student Learning Outcomes (SLOs) and to ensure proper assessment. To encourage effectiveness, faculty members, including distance education instructors, have many professional development opportunities and training on developing and assessing SLOs.

Recently the District and both the full-time and adjunct faculty unions negotiated changes to their respective faculty evaluation processes to include SLO assessment in faculty self-evaluations. Specifically, the negotiated language for COCFA Article 7.C.1.a.1 states:

> Objectives for the continuous improvement of instruction based on the relationship of instruction to the course objectives and student learning outcomes, the tabulate scores of the student evaluations, student achievement, assessment data from student learning outcomes or other measures, and additional criteria the contract faculty member deems relevant to his/her current assignment.

The negotiated language for AFT Article 8.D.3.a states:

> Objectives for improvement, change or maintenance of methodology based on the results of the student survey, a self-examination of teaching methods, student learning

[911] Classified Staff Performance Evaluation Form (E. 589)
[912] Confidential Employee Evaluation Form (E. 591)
[913] Administrator Employment Contract (Sample) (E. 592)

outcomes, assessment data from student learning outcomes or other measures, and whatever other factors are deemed relevant.

AFT, the part-time faculty union, signed an MOU agreeing to the language above. COCFA full-time faculty members voted down the District's initial contract offer, which included the tentative agreement on the above language.

Roles in Producing Student Learning Outcomes
Faculty members are primarily responsible for SLO development and assessment. Tutors and instructional aides/technicians are not evaluated on this issue. The role of faculty is to evaluate and assess student learning. Faculty do this by developing SLOs for each course and at the program level, assessing these SLOs, using the assessment results to make improvements in student learning, and reassessing the SLOs again. SLOs are a required part of the course outlines and are available for review on the CurricUNET site.[914] Program SLOs are a required part of each program outline and documented in annual program reviews.[915]

As stated in section III.A.1.b, the evaluation process for faculty assesses ability to demonstrate proficiency in classroom teaching. Part of this evaluation looks at the faculty member's ability to clearly state, define, and communicate lesson objectives to students, as well as using a variety of teaching methods, and appropriate assessment methods.[916] The evaluation of appropriate assessment methods includes looking at whether a sufficient number and variety of methods are being used to assess learning and whether the assessments mirror the objectives that are stated and are related to text and class activities.

Dialogue Regarding Student Learning and Improvement
Faculty design assessments to measure SLOs, and they often cooperatively develop common assessments or rubrics, when appropriate at the departmental level.[917] These assessments at both the course and program level are the same for in-person and distance education courses. As faculty members evaluate SLO assessment results, they improve the content of their courses and the sequencing of the content. Course-level data is shared within the department and with the department chair in formulating program-level SLOs. Summary data from the department is shared with the Division Dean, Academic Affairs, and Chief Instructional Officer in an effort to inform institutional SLOs.

As discussed in detail in Standard II, faculty members participate in meaningful discussions regarding student learning at department[918] and division meetings[919] and as participants at FLEX workshops.[920] As described in Standards I and II, the academic program reviews and updates serve as the vehicles for integrating SLOs into the existing planning processes at the College. In this way, faculty document changes in teaching methodology, course content, and sequencing that are made to both DE and face-to-face instructional formats in response to SLO assessment and dialogue. Please see Standard IIA for more information about the SLO process and dialogue regarding meaningful results leading to effectiveness in producing SLOs.

Professional Development
Professional Development activities have been provided in various formats to support faculty and others in developing and assessing SLOs to improve student learning. Formal training sessions are held on a regular basis,[921] and individual and departmental appointments are available on an as-needed basis.[922]

Faculty members also consult with the SLO Committee, which consists of faculty members and administrators. This Committee provides information, guidance and support to all faculty and staff involved in the development and assessment of SLOs and administrative unit outcomes (AUOs). [923]

[914] CurricUNET Website (E.78)
[915] Academic Program Review 2012-13 SLO Samples and CurricUNET Assessment Module Instructions (E. 593)
[916] Classroom Visitation Report (E. 577)
[917] English 102 103 Norming Packet (E. 594)
[918] SLO Dialogue Sociology Department Retreat Minutes 2-16-14 (E. 595)
[919] MSE Department Chairs Meeting Minutes 2-5-13 (E. 596); MSE Division Meeting Agenda 2 12 13 (E. 597)
[920] FLEX SLO Assessment Workshops Fall 2008 to Spring 2014 (E. 598)
[921] FLEX SLO Assessment Workshops Fall 2008 to Spring 2014 (E. 598)
[922] Individual SLO Trainings Fall 2014 FLEX (E. 599); SLO Workshop Descriptions Fall 2012 to Spring 2014 (Samples) (E. 600)
[923] SLO Committee Website (E. 601)

In addition, faculty members receive support and recommendations from the Educational Technology Committee, an important venue for the development of distance learning. This Committee's mission is to set priorities, evaluate faculty needs and develop policy recommendations regarding online teaching and learning and uses of educational technology.[924] This is important because one major area of change that faculty have made in teaching methodologies is to improve learning in online teaching. As more students enroll in this method of delivery and more online sections are added, faculty are provided training that stresses the pedagogy of online teaching and learning so they can be effective in this method of delivery.[925] Other changes to teaching methodologies may include lesson strategies and plans, and emphasis on selected topics implemented based on the SLO results and the inclusion of more useful technology, multimedia, and cooperative learning exercises.

Self Evaluation

At the time of printing the *2014 Institutional Self Evaluation Report* for Accreditation, the District is in progress towards meeting this standard. The creation, assessment, and effectiveness in producing SLOs are components of the faculty evaluation process through self-evaluations, as agreed to by the full-time faculty union and the District in the form of a signed tentative agreement. At this time, the contract has not yet been finalized. The District has received a signed Memorandum of Understanding from the part-time faculty union, AFT. The District hopes the COCFA agreement is in place by the time of the team visit.

Actionable Improvement Plans

The District will work with the full-time faculty to finalize the agreement on including the creation, assessment, and effectiveness in producing SLOs as components of the faculty evaluation process through self-evaluations.

Standard III.A.1.d

The institution upholds a written code of professional ethics for all of its personnel.

Descriptive Summary

The College strives to provide a collegial, professional, safe, and ethical learning and working environment for the entire campus community. Board Policy 3050, Statement of Professional Ethics specifically states that employees and others acting on behalf of the College should demonstrate: [926]

- Integrity by maintaining an ongoing dedication to honesty and responsibility
- Trustworthiness by acting in a reliable and dependable manner
- Impartiality by treating others fairly and equitably
- Respect for all people by treating them with civility and decency
- Appreciation of the cultural and economic make-up, characteristics, and educational needs of the community
- Stewardship by exercising responsibility for College property, grounds, and resources
- Good faith by using the name of the District in an appropriate manner and not for personal gain
- Compliance by following state and federal laws and regulations and College policies related to their duties and responsibilities
- Confidentiality by protecting the integrity and security of College information such as student records, employee files, patient records, and documents related to contract negotiation

The hiring procedures for each employee group refer to expected ethical behaviors as part of the hiring and selection process. These include a confidentiality statement that is agreed to and signed by all committee members. In addition, Article 15 in the CSEA collective bargaining agreement addresses conduct issues.[927]

The District also has several Board policies in place that address professional and ethical behavior including the following:

- Board Policy 2715 - Board of Trustees Code of Ethics[928]

[924] Technology Master Plan 2011-16 pages 21-23 (E. 602)
[925] Online Instructor Certificate Information (E. 571)
[926] Board Policy 3050 Statement of Professional Ethics (E. 603)
[927] CSEA Collective Bargaining Agreement Article 15 (E. 604)
[928] Board Policy 2715 Code of Ethics Standards of Practice (E. 605)

- Board Policy 2710 - Board of Trustees Conflict of Interest[929]
- Board Policy 7310 – Nepotism[930]
- District Board Policy 3430 – Prohibition of Harassment Policy, Administrative Procedures 3430 - Prohibition of Harassment Procedure, and Administrative Procedure 3435 - Discrimination and Harassment Investigations[931]
- Administrative Procedure 3435 - Discrimination and Harassment Investigations [932]
- Board Policy 7360 - Discipline and Dismissal, Academic Employees[933]
- Board Policy 7365 - Discipline and Dismissal, Classified Employees[934]
- Board Policy 7370 - Political Activity[935]
- Board Policy 815 - Computer and Network Use for Faculty, Staff, and Administrators[936]
- Board Policy 816 - Drug-Free Workplace[937]
- Board Policy 7220 - Academic Outside Employment[938]

To further foster ethical behavior, the District's *Philosophy Statement*[939] includes the following:

> Respect for All People
> We foster a climate characterized by civility, collegiality, and acceptance. The College expects honesty, integrity, social responsibility, and ethical behavior.

One of the District's 11 Strategic Goals is campus climate, which states, "College of the Canyons will enhance and support a sense of community and cooperation on campus."

The Academic Senate has adopted and included in its Faculty Handbook a *Statement on Professional Ethics* from the statewide Academic Senate for California Community Colleges.[940]

All administrative job announcements list the characteristics required to work at the College, including the following:

- A leader who possesses interpersonal skills and qualities, including a can-do optimistic attitude, creativity, ambition, sensitivity, honesty, integrity, fairness, flexibility, a sense of humor, and an entrepreneurial nature.
- A fair-minded, ethical, and honest leader with excellent interpersonal and communication skills and the courage and integrity to lead and accept responsibility.

Self Evaluation

The District meets this standard through the establishment of the District-wide Board Policy 3050 Statement of Professional Ethics.[941] This policy outlines the ethical obligations of those acting on behalf of the College. In addition, there are many different District policies and documents that reference and encourage ethical behavior.

Actionable Improvement Plans

None.

Standard III.A.2

The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

Descriptive Summary

The hiring of staff continues to be in response to student and program needs and is reflective of the overall growth in the organization.[942]

[929] Board Policy 2710 Conflict of Interest (E.8)
[930] Board Policy 7310 Nepotism (E. 606)
[931] Administrative Procedure 3430 Prohibition of Harassment Procedure (E. 607); Administrative Procedure 3435 Discrimination and Harassment Investigations (E. 608); Board Policy 3430 Prohibition of Harassment Policy (E. 609)
[932] Administrative Procedure 3435 Discrimination and Harassment Investigations (E. 608)
[933] Board Policy 7360 Discipline and Dismissal, Academic Employees (E. 610)
[934] Board Policy 7365 Discipline and Dismissal, Classified Employees (E. 611)
[935] Board Policy 7370 Political Activity (E. 612)
[936] Board Policy 815 Computer and Network Use for Faculty, Staff, and Administrators (E. 613)
[937] Board Policy 816 Drug-Free Workplace (E. 614)
[938] Board Policy 7220 Academic Outside Employment (E. 615)
[939] Philosophy Statement (E.133)
[940] Academic Senate Statement of Professional Ethics (E. 616)
[941] Board Policy 3050 Statement of Professional Ethics (E. 603)
[942] Fact Book 2013-14 (October 2013) page 62 (E. 617)

Hiring during the past six years has included additional administrative, faculty, and staff positions as new programs have been added and the Canyon Country Campus (CCC) has grown. However, staffing levels have fluctuated in response to budget cuts and the resulting reduction in class sections offered. During this period the District offered two different retirement incentives to reduce costs and maintain as much access for students as possible.

The College ensures sufficient staff to keep up with increasing demands and to provide support to the institution's mission and purpose. The College employs approximately 26 educational administrators, 52 classified administrators, 170 full-time faculty, and 236 classified and confidential employees.[943]

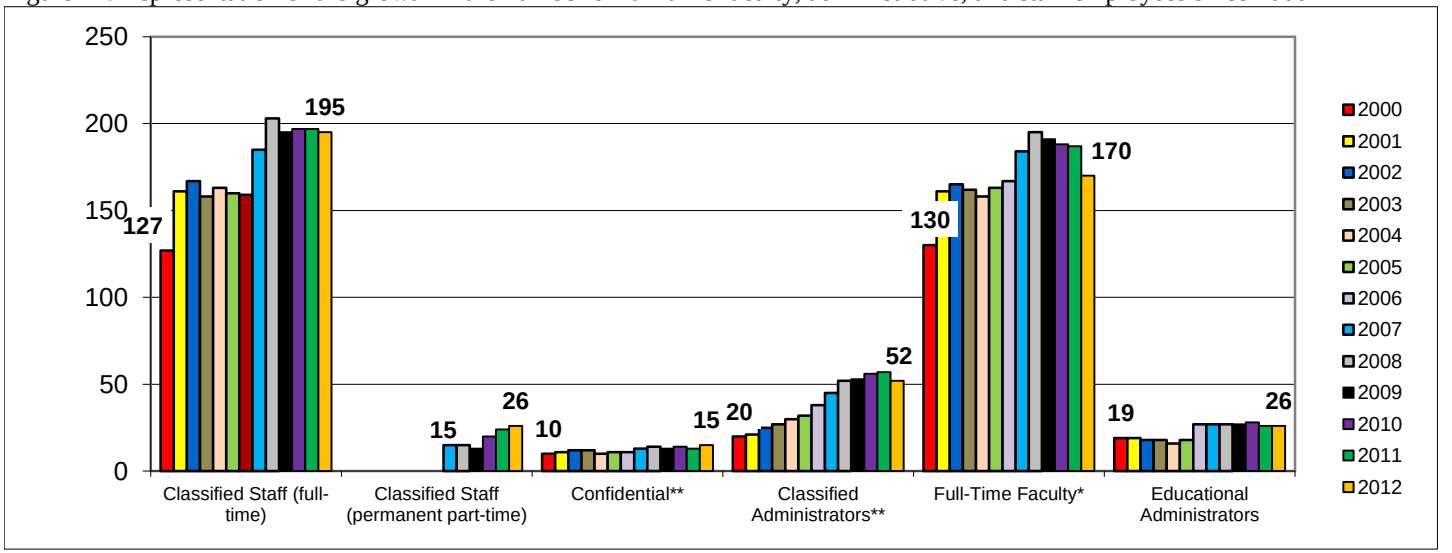
In addition to regular staff, the College employs adjunct and noncredit instructors, student workers, and short-term workers to fulfill student enrollment needs and to assist in carrying out appropriate functions. The number of student workers varies from semester to semester, and for the other short-term workers, the number changes from year to year depending on the needs of departments and programs. The College employed approximately 571 adjunct and noncredit instructors, 325 student workers and 438 temporary support workers as of fall 2013.

Figure 27 represents the growth in the number of full-time faculty, administrative, and staff employees since 2000. It should be noted that many of the Classified Management positions have evolved due to the growth and expansion of the College and their respective departments.[944]

[943] Fact Book 2013-14 (October 2013) page 62 (E. 617)

[944] Fact Book 2013-14 (October 2013) page 62 (E. 617)

Figure 27. Representation of the growth in the number of full-time faculty, administrative, and staff employees since 2000



(Source: *The Fact Book* 2013-14, October 2013)

Staffing Levels and Organization

The determination of appropriate staffing levels begins at each program or department level as described in section A.1 of this Standard. The organizational structure, approved by the Executive leadership, is grouped into instructional divisions and service departments. Administrative and support staff are employed to support these divisions and departments. This helps to identify channels of communication within and between the divisions and departments.

Evaluation of Effectiveness

The institution uses annual program reviews to evaluate the number and organization of its faculty and staff for effectively supporting programs and services. The reviews are the basis for determining need for additional faculty or staff. The Academic or Classified Staffing Committees assist in the assessments, determining and making recommendations to the Chancellor for the hiring of additional staff.

Currently, the number of full-time faculty members is sufficient to meet the students' needs. The College has, for several years, remained ahead of its full-time faculty obligation, issued by the CCCSO.[945] Some high-demand programs, however, can use additional full-time staff. For example, the College is currently examining its need for additional counselors to meet the requirements of the Student Success Act. While these positions are on the negative side of the Fifty Percent Law and will adversely impact the overall District budget, the College wants to ensure students have support they need to plan their educations. In general, short-term increases in demand are met by hiring adjunct faculty.

The College has also ensured there are sufficient faculty and staff positions to meet the needs of CCC. With student enrollment at approximately 5,334 for the fall 2013 Semester,[946] the College prepared by staffing the campus with 14 full-time staff members, along with administrators to oversee the operations of the campus. Many

[945] Faculty Obligation Number 8-30-13 (E. 618)

[946] Fact Book 2013-14 (October 2013) page 89 (E. 619)

of the staff from the Valencia campus work part of the time at CCC to assist students and provide key services. In addition, led by the CCC dean, six full-time faculty and many adjunct faculty members from a variety of disciplines teach there.

Self Evaluation

The College meets this standard. At this time, the number of staff positions meets the needs of the institution. For the last five years, as enrollment decreased, the need for additional staff was temporarily put on hold. Now that enrollment is once again surging, the College will utilize the Academic and Classified Staffing committees as described in section III.A.1.a to assist in prioritizing hiring needs. In addition, as staff functions evolve and responsibilities grow, employees or managers may initiate the reclassification process to upgrade positions and meet the needs of the department.[947] Through evaluation of employees, reviewing department plans on an annual basis, and utilizing these established committees, the College can constantly evaluate the effectiveness of its programs in supporting students.

Actionable Improvement Plans

None.

Standard III.A.3

The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

Descriptive Summary

The College has developed a wide range of personnel policies, rules, and procedures, which provide guidelines for the fair and impartial treatment of faculty and classified employees. Many of these are set forth in bargaining agreements with specific employee groups. Starting in 2004 a bargaining unit was formalized for part-time faculty and the District developed policies, rules and procedures to include these employees. Board policies were developed following the guidelines of Model Policies from the Community College League of California (CCLC, sometimes called the League).[948] Several key HR Board Policies and Administrative Procedures have been updated since the 2008 Self Study Report.[949]

All Board policies and negotiated agreements are available on the College's public Internet website, which is accessible to all employees. Policies on appointment, evaluation, retention, advancement, and due process are also explicitly contained in Board policies. Amendments to Board policies are developed through the collegial consultation process and adopted by the Board. Working conditions for full-time faculty, adjunct faculty and represented classified staff are negotiated through the collective bargaining process. For information and/or clarification of personnel policies or their application, staff may contact their immediate supervisors, make inquiries to Human Resources or other pertinent administrative departments, or review their appropriate employment contracts.

In addition, *Decision Making at College of the Canyons*, sometimes called "The Decision Making Guide," was updated in 2014[950] and distributed district wide to reflect current policies and procedures. It discusses employment procedures and equal employment opportunity.

As part of the new employee orientation, training has been provided to supervisors to ensure that they are following all stated policies and procedures. Also included in this session is information on contract interpretation for supervisors and administrators to ensure proper application of the contract language.

The District provides personnel policies and procedures that are clear and administered equitably as evidenced by the relative lack of complaints, grievances, and litigation.

Many of the District's HR Board policies have recently been reviewed and revised to ensure currency and accuracy. As they are updated, workshops have been offered on a regular basis to communicate revised Board policies and administrative procedures to employees and supervisors.[951]

[947] CSEA Collective Bargaining Agreement pages 61-63 (E. 558)
[948] Board of Trustees Board Policies Website (E. 427)
[949] List of Board Policies and Administrative Procedures Revised Since 2008 (E. 620)
[950] Decision-Making at College of the Canyons (July 2014) (E. 254)
[951] List of Contracts and Policies Training Offered 2008-14 (E. 621)

Self Evaluation
The College meets this standard. When hired, new employees receive a copy of the appropriate negotiated agreement and other pertinent information and Board policies to review and sign.[952] Administrators receive a copy of their individual employment agreement and *Decision Making at College of the Canyons* as well as reference copies of all of the negotiated agreements. All unit members receive a new collective bargaining agreement once it has been negotiated.

Actionable Improvement Plans
None.

Standard III.A.3.a

The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Descriptive Summary
The District has a Non-Discrimination and Equal Employment Policy statement that adheres to state administrative regulations for equal employment opportunity.[953] This Policy is posted on the HR website available to all applicants. Consistent with the law, EEO information is present on labor law postings across campus.[954]

The purpose is to comply with Equal Employment Opportunity (EEO) law and the College's policy, which sees equal employment opportunity as critical to meeting the College's goal of educating a diverse student population. Training and written materials[955] regarding fair and equitable employment practices are consistently provided to selection committees at the hiring committee orientation and throughout the selection process.

The District fills vacancies from the best-qualified candidates without regard to race, color, religion, national origin, ancestry, sex, age, medical condition, mental disability, physical disability, marital status, sexual orientation or veteran status. When a vacancy occurs, the District attempts to attract an adequate pool of qualified candidates and establish an inclusive selection committee. Faculty positions are announced nationwide in various publications and on websites. They are placed in media outlets that help broaden the pool of potential applicants.[956]

Once employees are hired, there are clear policies, procedures, and collective bargaining provisions to file general complaints,[957] complaints related to discrimination or sexual harassment,[958] or to file a grievance for a perceived contract violation or misapplication. All supervisors take anti-harassment training every two years, as required by Government Code section 12950.1.[959] Heightened awareness of these important issues helps ensure supervisors handle complaints in a proper and timely manner.

The District's employment policies and procedures ensuring fairness in employment procedures are stated in the following documents: *Faculty Handbook*; the *Classified Handbook*; the *Administrator's Handbook*; in Board policies, which includes administrative, classified and faculty hiring policies. Furthermore, *Decision-Making at College of the Canyons*[960] discusses employment procedures for all classifications of employees and equal employment opportunity. These documents are available to all staff.

A Selection Committee Representative (SCR), trained in EEO practices by either the Director of HR or the Chief Human Resources Officer (CHRO), monitors each selection committee. A PowerPoint presentation has been developed to train selection committees and to ensure consistency of training and information disseminated.[961] Also, the SCR and the chairperson of the committee are given instruction checklists[962] at each step of the selection process, which reference equal employment opportunity practices; and, each committee member is given a summary of relevant equal employment opportunity procedures at the beginning of the process. HR staff and

[952] Board Policies Signed Upon Employment for Adjunct Faculty, Administrators, Classified, and Full-Time Faculty (E. 622)
[953] EEO Statement on Our Website and Our Job Announcements (E. 623)
[954] Labor Law Posting Locations (E. 624)
[955] Maintaining EEO Presentation (E. 575)
[956] HR Advertising Venues (E. 569)
[957] Process for Resolving Employee Workplace Complaints (E. 625)
[958] Administrative Procedure 3435 Discrimination and Harassment Investigations (E. 608)
[959] Government Code 12950.1 (E. 626)
[960] Decision-Making at College of the Canyons (July 2014) (E. 254)
[961] Maintaining EEO Presentation (E. 575)
[962] EEO Checklist (E. 574)

the SCR monitor the employment process to ensure adherence to all policies and procedures.

The District has established procedures for handling and investigating any complaints of discrimination in the employment process.[963] As mentioned in the previous section, A.3., new employees are provided the District's policies, procedures and negotiated agreements. The District provides multiple avenues for filing complaints, to become aware of situations, address them appropriately, and ensure fairness for all employees. The lack of complaints filed by applicants regarding the District's employment process is evidence of a fair process.

The District submitted its Board-Adopted EEO plan in November 2010 to the State Chancellor's Office. Due to recent changes to Title V in October of 2013,[964] it will revise the plans to be in compliance with the new provisions.

Self Evaluation

The College meets this standard. The District established, adheres to, and communicates clearly written policies ensuring fairness and objectivity in all aspects of employment procedures. The District's commitment to its Equal Employment Policy is evident in all of its employment documents. The HR Department, working with the Equal Employment Opportunity Advisory Committee, is in the process of updating the District's EEO plan in light of recent Title V changes. These plan changes will be completed prior to the accreditation team visit in late September. HR will provide subsequent training to ensure the plan will be implemented and followed appropriately.

Actionable Improvement Plans

None.

Standard III.A.3.b

The institution makes provisions for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Descriptive Summary

Policies regarding privacy and confidentiality of information are a matter of federal and state law and the California Education Code. The District/CSEA Agreement,[965] District/College of the Canyons Faculty Association (COCFA) Agreement[966] and the District/American Federation of Teachers Agreement[967] provide that the District maintains secure and confidential personnel files on all active employees. The District/COCFA and District/AFT agreements provide that information from a faculty member's personnel file shall not be released without unit member consent except when the District is compelled by law, judicial order or subpoena; and, that access to the official District personnel file shall be limited to the employee, appropriate administrators and supervisors, and authorized staff of the HR Office on a legitimate need-to-know basis.

HR staff notify an employee before placing anything of a derogatory nature in the employee's personnel file. For example, if a letter of reprimand is received, a form is sent, notifying the employee that s/he has 10 days to file a response before it is placed in her/his personnel file.[968] Any information s/he submits within that timeframe is attached to the reprimand and filed together in her/his personnel file. This ensures the employee is aware of information to be placed in her/his file and has an opportunity to respond.

Personnel records for all classifications of active employees are located in a locked and secured location in the HR Office, and only authorized personnel have access to personnel records. Benefits and workers' compensation records are also kept confidentially in the HR Office in separate files. Inactive personnel files are kept permanently in locked storage and payroll records are kept securely in the Payroll Office. As the number of faculty and staff has increased, secure storage space, using fire-safe filing cabinets, has been acquired.

[963] Board Policy 3410, Administrative Procedure 3410, Administrative Procedure 3435 (E. 627)
[964] Equal Employment Regulations Change Bruckman Memo 9-23-13 (E. 628)
[965] CSEA Collective Bargaining Agreement page 23 (E. 629)
[966] COCFA Collective Bargaining Agreement 2010-12 page 28 (E. 630)
[967] AFT Collective Bargaining Agreement page 12 (E. 631)
[968] Personnel File Notification Derogatory (E. 632)

As stated in all the agreements and District procedures, employees also have the right to view and access their personnel files. Access is by appointment during normal HR Office business hours. An authorized staff member of HR is present to ensure the security of the file. Copies of records are available on written request.

Self Evaluation
The College meets this standard and is committed to maintaining a standard of record keeping which is secure, confidential, accurate, complete, and permanent.

Actionable Improvement Plans
None.

Standard III.A.4

The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

Descriptive Summary
The College demonstrates concern and understanding of issues of equity and diversity through policies, practices and initiatives. The commitment to equity and effectively serving a diverse community permeates all areas of the campus: from the Chancellor and Board's dedication to the issue, to Board policies, District strategic goals, HR policies and practices, Professional Development offerings, and to the adopted Student Equity Plan and District Equal Employment Opportunity Plan (EEOP). Equal opportunity and a respect for diversity are evident in the hiring policies and procedures of the College. As discussed in detail in Standard III.A.3.a, EEO guidelines are followed and emphasized at every step of the hiring process. In cooperation with the various appointing authorities on campus, HR strives to ensure that all hiring committees include members of underrepresented groups. An interview question evaluating an applicant's demonstrated sensitivity to working with students and employees from diverse backgrounds is asked of every applicant for each position.

All newly hired employees are required to read and acknowledge awareness of the District's discrimination and sexual harassment policies and procedures.[969] The policies reiterate a zero-tolerance policy on discriminatory or harassing behavior towards employees or students.

In addition to the diversity Professional Development opportunities addressed in Standard III.A.4.a, regular and timely training is provided to District supervisors on anti-harassment, which satisfies the requirements of Government Code section 12950.1.[970] Training for supervisory employees is through Lawroom.com, an online software company, which can be assigned by the HR Office. Attendance is tracked for 100 percent compliance; offered every two years, and as new supervisors are hired. The online format allows the College to train all employees, even those who are unable to attend campus training sessions. Feedback on the online training program is very positive, regarding the delivery format and the engaging and informative content.[971]

HR staff members stay abreast of emerging issues on diversity and equal employment law through membership in the Association of Chief Human Resources Officers/Equal Employment Officers (ACHRO/EEO) and the Equal Employment Diversity and Equity Consortium (EEDEC). Department participation in training institutes and workshops provided by these organizations keeps the College current and provides timely and accurate training for employees.[972]

HR, working with a campus-wide advisory committee, created the District Equal Employment Opportunity Plan consistent with the previously released CCCSO's Model EEO Plan.[973] The EEO Advisory Committee, a cross-functional team of dedicated administra-

[969] Adjunct Faculty New Hire Paperwork Checklist (E. 633); Classified New Hire Paperwork (E. 634); Educational Administrator New Hire Paperwork (E. 635); Full-time Faculty New Hire Paperwork (E. 636)
[970] Government Code 12950.1 (E. 626)
[971] Lawroom Attendance Records 2007-14 (E. 637); Lawroom Attendee Comments 2007-14 (E. 638)
[972] HR Training Travel to ACHRO EEO Fall Training Institute 10-15-13 (E. 639); Memberships for FY 2013-14 ACHRO Membership (E. 640)
[973] EEO Plan Submission Revised Spring 2014 (E. 641)

tors, faculty, staff, and student representatives undertook the process. Due to October 2013 revisions in Title V language, the District will update its EEO plan to incorporate the changes.

Appreciation for Diversity

Dedication to diversity is evident in Board Policy 7100 Commitment to Diversity[974] that states:

> The District is committed to employing qualified administrators, faculty, and staff members who are dedicated to student success. The Board recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. The Board is committed to hiring and staff development processes that support the goals of equal opportunity and diversity, and provide equal consideration for all qualified candidates.

One of the District's 11 strategic goals is "Cultural Diversity" and reads "College of the Canyons will promote cultural diversity of the community, students and staff."[975]

The College Cultural Heritage Committee (CHC), the International Students Program (ISP), Student Development/Associated Student Government (ASG), Humanities Division, and the Performing Arts Center (PAC) have provided regular campus-wide events that foster an appreciation and celebration of diversity.[976] Recently, HR and Professional Development have partnered with these areas, providing financial support, assisting with advertising and promoting events, and bringing well-known speakers and thought leaders on diversity to campus. This has led to a robust and varied yearlong calendar of cultural appreciation, education, and celebratory events, involving employees and students.[977]

Several faculty and staff members interested in the common goals of celebrating culture, promoting diversity, and fostering appreciation for the cultural diversity of students, staff and the community founded CHC in 2000. The Committee develops a cultural diversity program designed to provide in-service training to educate faculty and staff, include cultural diversity as a component of staff development and integrate multicultural and international perspectives into the College program.[978] As noted in Standard II, the Committee has been successful in presenting at least two campus-wide cultural events per semester and student feedback has always been favorable.

The management of the Performing Arts Center (PAC), which opened in October 2004, consciously plans each season's offerings to include talent from performers with diverse backgrounds.[979] The campus and community benefit greatly from showcasing these talented performers and the creation of a climate where differences are applauded and celebrated.

Efficacy of Policies and Practices

Policies and practices designed to promote understanding of and concern for diversity and equity issues are regularly reviewed and evaluated by the responsible departments through the program review process. Also, the Student Equity Plan reviews equity data to evaluate the effectiveness of campus programs and practices.[980] A District-wide committee has been formed to update the Student Equity plan and process. The student equity plan and EEO plan goals will continue to be reviewed on a regular basis.

The Human Resources Master Plan also reviews these areas and includes the following goals:[981]

- Utilize the Faculty and Staff Diversity Advisory Committee as an active voice in the planning of diversity employment activities.
- Revise the District EEO Plans to be in compliance with recent Title V changes made in October 2013.
- Review adjunct and adult hourly recruitment and hiring processes to ensure highly qualified and diverse applicant pools.
- Provide updated training to the Selection Committee Representatives based on Title V changes.

[974] Board Policy 7100 Commitment to Diversity (E. 642)
[975] Strategic Plan Highlighted Goals 2012-15 page 6 (E. 643)
[976] Diversity Events 2008-14 (E. 644)
[977] Cultural Diversity Workshops Offered Through Professional Development (E. 645)
[978] Cultural Heritage Committee Mission and Objectives (E. 646)
[979] Performing Arts Center 2013-14 Season Brochure (E. 647)
[980] Student Equity Plan Progress Report 2009 (E. 648)
[981] Educational and Facilities Master Plan 2012-18 pages 143-144 (E. 649)

- In partnership with the existing entities on campus, expand diversity appreciation programs that increase awareness and celebrate diversity on campus and in the community.
- Analyze how to increase the diversity of the applicant pools and remove any possible barriers in the hiring process for underrepresented groups.

Self Evaluation
The College meets this standard. The District's commitment to equity and diversity are evidenced in its policies, practices, initiatives, activities, and action priorities. The District's commitment to its Equal Employment Policy is evident in all of its employment documents. The Human Resources Department, working with the Equal Employment Opportunity Advisory Committee, has revised the District's EEO plan in light of recent Title V changes. These plan changes will now go through the normal policy/procedure approval process and will be completed prior to the accreditation team visit in late September. Human Resources will provide subsequent training to ensure that the plan will be implemented and followed appropriately.

Actionable Improvement Plans
The Human Resources Department will update the Board of Trustees adopted EEO Plan to be incompliance with recent Title V revisions.

Standard III.A.4.a

The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Descriptive Summary
The College promotes and supports the diversity of the campus community, including students, faculty and staff. In addition to the programs and services mentioned in III.A.4, policies and procedures are in place to ensure fair treatment of employees and complaint procedures are accessible should an employee need to utilize them. In addition, the District offers extensive training programs and workshops through its Professional Development Program that support its diverse personnel.[982]

Through annual needs assessment surveys given to all employee groups, the Professional Development Committees determine what training is needed and develop workshops and programs to meet those needs.[983] "Cultural Diversity" is included as a survey topic on each needs assessment.

A robust offering of District diversity programs, practices, and services support the College's diverse personnel.[984] The programs on the list have been in effect since 2005, along with activities offered through Professional Development. The Professional Development Program plays a key role in providing support and training on a wide variety of diversity topics for all employees. There have been numerous offerings since 2008.[985]
At the conclusion of each offering, evaluations are collected from the participants.[986] Reports on the compiled results of the evaluations show that employees are highly satisfied with offerings in general, including diversity focused programming.

Recently, a series of diversity events have been offered through a partnership between HR, Professional Development, The Cultural Heritage Committee, ASG, the Humanities Division, and the ISP. This annual calendar of events celebrates and shows appreciation for the variety of cultures on campus.[987]

Self Evaluation
The College meets this standard. The College has in place programs, practices, and services that promote and support the diversity of the campus community.

Actionable Improvement Plans
None.

[982] Professional Development Workshops 2012-13 (E. 650)
[983] Faculty Needs Assessment Survey (E. 651)
[984] Diversity Events 2008-14 (E. 644)
[985] Cultural Diversity Workshops Offered Through Professional Development (E. 645)
[986] FLEX Workshop Evaluation Form (E. 652)
[987] Diversity Events 2008-14 (E. 644)

Standard III.A.4.b

The institution regularly assesses that its record in employment equity and diversity is consistent with its mission.

Descriptive Summary

The HR Office annually assesses its record in employment equity and diversity for all personnel when submitting its EEO6 Integrated Postsecondary Education Data System (IPEDS) report to the State Chancellor's Office.[988] This report includes both a workforce and utilization analysis as required by Title 5, § 53003 and 53004. HR reviews this data and ensures that employment recruitment efforts are reaching populations that are underrepresented in the employee demographics. Adding advertising sources that market to specific populations is an example of these efforts.

A comparison of employee demographics for Fall 2007[989] and Fall 2012[990] for gender by employee group at the District shows an overall increase in the number of male faculty and classified, and an increase in female classified managers and educational administrators. In regards to ethnicity demographic changes, during this six-year period both the full-time faculty and classified administrators have increased in diversity by 3 percent and 9 percent respectively, while educational administrators have maintained the same level of diversity, and classified staff have actually declined in diversity by 2 percent. This type of comparative data informs HR decisions about recruitment and advertising, especially in the area of leadership positions on campus.

Table 34 compares the ethnicity of the Santa Clarita Valley, the College's student population, and the College's employees:[991] A contributing factor is that approximately one-third of the College's students come from outside the Santa Clarita Valley. This is significant when comparing the employee population to the student body, which is usually more diverse. Compounding the issue is population growth in the Santa Clarita Valley, increasing the number of well-qualified, local residents who want to work close to home. Recruitment pools, while diverse, often include SCV residents who are either well or overly qualified for positions, but apply because they want to work locally. Consequently, 69 percent of employees[992] are local residents. Twenty-eight percent of staff members are College alumni, also drawing on the local market, which is not as diverse as the student body.[993]

Table 34. Ethnicity Comparison: Faculty, Students, & SCV

	Santa Clarita Valley	College of the Canyons Students	College of the Canyons Employees
African American	4.30%	4.90%	3.20%
Asian/Asian-American	11.40%	8.70%	6%
Latino/Hispanic	30%	41%	19.15%
Native American	0.20%	0.30%	1.30%
White	51%	40.70%	69%
Other	3%	4%	0%
Unknown/Decline to State	N/A	0.90%	1.30%

(Source: Human Resources data culled from *Fact Books*)

HR tracks applicant ethnicity data through its applicant tracking system and current employee diversity through the annual State Chancellor's office IPEDs reporting. On an annual basis HR analyzes applicant diversity data and makes decisions regarding the effectiveness of advertising venues and new ways to reach diverse applicants. Annually HR reviews employee diversity data at the department

[988] IPEDS HR 2013-14 (E. 653)
[989] Fact Book March 2008 (Revised) pages 58-59 (E. 654)
[990] Fact Book 2013-14 (October 2013) pages 24, 58, 59 (E. 655)
[991] Fact Book 2013-14 (October 2013) pages 24, 58, 59 (E. 655)
[992] Fact Book 2013-14 (October 2013) page 63 (E. 656)
[993] Alumni Data (E. 657)

level. As hiring occurs in various departments, HR shares their diversity statistics with the department, during the committee orientation, to inform the hiring process.

The College's continuing EEO efforts need to be emphasized to ensure that the diversity of faculty at the College is consistent with the diversity of the student population. As of fall 2012, the full-time faculty was 21.5 percent from historically underrepresented ethnic groups, as compared to a student population that is nearly 55 percent from those same groups.[994] The College has made efforts to ensure equal employment opportunity but must work closely with faculty hiring committees to emphasize the benefits of diversity and encourage further gains in diversity hiring.

Self Evaluation

The College meets this standard. Since 1988, when there was eight percent employee diversity on campus, the College has made significant strides to improve. The College's current diversity profile is somewhat consistent with the community it serves; however; there are several job categories that lack adequate representation.

Actionable Improvement Plans

None.

Standard III.A.4.c

The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

Descriptive Summary

The District's Philosophy Statement[995] is published on the College website and printed on posters located around the campus. It includes:

> Respect for All People
>
> We foster a climate characterized by civility, collegiality, and acceptance. We expect honesty, integrity, social responsibility, and ethical behavior.

While there are numerous informal ways that the District provides a respectful and fair work environment, many of the policies and procedures that affect employees, such as work hours, leaves, evaluation, discipline, and grievance are developed through the collective bargaining process. These policies can be found in their respective collective bargaining agreements: for faculty the COCFA agreement; for classified staff the CSEA agreement; and for adjunct faculty the AFT agreement. Administrators are governed by individual employment contracts and applicable Board policy. A Memorandum of Understanding, Merit Pay Agreement and applicable Board policy govern the confidential employees working conditions.

In addition to the negotiated contracts for each bargaining unit, policies that affect the treatment of all employees are listed below:

- Administrative Procedure 3435 - Discrimination and Harassment Investigations[996]
- District Board Policy 3430 – Prohibition of Harassment Policy, Administrative Procedures 3430 - Prohibition of Harassment Procedure, and Administrative Procedure 3435 - Discrimination and Harassment Investigations[997]
- Board Policy 7365 - Discipline and Dismissal, Classified Employees[998]
- Board Policy 7360 - Discipline and Dismissal, Academic Employees[999]
- Administrative Procedure 7145 - Personnel files[1000]
- Board Policy 7210 - Academic Employees[1001]
- Board Policy 7230 - Classified employees[1002]

The Academic Senate has developed a policy and procedure that addresses academic freedom. This policy protects the rights of faculty

[994] Fact Book 2013-14 (October 2013) pages 24, 58, 59 (E. 655)
[995] Philosophy Statement (E.133)
[996] Administrative Procedure 3435 Discrimination and Harassment Investigations (E. 608)
[997] Administrative Procedure 3430 Prohibition of Harassment Procedure (E. 607); Administrative Procedure 3435 Discrimination and Harassment Investigations (E. 608); Board Policy 3430 Prohibition of Harassment Policy (E. 609)
[998] Board Policy 7365 Discipline and Dismissal, Classified Employees (E. 611)
[999] Board Policy 7360 Discipline and Dismissal, Academic Employees (E. 610)
[1000] Administrative Procedure 7145 Personnel files (E. 658)
[1001] Board Policy 7210 Academic Employees (E. 659)
[1002] Board Policy 7230 Classified employees (E. 660)

to express controversial subjects in the context of an academic setting without fear of reprisal.

Both classified and academic discipline processes clearly state the rules and regulations governing disciplinary procedures, and outline the causes for disciplinary action, associated timelines and provide for full due-process rights of the employee to be protected.

The District has demonstrated its commitment to diversity and equal opportunity in its Board Policy 7100 Commitment to Diversity[1003] and through its extensive HR practices and procedures. Complaints or grievances are taken seriously and investigated thoroughly. Depending on the types of complaints, either the HR Office or independent consultants perform investigations.

The District demonstrates the integrity in its processes by inclusion of employee groups via collegial consultation and an extensive committee structure. Employees are involved in a myriad of planning, policy and budgetary process committees for the College and participate in the processes outlined in *Decision Making at College of the Canyons*.[1004] This involvement engenders employee feelings of ownership, pride and excitement in the District's policies and plans. Valuing the opinions and expertise of the campus community members is vital to the District's effectiveness and cohesiveness.

The College enjoys honoring employees' accomplishments and achievements, understanding the significance of employee recognition so individuals know they are considered important and are valued. This is evident in numerous District events and recognition given employees through "thank you" notes and at Board meetings.[1005]

As elaborated in Standard II, policies, procedures and guidelines governing student rights and responsibilities are communicated in the *College Catalog*.[1006] The information is available online, in schedules of classes and by request from the Office of the Vice President, Student Services. The District has policies that govern student conduct; due process when a violation is alleged; and, as required by law, an appeals process. The District also has a grade grievance process through which students can exercise their legal right to grieve final grades. Board Policy 533–Student Grades or Grading Review Policy[1007] lists the criteria and process related to grade grievance. Board Policy 532–Student Grievances [1008] lists the process to follow when a student wishes to grieve perceived mistreatment by the College.

The policies and procedures above involve hearing boards comprised of members of the campus community, to ensure the fair treatment of students. Examples include the Student Conduct Committee and the Grade Review Committee. Both hear testimony from students, their witnesses and in some cases their legal representatives. In the last six years, very few students have pursued relief through the general grievance process. In addition, the Student Equity Plan reinforces the District's commitment to treating students fairly and ensuring equal opportunity for all students.

Self Evaluation

The College meets this standard. The College demonstrates fairness, equity and integrity in the way it treats its employees and students through its adherence to established Board policies and procedures that address employees and employment provisions and that are themselves developed through a collegial consultation process. These Board policies, which govern the treatment of employees, are readily available on the College public website, and policies regarding the treatment of students are available online in the College Catalog and class schedules.

Actionable Improvement Plans

None.

[1003] Board Policy 7100 Commitment to Diversity (E. 642)
[1004] Decision-Making at College of the Canyons (July 2014) (E. 254)
[1005] Classified Appreciation Booklets 2013-14 (E. 661)
[1006] College Catalog 2013-14 pages 255-271 (E. 662)
[1007] Board Policy 533 Student Grades or Grading Review Policy (E. 663)
[1008] Board Policy 532 Student Grievances (E. 664)

Standard III.A.5.a

The institution plans professional development activities to meet the needs of its personnel.

Descriptive Summary

The College is dedicated to improving the professional growth of its faculty, staff and administrators by offering a wide variety of professional development opportunities that support the institution's 12 strategic goals and the personal and professional development goals of employees. The professional development opportunities promote and support excellence in teaching and learning, technological advancement, institutional effectiveness, student support, and the development of model academic and professional programs. They emphasize the importance of creating a sense of community among students and staff, inspire, innovate, and foster the development of leadership skills for all employees.

The District has fully institutionalized and supported professional development. The Professional Development Program has received the following awards:

- The California Community College Council for Staff & Organizational Development (4C/SD) President's Award to Dr. Dianne Van Hook for Support of Professional Development in 1999.
- The Hesburgh Award sponsored by the Teachers Insurance Annuity Association-College Retirement Equities Fund (TIAA-CREF) for the Associate Program in 1999.
- The California Community College Council for Staff & Organizational Development (4C/SD) for Outstanding Staff & Organizational Development Activity in the California Community Colleges in April 2001.
- The NCSPOD (The North American Council for Staff, Program and Organizational Development) Institutional Merit Award for Excellence in Staff, Program and Development Programming in 2007. This Award recognizes excellence in the delivery and impact on staff, program and organizational development programs and in the promotion of outstanding programs.
- The NCSPOD (The North American Council for Staff, Program and Organizational Development) Chancellor's Award for Support of Professional Development at College of the Canyons in 2007. This award recognizes a college president or chancellor for outstanding leadership in support of staff, program and organizational development activities.
- The NCSPOD (The North American Council for Staff, Program and Organizational Development) Innovation Award for the Leadership Education in Action Program (LEAP) in 2008.
- The NCSPOD (The North American Council for Staff, Program and Organizational Development) Innovation Award for the Skilled Teacher Certificate Program in 2012.

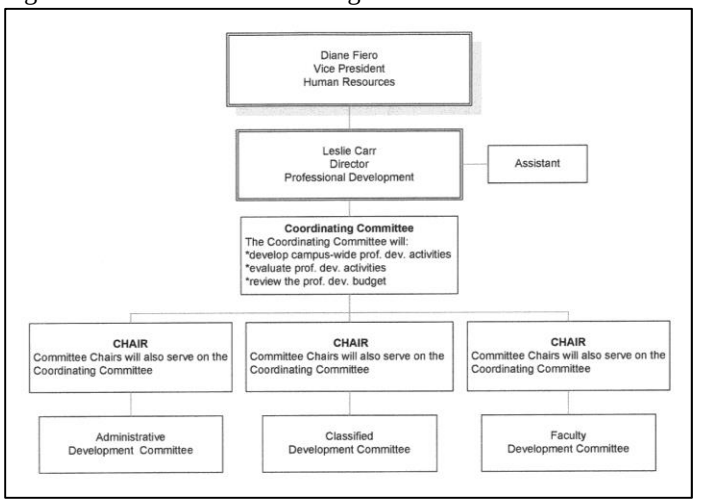
An expectation that all employees will engage in professional development is integrated into every job description and annual performance evaluation.[1009] The desired outcome is that faculty and staff will perform at a higher level, help initiate, manage, and respond to institutional change, and update knowledge and skills to improve teaching, student learning, and student success. The training opportunities offered through the professional development program are coordinated by the Professional Development Director, who leads, oversees, plans, implements, evaluates, and accounts for what is offered and its effectiveness.

The Professional Development program operates using the following organizational model:[1010]

[1009] Administrative, Classified, Confidential and Faculty job descriptions and announcements (Samples) (E. 557)

[1010] Professional Development Program Review 2012 (E. 665)

Figure 28. Human Resources Organization



(Source: Professional Development Program Review 2012)

The professional development program plan was revised in June 2012.[1011] The plan utilizes the structure above, which includes:

- A full-time Professional Development Director (PDD) to provide the vision and leadership for all professional development on campus
- Clerical assistance to help maintain all required documentation
- A Coordinating Committee with representation from the District development committees to coordinate campus wide activities, allocate budgets to the development committees, and be responsible for ongoing assessment of development activities
- Chaired development committees for faculty, represented and confidential classified employees, and administrators to gather input from their constituencies and develop, plan, and implement professional development activities for their respective group

The Professional Development Office gets information on training needs from employees' annual evaluations as well as from needs assessment surveys it administers to each constituent group.[1012] HR receives the evaluations and extracts the training needs that employees plan to engage in during the next year. The information is compiled into one list of training topics and is sent to the PDD on a quarterly basis. The professional development committees review the feedback from constituent needs assessment surveys. Input on professional development needs is also obtained from the various committees on campus, including College Planning Team (CPT), Management Advisory Council (MAC), Educational Technology Committee, and the SLO Committee, and from the Annual Faculty and Staff Survey.[1013] The constituent committees[1014] as well as individual faculty, staff and administrators also send ideas for workshops and training opportunities directly to the PDD.

The services and functions provided by the Professional Development program touch on a variety of topics in an effort to bring the appropriate training to each employee group – faculty, administrators, and classified staff. Most of these Professional Development services and functions include:

- FLEX Program – 10 dedicated days per year dedicated to Faculty-related topics
- Administrative Development Program
- Administrative retreats
- Classified Development Day
- Technology training workshops
- Online Instructor Certification
- Six mentor programs (Professional Development Mentor Program, New Faculty Mentor Program, New Online Faculty Mentor Program, New Adjunct Faculty Mentor Program, Non-Credit Faculty Mentor Program and the Re-Entry Mentor Program)
- Cultural diversity training workshops
- Mathematical Ideas workshops
- Employee Wellness Program

[1011] Professional Development Program Review 2012 (E. 665)
[1012] Administrative Needs Assessment Survey Results 2010-11 (E. 666); Classified Development Needs Assessment Survey Results 2014 (E. 667); Faculty Needs Assessment Survey Results 2014-15 (E. 668)
[1013] Faculty Staff Survey Fall 2013 Rpt #282 pages 106-111 (E. 669)
[1014] Administrative Development Committee Agenda and Minutes 9-25-13 (E. 670); Classified Development Committee Agenda and Minutes 9-24-13 (E. 671); Faculty Development Committee Agenda and Minutes 10-28-13 (E. 672); Professional Development Coordinating Committee Intranet Website (E. 673)

- Emergency preparedness workshops
- Books & Ideas
- Sociology Lecture Series
- History Lecture Series
- Art Gallery Speaker Series
- Sustainable development workshops and activities
- International Film Festival
- Friday Night Film Series

A total of 509 training opportunities were offered during the 2012-13 year,[1015] including 88 workshops offered specifically in the area of technological advancement. During the 10 days dedicated to faculty FLEX in 2012-13,[1016] 85 workshops were offered. Major developments in the Professional Development Program since 2008 include:

- LEAP-1: The Leadership Education in Action Program[1017] was initiated by the Chancellor and created to foster the development of visionary, pace-setting administrative leaders. LEAP is designed to promote the development of "agents of institutional change" while providing "big picture" skills and the knowledge required to lead and shape the District and the community college system. LEAP provides individuals who want to be leaders, at the College or elsewhere, opportunities to identify and develop the knowledge, skill sets, and confidence to be successful. In addition to in-class sessions with community college leaders from around the state and other experts, participants work on solution team projects that require a business plan and presentation to the larger group. Between 2008 and 2013, five LEAP 1 classes have been held, with 200 participants (47 full-time faculty, 11 adjunct faculty, 67 classified staff, 68 administrators, two adult-hourly employees, and five non-College participants. Of the 34 solution team projects presented, more than two dozen have been completed or are in progress.[1018] According to a LEAPer survey, 23.5 percent of LEAPers have received a promotion to a higher-level position at the College, 44 percent became involved in a community organization or joined a board, and 72 percent have taken on new responsibilities in their current position.[1019]
- LEAP-2: The first LEAP-2 class was held in the spring of 2011. LEAP-2 is designed to for those individuals who have completed LEAP-1 and are ready to take the next transformative step in their careers. This program focuses on the further development of leadership skills and competencies through a personalized program that focuses on advanced leadership topics. A total of 34 employees participated: four classified staff, four full-time faculty, two adjunct faculty, and 24 administrators. Special guest speakers presented sessions on topics such as organizational culture, putting advocacy into action, facilities planning and management, advanced project management, understanding internal and external funding sources, understanding nonprofit organizations, and maximizing your leadership potential. LEAP-2 participants developed a leadership portfolio that included a variety of documents and reflection pieces that demonstrated the professional growth and increased leadership capabilities that resulted from their participation in the program. A second LEAP-2 class will be held in spring 2014.
- The Professional Development Mentor Program is for employees who are highly enthusiastic about their professional growth and development at the College. Mentoring acknowledges and encourages the uniqueness of each individual and brings something new and exciting to the relationship. It is a sharing relationship in which the mentor and mentee share their particular expertise and knowledge, listen actively, and encourage creative thinking as well as the discovery of new ideas and pathways to professional growth. The open nature and inclusivity of the program means that knowledge sharing flourishes beyond department boundaries and learning connections can occur across silos and departments. Since fall 2005, 160 mentees and 96 mentors have participated in the program.[1020]

[1015] Professional Development Workshops 2012-13 (E. 650)
[1016] FLEX Schedule Fall 2012 (E. 674); FLEX Schedule Fall 2013 (E. 675)
[1017] LEAP Announcement 2013 (E. 676); LEAP2 Announcement 2014 (E. 677)
[1018] LEAP Solution Team Project Updates (E. 678)
[1019] LEAP Accomplishments Survey 2008-10 (E. 679)
[1020] Mentor Program Booklet 2011-12 (E. 680)

- The New Online Faculty Mentor Program is designed to provide additional support to instructors during the first semester or two of online teaching. The Program pairs new online instructors with experienced online instructors so they can provide feedback on course design and offer ongoing encouragement and advice.[1021]
- All faculty members, especially new faculty, are invited to participate in Synergy, a learning community cohort to assist faculty in integrating into the College. Synergy is a year-long set of experiences and training sessions, conducted in a learning community setting, to build a strong sense of community on campus, strengthen connections, cultivate advancement in organizational commitment, support success in the tenure process, and develop a positive working experience that extends to the larger campus community. Each Synergy session has a different focus, such as first week challenges, time management, and developing a syllabus.[1022]

This learning community encompasses five core values:

- Collective energy and creativity
- Reciprocal values and vision
- Supportive environment
- Shared personal practices
- Responsive leadership

Sample session topics include:

- Getting Involved on Campus
- Tenure and How to Get It Without a Sweat - Preparation for First Year of Tenure Process
- The History and Mission of Community College System
- Balancing Life at COC
- Board Policies and College Procedures
- Roundtable Discussion - Campus Climate
- How to Effectively Navigate the College's website - Internet vs. Intranet
- The Curriculum Process
- Skills for Student Success

An average of seven new faculty members attended each of the eight sessions offered in 2012-13.

- The variety and number of wellness venues for employees was increased in 2012-13 to include yoga, meditation, strength training, nutrition workshops, and fitness walks. Wellness programs continue throughout the year, including the BMW (Body-Mind-Wellness) workshop series offered each spring.[1023]
- The Area Certification Program for administrators was launched in 2011-12. Instruction and Student Services were the first two areas to provide this program's workshop series. There was an average of 34 participants registered for each session. The Public Information Office presented workshops in fall 2012, and Facilities presented workshops in spring 2013.[1024]
- Seven training opportunities are currently offered in an online format: Kognito Online Training: Stressed Students—How You Can Help, Kognito Online Training: Support Our Student Veterans; Working with Older Adults; Writing Student Learning Outcomes; Blackboard 1,2,3; Using CCCConfer; and Section 508 Website Compliance.
- Five Student Success Skills Symposiums have been held (2009, 2010, 2011, 2012, and 2013).
- A Skilled Teacher Certificate Program was launched in fall 2011. College of the Canyons' *Skilled Teacher Certificate* program is a professional development opportunity for faculty to become familiar with current research on teaching and learning, learn new approaches and techniques to enhance student success, and practice these approaches and techniques in a learning community of fellow teachers. This program is comprised of a series of professional development workshops and a teaching portfolio project leading to a certificate of completion. There were 34 participants. All participants finished all modules by the end of the 2013 fall semester. In addition, the Skilled Teacher Certificate Program was selected as the recipient of the

[1021] Mentor Program Descriptions (E. 681)
[1022] Synergy Program Brochure 2008 (E. 682); Synergy Sessions Spring 2010 (E. 683); Synergy Sessions Spring 2013 (E. 684)
[1023] Body-Mind Wellness Website (E. 685)
[1024] Area Certification Program Workshop List (E. 686)

NCSPOD (North American Staff, Program and Organizational Development) Innovation Award in 2012.[1025]

- In regards to SLO workshops, the following were offered in their respective years:
  - five workshops were offered in 2008-09
  - 17 in 2009-10
  - 22 in 2010-11
  - 23 in 2011-12
  - nine in 2012-13
  - 11 (so far) in 2013-14
  - A total of 87 were offered between fall 2008 and spring 2014.[1026]
- A dedicated FLEX day was offered at the Canyon Country Campus (CCC) starting in January 2012 and January 2013. This will continue to be an annual occurrence during each spring FLEX week.[1027]
- The Faculty Development Committee offered an intensive Emergency Preparedness workshop series as part of the fall 2013[1028] and spring 2014 FLEX[1029] programs.
- The first Classified Professionals Institute (Theme: Self Improvement in the Workplace) was offered in spring 2012. The theme for the fall 2012 institute was "Communication in Action: Strategies for Improving Effective Communication Skills." The theme for the spring 2013 institute was "Work Smarter, Not Harder."[1030]
- The Summer Technology Institute was first offered in 2009, and provides training on a variety of software programs that help employees stay on the cutting edge of technology. This program is offered each summer with an average of 35 workshops offered.[1031]
- The recently updated New Employee Orientations and Chancellor's Luncheons are provided on a quarterly basis to welcome and orient new employees and to provide them with basic information that will assist in their daily performance. The orientations also give new employees a chance to meet staff members in key departments and help them become acquainted with the College, its mission and its culture. They are presented with basic information relevant to all of the employee groups during the morning. In the afternoon, they break into their respective employee groups to learn about information specifically related to their employee group. Each new employee is paired with a mentor for his or her first year of employment to "show them the ropes," and help them acclimate to campus life and culture.[1032]
- New Employee Luncheons are scheduled in conjunction with New Employee Orientations. The luncheons, sponsored by the Chancellor's Office, provide a forum for new employees to meet Board of Trustees members and the Chancellor, to learn about her background, and about opportunities for involvement in campus life.
- In fall 2013, Professional Development partnered with Community Education to make Lumens, an online workshop registration and tracking program, available for College employees.
- Employee workshops are loaded into the Lumens software. Employees are given specific instructions on how to sign up.[1033]
- The Dr. Dianne G. Van Hook University Center is a great source of professional development on campus. The University Center offers 40 degree programs from six different universities right on campus. Many employees would not have pursued advanced degrees had the University Center not been here. This access provides an excellent opportunity for students and employees as well.[1034]

The College's comprehensive professional development program provides a full range of offerings for employees. The program continues to be a leader in the state. The Professional Development Director, who has been the President of the California Community

[1025] Skilled Teacher Certificate Program (E. 687)
[1026] FLEX SLO Assessment Workshops Fall 2008 to Spring 2014 (E. 598)
[1027] FLEX Day at the Canyon Country Campus 2014 (E. 688)
[1028] FLEX schedule Fall 2013 pages 11, 12, 17, 18, 19, 25, 26, 27, 29, 30, and 31 (E. 689)
[1029] FLEX Schedule Spring 2014 pages 8, 10, 11, 13, 14, 16, 18, 19, 20, 22, 23, 25, 27, 28, 36 (E. 690)
[1030] Classified Professionals Institute Spring 2012 (E. 691); Classified Professionals Institute Spring 2013 (E. 692)
[1031] Summer Technology Institute 2011-13 (E. 693)
[1032] New Employee Orientation 11-22-13 (E. 694)
[1033] Lumens Employee Registration Instructions (E. 695)
[1034] University Center Website (E. 696)

College Consortium for Staff Development (4C/SD) for the past six years, is often called on to help other districts mprove their programs. She was re-elected to a seventh term in 2014.

Self Evaluation
The College meets this standard. The professional development needs of the faculty and staff are identified in a variety of ways. Needs assessment surveys[1035] are conducted annually for each employee group. The Faculty, Classified and Administrative Development Committees use the results of the surveys to plan program offerings for their respective employee groups.

Actionable Improvement Plans
None.

Standard III.A.5.b

With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Descriptive Summary
As described in Standard III.A.5.a above, the College has a robust Professional Development Program that is carefully designed through needs assessment from each employee group.

After each Professional Development workshop, participants are required to complete a workshop evaluation form that asks them to rate the usefulness of the information presented at the workshop, how knowledgeable the presenter was, whether the learning outcomes were met, and if they recommend a follow-up or advanced-level workshop. [1036]

Processes
The PDD reviews the evaluations to ensure that the learning outcomes were met and that the training contributed to participants' professional growth and development. The Professional Development programs are systematically reviewed each semester by having the PDD and constituent committees review the workshop evaluation forms and evaluate whether the learning outcomes were met, and if a follow-up session should be offered.

In addition, every three years a full program review is conducted of the Professional Development Program.[1037] Representatives from faculty, classified staff, and administrators meet to review every aspect of the program. The results are used to evaluate and if necessary make changes to the program model, content, delivery method, and responsibilities of the PDD and committee members. Recommendations, if any, are made to the PDD, the constituent committees, the Assistant Superintendent/Vice President, Human Resources, the District Chancellor, and the Board of Trustees.

Highlights from the Professional Development Program Plan accomplishments include:

- Reinstating the Professional Development Coordinating Committee (PDCC): The Professional Development Coordinating Committee will carry out different aspects of planning, budgeting, research, networking, implementing and evaluating, and accounting for the outcomes of what has occurred, coordinating the dissemination of the results of professional development and utilizing all of this to continue to improve the professional development programs. The PDCC consists of the PDD along with the chairs and vice chairs of the constituent committees. Their responsibilities include:
    - Developing overarching goals for the constituent committees that incorporate the District's strategic goals, CPT's goals, and annual themes
    - Creating an annual list of recommendations and goals
    - Providing campus-wide activities that help develop community
    - Overseeing the professional development budget
    - Allocating budgets to the constituent development committees
    - Preparing budget requests for the budget development process

[1035] Faculty Needs Assessment Survey (E. 651)
[1036] FLEX Workshop Evaluation Form (E. 652)
[1037] Professional Development Program Review 2012 (E. 665)

  - Researching additional funding opportunities for Professional Development
  - Engaging in ongoing assessment of development activities
- Reconfiguring the Constituent Development Committees (CDC): There will be Constituent Development Committees for Faculty, Classified and Administration. These constituent committees will develop, plan, and implement professional development activities for their respective campus groups.
  - A chair will lead each constituent committee
  - It is recommended that each chair serve at least two years
  - It is recommended that each chair be on their respective committee at least one year prior to becoming chair
  - The chair is responsible to call and run the meetings of the constituent committee
  - The chair will work with the Director of Professional Development to develop the agenda for the constituent committee meetings
  - A vice chair will be designated to serve as the chair in the event of an absence
  - The chair and the vice chair will serve as a members of the PDCC.
- Development of FLEX Policies and Procedures: The Faculty Development Committee developed FLEX policies and procedures, which were approved by the Academic Senate in May 2013. These new FLEX policies and procedures established more realistic deadlines for faculty to submit FLEX applications and receive timely responses. In addition, the criteria for what constitutes a FLEX activity was clarified and simplified.[1038]

Impact

Success is measured using the 12 District-wide Strategic Goals of Teaching and Learning, Student Services, Cultural Diversity, Human Resources, Institutional Advancement, Institutional Effectiveness, Financial Stability, Technological Advancement, Physical Resources, Innovation, Campus Climate, and Leadership.[1039] All Professional Development offerings and activities are aligned with these established strategic goals to ensure a meaningful and comprehensive program that is focused on achieving defined outcomes through the training of the most valuable resource, employees.

Impact is also measured by feedback received from the annual Faculty and Staff Survey.[1040] According to the 2013 Faculty and Staff Survey, 94 percent of overall respondents indicated there are an adequate number of Professional Development opportunities offered during the year. This is up from 91 percent in 2012.[1041] In addition, 76 percent of overall respondents are "satisfied" or "very satisfied" with the training opportunities provided by the Professional Development office. Eighty-five percent of overall respondents indicated that the Professional Development training opportunities they attended provided them with information that has contributed to their professional growth goals. With regards to the service provided by the Professional Development office, 83 percent of respondents are "satisfied" or "very satisfied."

Impact is also measured by employee participation in professional development training. According to data received from the 2013 Faculty/Staff Survey:[1042]

- 37 percent of full-time faculty attend 6-10 workshops each year
- 51 percent of full-time faculty attend 11 or more workshops each year
- 85 percent of classified staff attend 1-5 workshops each year
- 63 percent of classified administrators and 21 percent of educational administrators attend 1-5 workshops each year
- 33 percent of classified administrators and 50 percent of educational administrators attend 6-10 workshops each year

[1038] FLEX Policies and Procedures Approved by Academic Senate (E. 697)
[1039] Strategic Goals PIO Website (E. 698)
[1040] Faculty Staff Survey Fall 2013 Rpt #282 pages 106-111 (E. 669)
[1041] Faculty Staff Survey Fall 2012 Rpt #277 (E. 699)
[1042] Faculty Staff Survey Fall 2013 Rpt #282 pages 106-111 (E. 669)

Full-time faculty members are required to perform 41 hours of FLEX/professional development, although many complete more. Although adjunct faculty members are not required to complete any FLEX hours, a majority of them do. In 2012-13, 82 percent of adjunct faculty attended at least one Professional Development workshop. Adjunct faculty members are paid up to three hours each semester for attending FLEX workshops and two additional hours pay is earned each semester for attending their department retreat. In an effort to increase adjunct participation in FLEX activities, starting in spring 2014, adjunct faculty will receive the credit rate of pay for the first five hours of FLEX and four additional hours at the non-instructional rate of pay per semester.

SLO Assessment workshops offered through professional development,[1043] as well as individual/department SLO training are offered throughout the year. A total of 140 SLO workshops were offered between fall 2009 and fall 2010. Five SLO assessment training sessions were offered in 2011-12. Sixteen SLO trainings were offered in 2012-13.[1044]

The number of participants at these workshops was:

- 2009 – 110 participants
- 2010 – 61 participants
- 2011 – 153 participants
- 2012 – 145 participants
- 2013 – 127 participants

In addition, the SLO Coordinating Committee provided a number of one-on-one and department-specific trainings. These workshops in SLO assessment give the faculty who attend an opportunity to learn how to assess their teaching and student learning, and how to develop improvements.

Self Evaluation

The College meets this standard. Participants evaluate each Professional Development workshop, and that information is reviewed by the Professional Development Director and relevant committees to continuously improve the program.

Actionable Improvement Plans

None.

Standard III.A.6

Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

The institutional, departmental, and program planning at the College heavily influences HR planning. Because of integrated institutional and departmental planning, the College was able to hire adequate numbers of new faculty and staff to match the needs and timeliness for opening new buildings on campus. While there are more proposals for new personnel than new staff hired, the College has been fortunate in its ability to increase the number of faculty and staff to ensure appropriate growth and support for its programs.

The College's *Educational and Facilities Master Plan*[1045] (EFMP) includes the primary HR goal of enhancing the learning and working environment at the College. This document addresses the goals and planning for HR for a five-year period.

The College's *Strategic Plan*[1046]also includes the overall goal that the College will select and develop high-quality staff. Goals set in the previous *Strategic Plan* are assessed and it is determined if those goals were met or not. Goals that have been met are then combined and printed in the *2012 Strategic Plan Accomplishments* report.[1047] New goals are then set for the next three years in the new *Strategic Plan*. This process provides an opportunity for the staff to regularly evaluate the ability to set and attain objectives.

As part of the *District Master Plan*, departments are asked to outline the staff needed to serve their student or employee population for a six-year period. In an effort to ensure that programs and services are staffed to the appropriate level, annual goals are also set as part of the program review process. If programs and services need more

[1043] FLEX SLO Assessment Workshops Fall 2008 to Spring 2014 (E. 598)
[1044] FLEX SLO Assessment Workshops Fall 2008 to Spring 2014 (E. 598)
[1045] Educational and Facilities Master Plan 2012-18 (E. 700)
[1046] Strategic Plan 2008-12 Executive Summary (E. 701)
[1047] Strategic Plan Accomplishments 2009-12 (E. 702)

staffing assistance due to increased workload or new initiatives in that area, departments can submit requests for additional staff through the Academic or Classified hiring processes. The Academic and Classified Staffing Committees make recommendations to the Chancellor, who reviews the recommendations, considers the needs of the District, and available sources of revenue. She then determines what positions will be forwarded and communicates this decision back to the recommending bodies prior to sending her recommendation to the Board for approval. Approval of positions is based on area of greatest need as well as available funding. In addition, short-term employees may be hired on an as-needed basis for short-term projects or assignments. HR is always available to problem solve with departments regarding their staffing needs.

Self Evaluation

The College meets this standard. HR is integrated into the planning process to ensure that the College is recruiting effectively and adequately supporting existing employees in order to meet the demands for all of its programs.

Actionable Improvement Plans

None.

Physical resources are a direct result of the goals of the Educational and Facilities Master Plan. At College of the Canyons … form strictly follows function. The District constantly evaluates space types and efficiencies to meet the current and future needs of the District's mission.

Standard IIIB: Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

Physical resources are a direct result of the goals of the *Educational and Facilities Master Plan*. At College of the Canyons in the Santa Clarita Community College District form strictly follows function. The District constantly evaluates space types and efficiencies to meet the current and future needs of the District's mission. By creating and maintaining clear and open communications between each of the College's constituent groups and the Facilities Department, the department can continually, and in real time, identify, modify and maintain the physical resources to provide an effective, safe, and healthful environment for students, staff and visitors.

The College achieves the goals set forth in the *Master Plans* by using a diligent and positive approach to seizing opportunities. The District has successfully passed two local bond measures (C in 2001 and M in 2006) to be financially ready to adequately fund plans when opportunities arise. This has allowed the District to stretch dollars, by maximizing state-matching funds, key to completing as many projects as possible with available local funds.

This doesn't happen accidentally. The leadership is ultimately flexible; allowing the physical campus to adapt and change according to current and future predicted demands, new policies, and revised priorities. This allows the District to provide useful space in a timely manner and maximize opportunity, be it state funding or meeting an educational demand that best serves the campus community. The District is always ready with new projects and modernizations from design, planning and funding perspectives. This methodology has benefitted the District several times over the life of expansion; projects that fell out in other districts (because they weren't adequately prepared), provided funds that allowed this District to complete its Valencia Campus Master Plan in its entirety, creating even more potential for state-matching funds to build facilities at the Canyon Country Campus.

Standard III.B.1

The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

Descriptive Summary

The College has two campuses, the Valencia campus and the Canyon Country Education Center known as the Canyon Country Campus (CCC). The Valencia site consists of 41 buildings on 154 acres; the Canyon Country site consists of 38 modular buildings and one permanent building on 70 acres. Current construction projects will add another 42,000 sq. ft. on the Valencia campus by late 2014.

In addition to the two main campus sites, the College also offers instruction at several off-campus sites: Culinary Arts occupies space in a leased building in Castaic and the Manufacturing Technology program is offered in a public/private partner space provided by Aerospace Dynamics, Inc.

Total enrollment for fall 2012 resulted in 13,986 FTES at all sites.[1048] There is currently a total of 793,605 sq. ft. of instructional and support space on the Valencia campus and 59,192 sq. ft. of instructional and support space at the Canyon Country Campus.[1049] In addition, off-site locations include facilities at Aerospace Dynamics Inc. The College has been able to maximize utilization of CCC since the campus opened in 2007. To date, more than 30,000 unduplicated students have taken a class at that location, and 77 percent of the College's 2013-14 graduates took at least one class at CCC.[1050]

The District has completed the build-out of the Valencia campus as outlined in the recently completed *2012-2017 Educational and Facilities Master Plan (EFMP)*.[1051] In the *EFMP*, projects were included to maximize instructional space at CCC. In order to qualify for future state construction funding, the focus on physical campus expansion for the District level will be at the CCC. The District is well prepared for the planned expansion of that campus, having an approved Final Project Proposal (FPP) for a science building in the 2014-15 fiscal year, and another FPP right behind that one, for a

[1048] Fact Book 2013-14 (June 2014) page 81 (E. 703)
[1049] Space Inventory Report 2013 (E. 704)
[1050] CCC Grad Stats (E. 705)
[1051] Educational and Facilities Master Plan 2012-2018 (E.37)

classroom/administration building in FY 2015-16.[1052] While the District has matching funds to maximize and leverage the state's matching funds, both of those projects are pending passage of a state facilities bond in 2014. If passed, the match for each project will be 85 percent state and 15 percent District (instead of the 80/20 originally proposed). This is a good example of the District's ability to be flexible and ready in its planning methodology, resulting in the District being able to re-allocate the "saved" funding to complete additional projects. Figure 29 demonstrates the impact on the College's total project finding of leveraging local Measure C and Measure M bond funds to access state construction project funds.

The District has continued to build new facilities to keep pace with increasing enrollment. Since the last accreditation study in 2008, overall square footage at both campuses grew by 40 percent.[1053] Figure 30 graphically illustrates the dramatic increases in gross square footage on the College's campuses during the past six years, compared to amounts for previous years. The passage of two local bonds measures, Measure C in 2001 and Measure M in 2006, helped the District increase its proposed project eligibility and leverage its state match funding to allow the College to more than double its instructional and support space—from 408, 652 to 884, 230 OGSF—as compared to early-2000 levels.[1054]

Figure 29. Project Funding[1055]

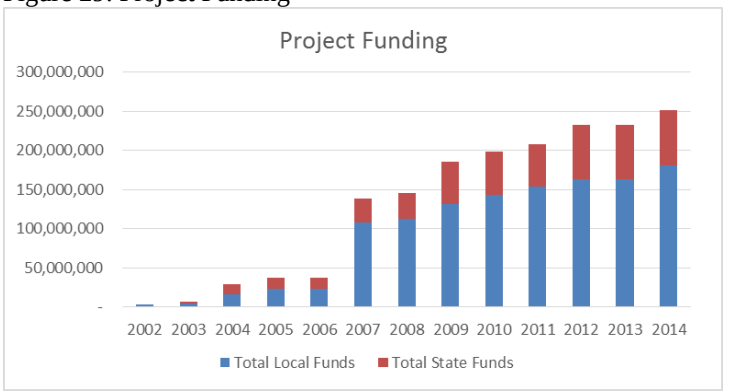
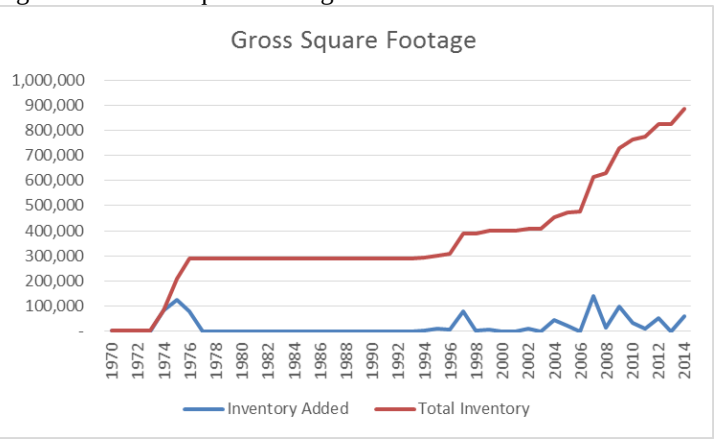


Figure 30. Gross Square Footage[1056]



The District continually evaluates current trends in student and community needs for instruction and adapts current facilities so as to meet the needs. The Facilities Department coordinates with other departments to modify existing space as needed to accommodate new instruction and delivery methods. Secondary effects planning and implementation is an ongoing process that allows the College to meet the changing demands of students. Additionally, as new building space is brought online, the College is aggressive in facilities modifications, which are re-purposed for incoming functions. In the last five years, the College has completed secondary effects improvements on more than 25,000 square feet of space, involving at least eight different departments/functions.[1057]

The Facilities Department is responsible for overseeing the construction and maintenance of campus facilities including all off-site locations, ensuring compliance with the District's *Strategic Plan* to provide facilities that are clean, efficient, safe and aesthetically pleasing. The department is also involved in access, safety, security, and hazard mitigation.

[1052] Five Year Capital Outlay Plan 2016-20 (E. 719)
[1053] Fact Book 2013-14 (June 2014) page 86 (E. 706)
[1054] Space Inventory Report 2013 (E. 704)
[1055] JCAF 32 for Culinary Arts, Mentry Addition, PE Expansion, Student Services and Administration, TLC (E. 707)
[1056] Space Inventory Report 2013 (E. 704)
[1057] Construction Updates August, September, October, December 2012 (E. 708)

Grounds Improvements
To create a welcoming, safe and efficient physical environment for the campus, the College has continued to make improvements to the grounds. Signage and "way-finding" have been master-planned and are updated as new projects are completed. The College has continued to implement its drought-tolerant landscape master plan into all of the new projects, as well as retrofitting and improving older, more water-intensive areas. Student seating and gathering spaces are campus wide, in areas that are highly traveled and in quieter, off-the-beaten-path places. With the assistance of the College's Foundation, there are now 12 separate garden areas on the Valencia campus, part of a self-guided walking tour. The College has provided a physical setting that is aesthetically pleasing, safe and sustainable, all which help support retention and the well being of students and employees.

Sustainability
As a continuing goal in reducing utility costs and supporting sustainability efforts, the College has recently implemented several major projects that continue to reduce its carbon footprint and save on General Fund expenses for maintenance, manpower and utilities. Some of these include:

- Completion of a central plant, which now co-generates nearly 1MW of electricity on site at a combined utility rate 1/3 of the utility company, Southern California Edison (SCE), rate
- Installation of computer control for all lighting, temperature, and irrigation systems
- Implementation of a Xeriscaping Landscape Master Plan
- Installation of waterless urinals
- Conversion of all large electric motors on campus to Variable Frequency Drives, which allow use of only as much supply power as is needed at the time of use
- Implementation of a Demand Response contract with SCE
- Full Proposition 39 allocation—in the first year, replacing all pneumatic thermostats with direct digital controls
- Development of a campus garden for the College community, where local fruits and vegetables are grown
- Replacement of several drinking fountains with water bottle refilling stations
- Installation of Electric Vehicle Charging Stations (free to the user) at both campuses, promoting the use of sustainable electric vehicles

Civic Center
Due to the pristine nature of the College's facilities, (a result of aesthetically photogenic initial design and dedication to ongoing maintenance), they are a revenue-generating asset for the general fund. The College is located in proximity to the Los Angeles movie industry, and the College's Civic Center has been aggressive in branding the campus as a filming location for many major studios. The College has become a "base" for several major television series such as NCIS, The Mentalist, several Disney series, and as a location to film commercials for firms such as Nike, Nissan and more. The revenue generated from this has exceeded $600,000 per year, the last two years, going directly into the general fund, and offsetting some of the substantial state funding cutbacks that have impacted the College since 2008. The income from filming continues to climb, even at a time when many film studios are going to sites outside California.

Emergency Preparedness
During the summer of 2012 the District instituted an Incident Command System structure for Emergency preparation. This included the training and certification of 25 to 28 management-level staff through the National Incident Management System (NIMS) 100, 200 and 300-level courses, as well as certification in First Aid/CPR. Each of those trained staff members have undergone in excess of 50 additional hours of training, including scenario and situational exercises, providing more than 20 FLEX sessions for campus-wide training and readiness preparation, several "live" drills, as well as providing all off-hours administrative oversight after 5 p.m. weekdays and every weekend.[1058]

This training has occurred at each campus site (Valencia and CCC) and includes a minimum of four hours of extended training monthly, continuing indefinitely. In addition, the training has included interagency scenarios with local law enforcement and fire departments, as well as the City of Santa Clarita. The District has taken a pro-

[1058] ICS FLEX Workshops Fall 2013 Spring 2014 (E. 709)

active approach to Emergency Preparation and continues to research, train and implement improvements in preparation.

Processes for Evaluating Safety

Board Policy 6800 Safety[1059] outlines the District's obligation to provide and maintain safe working conditions and equipment at all times, to comply with standards prescribed by applicable federal, state and local laws and regulations affecting employee safety, and to conduct continuous education and training to develop safe practices.

The District's Injury and Illness Prevention Program[1060] is reviewed annually by the District's Human Relations Department, and the results are shared with the District's risk management consultant. When needed, the program is revised. The program is designed to identify unsafe or unhealthful conditions, procedures, and work practices so they can be corrected in a timely way. Based on the program's findings, HR and the consultant plan and implement all required training on a College-wide basis to meet the requirements of mandatory job safety training.

In addition, the District's risk management consultant, the Los Angeles County Fire Department and Health Services, the State Water Control Board and various other governmental agencies inspect the facilities annually for safety issues. The risk management consultant also conducts an annual hazardous materials inventory to ensure compliance with state requirements for regulated substances. This document is submitted to the Los Angeles County Fire Department and becomes part of the District's Chemical Hygiene Plan,[1061] overseen by an appointed administrator, the Chemical Hygiene Officer. On receipt of the reports from risk management and outside agency evaluations, the Facilities Department reviews items, asks clarifying questions if needed, and begins immediate corrective action. After the items have been completed, the areas are verified for compliance to the satisfaction of reviewing agencies.

The Facilities Department is responsible for overseeing construction and maintenance of all facilities to ensure compliance with the District's *EFMP*[1062] and *Strategic Plan*.[1063] All new construction, modifications and improvements, on-site and off-site, are designed, constructed and inspected according to all governing codes at the time of improvement: Uniform Building Code, California Building Code, Americans with Disabilities Act, and National Fire and Electrical Codes. The projects are reviewed and approved by the California Division of the State Architect (DSA) and are completed under the auspices of a full-time state-certified Inspector of Record. This process guarantees that completed projects are accessible and safe for students, faculty, staff, and the public.

In addition to a mandated visual and audible alarm system, the District has purchased, implemented and trained staff on the use of a web-based Emergency Notification System, which gives the College ability to communicate to students, employees and tenants during emergencies via voice, email and text messaging.

Meeting the Needs of Programs and Services

Physical resource planning is integrated with institutional planning documents such as the *Strategic Goals*[1064] and *EFMP*,[1065] which are reviewed and updated on a regular basis to keep current with the needs of the students and community. The District's College Planning Team (CPT), a collegial consultation group, along with consultants and the District's Master Architect, develop the *EFMP* with the involvement of students, staff, faculty, and community members. The *Five-Year Construction Plan* uses projected growth and weekly student contact hours (WSCH) information from the Institutional Research Office to determine the sufficiency of College facilities using the capacity/load ratios for the various types of planned space use: Lecture, Laboratory, Office, Library, Physical Education, Meeting and Assembly, Data Processing and Health Services.[1066]

When designing new spaces, the Facilities Department takes the lead in coordinating the program planning with all user groups, con-

[1059] Board Policy 6800 Safety (E. 710)
[1060] Injury and Illness Prevention Program (E. 711)
[1061] Chemical Hygiene Plan (E. 712)
[1062] Educational and Facilities Master Plan 2012-2018 (E.37)
[1063] Strategic Plan 2008-12 Executive Summary (E. 713)
[1064] Strategic Plan Highlighted Goals 2012-15 (E. 714)
[1065] Educational and Facilities Master Plan 2012-2018 (E.37)
[1066] Five Year Capital Outlay Plan 2016-20 (E. 719)

sultants and other constituents. The Facilities Department is also responsible for the implementation and oversight of construction, budget oversight, scheduling, and the commission and personnel training of the completed projects.

In support of the District's *Strategic Plan* goal to provide facilities that are clean, efficient, safe and aesthetically pleasing, the District completed an *EFMP* in 2012, which provides guidance for Facilities expansion through 2018.[1067] The district has been able to complete all of the projects slated for the Valencia campus (that site is now built out) as well as the first permanent building at CCC.

The final two projects at the Valencia campus were the Culinary Arts facility and a new Student Services Center Administration. Future plans call for Secondary Effects at the Valencia campus and building permanent facilities at CCC.[1068]

Subsequent to the District's last Accreditation in 2008, the following projects have been completed – all demonstrating the College's overall planning and implementation planning:

- **PE East** – 15,353 Outside Gross Square Footage (OGSF), $7,097,000, District/state funds. This project supplemented the existing, 40-year-old physical education facility and provided a new gymnasium, lockers/showers, trainers' room, classrooms and tennis courts
- **Dr. Dianne G. Van Hook University Center** – 100,077 OGSF, $39,791,135, District/state funds. This project is a model facility for the State of California. It houses partnerships with six public and private universities, the City of Santa Clarita (Work Source Center, Economic Development Corporation), the District's Economic Development Division (ETI/SBDC), as well as the Academy of the Canyons, a middle college joint venture between the District and the local high school district. In addition, the Center currently houses several District functions: Classrooms, Labs, Human Resources, Business Services, the Foundation and the Chancellor's Office. This was the first project of its kind approved by the state for this type of use.
- **Mentry Hall Expansion** – 35,000 OGSF, $12,528,583. District funds. This classroom building was the only Design/Build project approved by the state that included all Lecture/Lab space. It was an integral part of the beta legislation, which was eventually approved for all colleges. The overwhelming success of this project was a major contributor to that decision. Prior to this project, all other state-approved Design/Build projects were parking structures.
- **Applied Technology, CCC** – 10,315 OGSF, $7,114,273. District funds. As an expansion of the Career Technical Education (CTE) programs, the District completed this state-of-art facility to house Auto Tech, Solar and Plumbing and Electrical programs.
- **Library Expansion (TLC)** – 50,917 OGSF, $24,724,000. District/State funds. In response to an intensified focus on student learning and retention, the District expanded its Tutoring Learning Center (TLC) in this addition to the existing Library, from approximately 50 computer stations to more than 250 computer stations, doubled the study room functions of the Library, increased the capacity of the Testing Center and added computer-based English and Math Classrooms.
- **Student Services/Administration** – 46,370 OGSF, $15,951,000. District/State funds. This building unifies the Student Services functions, bringing them together, with ancillary services in immediately adjacent buildings. This project is an excellent example, highlighting major aspects of the planning process. It was not on the state's "approved for funding" list, as it had just missed the final funding allocations for the 2006 State Bond. Not deterred, the District completed planning so that when/if funds became available, it would be ready. This became a reality when an invitation came from the State Chancellor's Office to submit the project for immediate funding because another District was unable to move its project forward. Also, due to bid savings from other projects listed above, the College was able to add 12,000 square feet of space to the already-state-approved scope, with 100 percent District funding, requiring no scope change by the Department of Finance (based

[1067] Educational and Facilities Master Plan 2012-2018 (E.37)

[1068] Educational and Facilities Master Plan 2012-2018 (E.37)

on the intense need shown by the District for this added space). This project is a prime example of how the District's planning strategies meet the College's needs.

- **Institute of Culinary Education** – 12,208 OGSF, $8,000,000. District funds. The District's Culinary Arts program was impacted due to the lack of physical space to provide instruction. Funded entirely by the local bond (Measure M), along with bid savings from past projects, Foundation fund-raising, and a family campaign, the project is actually 50 percent larger than originally planned and will be a showpiece of culinary education in the community.

Processes for Meeting Needs at All Sites
The institution meets its facilities needs, developing and maintaining high-quality physical resources to provide a positive environment for instruction and learning, by carefully monitoring enrollment trends, space utilization and current training needs from community business partners. The College has attained its apportioned demand and modest growth (beyond what was apportioned for the District) as well. The cap/load ratios continue to hover near or somewhat exceed 100 percent, making the College eligible for future state funding participation for new facilities.

The Facilities Department, in accordance with Board Policy 6800 Safety, maintains all off-site facilities in the same manner and with the same level of priority as on-site facilities.[1069] All students attending the College receive the same level of service and attention, no matter the site at which they receive their instruction. All sites undergo the exact same physical resource oversight, regardless of location. All requests and operations are carried out with neutrality and equitableness of service, across the College.

Evaluation and Improvement
The Facilities Department uses the results of evaluations to improve the facilities and equipment and to assure its safety and sufficiency.[1070] A web-based work order system allows staff at all locations to input maintenance, custodial, grounds, warehouse, and telecommunication work orders through the College's website.[1071] Priority is given to requests regardless of location of service.

Each day all Facilities staff members, as their first order of business, walk their assigned area and report deficiencies to their supervisor. The supervisors evaluate input received from the field and plan the work according to available staff and funding.

The District plans and implements scheduled maintenance projects for the repair and renovation of existing facilities. Hazardous substances abatement projects are also planned and implemented. College committees involved in ensuring a safe and healthful environment include the Facilities Task Force, College Planning Team, Food Services Committee, Safety Committee, Parking Committee and Management Advisory Council. In addition, the Executive Cabinet frequently reviews and discusses facility issues and comes up with creative solutions and plans.

The College's ability to have annually budgeted scheduled maintenance funds allocated by the Board, as well as pursuing the maximum allowable state matching funds, has allowed the College to be one of the top three districts statewide in the last evaluation of the Facilities Condition Index report published by the state. Scheduled maintenance continues to be a top priority, even considering the competition faced when the state revised the grants to include instructional equipment.[1072]

Distance Delivery Modes
In order to maximize the efficiency of physical space and continue to meet the demands of student learning, the College is continually developing new methods of delivering course sections. As a result, a variety of instructional options are available to students that do not involve students physically attending the campus. The College offers a broad array of class options, such as online, hybrid, Fast Track and GO! programs.

The District bases its annual budget on the information contained in the Department Program Reviews; the needs of distance delivery of

[1069] Board Policy 6800 Safety (E. 710)
[1070] Faculty Staff Survey Fall 2013 Rpt #282 pages 13, 16, 135 (E. 715)
[1071] Facilities Online Work Order Intranet Website (E. 716)
[1072] Facilities Condition Index Report (E. 717)

instruction programs are prioritized alongside on-campus requests and are funded, supplied and maintained at the same level and interval as all other instructional requests. Equipment for delivery of distance education is discussed in detail in Standard III.C., Technology.

Self Evaluation
The College meets this standard.

Actionable Improvement Plans
None.

Standard III.B.1.a

The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

Descriptive Summary
The District, through careful internal planning processes using both the Annual Program Reviews and the current (updated every 5 years) *EFMP*, is able to meet current and future demand for its programs and services via new and modernized facilities using state and local capital outlay funding. The planning for those capital projects is summarized annually in the state-mandated reporting of Space Inventory and the Five-Year Capital Outlay Plan.[1073] Daily maintenance of the Facilities are carried out by College facilities staff using a combination of an internal work-order system, field observations, and reports of potential safety issues, which are resolved immediately via direct communication to the Facilities Department.

Needs Assessment
Physical resource planning is integrated with institutional planning. The EFMP serves as the primary planning document.[1074] It is driven by the College's Strategic Goals, which outlines the goals and priorities for the College.[1075]

The Facilities Task Force, a collegial consultation committee, reviews proposed educational programs and facilities projects for congruence with overall educational and facilities master plans and identifies gaps between identified needs and proposed programs.[1076] Other collegial consultation committees involved in planning facilities include CPT, Management Advisory Council (MAC) and President's Advisory Committee-Budget (PAC-B).

Each year prior to the annual submission of the Five-Year Capital Outlay Plan[1077], the College compiles the instructional needs as described above and, in conjunction with Utilization and Efficiency reports provided by the Institutional Research office, prepares and submits projects that fulfill the needs of the instructional program. The Facilities Department is responsible for the coordination of the program planning with all user groups, selection of consultants, implementation and oversight of construction, budget oversight, scheduling, and the commissioning and personnel training of the completed projects.

User groups consist of staff from each department that will occupy a new or renovated building space. Those groups assist in planning and designing the space from the initial project proposal through the design development and construction drawing stages. The groups work through the Facilities Department, which in turn works directly with the Master Architect in the completion of the program planning to ensure that each space meets the needs set forth in the Planning Documents (*EFMP*, *Strategic Goals*, and Program Reviews).

The Facilities Department also provides planning and construction oversight for all campus renovations, improvements and expansion, which consist primarily of the implementation of the Master Plan, as well as health and safety, and ADA issues. All on-campus requests consisting of adding/remodeling existing space, responding to accessibility requests and general maintenance/repair projects are also overseen by this department.

[1073] Space Inventory Report 2013 (E. 704); Five Year Capital Outlay Plan 2016-20 (E. 719)
[1074] Educational and Facilities Master Plan 2012-2018 (E.37)
[1075] Strategic Plan Highlighted Goals 2012-15 (E. 714)
[1076] Facilities Task Force Committee Intranet Website (E. 718)
[1077] Five Year Capital Outlay Plan 2016-20 (E. 719)

Equipment Replacement and Maintenance
The Vice President of Facilities oversees the overall condition of facilities and conducts building inspections to ensure buildings and equipment are operational and adequately maintained. An online work-order system allows staff to enter work orders electronically, which allows for a more efficient and timely response time.[1078] The maintenance, grounds and custodial staff work diligently to ensure that facilities are kept safe and clean, conducting a pre-shift walk through of each area, each day, noting and reporting potential deficiencies to supervisors.

The Annual Program Reviews include information from the various departments regarding the condition of existing equipment and requests for repair/replacement. As the program reviews are summarized, a prioritized list of forced costs that address the requests are submitted and funded based on available budgets.[1079]

In the absence of state matching funds, all scheduled maintenance and equipment replacement has been funded locally, through local bond funds. As the state economy begins to rebound, the College will address these needs with a combination of state and local match.

Efficacy in Meeting Needs
The College uses an inclusive planning system to evaluate how effectively its facilities and equipment fulfill the needs and demands of carrying out its mission. The *Strategic Plan* sets the overall goals of the College,[1080] the *EFMP* creates specific five-year goals[1081] and the annual Academic/Administrative Program Reviews provide timely feedback.[1082]

Executive Cabinet reviews the results of the planning documents and, combined with requests received between the planning cycles, approves projects that meet the College's goals and allocates funding as available. The Facilities Department then oversees the implementation of the projects and confirms compliance with the intended results at project completion.

Effective Use of Physical Resources
The Institutional Research Department consistently reviews and reports on space efficiency and room utilization of the College's physical resources. Based on those reports, Instruction modifies course offerings to better use the available space, or existing space is modified to better suit the current needs, or space is added as needed to meet demand.

In addition to internal oversight of space utilization, the College annually submits a *Space Inventory* and a *Five-Year Capital Outlay Plan* to the state.[1083] These reports summarize the total overall available space by function and reveal either the need for more space of a certain type or under-utilization of existing space, based on Capacity/Load formulas set by the state.

Self Evaluation
The College meets this standard and carefully considers the needs of programs and services when planning buildings.

Actionable Improvement Plans
None.

Standard III.B.1.b

The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Descriptive Summary
The College constructs, operates and maintains all of its physical resources with the same planning, care and control, regardless of location. The applicable laws, codes and regulations that govern on-campus operations apply to all facilities, no matter the location.

Access to Facilities
As dictated by Education and Public Contract Codes, all College facilities must be reviewed and approved per legal statute. The design

[1078] Facilities Online Work Order Intranet Website (E. 716)
[1079] Decision Making at College of the Canyons (July 2014) pages 132-133 (E. 720)
[1080] Strategic Plan 2008-12 Executive Summary (E. 713)
[1081] Educational and Facilities Master Plan 2012-2018 (E.37)
[1082] Academic Program Review Year 2 Update (2012-13) Intranet Website (E. 721); Administrative Program Review Year 2 Update (2012-13) Intranet Website (E. 722)
[1083] Space Inventory Report 2013 (E. 704); Five Year Capital Outlay Plan 2016-20 (E. 719)

of all College capital projects falls under the Title 24 of the California Building Code[1084] and the DSA provides approvals. The DSA approval contains three reviews: Structural, Life/Safety and Accessibility. All projects are reviewed and approved per current Building and Accessibility Code, Title 24, including the state interpretations of the Americans with Disabilities Act (ADA), and each project is continuously inspected for compliance during the improvement. At the conclusion of each capital project, all parties involved in the process submit a final certificate of compliance, noting that the project was completed as approved. This process assures that each project meets or exceeds all current access and code compliance regulations. [1085]

As mentioned above, the Facilities staff members, as the first order of business each day, walk their areas to verify the operational functionality of the physical resource; if there are deficiencies, they are reported immediately, either verbally or via the web-based work-order system, then the items are prioritized, scheduled and completed.

Off-Site Facilities
As described above, the College also maintains sufficient control over off-site facilities to ensure their quality. When off-site facilities are contracted, the specific terms of care, custody and control are addressed in the agreement. The College is bound by the Education Code for the term limits of the Agreement for non-Title 24-certified buildings and adheres to those requirements.

When the College occupies an entire self-enclosed space, it maintains sole control over the maintenance of the space and treats it exactly the same as all other on-site facilities. When it occupies a "space within a space" the College coordinates with the other company's facilities staff to highlight what the College is bound to maintain as it carries out its instructional offerings. Instructors at off-site locations oversee the suitability of the space and report deficiencies via the web-based work-order system, identical to the process used on-site.

[1084] CCR Title 24 Training Guide (E. 723)
[1085] CCR Title 24 Training Guide (E. 723)

Self Evaluation
The College meets this standard.

Actionable Improvement Plans
None.

Standard III.B.2

To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Descriptive Summary
The District adheres to a strict policy that no facility is added, removed or renovated unless indicated necessary by institutional demand. The analysis begins in the annual program reviews in which facility and equipment requests are documented and justified.
Once the program reviews have been disseminated and summarized, the facility requests are compared to the *EFMP*, and the equipment requests are compared to the *Technology Master Plan*. If the requests are substantiated, they are moved forward to the budget process for consideration. Requests are then prioritized and fulfilled pending available funding.

Prior to and during each semester, room utilization reports are analyzed to monitor the actual use of the facilities. Those reports are used to schedule class sections according to available/adequate space and are also used to confirm the District's capacity/load ratios, critical to project eligibility in the annual *Five-Year Construction Plan*[1086] that the District submits for new/renovated capital projects.

Evaluating Use of Facilities
The College uses institutional evaluation methods to assure feasibility and effectiveness of physical resources. It then takes these evaluations and uses them to plan and budget for equipment replacement and facilities upgrades.

Every year the District prepares a *Space Inventory Report*, which details the use, square footage and assignment of campus spaces.

[1086] Five Year Capital Outlay Plan 2016-20 (E. 719)

The Report also outlines the types of space on campus and the current capacity/load ratio, and forecasts what the future capacity/load ratios are for each type of space. The capacity/load ratios are then used to assist the College in identifying space shortages and needs for each program. The College then uses this report to develop its *Five-Year Capital Outlay Plan*[1087] for new and expanded facilities. A combination of current space and enrollment is used by the *Five-Year Plan* to derive the capacity-to-load ratios that help prioritize growth-related projects. Determination is made, based on this report, on which buildings may be eligible for modernization funds from the state.

When funding is secured and projects are begun, design committees and planning teams are formed for each new building and renovation project, and these design committees meet regularly with the District's architects to design new spaces.

Use of Evaluations
The College regularly uses the results of evaluations to improve facilities or equipment. All long-range plans include annual Scheduled Maintenance and Instructional Equipment plans. These plans are a compilation of planned capital projects, and evaluation of completed and outstanding work orders and program reviews. Those plans are used in the formulation of budget development and are addressed according to available funding – from state, local, grant and other sources.[1088]

Self Evaluation
The College meets this standard.

Actionable Improvement Plans
None.

Standard III.B.2.a

Long-range capital plans support institutional improvement goals and reflects projections of the total cost of ownership of new facilities and equipment.

Descriptive Summary
Through various planning models (Annual Program Reviews, the Educational and Facilities Master Plan and the Five-Year Capital Outlay Plan), the College's growth and maintenance program is completed in an orderly and timely process. Designs, materials and equipment, both new and replacement, are chosen to maximize efficiency and minimize operating costs, including as long a life cycle as possible within the given project parameters. The District and consultants continuously evaluate complete life cycle costs at the time of the improvement/replacement, keeping current with updated options before finalizing selections.

Developing Capital Plans
The *EFMP*[1089] integrates a thorough review of College programs and departments, assesses external variables and trends, and results in projections of the curriculum and program growth. The instructional program needs, such as facilities, equipment, and staffing on a departmental level are based on program review and department updates. The plan is used as the basis for the *Facilities Master Plan* to ensure the facilities are planned and constructed to meet those needs.

The *EFMP*[1090] captures the current and future projected uses and needs of instruction as compared to existing facility space. The final space needs are then reflected in the *Facilities Master Plan*; and the *Educational Master Plan* drives the *Facilities Master Plan* and all requests for capital projects at all levels are substantiated by their inclusion in that plan.

During the review and evaluation of all planning discussions for capital improvements, efforts are made to maintain the highest level of eligibility and to receive the maximum amount of matching funds. Additionally, every effort is made to reduce overall funding by revealing all possible sources of local and state funding for any given project and making certain that the project designed is as space-efficient and cost-effective as it can be. Addressing planning challenges from the perspective of capacity/load ratios, growth expectations, most-needed types of space for the maximum benefit and keeping the existing space utilization at the highest level assures all

[1087] Five Year Capital Outlay Plan 2016-20 (E. 719)
[1088] Faculty Staff Survey Fall 2013 Rpt #282 pages 13, 16, 135 (E. 715)
[1089] Educational and Facilities Master Plan 2012-2018 (E.37)
[1090] Educational and Facilities Master Plan 2012-2018 (E.37)

parties that the space being planned will yield optimal results from the expenditure of taxpayer dollars.

The College works closely with the State Chancellor's Office prior to submitting projects for state matching funds. The College maintains a regular and timely correspondence with its designated Facilities Unit representative, also working closely with the state's growth projection specialists and its own Institutional Development Office so that the College can submit new projects that achieve the highest possible eligibility and that will serve the maximum number of potential students. The College maximizes the state matching funds by providing the greatest share of local funding possible. Past projects have included partnerships with local school districts and the City of Santa Clarita, fundraising through the College's Foundation, use tax strategies, and partnerships with private entities.

The College's long-range plans include Secondary Effects at the Valencia campus, the construction of permanent buildings at CCC, and the continuation of scheduled maintenance projects and minor capital remodeling and renovations throughout the District.

"Total Cost of Ownership" and Decision-Making
When considering the implementation of projects and services, an overriding consideration is given to total costs, not simply the initial cost of the improvement. It is critical that in order to keep fixed annual budgets as lean as possible the College makes certain that its initial purchase will be more efficient, last longer and be more easily maintained than any other under consideration. The life-cycle costs of any improvement are, therefore, given the highest priority when making the final determinations on any capital improvement.

Specifically, the following elements have been found to be the most critical when defining "total cost of ownership" at the College:

- The number of cycles through which a piece of equipment must be regularly maintained (less is better)
- The number of cycles before a piece of equipment must be replaced (more is better)
- The quality of the product and its actual degradation over time that leads to excessive maintenance/early replacement (ability to keep its original specified output for a long period of time before it begins to degrade is better than a constant degradation over the duration of the cycle)
- The return on investment of a particular system (the quicker the initial payback is returned prior to failure, the better)
- The durability of a product (if a product requires less frequent maintenance to retain its as-new condition, the lower the total cost of ownership)

Effectiveness in Supporting College Goals
The College ensures that the planning processes of capital projects support its goals and that long-range capital planning is effective in advancing its improvement goals.

The District prepares its *EFMP*[1091] every five years to develop its long-range capital needs. The Plan is designed to prioritize capital construction and is written with the participation of administrators, faculty, staff, students and community members.[1092] The Plan supports the District's goal of ensuring adequate planning based on enrollment and projected instructional goals. The College also annually updates the *Five-year Construction Plan*.[1093] The availability of bond funds has enabled the College to leverage its state funds to expedite construction.

All capital projects are designed to allow the needs of the College's programs and services to be accommodated and to thrive in the most current and efficient facilities possible. Planning is based on form following function, with the function providing the needed elements to which the projects are designed. One current example is the new Student Services/Administration building on the Valencia campus. Prior to completion of this project, Student Services functions were spread through seven different buildings across that campus. This caused confusion for the students and inefficiencies for divisions.

[1091] Educational and Facilities Master Plan 2012-2018 (E.37)
[1092] Community Participation in Master Planning Process (E. 724); Decision Making at College of the Canyons (July 2014) page 42 (E. 725)
[1093] Five Year Capital Outlay Plan 2016-20 (E. 719)

The new building, just completed, is a model of how the District plans and pursues its capital projects. As described earlier in this report, the District was ready to proceed when the opportunity arose because another district could not fund its project, and consequently this District accessed state funding to create this needed building. Using "savings" from previous projects reduced the District's match, and with those funds and bid savings, the College expanded the initial project's scope to its current scope, adding more than 12,000 square feet to the building. When it came time to settle on the final space planning for the departments, the College re-evaluated the now-current demands, allowed for future expansion, adjusted plans, and completed the building planning and design. The construction delivery protocol, Construction Management, Multiple-Prime, allowed the College to jump-start the construction schedule while continuing to fine tune and receive the most competitive construction contracts possible.[1094] The result is a project that will serve the current and future needs of the College, completed sooner than it otherwise would have been, and at a cost less than allocated.[1095]

Self Evaluation
The College meets this standard.

Actionable Improvement Plans
None.

Standard III.B.2.b

Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary
Planning, planning, and more planning are the keys to effective Physical Resource management, which the College does on a regular and consistent basis. Unless driven by a planning document, or by an unintended emergency, not a single facilities project is moved forward. Planning and the institutional mission drive capital physical resource implementation.[1096]

Integrating Institutional and Facilities Planning
The College has been able to successfully integrate its institutional planning by utilizing departmental review programs and strategic goals that are the basis of the *EFMP*.[1097] These plans identify and prioritize new programs, and expanded programs and services with physical resources. The plans project student enrollment, as well as allowing the College to tailor its resources to meet the continually changing needs of students and the community. Physical resource decisions are based on plans developed from program and service area needs assessments.[1098]

The construction of new facilities totaling 202,778 GSF during the last six years has allowed the College to expand its offerings.[1099] The new buildings are designed to integrate and promote interdisciplinary relationships and the room designations are sufficient in number to provide maximum room utilization. All classrooms are equipped with high-tech multimedia equipment for class demonstrations, access to the network, both on- and off-campus. New classrooms are constructed as multi-purpose spaces in order to provide flexibility for accommodating different methods of instruction.[1100]

The Facilities Master Plan Task Force, chaired by the Chancellor and Vice President, Facilities, is responsible for overseeing the development of facilities planning, utilizing data and information provided by institutional effectiveness measures, such as WSCH and enrollment projections, College departmental program reviews, the *EFMP*, land-use studies, and assessment of external variables.[1101]

Needs Assessment and Prioritization
The College bases its physical resource decisions on the results of evaluation of program and service needs and prioritizes those needs when making decisions about equipment purchases.

[1094] Owners Guide to Project Delivery Methods (E. 726)
[1095] JCAF 32 for Culinary Arts, Mentry Addition, PE Expansion, Student Services and Administration, TLC (E. 707); California Department of General Services Tracker Project List (E. 727)
[1096] Decision Making at College of the Canyons (July 2014) pages 20-21 (E. 728)
[1097] Educational and Facilities Master Plan 2012-2018 (E.37)
[1098] Decision Making at College of the Canyons (July 2014) pages 20-21 (E. 728)
[1099] Fact Book 2013-14 (June 2014) page 86 (E. 706)
[1100] Master Construction Specifications (Samples) (E. 729)
[1101] Decision Making at College of the Canyons (July 2014) page 34 (E. 730)

Over the last five years, the College has completed the Valencia campus build-out per the 2001, 2007 and *2012 Facilities Master Plans*. This included the expansion of the Library, the demolition and replacement of the Student Services/Administration building, the expansion of the Fine Arts building, the completion of the University Center, the creation of a new Culinary Arts building and the restoration of campus grounds.
There are three major projects scheduled for the CCC, accounting for approximately half of the total projected build-out of that site. The first two buildings, the Science Center and the Classroom/Administration building, have been fully programmed and have received approved FPP status at the state level. These will include completion of all parking, grounds and plaza spaces as currently master-planned.

Upon receipt of matching funds via a future state bond measure, the College is ready to proceed with the buildings at the CCC per the Master Plan. Because a state bond hasn't passed since 2006, and since the CCC has exceeded all growth targets since the day the campus opened, the project eligibility for State Capital Outlay funds for all new permanent buildings at that site, has increased dramatically. Originally submitted as 80/20 match projects with the state, the College has been able to increase eligibility and decrease required matching funds: the projects are now 85 percent state funded and 15 percent District funded. Because the local bond (Measure M) was predicated, passed and funded based on the higher District match, there are now additional funds to allocate towards additional projects (or expanded current projects), that will allow the District to meet the needs of an even greater District student demand than originally anticipated.

Table 35 is a listing of projects completed through the Facilities Master Plan process to date:[1102]

[1102] Fact Book 2013-14 (June 2014) page 87 (E. 731)

Table 35. Facilities Master Plan: List of projects completed

Date Completed	Facility	Assignable SF	Gross SF	Total Cost, $
1970	Field Storage 1	673	710	1,000
1970	Field Storage 2	92	96	1,000
1970	Ticket Sales 1	57	70	7,500
1970	Ticket Sales 2	57	70	7,500
1974	Bonelli Hall	34,050	57,276	8,719,000
1974	Cougar Football Stadium	1,795	3,342	1,512,000
1974	Maintenance and Operations	18,921	21,156	1,200,000
1975	Seco Hall	14,000	23,526	3,370,000
1975	Boykin Hall	26,080	37,705	3,912,000
1975	Student Center	28,124	40,130	4,814,000
1975	Towsley Hall	19,913	24,606	1,691,000
1976	West PE	54,970	80,834	12,992,300
1982	Administration (Formerly Building A, demolished 2012)			3,500,000
1994	Family Studies Modular 1	700	960	100,000
1994	Family Studies Modular 2	1,292	1,440	100,000
1994	Remodel for Efficiency			1,918,000
1995	Child Development	6,583	10,088	1,676,000
1996	South Central Plant	6,538	7,814	9,000,000
1997	Mentry Hall	25,071	43,237	8,253,000
1997	Library	26,466	35,689	7,124,000
1998	Child Development Modulars	1,298	1,575	250,000
1998	Scheduled Maintenance Projects			525,000
1999	Field Storage 3	155	160	5,000
1999	HR/Foundation/ETI/Security/EOPS/Facilities Modulars	6,579	8,208	480,000
1999	Modular Village (14 classrooms, demolished 2012)			1,014,939
1999	Old Library & Labs Secondary Effects			4,959,000
1999	Scheduled Maintenance Projects			523,000
2000	Student Center Expansion (ASF incl in Student Center)			3,099,885
2000	Administration & Seco Hall Offices			325,000
2000	Scheduled Maintenance Projects			411,000
2001	Lots, 13, 14, 15 (South Parking Lot 1,700 spaces)			6,744,816
2001	Parking Lot Improvements			250,000
2001	Scheduled Maintenance Projects			406,000
2002	Restroom Modular	444	480	125,000
2002	Towsley Hall Expansion (ASF incl in Towsley)			1,535,409
2002	Student Support Center	6,465	7,680	1,092,795

Table 35. (Continued)

Date Completed	Facility	Assignable SF	Gross SF	Total Cost, $
2002	Records Storage Building	1,686	1,800	75,685
2002	Scheduled Maintenance Projects			140,000
2003	Perimeter Landscaping			75,000
2003	Access to Small Gym			33,524
2003	Track Resurfacing			169,480
2003	Artificial Turf			1,013,764
2003	Seismic Retrofit Bonelli Hall			1,300,000
2003	Architectural Barrier Removal			515,282
2003	Scheduled Maintenance Projects			88,000
2004	Performing Arts Center	26,886	44,478	20,719,770
2004	Bleacher Repair/Renovation			12,700
2004	Electronic Marquees			251,602
2004	Stadium Restroom Renovation			58,541
2004	Map Kiosks			125,000
2004	Warehouse Expansion (ASF incl in Maintenance and Operations)			1,837,000
2004	Hazardous Substance Projects			114,000
2005	Sheriff's Academy Modular	2,101	2,160	325,000
2005	Pico Canyon	11,838	19,401	7,670,320
2006	Academy Shed A	140	144	5,000
2006	Academy Shed B	140	144	5,000
2007	Hasley Hall	42,750	43,650	17,756,000
2007	North Central Plant	2,900	3,021	10,000,000
2007	Canyon Country Campus (land, site dev, modulars)	42,388	48,877	58,011,265
2007	Aliso Lab and Hall	30,258	43,463	15,442,000
2008	PE East & Tennis Courts	14,567	15,353	7,097,000
2009	Dr. Dianne G. Van Hook University Center	61,258	100,077	39,791,135
2010	Mentry Hall Expansion	20,987	35,000	12,528,583
2011	Mentry Hall Secondary Effects			1,877,439
2011	Cougar Way Modulars (Quad 6), Canyon Country Campus			500,000
2011	Applied Technology Center, Canyon Country Campus	9,631	10,315	7,114,273
2012	TLC Expansion	36,465	50,917	24,724,000
2014	Student Services Building Administration	26,439	46,370	15,951,000
2014	Institute of Culinary Education (ICuE)	9,134	12,208	8,000,000
	Totals	619,891	884,230	344,972,507

The College has been successful in developing a variety of funding sources for facilities improvements including state, local bonds, partnership with the City of Santa Clarita, as well as its other business partnerships. The passage of Measures C and M has allowed the College to expedite its construction schedule and complete the build-out as outlined in the *Master Plan*.[1103]

The Fiscal Services Department maintains an annual inventory of all equipment items per Board Policy 6510 Inventory of District Property.[1104] This inventory is then verified by an annual physical inventory process, which is conducted by an outside consultant. The results of this inventory are reviewed and compared to the previous year's inventory, an analysis is made regarding the need for repair/replacement equipment, and funding for the resultant equipment is made during the annual budget process.[1105]

Effectively Meeting Needs

To assess how effectively physical resource needs are being met, the College prepares annual Program Reviews, annual Space Inventory reports and annual 5-Year Capital Outlay plans.[1106]

Additionally, the Facilities Task Force reviews current progress and the Institutional Research department prepares and evaluates Space Utilization and Efficiency reports multiple times prior to the scheduling of each instructional session.[1107]

Analysis of the reports includes the evaluation of WSCH/SF per state formulas; space efficiency listed as a percentile during College use and capacity/load ratios for different space types based on total FTES. As an example, the last reporting year (2013) indicated that the Capacity/Load (WSCH) ratio for lecture space was 122 percent and lab space was 92 percent. Based on a 100 percent scale as being fully utilized, there is future capacity in lecture space and there is need for more lab space. To address that issue, the College has, in its upcoming (2014) report, indicated that, through modernization projects, it will convert some excess lecture space to lab space to maintain as close to 100 percent Cap/Load as possible.

Analysis of the reviews and reports is carried out at the Cabinet level and recommendations, if any, are implemented by the Facilities Department in accordance with the *Strategic Plan* and *EFMP*.

Self Evaluation

The College meets this standard by ensuring that facilities decisions are developed from program review results, institutional needs, and plans for improvement.

Actionable Improvement Plans

None.

[1103] Measure M General Obligation Bonds Election 2006 Audit Report 6-30-13 (E. 732)
[1104] Board Policy 6510 Inventory of District Property (E. 733)
[1105] Asset Inventory Contract 2014-15 (E. 734)
[1106] Space Inventory Report 2013 (E. 704); Five Year Capital Outlay Plan 2016-20 (E. 719)
[1107] Space Utilization and Efficiency Reports Screen Shots 06-27-14 (E. 735)

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The College's Strategic Goals, along with department program reviews, are used to identify the need for new technology to support the College and its learning environment.

The campus network is operational 24-hours-a-day and provides access to the College's online resources.

Standard III.C: Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

The District utilizes technology resources to support the College's overall instructional, student services, learning resources, and administrative functions. The institution's integrated planning efforts consistently and comprehensively evaluate and identify technology resources necessary to meet the institutional priorities. Various training options in technology are offered through Professional Development to ensure all employees have ample opportunities to learn new technologies and maintain currency in their technology skill sets. The existing technology infrastructure is secure and is consistently monitored and upgraded as funding allows to support District priorities.

Standard III.C.1

The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research and operational systems.

Descriptive Summary

College of the Canyons engages in a comprehensive and collaborative planning process that involves all areas. Through a variety of integrated planning documents, collegial committee meetings, and regular evaluations, the various types of technology needs and support for the institution are identified.

Each instructional and non-instructional department completes a comprehensive program review annually.[1108] During the program review process, academic department chairs, and administrative department managers consult with their faculty, staff, and the IT department to identify technology required to meet their Student Learning Outcomes (SLOs), Administrative Unit Outcomes (AUOs), and/or department objectives. Budget requests, tied to department objectives and institutional strategic goals, are integrated in the program review process, enabling departments to identify funding needed to implement required technology.

The Technology Committee is a collegial consultation committee whose purpose, as defined by the *Technology Master Plan*[1109] and District decision-making guide,[1110] is to facilitate the infusion of technology into the District structure and functions. The Committee has a tri-chair structure with the Assistant Superintendent/Vice President, Institutional Development, Technology and Online Services; the Associate Vice President of Information Technology; and a faculty member appointed by the Academic Senate, sharing the responsibilities. The Committee is open to all campus employees and student representatives and currently distributes meeting information to more than 60 people on a regular basis.[1111] The Committee maintains a core membership of approximately 20 members representing students, faculty, staff, and administrators and meets at least six times annually to discuss and make recommendations on various technology issues affecting the campus including technical support, technology replacement, technology budget requests, assistive technology, employee training on supported technology, and evaluation of new technologies. The Committee oversees the College's Web Committee[1112] and the Educational Technology Committee.[1113] The agendas for the meetings, along with minutes from previous meetings and supporting documentation, are posted on the committee websites.

The Web Committee evaluates the College's web presence, develops policies and procedure recommendations for web-related topics, and makes recommendations for design updates to the College's website. The committee is comprised of members of the IT staff, Public Information Office, and faculty interested and knowledgeable in web design and development. The agendas for the meetings, along with minutes from previous meetings and supporting documentation, are posted on the committee's website.[1114] The Assistant Director of Information Technology chairs the Web Committee and provides regular reports to the Technology Committee.

[1108] Academic Program Review Year 3 Update (2013-14) Intranet Website (E. 736); Administrative Program Review Year 3 Update (2013-14) Intranet Website (E. 737)
[1109] College of the Canyons Technology Master Plan 2011-16, Page 3 (E. 738)
[1110] Decision Making at College of the Canyons (July 2014) Page 44 (E. 739)
[1111] Technology Committee Meeting Agenda 3-31-14 (E. 740)
[1112] Technology Committee Membership Proposal (E. 741)
[1113] College of the Canyons Technology Master Plan 2011-16, Page 21 (E. 742)
[1114] Web Committee Intranet Website (E. 743)

The Educational Technology Committee serves as a venue for establishing priorities, evaluating faculty needs, and developing procedural recommendations regarding online teaching and learning and uses of educational technology. This committee is co-chaired by the Director, Distance and Accelerated Learning and a faculty member, appointed by the Academic Senate. The committee is comprised primarily of faculty and support staff from Information Technology (IT), and the Distance Learning Office. More than 80 faculty, staff and administrators receive this committee's minutes, as well as information about distance learning and educational technology research and trends. Twenty core members attend regular committee meetings. The committee meets at least eight times each year. The Director, Distance and Accelerated Learning, provides regular reports to the Technology Committee.

The Datatel Stand-Up Committee[1115] was formed in 1998 as a steering committee for the implementation of Datatel's Colleague program, (the administrative system for Registration, Purchasing, Human Resources, and Fiscal Services). This committee meets monthly to discuss the status of the Enterprise Resource Planning (ERP) system, and review current work requests for system modification and enhancements that will provide additional online services to students and increase efficiency for the departments that use the system. The committee is comprised of key end users of the system including members from Fiscal Services, Purchasing, Admissions, Student Services, Instruction, and Human Resources. The committee is chaired by the Associate Vice President of Information Technology and posts agendas and minutes on the committee's website.

The District's fifth *Technology Master Plan* was published in October 2011.[1116] It is a living document, developed by the District's Technology Committee. The plan outlines the recommendations for technology development through 2018. Since technology is constantly changing and evolving, the plan is reviewed annually by the Technology Committee to evaluate the District's progress towards the stated goals and to make recommendations for modifications due to changes in either technology or the needs of the institution.

The District's *Strategic Plan* for 2012-2015,[1117] defines twelve goals for the College's continued success. Three of these goals–addressing teaching and learning (Goal One), student support (Goal Two), and human resources (Goal Four)–articulate the need to incorporate technology into these areas in order to ensure success and open access. In addition, Goal Eight addresses Technological Advancement and the College's drive to enhance programs, services, and operations through state-of-the-art technologies.

The *Educational and Facilities Master Plan* (*EFMP*)[1118] includes programmatic information on each academic and administrative department. Outlined by each department, the *EFMP* is an overview of programs, goals and objectives supported, along with the technology required to maintain and grow a successful program. This information is further communicated through the annual program review and budget process.

The information obtained through the various planning mechanisms listed above is integrated into the overall technology support for the College. Thematically, the planning process emphasizes that technology (though important to help the College achieve its goals), should not overshadow the learning process. Technology should be used to enhance the classroom experience, encourage more open communication, and provide students with greater opportunities to be successful.

Identification of Technology Needs

Through the extensive evaluation and College-wide planning described above, the College's technological support needs are identified and addressed. The District Technology Committee, Educational Technology Committee, Web Committee, and Datatel Standup Committee provide numerous opportunities for faculty, staff, administrators, and student representatives to participate and articulate their technology needs. These committees are open to all, post agendas and minutes on the District intranet, and consistently evaluate the use of technology within their respective purviews. At least one member of the IT staff serves as an active member of each committee to bring expertise and strengthen the communication between the committees and the IT department.

[1115] Datatel CISAR Stand-up Committee Intranet Website (E. 744)
[1116] Technology Master Plan 2011-16 (E.43)
[1117] Strategic Plan 2012-15 Highlighted Goals Page 6 (E. 745)
[1118] Educational and Facilities Master Plan 2012-2018 (E.37)

Effectiveness in Meeting Technology Needs
The College evaluates the effectiveness of its technology in several ways. Each year, the Institutional Research Office surveys faculty, staff, and students.[1119] The survey includes questions regarding how technology is used in classrooms, the College's online services, and distance learning programs. The results of these surveys help guide future planning for technology improvements on both campuses. In addition, the department and strategic goals are assessed regularly through program review to ensure that the technology provided supports the goals of each department and the institution. Further, the Technology Committee and Educational Technology Committee review the technology used in the instructional and administrative areas and program review data to ensure the systems in place enhance, rather than detract from, the operations of the College and the learning process.[1120,1121]

The fall 2013 Faculty/Staff survey reported 95 percent of respondents at the Valencia campus and 100 percent of respondents at the Canyon Country Campus (CCC) indicated they were satisfied with the overall Computer Support and Audio Visual support they received.[1122] The annual student survey conducted in fall 2012[1123] shows the level of satisfaction with the computers and software provided for student use is 74 percent at the Valencia campus and 73 percent at CCC. The results from the surveys are used in the IT department program review and discussed in the Technology Committee to evaluate and make adjustments as needed to the technology and technical support provided.

Self Evaluation
The College meets this standard, assuring that the technology support it provides meets the needs of all segments of the institution. The District's comprehensive planning processes and collegial consultation committees provide a variety of collaborative forums to identify and evaluate the appropriateness and effectiveness of the technical support provided. Often, technology enhancements identified through the planning process are implemented well before the end of the plan term. The District prides itself on being innovative and quick to respond to the needs of the institution.

Actionable Improvement Plans
None.

Standard III.C.1.a

Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

Descriptive Summary
The District's technology is centrally maintained through the Information Technology (IT) department. IT consists of five full-time equivalent (FTE) administrators and 23.5 FTE permanent classified staff who make up the Management Information Systems department (MIS), Audio Visual department, Online Services department, Networking department, and Computer Support Services department (CSS). IT provides instructional and administrative technical support for faculty, staff and students at the Valencia campus, CCC, and three off-site locations (Institute for Culinary Education called ICuE, Aerospace Dynamics, and Camp Tahquitz).

IT's core responsibilities include:

- Technical support
- Hardware and software installation
- Server maintenance and security
- Help desk functions
- Technology training
- Network services including Internet access and network security
- Website and development including support for the Blackboard Learning System
- Audiovisual installation and support
- Email administration
- File, print, and application serving

All of the College's technology and related services are designed to enhance the operation and effectiveness of the District.

[1119] Research Reports Intranet Website (E. 280)
[1120] Educational Technology Committee Intranet Website (E. 746)
[1121] Technology Committee Intranet Website (E. 747)
[1122] Faculty Staff Survey Fall 2013 Rpt #282 pages 50, 57 (E. 748)
[1123] 10th Annual Student Survey Student Services Fall 2012 Rpt #278 page 5 (E. 749)

The College maintains an accurate and up-to-date web presence on the Internet at www.canyons.edu. Several iterations of the web address are registered in the other available domains (.com, .tv, .info, etc.) to make it easier for people to locate the College's site and to protect the College's image and brand. The Web Committee and PIO review the College's homepage on an ongoing basis to ensure that the content is accurate, up-to-date, and the site meets accessibility requirements. The homepage and the header and footer of all sub-pages were recently redesigned to refresh the look and feel of the site and provide a more consistent design throughout. In addition, the College maintains an online calendar providing a list of public events at the College.[1124] The event calendar is accessible from the College's homepage.

All employees have access to the College's intranet,[1125] including a current staff directory and information on the College, individual departments, and various committees. The intranet contains frequently used forms for easy access and an online version of the current contracts for all employee unions.[1126,1127]

Students and the community have access to a variety of online resources to ensure open access and streamline administrative operations. The College is a member of CCCApply, which allows students to apply to college online and complete an online Board of Governors' (BOG) waiver that connects back to the Free Application for Federal Student Aid (FAFSA) application.[1128] Students register online through Colleague's online registration system, Web Advisor.[1129] In addition to registering online, Web Advisor gives students the ability to search for available classes in real time, make payments, check grades, print unofficial transcripts and update their contact information. The Financial Aid Office offers students the ability to apply for scholarships online through a District-created scholarship application process.[1130]

Faculty and staff use Web Advisor to access current class rosters that can be printed or downloaded into the College's grading program, Micrograde, which allows instructors to post term grades and check their leave balances. Staff can submit online leave reports that are electronically routed through the approval system.

In 2013, the District launched "Ask Canyons,"[1131] which, powered by IntelliResponse, uses technology to offer users real-time access to the "one right answer" for which they are searching. Fully integrated with the Canyons.edu website, Ask Canyons simplifies the way in which students, community members, and staff can find answers to thousands of commonly asked questions, by offering a web-based, natural language query engine residing over an intelligent knowledge base, accessible 24 hours a day. After a user submits a query using Ask Canyons, the query is sent to the IntelliResponse host server where it is compared to the criteria set for all responses. The best match, often called the Best Response, is displayed for the user in the result page window. Ask Canyons provides staff with valuable feedback regarding student and community member interest. Ask Canyons contains information from all student services departments.

The District's curriculum development process is managed through CurricUNET,[1132] a curriculum management software program. CurricUNET tracks the development of courses through various approval stages requesting input from lead staff in many campus offices (Articulation, Distance Education, Instruction, and Library). Information Technology is contacted during the review process to ensure that the College has sufficient technological resources (hardware, software and facilities) to support the success of each course and that the Distance Learning Addendum (DLA) is completed properly.

In 2011, the College moved its Board of Trustees agenda process online with BoardDocs.[1133] BoardDocs allows college staff to electronically submit Board agenda items that are automatically routed through a predefined approval process. The system provides a tracking mechanism to follow an agenda item through the approval process and the ability to post both public and private agendas. BoardDocs includes real-time reporting of Board action during the

[1124] College of the Canyons Event Calendar (E. 750)
[1125] College Intranet (E. 751)
[1126] College Forms Intranet Website (E. 752)
[1127] Campus Community Unions Intranet Website (E. 753)
[1128] CCCApply Financial Aid Webpage (E. 754)
[1129] MyCanyons Web Advisor System (E. 755)
[1130] Financial Aid Scholarships Website (E. 756)
[1131] Ask Canyons IntelliResponse System Website (E. 757)
[1132] CurricUNET Website (E.78)
[1133] SCCCD Board Docs site (E. 422)

meetings and can be accessed by both college employees and the public through the Board of Trustees Internet site web pages.[1134]

In 2012, the District offered student email for the first time. Accounts are created through Microsoft's Live.edu and provide students with a canyons.edu email address to send and receive college communication. In addition to providing a consistent email address for communicating with students, the .edu addresses allow students to access discounts only given to those attending educational institutions.

The College maintains a secure, reliable, and robust network that provides support for the institution's mission. The fiber optic network[1135] includes a 10-gigabit backbone between core buildings with single gigabit links connecting the remaining buildings on campus. Each switch in the network is capable of supporting 100 Mbps speeds, with switches in high traffic areas providing support for 100/1000 Mbps speeds to the user's desktop.[1136] Internet access at the Valencia campus is achieved via a full bandwidth gigabit connection provided through the Corporation for Education Network Initiatives in California (CENIC).[1137]

CCC is connected to the Valencia campus via a 100mb fiber optic circuit allowing for secure transmission of information between the two sites and access to resources at the Valencia campus that would otherwise have to be duplicated at Canyon Country.[1138] A full bandwidth gigabit circuit connection, identical to the one at the Valencia campus, provides Internet access to the Canyon Country site.[1139] The independent Internet access at CCC ensures the reliability of the intercampus link and allows both campuses to serve as backup Internet connections for each other.[1140] The network traffic at both campuses is segmented and protected using VLAN technology, firewall rules, access control lists (ACL), Virtual Private Network (VPN)[1141] for off-site secure access, user authentication utilizing complex password requirements, anti-virus scanning, and an intrusion detection system.

The District provides technical support and access to the three off-site locations (ICuE, Aerospace Dynamics, and Camp Tahquitz) at a level consistent with the operation of those locations. The Institute for Culinary Education (ICuE) maintains a DSL line to provide Internet access for the staff computer stations housed at the site.[1142] Camp Taquitz, due to its remote location, utilizes satellite Internet provided by the Boy Scouts of America to allow 20 student-use laptops the ability to connect to the Internet for class research purposes. The laptops are returned to the Valencia campus twice a year for updates and routine maintenance. Aerospace Dynamics (ADI) maintains a dedicated T-1 connection to the Valencia campus. The T-1 provides ADI with Internet, access to the College's phone system, and access to all the network services available on the Valencia campus. ADI consists of an office and two computer classrooms where both credit and fee-for-service classes are held.[1143]

In 2012, the College evaluated and upgraded its emergency notification system from a local application tied to its phone system to a cloud-hosted system called Blackboard Connect. Blackboard Connect receives a regular upload of student, employee and tenant contact information to allow the District to disseminate critical information during an emergency. To increase outreach capabilities, the system was expanded in 2013 to include the ability to send important messages to students such as information about class offerings and registration.

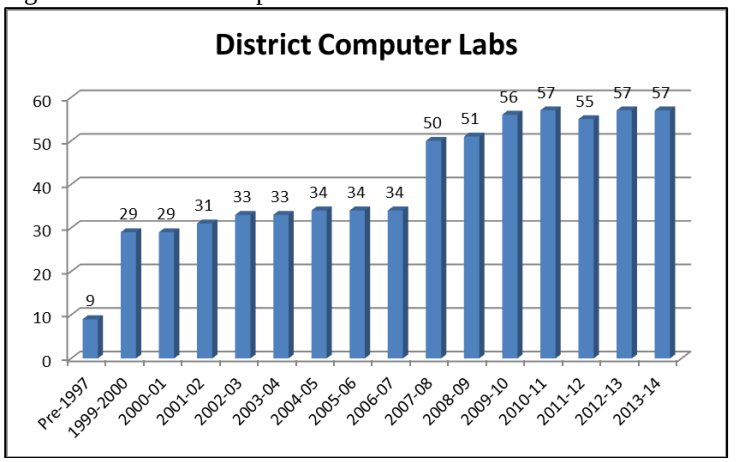
Wireless access is currently available in all indoor locations and outdoor common areas on the Valencia campus with limited access in

[1134] Board of Trustees Website (E. 758)
[1135] College of the Canyons Technology Master Plan 2011-16, Pages 11-13, 60-67 (E. 759)
[1136] College of the Canyons Technology Master Plan 2011-16, Pages 11-13, 60-67 (E. 759)
[1137] College of the Canyons Technology Master Plan 2011-16, Pages 11-13, 60-67 (E. 759)
[1138] Technology Committee Meeting Minutes 9-12-11 (E. 760)
[1139] College of the Canyons Technology Master Plan 2011-16, Pages 11-13, 60-67 (E. 759)
[1140] College of the Canyons Technology Master Plan 2011-16, Pages 11-13, 60-67 (E. 759)
[1141] College of the Canyons Technology Master Plan 2011-16, Pages 11-13, 60-67 (E. 759)
[1142] AT&T Bill for DSL Access at iCUE Site (E. 761)
[1143] College of the Canyons Technology Master Plan 2011-16, Pages 11-13, 60-67 (E. 759)

the parking lots; full coverage is available at the CCC. Wireless access is provided free of charge to employees, students, and the community. This allows students with a wireless-enabled smart phone, tablet, or laptop, to access resources on the Internet from almost any location on either campus. The Valencia wireless has enhanced security that allows faculty and staff to access network resources identical to the level of access through a wired connection.

IT maintains user help desks at both the Valencia and Canyon Country campuses where users can report technical problems and open work requests. Two 47.5 percent permanent employees staff the help desk with augmented support from hourly staff. Users have the option of submitting work requests in-person, via phone, email, or through the Information Technology website.[1144] Issues in classrooms affecting student instruction are given priority and addressed as soon as a technician is available.

Figure 31. District Computer Labs



The institution supports 57 instructional, non-instructional, and open computer labs throughout all district locations. The rapid expansion of computer labs, beginning in 1997, is a result of the District's comprehensive facilities planning, which identified a demand, increased the College's eligibility for new space, and supported the need for the passage of two local bond measures.[1145] As the chart above shows, the number of computer labs increased significantly in 2007 through the systematic expansion of space with the opening of Aliso Lab, Aliso Hall, Hasley Hall, and the Canyon Country Campus.

The PC computers have a basic configuration including Windows 7, Microsoft Office Professional 2010, Deep Freeze, and Microsoft Forefront Anti-Virus. The basic configuration of Apple computer labs includes the Snow Leopard (10.8) operating system, Microsoft Office 2011, and Deep Freeze. Deep Freeze is a software application that allows students to modify the computer software but will return the software to the campus default settings when the computer is rebooted. This has significantly reduced the downtime in computer labs and the help desk requests for fixing problems in the computer labs. Specialized software (such as the Statistical Package for the Social Sciences (SPSS), Minitab, Adobe Creative Suite 6 (CS6), etc.) is installed in specific computer labs to support the courses taught in those rooms. In each computer lab an instructor station is equipped with a basic multimedia setup (LCD projector, video/audio capabilities, and related hardware). At least one station in each computer lab is designated as an assistive technology workstation with a table that can be raised and lowered as needed and specialized hardware and software to support enlarging on-screen content, screen reading, and text-to-voice technologies. Major lab deployments and standard software setups are deployed using Symantec Ghost, Windows Deployment Toolkit, or Deploy Studio to ensure consistency and minimize system downtime.

In 2012, with the opening of the new library addition and expanded TLC space, the District deployed 411 Virtual Desktop Clients (VDI). The VDI units greatly improved the ability of IT to quickly respond to requests for software upgrades by changing a single VDI image and deploying the new image to all units in the TLC by simply rebooting the computers. In addition, the expanded TLC space includes a state-of-the-art lecture capture room where faculty can electronically capture classroom interactions for future review online.

[1144] Information Technology Website (E. 762)

[1145] Educational and Facilities Master Plan 2007-12 pages 20, 27-28, 49, 57, 59, 64, 71, 82, 92, 110, and 120 (E. 763)

Further, the group study rooms in the space are outfitted with computers, cameras, and video capture software so students in disciplines like Communication Studies or ASL can practice and review their presentations.

The College's Reprographics Center, which is overseen by the District Communications, External Relations Department, maintains a fleet of networked copiers that are stationed throughout the College. The copiers allow direct printing from an employee's workstation through the campus network and are configured as scanners to send documents as PDF files through the campus email system reducing the need for paper copies. Additionally, the main reprographics centers on the Valencia and Canyon Country campuses maintain several high-capacity digital copiers where users can submit larger B&W or color duplication jobs. The technology available through reprographics provides flexible, anytime access to duplication resources from either on- or off-campus.

Decision Making

Decisions about technology follow the District's planning processes, as described in detail in Standard III.C.1 above. The Technology Committee and IT department use the programmatic information provided by departments through their annual program reviews or the *Educational and Facilities Master Plan* to ensure the technology decisions support the departments and are in line with the College's goals and mission.

IT and the Facilities Department maintain a close working relationship. The departments work collectively on infrastructure design elements for new construction and remodeled spaces to ensure areas will support the College's current and future technology needs.

Technology initiatives and accomplishments are disseminated across the College through collegial consultation meetings, monthly technology newsletters,[1146] presentations to the Board of Trustees,[1147] and listed as accomplishments in the *Strategic Plan*.[1148]

Technology for Distance Learning

The College maintains a robust server environment to support its educational mission. The Valencia Data Center houses 177 physical and virtual servers running everything from the institution's website, Content Management System (CMS), email, and a wide range of server-based applications. The IT staff are migrating the physical servers to a virtual environment to increase reliability and reduce the physical footprint. As of March 2014, the District has 73 physical and 104 virtual machines.

The College provides technology enhanced classrooms to support faculty with different options for instructional delivery.[1149] These classrooms are equipped with technology to augment the learning process including instructor computer systems, document cameras, and a basic sound and projection system. The systems in the classroom are controlled in the room through a Pixie Pro remote control and are accessible remotely by the Audio Visual department to assist faculty in operating the equipment or for diagnosing equipment problems and system monitoring.

The Distance Learning Office oversees the College's online offerings. The Office is supervised by the Director of Distance and Accelerated Learning. The director reports to the Dean, Educational Technology, Learning Resources, and Distance Learning. One full-time classified employee supports the office. This staff member provides information and guidance to prospective and current distance-learning students and also maintains the distance learning website.[1150] This employee and the Director provide instructional design support and educational technology training to faculty who teach in a distance-learning format. Along with a faculty member, the Director co-chairs the Educational Technology Committee, discussing technology for both on-ground and online classes.

Faculty members use Blackboard as their primary online learning management system (LMS).[1151] Blackboard Enterprise is run from a server housed in the IT department and administered by a department staff member. The staff member works closely with Academic

[1146] Information Technology Website (E. 762); Powered On Technology Update Newsletters (E. 764)
[1147] Board of Trustees Meeting Minutes 6-13-12 Section 10.1 (E. 765)
[1148] Strategic Plan 2009-12 Highlighted Accomplishments (E. 766)
[1149] Inventory list of classrooms (E. 767)
[1150] Distance and Accelerated Learning Website (E. 768)
[1151] District Blackboard Website (E. 769)

Affairs, Distance Learning, and faculty members to create course shells and upload roster information each term into the courses setup on Blackboard. The server is protected via the College's network security systems, is backed up daily, and is attached to an Uninterruptible Power Supply (UPS) system to minimize downtime.

To enhance the online environment for faculty and students, the institution participates in CCCConfer,[1152] allowing faculty to establish virtual meetings with students and colleagues as needed. The presentation and sharing capabilities of CCCConfer augment the District's online resources. The College participated in Edustream for streaming instructor developed video content. With recent discontinuation of the Edustream program, the College is exploring other options for video streaming, including 3CMedia Solutions.[1153]

In response to a 2008 Planning Agenda item from the last Accreditation Self Study,[1154] support for students in online courses is now provided through course instructors, tutors in The Learning Center (TLC) Lab, the DSPS High Tech Center, and the full-time staff member in the Distance Learning Office. Support for faculty is provided through full-time staff members in the Distance Learning Office and IT Department.

The College's Library maintains a robust collection of online resource materials. More than 35 database and periodical search options are available through the Library's website.[1155] Each semester, the Library provides authentication information to current faculty and students so they can access the databases and periodicals from off-campus. Additionally, the College maintains a site license for TurnItIn.com, which the faculty can use to check student papers for plagiarism.

Reliability, Disaster Recovery, Privacy, and Security

The College's disaster recovery strategy is fourfold. First, uninterruptible power supplies (UPS) and backup generators are connected to sensitive servers including the District's ERP system and critical network equipment to ensure that the College is protected from power interruptions. Second, tape backup systems and disk-to-disk backup are employed through IT and MIS, providing regular backup of the College's data and operating systems. The backups are stored both on-site in a secured room at the Valencia campus and rotated off-site to a media vault housed at CCC. Third, maintenance contracts with hardware vendors provide for four-hour replacement of system components on critical systems, and spare network hardware is stored on-site to replace failed systems with minimal downtime. Finally, a co-location facility in Sacramento, established December 2008 for a 2008 Planning Agenda item from the last Self Study,[1156] currently houses backup systems for the College's web presence, email system, and a replicated backup of critical data.

Physical security of campus technology resources is accomplished through building security, software, and hardware solutions. Office and computer labs are equipped with Locknetics electronic door locks. These locks maintain an audit trail of users and reduce the threat from missing keys with the ability to electronically remove access to the door. Recently, the College purchased and installed software on all new laptops. This electronically tracks the location of the laptops, whenever they are connected to the Internet.

In addition to the physical security measures listed above, the College enforces the security of the campus network and the privacy of electronic information through Board policies and administrative procedures. The Technology Committee developed Board Policy 815 on Acceptable Computer Use for Employees, and the Board adopted it in December 2002.[1157] Administrative procedures have been created to implement Policy 815 including a confidentiality statement all employees are required to sign. The statement is displayed each time employees log into their workstation or into the Student Information System.

Self Evaluation

The College meets this standard. Technology support is sufficient to support the District instructional, student services, and administrative operations. With a centralized IT department, the College is able

[1152] CCCConfer Website (E. 770)
[1153] 3C Media Solutions Website (E. 771)
[1154] Accreditation 2008 Comprehensive Institutional Self Study Report pages PL-1 to PL-5 (E. 772)
[1155] Library Website (E.31)
[1156] Accreditation 2008 Comprehensive Institutional Self Study Report page Standard IIIC-10 (E. 773)
[1157] Board Policy 815 Computer and Network Use for Faculty, Staff, and Administrators (E. 774)

to respond quickly to ensure the effectiveness of the institution and enhance operations. Innovations such as Ask Canyons, Board Docs, and the Online Program Review could not have been implemented so efficiently without the District's IT department and the integrated planning process employed by the College.

Actionable Improvement Plans

The IT department will continue to work on the College's wireless infrastructure with the goal of deploying faculty/staff wireless authentication at the Canyon Country Campus.

Standard III.C.1.b

The institution provides quality training in the effective application of its information technology to students and personnel.

Descriptive Summary

The College has a robust Professional Development Program (PDP) for faculty and staff. The PDP provides training on the software and technology supported by the College. Classes in technology are taught by IT staff and faculty in one-on-one and small group environments. Outside vendors and subject-matter experts are brought in on occasion to augment the training offerings.

The College maintains a Technology Center on the Valencia campus that is open to all faculty and staff. The Center has PC and Macintosh computer systems, scanners, both black-and-white and color printers, fax and copier access, as well as checkout equipment such as laptops, iPads, and digital cameras. The Center is open Monday through Friday for a total of 66 hours per week. In addition, CCC maintains a modified version of the Technology Center that includes PC computers, scanner, black-and-white printing, and laptops for checkout. The CCC center is open Monday through Friday for a total of 60 hours per week.

Structured technology training for students is offered primarily through the Computer Information Technology (CIT) department. Students can enroll in short-term or semester length courses in Windows, Office, and web design. In addition, staff members in the Library and TLC are available to assist students with technical problems encountered while utilizing the equipment and services in those locations.

Needs for Information Technology Training

The PDP performs a needs assessment of faculty and staff annually to determine their training needs and desires.[1158] The selection of workshops offered for faculty and staff is driven by the results of this survey, as well as from the Annual Faculty and Staff Survey and also with direct input from the Educational Technology Committee. Additionally, training needs identified through the employee evaluation process are collected and shared by Human Resources with the PDP Director. The responses that pertain to technology training are discussed with the Faculty, Administrative, and Classified Professional Development Committees before being reviewed by the IT department.

Technology topics that receive the highest responses are scheduled as training classes throughout the year. Each summer, the PDP offers a Summer Technology Series.[1159] Workshops are offered based on employee demand as indicated on the needs assessment and workshop evaluation sheets or as identified by the IT department based on the volume of calls on a particular topic. Other topics are handled on a case-by-case basis through the PDP or IT department.

In addition, input from the Annual Student Surveys provides guidance on which workshops will be offered to students.

Types of Technology Training Provided

In addition to the regularly scheduled group training programs described above, the Valencia Technology Center offers drop-in training on any of the College's supported hardware and software. Faculty and staff can receive one-on-one and small group training from an IT staff member on everything from Microsoft Office to Ellucian's Colleague (referred to on-campus as CISAR or Datatel). The Tech Center is also available for employee training by outside vendors and for demonstrations of new products. Training at CCC is conducted in student computer labs due to space limitations of the Technology Center on that campus.

[1158] Professional Development Program Needs Assessment Surveys 2012-13 and 2013-14 (E. 775)

[1159] Summer Technology Institute 2011-13 (E. 776)

The College offers a wide variety of training in the technology tools used in distance learning. Workshops range from overviews of the course management system, Blackboard, to roundtable discussions of teaching issues.

Disabled Students Programs and Services (DSPS) provides training to faculty on Section 508 compliance including website elements, closed captioning of presentations, and all aspects of Information Technology falling under Section 508. The DSPS Access Coordinator provides training sessions through PDP on a regular basis and is available for one-on-one appointments with individual faculty members. In addition, DSPS provides training to self-identified disabled students in the use of assistive technology to enable them to successfully complete their College courses. DSPS works with IT to ensure that the software and hardware requirements of identified disabled students are available in classrooms and computer labs for their use.

Training classes are evaluated through a survey handed out at the end of the class. The surveys are returned to the PDP for analysis.[1160]

During the institution's self-study in 2008,[1161] a Planning Agenda was developed to offer "brown bag" training classes for students during the lunch hour. These courses were designed to augment a student's technical knowledge by covering topics such as formatting your Word document for APA or MLA papers, creating charts and graphs in Excel, using Blackboard as a student, conducting library research, and accessing your student email account. IT partnered with the Student Development Cougar Mentor program to market these courses to the students. Unfortunately, participation in these workshops never exceeded five students, and in most cases, no students attended. The program ran from 2010 to 2012 and was discontinued for lack of attendance.

Students still have several opportunities for technology training. Computer Information Technology (CIT) offers short-term and semester-length credit classes in numerous computer application programs. In addition, the Library continues to offer classes on conducting research on the computer,[1162] tutors are available in the TLC to assist students with their computer coursework, and workshops are regularly conducted for the adult population at the Adult Re-entry and Veterans' Center.[1163]

Self Evaluation

The College meets this standard. A robust and effective Professional Development Program is offered annually for all employee groups. Workshop topics are derived from needs assessments, employee evaluations, and direct requests. Workshops are evaluated for their effectiveness and follow-up sessions are established as needed based on participant feedback.

Actionable Improvement Plans

None.

Standard III.C.1.c

The institution systematically plans, acquires, maintains and upgrades or replaces technology infrastructure and equipment to meet the institutional needs.

Descriptive Summary

The College updates its technology on a regular basis as funding allows. The College's *Strategic Goals*, along with department program reviews, are used to identify the need for new technology to support the College and its learning environment. The *Technology Master Plan* outlines the criteria for ongoing equipment replacement.[1164] IT, in consultation with the Technology Committee, prioritizes equipment replacement based on the age of the systems and the needs of the area where the equipment is installed. The goal of the institution is to replace computer systems every three to five years on average, depending on function, program requirements, and available funding.

[1160] FLEX Workshop Evaluation Form (E. 652)
[1161] Accreditation 2008 Comprehensive Institutional Self Study Report page Standard IIIC-10 (E. 773)
[1162] Library Instruction Session Tracking 2011-12 (E. 777); Library Instruction Session Tracking 2012-13 (E. 778); Library Instruction Session Tracking 2013-14 (E. 779)
[1163] Flier for Online Student Workshop Featuring Blackboard Hosted by the Adult Re-entry Program (E. 780)
[1164] College of the Canyons Technology Master Plan 2011-16, Pages 4-7 (E. 781)

IT manages an ongoing replacement cycle with equipment and software funds that are used to replace outdated technology equipment, purchase and renew software licenses, and procure equipment and software for evaluation by faculty and staff. Ongoing district general funds have been augmented with the passage of Measure M, a local $160 million bond measure passed in 2006. The bond measure contained the following language to allow funds to be used to upgrade technology: "Replace outdated technology facilities, upgrade Internet access and wireless and cable technology, build technology-enhanced classrooms, upgrade telecommunications systems, upgrade campus-wide technology, replace outdated computers, hardware and software, replace network infrastructure equipment, and install wiring upgrades, along with campus-wide underground fiber optics installation."[1165]

Management, Maintenance, and Operation

The IT Department's online help desk program, TrackIT,[1166] has an asset management component that tracks all computer technology assets used at the College. This system automatically inventories labs and end-user workstations using the information provided electronically in the BIOS and operating system, and are merged with the physical inventory of the workstations that the IT staff performs when the systems arrive on campus or are transferred to another area.

The campus network is operational 24 hours a day and provides access to the College's online resources. Maintenance windows are limited to night hours between 1 a.m. and 7 a.m. and the campus community and online student population are notified in advance of any planned maintenance that may prevent them from accessing network resources.

Reliability and Emergency Backup

The IT department utilizes a disk-to-disk and tape system to back up its servers. The systems run daily backups and are tested on a regular basis to ensure reliability. In addition, each server utilizes hardware RAID configurations to protect against data loss as a result of a hard-drive failure. An appliance-based backup system is being deployed to augment the existing system and provide for replication to the co-location facility in addition to physical hard drive storage at the Valencia and Canyon Country campuses. Server rooms are restricted to IT department staff and aresecured with electronic locks, providing an audit history of who accesses the center.

Software application programs manage and monitor the District's data network. Netsight console displays the current status of the network switches and provides a secure conduit for modifications to the switch configurations. Additionally, Netsight dispatches email notification in the event the system is unable to monitor a piece of network equipment or a District-owned server. Aruba, the District's wireless vendor, provides a web-based console run through a management switch that allows all configuration and security changes to be made centrally and pushed to all the wireless access points.

The campus network is separated into VLANs (Virtual Local Area Network) for added security. User authentication is required to access sensitive college resources and complex passwords are changed regularly. As an added layer of protection, IT runs an intrusion detection system, monitoring the network for suspicious activity. The system has the capability to notify the IT department of any possible threats.

Access from off-campus is managed through the College's firewall and spam filter. The firewall rules specify the type of traffic that is allowed into and out of the College network and the destination machines that can be contacted from the Internet. The firewall runs a virus program that scans all incoming traffic for viruses before allowing access to the internal network. The spam filter examines all incoming email and compares the content and sender of the email to an internal database that tracks known spam senders and suspicious email content. The College network uses network address translation (NAT) to protect internal workstations from being attacked from outside the network.

Self Evaluation

The College meets this standard. The technology equipment used on campus is reliable and replaced on a regular basis through a combination of funding sources. An ongoing general fund allocation for

[1165] Full Text Ballot Proposition of the Santa Clarita Community College District Bond Measure Election 11-7-06 page B-3 (E. 782)

[1166] Information Technology Website (E. 762)

equipment replacement is augmented by additional one-time general funds and funds from the College's local bond, Measure M. These funds allow the College to maintain currency with technology equipment and meet the needs for technology both in the classroom and in administrative areas.

Actionable Improvement Plans
None.

Standard III.C.1.d

The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

Descriptive Summary
In addition to the robust general resources described in III.C.1.a above, several academic departments offer specialized software and systems to support and enhance their curriculum. With the opening of the addition to Mentry Hall, the Photography department added a digital photography lab complete with high-end Apple computers and printers to expand and enrich its digital photography curriculum. Allied Health, in addition to providing existing standard mannequins for student practice, purchased high-tech mannequins able to simulate medical conditions for nursing students to diagnose and treat. Allied Health has also added an elaborate camera system in one lab classroom so students in the classroom can observe instructor-led lessons on the mannequin, rather than having to crowd around a single bed.

Most of the College's technology infrastructure is less than five years old. Network equipment is replaced on a regular basis to ensure continued operations, and to guarantee sufficient bandwidth to support the College's applications. The College replaces computer hardware, per the *Technology Master Plan*,[1167] to ensure the systems operate at optimum capacity.

The College's Student Information System, Colleague, is extensively customized to meet the needs of students and the institution. College staff developed more than 3,000 customized programs in the 15 years since the system was installed.[1168] As an example, in 2012, a feature was added to the system, allowing an instructor or the Instruction Office, to send text messages to students in any particular class to inform them of an instructor absence or a change in meeting location. This feature provides an additional avenue for communication between the College and students. Regular patches or upgrades to the system are performed twice each year during non-registration periods to ensure system stability and accessibility.

Use and Distribution of Technology Resources
Recommendations about the distribution of technology resources are made in consultation with the Technology Committee in conjunction with the College planning process. Procurement of new technology, computer replacement, and software installation for instructional areas are determined based on the curriculum requirements of the instructional programs and the programs' plans for technology needs. Technology needs for administrative areas are determined based on their functions and the needs of the departments.

IT, in consultation with the Technology Committee, manages equipment replacement. IT follows the guidelines for equipment replacement outlined in the *Technology Master Plan* and makes adjustments to operate within available funding. The College replaces computer equipment on a regular cycle as funding allows, based on the age of the system and the function it performs within the office area or computer lab. Often, software system requirements dictate replacement of computers in instructional labs before the end of their useful lives. These machines are often quite useful to other computer labs or employees, and, accordingly, are moved to other areas for extended use.

Security and Reliability
The District's Information Technology infrastructure is reliable, maintaining an average of 95 percent uptime for servers, network infrastructure, and Internet access at both campuses. Scheduled maintenance is performed at regular intervals and with proper notice to the campus community. All network equipment and Windows servers are at current firmware and patch levels. Patches for the ERP system are applied twice a year outside of the registration windows

[1167] College of the Canyons Technology Master Plan 2011-16, Pages 4-7 (E. 781)

[1168] Administrative Program Review Year 2 Update (2012-13) MIS Page 9 (E. 783)

to limit the effect on student access. A thorough testing process is conducted prior to the installation of any new patches to the system.

Ensuring the security of the infrastructure is an ongoing task. Virus definitions are updated on a regular basis through a centralized anti-virus server. Firewalls, switches, routers, wireless controllers, intrusion detection systems, and spam filters are kept in current firmware and protect the campus from internal and external threats. Security patches and service packs from operating system manufacturers are installed on a regular basis.

Currency and Sustainability
Maintaining the currency of the technology infrastructure to meet the needs of the institution is accomplished in several ways. First, the District's *Technology Master Plan* is completed every five years with annual updates to ensure the goals of the plan are in line with the goals of the District. Second, program review data, information from the *Educational and Facilities Master Plan*, and recommendations from the Technology Committee are integrated in technology planning. Third, the District's bond Measure M provides funding for technology in new construction projects and replacement of equipment in existing spaces. In addition, the IT department regularly submits budget augmentation requests through the Program Review process to request funding to upgrade technology infrastructure. Finally, Board Policies and Administrative procedures on acceptable computer use ensure proper guidelines are followed for the appropriate operation of the institution's systems.

Distance Learning
The Educational Technology Committee regularly discusses the status of the College's Distance Learning Program and the technology used to support it. Recommendations for additional equipment, or updates to equipment or software, are forwarded to the Technology Committee for review and implementation.[1169] The effectiveness of the distribution and application of technology utilized by the Distance Learning Program is evaluated through the Educational Technology Committee and via an annual student survey of online classes.[1170,1171] In 2011, the College conducted a review of its Learning Management System (LMS). An ad hoc committee made up of faculty and staff from Distance Learning and IT evaluated the various LMS platforms before choosing to continue with Blackboard.

Self Evaluation
The College meets this standard. The College's technology infrastructure is sufficient to support the development, maintenance and enhancement of its programs and services.

Actionable Improvement Plans
None.

Standard III.C.2

Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

Descriptive Summary
The College uses a comprehensive and integrated strategic planning process that incorporates a variety of planning documents and evaluation tools into its decision-making process for technology resources; these include program reviews, master plans, collegial consultation committees, and evaluations to ensure the technology decisions are based on program and service needs.

Using Evaluations of Program and Service Needs
The institution's online program review process integrates department planning with budget requests and details the need for technology to support each department's programs and offerings. The program review also identifies requests for modifications to classrooms or computer labs to enhance instructional delivery.[1172] The information obtained through the program review process is reviewed by IT and addressed with the individual departments.

The College's planning documents and program evaluations are instrumental in prioritizing the needs for technology resources. Technology provisioning is based on substantiated needs identified in the

[1169] Educational Technology Committee Meeting Minutes 3-26-14 and 4-23-14 (E. 784)
[1170] 5th Annual Student Survey Online Classes Spring 2012 Rpt #271 (E. 785)
[1171] Research Reports Intranet Website (E. 280)
[1172] Administrative Program Review Year 3 (2013-14) Update Intranet Website (E. 786)

program planning process and in support of the College's *Strategic Goals*.

Effectively Meeting Technology Needs
The Faculty and Staff Survey is distributed annually[1173] and contains multiple questions to gauge user satisfaction with various aspects of technology available throughout the College. The questions in the survey evaluate satisfaction with equipment, technical support, online service, and overall satisfaction at both campuses. Results are discussed at the Technology Committee meetings, and IT department staff meetings.[1174] Specific areas of improvement are identified and incorporated into the IT department program review as either an Administrative Unit Outcome (AUO) or a department objective.

The College distributes an annual survey[1175] to students that evaluates overall satisfaction with the College's technological programs and services. The survey includes questions gauging student satisfaction with the technology for student use, including the College's website, wireless, and access to computers and software application programs.[1176] The survey results are distributed to the campus so modifications to technology strategies can be implemented as needed.

Prioritization of Needs
Technology needs are prioritized according to several factors. The Technology Committee and IT department look at the age of the systems, the software installed, and the requirements of the departments or users when determining replacement priorities. Areas or users with the greatest need are replaced first and as funding allows. Available ongoing funding is paramount in successfully providing for technology needs.

The College has an ongoing general fund allocation administered by the IT Department for technology hardware and software. In addition, the College passed a local general obligation bond, Measure M, in 2006 that includes funds for technology equipment procurement and replacement. Having these funds centrally managed allows economies of scale and a better distribution of financial resources for technology applications.

Self Evaluation
The College meets this standard. Technology planning is integrated with institutional planning, because technology needs are integrated into the College's comprehensive planning processes. They are properly evaluated and prioritized, and needs are met with available resources.

Actionable Improvement Plans
None.

[1173] Research Reports Intranet Website (E. 280)
[1174] Technology Committee Meeting Minutes 12-2-13 (E. 787)
[1175] Research Reports Intranet Website (E. 280)
[1176] 11th Annual Student Survey Student Services and Instruction Fall 2013 Rpt #283 (E. 225)

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The District supports student-learning programs through a proactive approach to identifying funding for innovative programs and services, developed in response to the needs of the students and community.

Standard III.D

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resource planning is integrated with institutional planning.

Descriptive Summary

The District supports student learning programs through a proactive approach to identifying funding for innovative programs and services, developed in response to the needs of the students and community. With leadership from the Chancellor, the District develops enrollment management strategies and program improvement plans, making necessary adjustments to FTES targets, revenue, staff, and operational costs in response to erratic state funding. The resulting financial resources are integrated with institutional planning through annual program reviews[1177] and are distributed in support of the development, maintenance, and enhancement of programs and services. The District is known for a high level of financial integrity reflected by excellent audits.[1178,1179,1180] During the annual budget development process, the District makes long-term and short-term plans, contributing to financial stability.

Growth Funding Supports Student Learning Programs

Growth funding has provided significant ongoing financial resources to support student learning programs and services and to improve institutional effectiveness. The District experienced exponential growth from the mid 1990s until the start of the recession in 2008,[1181] and the additional revenue received from growth funding during that time allowed the District to meet high demand and serve the community, as more homes were built and the community's economy grew and diversified.

Growth revenue allowed the District to hire full-time faculty above required levels and develop new programs and services. Since funded growth is added to the District's ongoing base revenue from the state in subsequent years, growth funding of $46 million received from 1995-96 through 2013-14 has a cumulative effect of more than $500 million in resources over the 19-year period.[1182]

The limited availability of growth funding from the state in recent years occurred at the worst possible time, as the community colleges were experiencing a large demand for classes. With unemployment in California above the national average, many people turned to community colleges for retraining in fields leading to potential employment. Also, many CSUs and UCs cut back enrollment, increasing demand for community college classes even more.

Table 36 provides insights into the significance and variable nature of growth funding.

[1177] Academic Program Review Year 3 Update (2013-14) Intranet Website (E. 736); Administrative Program Review Year 3 Update (2013-14) Intranet Website (E. 737)
[1178] District Annual Financial Report 6-30-13 (E. 788)
[1179] College of the Canyons Foundation Annual Financial Report 6-30-13 and 2012 (E. 789)
[1180] Measure M General Obligation Bonds Election 2006 Audit Report 6-30-13 (E. 790)
[1181] Fact Book 2013-14 (June 2014) page 82 (E. 791)
[1182] History of System-wide and College of the Canyons Growth-Access Funding (E. 792)

Table 36. History of System-Wide and College of the Canyons Growth/Access Funding

HISTORY OF SYSTEMWIDE AND COLLEGE OF THE CANYONS GROWTH/ACCESS FUNDING

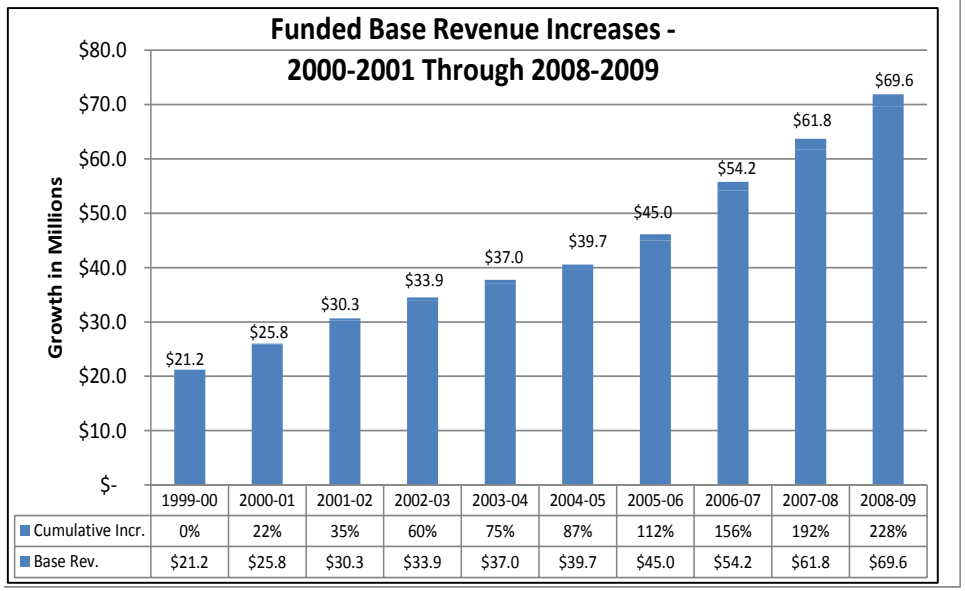
Year	Systemwide Growth Funding	COC Approved Growth Factor	COC Funded Growth Rate	$ Value of Growth Funds Received Over Systemwide %	Total $ Value of Growth Funds Received	Cumulative Value of Growth Funds Received Over Systemwide %	Cumulative $ Value of Growth Funds
1995-96	1.17%	7.00%	6.60%	537,822	623,432	537,822	623,432
1996-97	1.46%	16.33%	16.20%	2,032,363	2,237,977	2,570,184	2,861,409
1997-98	3.00%	15.20%	11.50%	1,401,231	1,745,796	3,971,415	4,607,205
1998-99	3.00%	15.29%	16.60%	2,140,648	2,663,186	6,112,063	7,270,391
1999-00	3.50%	21.69%	22.70%	3,578,376	4,215,438	9,690,439	11,485,829
2000-01	3.50%	13.94%	15.50%	2,597,420	3,468,204	12,287,858	14,954,033
2001-02	3.00%	11.50%	7.90%	1,503,662	2,371,160	13,791,521	17,325,193
2002-03	3.00%	14.22%	11.00%	2,494,097	3,429,384	16,285,618	20,754,577
2003-04	1.50%	12.22%	7.20%	2,104,926	2,658,854	18,390,544	23,413,431
2004-05	3.00%	14.02%	5.10%	849,257	2,062,481	19,239,801	25,475,912
2005-06	3.00%	17.99%	8.90%	2,834,914	4,276,396	22,074,715	29,752,308
2006-07	2.00%	6.81%	8.43%	3,357,366	4,401,648	25,432,082	34,153,956
2007-08	2.00%	15.28%	6.72%	2,722,554	3,876,668	28,154,636	38,030,624
2008-09	2.00%	28.41%	9.00%	4,284,709	5,508,911	32,439,344	43,539,535
2009-10	0.00%	6.32%	0.00%	-	-	32,439,344	43,539,535
2010-11	2.20%	not released	2.31%	83,452	1,752,490	32,522,796	45,292,025
2011-12	0.00%	not released	0.00%	-	-	32,522,796	45,292,025
2012-13	0.92%	not released	0.00%	-	-	32,522,796	45,292,025
2013-14 (est.)	1.63%	not released	1.63%	-	1,047,765	32,522,796	46,339,790
Totals	**39.88%**	**216.22%**	**157.29%**	**32,522,796**	**46,339,790**	**373,508,573**	**500,003,235**
Average	**2.10%**	**11.38%**	**8.28%**		**Total Base Funding Increases**		**Total Cumulative Value of $'s Recd**

Note: In 2007-2008, the Chancellor's Office began issuing a constrained growth factor that was reduced to match available funding statewide. In 2010-2011, 2011-2012, 2012-2013, and 2013-2014, growth rates were not published. The Statewide Access allocations in 2010-2011, 2012-2013, and 2013-2014 were used to partially restore the base cuts in 2009-2010 and 2011-2012.

In 1995-96 through 2009-10, due to the Chancellor's early advocacy work, the District's growth factor percentage was significantly higher than the system-wide allocation.[1183] The District also actively pursued increases to its growth factor through the facility factor, which provides additional growth allocations for new facilities, as shown in Figure 32. This proactive approach yielded large increases in the District's funded base revenues. Increases occurring in the nine-year-period from 2000-01 through 2008-09 totaled 228 percent.

The California Community Colleges Chancellor's Office (CCCCO) stopped calculating and publishing District specific growth rates in 2009-2010, and that year there were no growth funds in the state budget. Instead, districts received base cuts due to the decline in Prop 98 revenues. Base cuts occurred again in 2011-12, and were coupled with reductions in the amount of FTES for which the state paid the District to serve.

Figure 32. Funded Base Revenue Increases: 2000-2009



	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Cumulative Incr.	0%	22%	35%	60%	75%	87%	112%	156%	192%	228%
Base Rev.	$21.2	$25.8	$30.3	$33.9	$37.0	$39.7	$45.0	$54.2	$61.8	$69.6

In 2010-2011 and 2012-2013, funding provided by the state for FTES increases was allocated to districts as "Access/Restoration" funding. It was not distributed based on district specific growth factors. Funding in these years was provided to districts as partial restoration of the base cuts/FTES reductions in 2009-2010 and 2011-2012.[1184]

In 2013-14, increases in Prop 98 funding provided substantial new resources for the first time in several years. The state budget included 1.63 percent in "Access/Restoration" funding, 1.57 percent in COLA (the first COLA since the 2007-08 budget), and $88 million in selected Categorical Program increases and restorations. As a result, the District is adding sections and serving more students, and base funding is increasing.

Sufficiency of Overall Budget

In 2013-14, the District's overall budget[1185] is $184,926,847 and is comprised of 21 funds, with the largest listed below:

Fund 11, Unrestricted General Fund–$88,360,647
Fund 12, Restricted General Fund–$14,171,441
Construction G O Bond Funds:
Fund 45–$19,259,706
Fund 46–$2,721,201
Fund 74, Financial Aid–$25,978,979

The recent economic downturn and related state revenue shortfalls brought many challenges to the California community college system. The District was able to survive the downturn and still secure resources for existing programs and start-up funding for new programs through a variety of flexible and innovative strategies and approaches to managing enrollment and securing resources outside the volatile state funding mechanism.

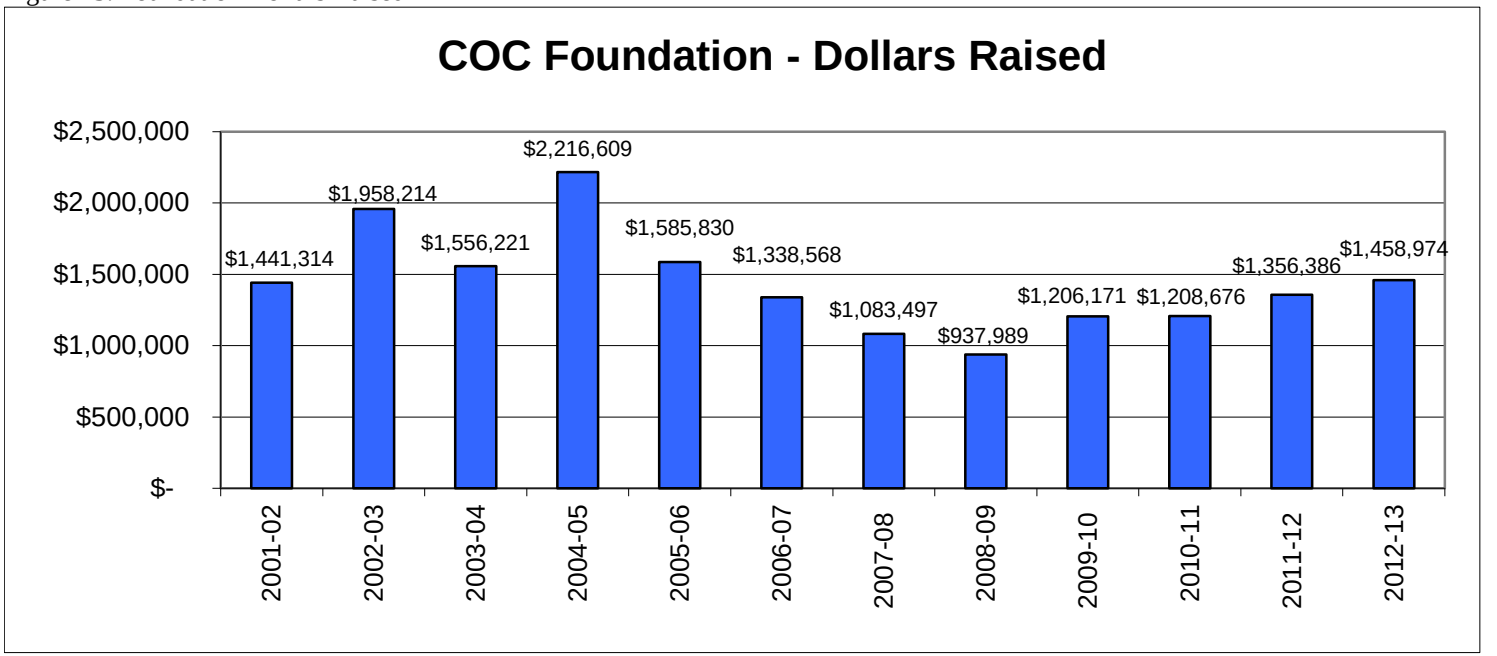
Elasticity in enrollment management targets allows the District to adjust FTES in response to available funding from the state. In 2009-10 and 2011-12, the District experienced two large state apportionment cuts that reduced the amount of

[1183] History of System-wide and College of the Canyons Growth-Access Funding (E. 792)

[1184] State Chancellor's Office Budget Workshop Materials 2010-11 and 2012-13 (E. 793)

[1185] 2013-14 Adopted Budget Revenue & Expenditures by Object (E. 794)

Figure 25. Foundation Dollars Raised



FTES the District was paid to serve.[1186] Because of this flexibility and the variety of students the District serves, (including students through Instructional Service Agreements), the District was able to adjust the ISA offerings and minimize the impact of overall state FTES reductions on the number of on-ground sections offered at its two campuses.

The pursuit of external revenues allows the District to reduce reliance on volatile state funding. For instance, the local hospital supports a nursing faculty member's salary so the program has been expanded. Locally approved general obligation bonds provide much-needed construction and scheduled maintenance funding. Revenues from filming, international students' fees, and outside entities are examples of revenue secured to support instruction and key student services when state funding is not sufficient.[1187]

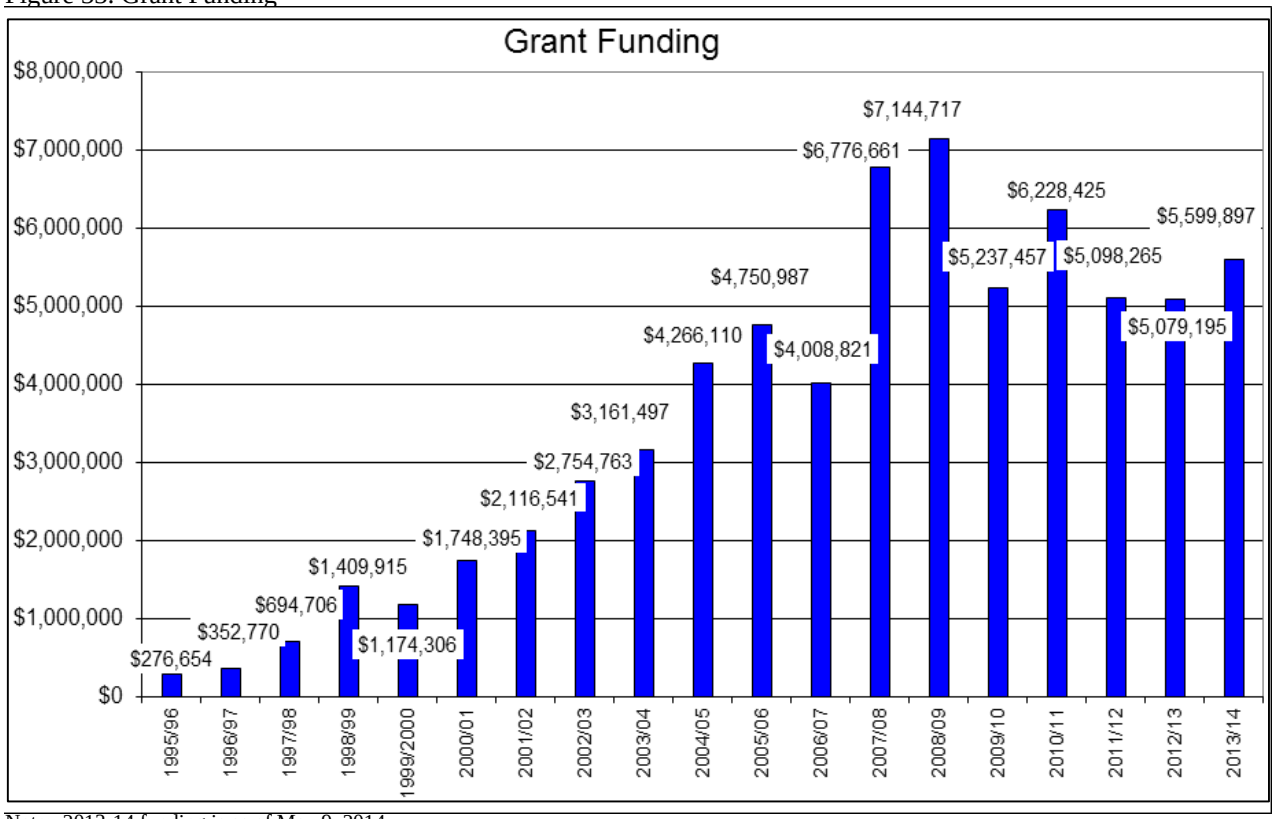
The College of the Canyons Foundation provides key resources for the District. The Foundation is very active in fundraising for instructional programs, student clubs and athletics, capital construction, and student scholarships. During the last 12 years, the Foundation has raised more than $17.3 million for the District and its students. In addition, the Foundation holds almost $1.7 million in endowment funds, which provide a perpetual revenue stream from interest earnings.[1188]

[1186] 2009-10 and 2011-12 Recalculation Apportionment Statements (E. 795)
[1187] 2013-14 Adopted Budget Revenue & Expenditures by Object pages 2, 4, 5, and 335-341 (E. 796)
[1188] Foundation Annual Financial Report 6-30-13 and 2012 pages 14-16 (E. 797)

Figure 25 illustrates fluctuations associated with total Foundation dollars raised, showing that in some years, the Foundation receives large gifts meant to assist the District for several years. This was the case in 2002-03 through 2004-05 when the Foundation received large University Center Capital Campaign contributions, and in 2004-05 through 2005-06 when the Foundation received large private gifts to benefit the Nursing Department's Regional Collaborative. In 2012-13, several large Culinary Capital Campaign contributions increased the dollars raised for that year, above the previous six years.[1189]

Federal, state and private grants provide resources for new programs and student support functions that the District would not otherwise be able to pursue. Ongoing programs that have benefited from grant funding in the last six years include MESA (Math, Engineering, and Science Achievement), Allied Health/Nursing, Fine Arts/Arts Education, Middle College High School, Welding, and Land Surveying. New programs that were added to the curriculum due to grant funding include National Science Foundation CREATE Center–Alternative Energy, National Science Foundation Australia and Germany

Figure 33. Grant Funding



Note: 2013-14 funding is as of May 9, 2014.

[1189] Foundation Annual Financial Report 6-30-03 pages 5, 8 (E. 798); Foundation Annual Financial Report 6-30-05 and 2004 pages iv-vi (E. 799); Foundation Annual Financial Report 6-30-06 and 2005 pages vi, 3 (E. 800); Foundation Annual Financial Report 6-30-13 and 2012 page 4 (E. 801)

Alternative Energy visits, Solar Technology, Plumbing, Medical Laboratory Technician, Emerging Technologies, Upward Bound, National Science Foundation STEM Scholarships, Skills for Healthy Aging Resources and Programs (SHARP), and new Welding Technologies. The District recently secured three Deputy Sector Navigator grants that focus on Career Technical Education (CTE) careers and provide services to the local region in Nursing, Advanced Manufacturing, and Digital Media. Other grants recently awarded include the SB 1070 grant with a regional career pathways focus, and an AB 86 Adult Education grant to develop a partnership with the local high school district for adult education delivery.[1190] Grant funding history is illustrated in Figure 33.

Through its entrepreneurial approach to developing business partnerships, the District has been responsive to the educational needs of its community and students. One of the District's most successful partnerships is the Dr. Dianne G. Van Hook University Center. This innovative building houses several university partners, bringing bachelor's, master's, and doctoral degrees to the Santa Clarita Valley. In addition, the University Center is home to the local high school district's Middle College High School, which provides a concurrent high school/college experience to selected students.

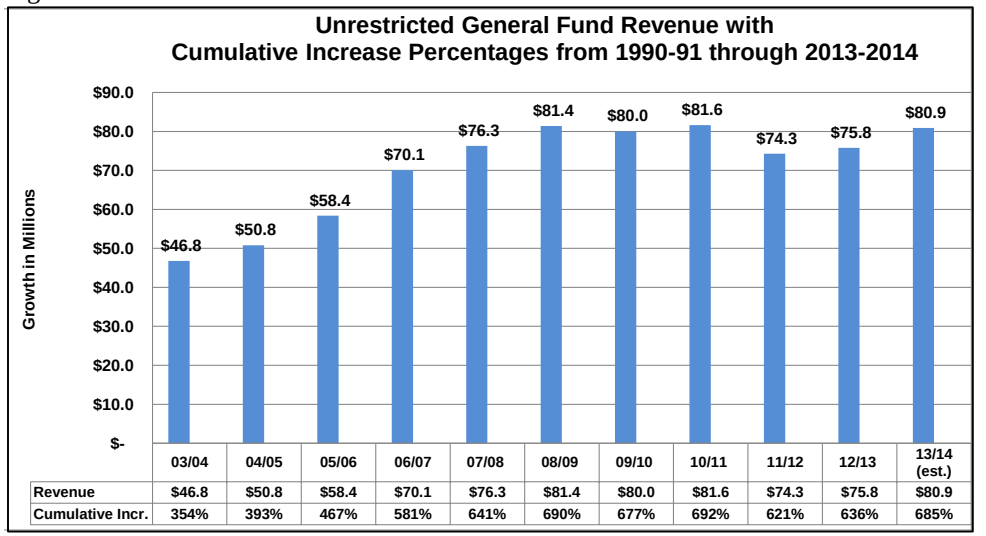
The District also partners with the local high school district and local industry on Career Tech Education initiatives. A partnership with Long Beach City College, and many business sponsors, including financial institutions, provides funding for the Small Business Development Center (SBDC) at the College, which offers small business owners guidance and training that enhances the community's economic stability.[1191] Partnerships have been formed with the Henry Mayo Newhall Memorial Hospital for Allied Health Training, and Aerospace Dynamics International for Manufacturing Training. The District's Associated Student Government (ASG) and Foundation have also sponsored classes for students.

In these ways, the District ensures that there are sufficient revenues to support educational improvement. As Figure 34 illustrates, revenues have steadily increased over the years, except in 2009-10 and 2011-12 when state apportionment base cuts occurred. Based on the District's Unrestricted General Fund revenue in 1989-90 of $10.3 million, current District revenue of $80.9 million in 2013-14 is a 685 percent cumulative increase.

Integrity and Financial Stability

Each year the District completes the state CCCCO *Fiscal Assessment Checklist*.[1192] This comprehensive evaluation of District finances reflects compliance at the highest level with state laws and regulations and adherence to current audit guidelines. The District has been compliant with state mandates to meet targets for Faculty

Figure 34. Unrestricted General Fund Revenue: 1990-2014



	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13	13/14 (est.)
Revenue	$46.8	$50.8	$58.4	$70.1	$76.3	$81.4	$80.0	$81.6	$74.3	$75.8	$80.9
Cumulative Incr.	354%	393%	467%	581%	641%	690%	677%	692%	621%	636%	685%

[1190] List of Federal and State Grants 2009-10 to 2013-14 (E. 803); List of Foundation Grants 2009-10 to 2013-14 (E. 804); AB 86 Adult Education Award Memo 2014 (E. 802)

[1191] California Small Business Development Center LBCC Partnership (E. 805)

[1192] Sound Fiscal Management Self-Assessment Checklist Fiscal Year 2011-12 and Fiscal Year 2012-13 Mid-Year (E. 806)

Obligation Number (FON)[1193] and Fifty-Percent Law.[1194] See Table 37 for the history of FON at the District.

Table 37. History of FON at the District

Faculty Obligation Number (FON) History - Santa Clarita Community College District			
FON YEAR	FON OBLIGATION	FON ACTUAL FTEF	FTEF OVER FON OBLIGATION
Fall 2013	169.80	177.60	7.80
Fall 2012	176.80	177.30	0.50
Fall 2011	182.80	185.55	2.75
Fall 2010	182.80	186.35	3.55
Fall 2009	182.80	189.55	6.75
Fall 2008	179.80	194.35	14.55
Fall 2007	169.80	181.55	11.75
Fall 2006	163.80	163.80	-
Fall 2005	151.80	170.00	18.20
Fall 2004	146.90	152.10	5.20
Fall 2003	152.80	163.00	10.20
Fall 2002	143.80	165.00	21.20
Fall 2001	126.80	158.00	31.20
Fall 2000	113.80	135.00	21.20
Fall 1999	96.80	117.00	20.20

The District's financial audits[1195,1196,1197] have been exceptional with no audit findings on financial statements since 2001-02, and only eight findings since 2001-02 for categorical operations, Financial Aid, Admissions & Records, ISAs, and enrollment reporting. The District works closely with its external audit firm, Vavrinek, Trine, Day and Co. LLP, to ensure all departments are aware of compliance standards and expectations. The audit cycle begins with a meeting between the firm, the Board Finance and Audit Subcommittee, and the Vice President, Business Services. Business Services schedules entrance and exit conferences with the firm at interim and final audit visits. The firm also presents an annual comprehensive audit workshop for program managers and staff, providing updates on federal and state compliance, and an overview of requirements and expectations. In this meeting the Chancellor stresses the importance of compliance and maintaining financial integrity.

Setting Priorities

The District has an electronically integrated Program Review and Budget Development process.[1198] This begins with the faculty and staff making recommendations for budget augmentations in their departments aligned with Program Review[1199] recommendations for new or augmented programs. These recommendations must reference District Strategic Goals.[1200] The subsequent approval process requires a prioritization of requests, which are vetted by the President's Advisory Council–Budget (PAC-B), Executive Cabinet, and the District's Chancellor.

Financial Solvency

Since 2002-03, a balanced budget has been achieved with actual revenues nearly equal to or exceeding actual expenses.[1201] The exception was 2011-12, when the state cut revenues 10 percent. The District could not respond immediately within its budget to such a drastic cut, but was able to judiciously draw on its contingency fund. The subsequent year, it responded in a fiscally prudent way, identifying $7.7 million in budget savings that avoided invasive reductions to staff or programs.[1202]

Many years ago, the District Chancellor recommended that each year PAC-B establish annual Budget Parameters,[1203] one being that the Unrestricted General Fund Balance goal should be six percent, and not lower than five percent, which is the CCCCO's

[1193] Faculty Obligation Number (FON) History SCCCD (E. 807)
[1194] 50 CCC Annual Financial Report Analysis of Compliance with 50 Percent Law (ECS 84362) (E. 808)
[1195] District Annual Financial Report 6-30-13 (E. 788)
[1196] College of the Canyons Foundation Annual Financial Report 6-30-13 and 2012 (E. 789)
[1197] Measure M General Obligation Bonds Election 2006 Audit Report 6-30-13 (E. 790)
[1198] Budget Development and Program Review Process Chart (E. 809)
[1199] Academic and Administrative Program Review Year 2 Update (2012-13) (Samples) (E. 810)
[1200] Strategic Plan Highlighted Goals 2012-15 pages 6, 26-54 (E. 811)
[1201] SCCCD Unrestricted General Fund-History of Revenues and Expense Actuals 2002-03 through 2013-14 (E. 812)
[1202] Business Services Department Memo 6-4-12 Update on Our Response to the State Budget Crisis (E. 813)
[1203] Board Approval of Budget Parameters 2003-04 through 2014-15 (E. 814)

recommended minimum prudent level. In the last 12 years, the District has had fund balances ranging from 5.97 percent to 15.98 percent and has exceeded 5 percent in each of the last 12 years.[1204]

Even with five years of state revenue uncertainty, resulting in a $6 million decline in base revenues, from $75 million in 2009-10 to $69 million in 2013-14, the District has maintained a double-digit fund balance since 2006-07 ranging from 11.11 percent to 15.98 percent.[1205] The District has been able to adjust enrollments, identify expense reductions, cultivate new revenue sources, and make contingency plans, which have resulted in its ability to respond to the roller coaster state budget crisis without any layoffs, salary rollbacks, or freezes in 26 years.[1206] Because of these practices, despite the revenue reductions of the past five years, the District has been able to avoid the invasive operational restructuring that other districts have implemented, such as staff layoffs, furloughs, pay reductions, and program elimination.

Self Evaluation

The College meets this standard. It has demonstrated fiscal integrity and stability, maintaining sufficient resources to support student programs and services, while improving institutional effectiveness. The District's financial resources are sufficient to support all aspects of District operations, capital improvements, and innovations. The budget development process, which is a part of institutional planning, is incorporated into the fiscal planning process with short- and long-term options that ensure financial stability. The College manages its financial affairs in a manner that ensures financial integrity, which is well documented in its Fiscal Risk Management Self-Assessment Checklist.[1207]

Actionable Improvement Plans

None.

Standard III.D.1

The institution's mission and goals are the foundation for financial planning.

The District Board approves the *Mission Statement*[1208] and College Goals, and reviews the *Strategic Plan*,[1209] which is overseen and vetted by the College Planning Team (CPT), one of the main committees involved in the annual planning process. Goals are identified that will be accomplished through campus-wide involvement. Annual program objectives are aligned with the District's *Strategic Goals*,[1210] and influence what the District will accomplish under each goal. Program objectives identified during the annual program review process are also the basis for identifying where resources are needed through the budget request process. Department budget managers generate budget requests for staff, equipment, and supplies, as indicated by their annual program objectives. The District's annual budget development process ensures that financial resources are used to support the District's fiscal plans.

Standard III.D.1.a

Financial planning is integrated with and supports all institutional planning.

Descriptive Summary

The District ties budget allocations and funding for staffing to the program reviews[1211] and other planning documents. Planning documents are reviewed by the Board and are made available in hard copy and/or on the intranet to all managers, faculty and staff. These documents include the *Strategic Plan*,[1212] *Educational and Facilities Master Plan* (*EFMP*),[1213] *Five-Year Capital Construction Plan*,[1214] and *Technology Master Plan*.[1215] During the Tentative[1216] and Adopted Budget[1217] workshops held in June and September, respectively, institutional plans are referenced as they have impacted the fiscal planning process. The Enrollment Management Team identifies an FTES growth target

[1204] Unrestricted General Fund Ending Balances 2003-04 through 2013-14 (E. 815)
[1205] Unrestricted General Fund Ending Balances 2003-04 through 2013-14 (E. 815)
[1206] Business Services Department Memo 6-4-12 Update on Our Response to the State Budget Crisis (E. 813)
[1207] Sound Fiscal Management Self-Assessment Checklist Fiscal Year 2011-12 and Fiscal Year 2012-13 Mid-Year (E. 806)
[1208] Public Information Office Mission, Vision, Philosophy, and Goals (E. 816)
[1209] Strategic Plan Highlighted Goals 2012-15 pages 6, 26-54 (E. 811)
[1210] Strategic Plan Highlighted Goals 2012-15 pages 6, 26-54 (E. 811)
[1211] Academic and Administrative Program Review Year 2 Update (2012-13) (Samples) (E. 810)
[1212] Strategic Plan Highlighted Goals 2012-15 pages 6, 26-54 (E. 811)
[1213] Educational and Facilities Master Plan 2012-2018 (E.37)
[1214] 2014-18 Five Year Construction Plan (E. 817)
[1215] Technology Master Plan 2011-16 (E.43)
[1216] 2013-14 Tentative Budget Workshop Board of Trustees Meeting 6-26-13 (E. 818)
[1217] Fiscal Year 2013-14 Adopted Budget Board of Trustees Meeting Presentation 9-11-13 Slide 20 (E. 819)

and develops strategies throughout the District in order to achieve and maximize the enrollment target. The *Strategic Plan*[1218] describes plans for the future of the District and informs departmental program plans for staffing, equipment and supplies. The *Technology Master Plan*[1219] determines short- and long-term campus needs for computers and related infrastructure; for maintenance and repair; and for software upgrades and new software as new technology emerges. The Board and leadership receive information about fiscal planning that demonstrates links to institutional planning. When the Tentative and Adopted Budget Workshops are held, the Business Office presents what is included in the budget and how the budget is tied to the annual planning process.

Annual Review of Mission and Goals for Achievement

In addition to aligning budget priorities with the College mission and strategic goals on an annual basis, financial planning and the budget process are integrated with and support all institutional planning. Other District goals that are addressed in financial plans include setting FTES targets,[1220] hiring full-time faculty to exceed the FON,[1221] ensuring Fifty Percent Law[1222] compliance, and developing a balanced budget. In the early 1990s, the District Chancellor recommended to the Board that it implement enrollment management strategies[1223] that are tied to the budget and workload established by the CCCCO. Full-time faculty hiring is a budget priority and is informed by enrollment management strategies[1224] and new programming. The development of new programs is also driven forward by enrollment management strategies,[1225] based on the demand of students and local businesses, with which the District has established partnerships for training. Compliance with the Fifty Percent Law[1226] has been achieved by the College since 1988-89 and is evaluated before, during, and after the annual budget process.

Priorities Among Competing Needs

The Strategic Plan and the *Mission Statement* provide the framework for financial planning. The *Budget Parameters*,[1227] a list of budget priorities established by PAC-B, with input from Executive Cabinet and the District Chancellor and approved by the Board, provide the implementation strategies for the budget process. Revisions are made to update the parameters for current priorities and to reprioritize previously established priorities. *Decision Making at College of the Canyons*,[1228] identifies guidelines and processes for budget development, including opportunities for administrators, faculty and support staff to participate in the annual budget development process. Revenues are based on assumptions for FTES and COLA, as well as increases in local revenues. These are offset by forced costs, such as negotiated salary and benefit cost increases, step and column increases, utilities, and insurance. These forced costs are based on current rates and actual values. The appropriate Executive Cabinet member must validate forced cost budget requests submitted during the program review process.[1229] Any funds remaining are set aside for augmentation and equipment requests made during the budget process, which are prioritized by Executive Cabinet Members and reviewed with PAC-B. These requests are generated through departmental planning processes via annual program reviews[1230] and goals set by each department that link to short-term and long-term plans and the District's overall strategic goals.

Supporting Institutional Plans

Following the timeline in the budget calendar,[1231] budget managers work collaboratively with faculty and staff to submit their budget requests for augmentations and equipment to the appropriate administrator through the program review process. These budget requests

[1218] Strategic Plan Highlighted Goals 2012-15 pages 6, 26-54 (E. 811)
[1219] Technology Master Plan 2011-16 (E.43)
[1220] Enrollment Management 320 Update 1-21-14 (E. 820)
[1221] Faculty Obligation Number (FON) History SCCCD (E. 807)
[1222] CCC Annual Financial Report Analysis of Compliance with 50 Percent Law (ECS 84362) (E. 808)
[1223] Fiscal Year 2013-14 Adopted Budget Board of Trustees Meeting Presentation 9-11-13 Slide 20 (E. 819)
[1224] Fiscal Year 2013-14 Adopted Budget Board of Trustees Meeting Presentation 9-11-13 Slide 20 (E. 819)
[1225] Fiscal Year 2013-14 Adopted Budget Board of Trustees Meeting Presentation 9-11-13 Slide 20 (E. 819)
[1226] CCC Annual Financial Report Analysis of Compliance with 50 Percent Law (ECS 84362) (E. 808)
[1227] 2014-15 Budget Parameters (E. 821)
[1228] Decision Making at College of the Canyons (July 2014) page 41 (E. 822)
[1229] 2013-14 Tentative Budget Forced Cost, Augmentation, and Equipment Requests as of 5-17-13 (E. 823)
[1230] Academic and Administrative Program Review Year 2 Update (2012-13) (Samples) (E. 810)
[1231] 2014-15 Budget Calendar (E. 824)

are tied to departmental annual program plans[1232] and the District's strategic plan.[1233] Administrators combine and prioritize requests from departments within their areas and submit recommendations to the appropriate Executive Cabinet administrator through the program review process. Executive Cabinet administrators combine and prioritize the requests within their areas, making recommendations[1234,1235] for augmentations and equipment. Those recommendations are received and reviewed by PAC-B each spring for the upcoming fiscal year. Full-time personnel requests are forwarded to the appropriate staffing committees. The Vice President, Instruction, oversees the most significant portion of budget dollars and is instrumental to the success of the budget process. College-wide plans are reviewed and revised on a regular basis including the *Strategic Plan*,[1236] the *Five-Year Capital Construction Plan*,[1237] the *Technology Master Plan*,[1238] and the *Educational and Facilities Master Plan*.[1239]

More specific planning occurs at the departmental level including program reviews,[1240] strategic goals, student learning outcomes (SLOs) and administrative unit outcomes (AUOs). These plans[1241,1242,1243,1244,1245] are linked to the budget process and referenced as support for the majority of any forced-cost budget recommendations. By working closely with division deans, the Vice President, Instruction is able to achieve a synergy between departments with the outcome being cost-efficient budgets that support the College's programs, goals and strategies. Institutional plans that have been achieved because of past fiscal expenditures are identified in the District's *Strategic Plan Accomplishments*.[1246]

Communication and Links to Institutional Planning

The Chancellor takes responsibility for providing leadership and information crucial to developing a balanced budget that appropriately supports the College's *Strategic Goals*.[1247] In a collaborative process, departments submit budget requests through Program Review[1248] to Executive Cabinet members for approval, and then PAC-B, and the Chancellor and Executive Cabinet review these submissions[1249,1250] and make recommendations as needed.

The Vice President, Business Services and Controller support this process by producing revised budget reports and additional information to facilitate timely and effective decision making. In accordance with *Decision Making at College of the Canyons*,[1251] any changes are communicated back to PAC-B. PAC-B functions as a budget advisory group, providing the Chancellor with recommendations based on the needs and priorities of various campus constituencies, as well as the College's short and long-term goals and objectives as defined in its various plans.[1252,1253,1254,1255]

The Chancellor submits a recommendation for a Tentative Budget[1256] to the Board of Trustees at the Tentative Budget Workshop[1257] held in June. This budget is linked to these institutional planning processes. After approval of the Board by July 1 of the year, the Tentative Budget[1258] is posted to the District's general ledger and functions as the spending authority until the Adopted

[1232] Academic and Administrative Program Review Year 2 Update (2012-13) (Samples) (E. 810)
[1233] Strategic Plan Highlighted Goals 2012-15 pages 6, 26-54 (E. 811)
[1234] 2013-14 Tentative Budget Forced Cost, Augmentation, and Equipment Requests as of 5-17-13 (E. 823)
[1235] District Budget Intranet Website (E. 825)
[1236] Strategic Plan Highlighted Goals 2012-15 pages 6, 26-54 (E. 811)
[1237] 2014-18 Five Year Construction Plan (E. 817)
[1238] Technology Master Plan 2011-16 (E.43)
[1239] Educational and Facilities Master Plan 2012-2018 (E.37)
[1240] Academic and Administrative Program Review Year 2 Update (2012-13) (Samples) (E. 810)
[1241] Strategic Plan Highlighted Goals 2012-15 pages 6, 26-54 (E. 811)
[1242] 2014-18 Five Year Construction Plan (E. 817)
[1243] Technology Master Plan 2011-16 (E.43)
[1244] Educational and Facilities Master Plan 2012-2018 (E.37)
[1245] Academic and Administrative Program Review Year 3 Update 2013-14 (Samples) (E.38)
[1246] Strategic Plan Highlighted Accomplishments 2009-12 (E.40)
[1247] Strategic Plan Highlighted Goals 2012-15 pages 6, 26-54 (E. 811)
[1248] Academic and Administrative Program Review Year 2 Update (2012-13) (Samples) (E. 810)
[1249] 2013-2014 Tentative Budget Forced Cost Requests as of 5-17-13 (E. 826)
[1250] District Budget Intranet Website (E. 825)
[1251] Decision Making at College of the Canyons (July 2014) page 41 (E. 822)
[1252] Strategic Plan Highlighted Goals 2012-15 pages 6, 26-54 (E. 811)
[1253] 2014-18 Five Year Construction Plan (E. 817)
[1254] Technology Master Plan 2011-16 (E.43)
[1255] Educational and Facilities Master Plan 2012-2018 (E.37)
[1256] 2013-14 Tentative Budget Expenditures by Activity (E. 827)
[1257] 2013-14 Tentative Budget Workshop Board of Trustees Meeting 6-26-13 (E. 818)
[1258] 2013-14 Tentative Budget Expenditures by Activity (E. 827)

Budget[1259] is approved in September. Minor changes are made to the Tentative Budget[1260] between July and September as necessary to reflect updated revenue information from the state. If significant changes are required in expense allocations, PAC-B reconvenes to assess the situation and makes a modified recommendation to the Chancellor. By September 15 the Chancellor presents the Adopted Budget[1261] to the Board for its approval. Once approved, the Adopted Budget[1262] replaces the Tentative Budget[1263] in the District's general ledger.

Throughout the year, current budget topics and state budget updates are discussed at various college meetings such as CPT, MAC, All College Meetings, CCC Advisory Committee, and Foundation Board of Directors meetings.[1264]

Self Evaluation

Based on feedback from members of PAC-B and Executive Cabinet, members of these two groups will discuss and clarify the current definition of forced costs and augmentations.

Actionable Improvement Plans

None.

Standard III.D.1.b

Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Descriptive Summary

The realistic assessment of financial resource availability is based on information received from the CCCCO, including documents provided at its Annual Budget Workshop, and regular Apportionment statements[1265] that provide information on Apportionment, Growth and COLA allocations. Any adjustments to these revenues resulting from state revenue increases or decreases are incorporated into the District's financial statements[1266] and approved by the Board. State FTES targets are based on prior year funded FTES and adjusted by the District in order to achieve the local FTES target.[1267]

Revenue development and enhancement is achieved through many different avenues. As previously described above, in III.D, these include grants, business partnerships, General Obligation Bonds, Foundation funding, and new credit or non-credit programs with the ability to generate new FTES. Institutional planning takes into account all financial resource options, not just state funding, when pursuing new or expanded programs or when creating contract education offerings for business training. The College realistically includes revenues from grants, initiatives, partnerships, and the Foundation in its institutional planning. For instance, as new grants are considered, an Executive Cabinet Grants Review Committee, consisting of representatives from all key areas, meets to provide feedback on the feasibility and viability of a proposed grant.[1268] If the grant is successfully pursued and awarded, the Grants Implementation Team reviews information[1269] to ensure that the critical variables necessary for the success of the grant are in place. This may include facilities, office space, staff, equipment, technology, District matching funds, business matching funds, etc.

Access to Financial Information

The District's financial documents indicate the budgeted allocation and the percentage of funds used by expense line item, making accurate and current data easily available to budget managers and those involved in institutional planning. These reports can be produced by department or by major expense category and are available upon request from Business Services.[1270] Also, budget managers, administrators and Executive Cabinet members have access to the current status of their budgets via Datatel and are encouraged to use this information to project future needs.

[1259] 2013-14 Adopted Budget Revenue & Expenditures by Object (E. 794)
[1260] 2013-14 Tentative Budget Expenditures by Activity (E. 827)
[1261] 2013-14 Adopted Budget Revenue & Expenditures by Object (E. 794)
[1262] 2013-14 Adopted Budget Revenue & Expenditures by Object (E. 794)
[1263] 2013-14 Tentative Budget Expenditures by Activity (E. 827)
[1264] All College Staff Meeting 2013-14 (E. 828); CPT Meeting Minutes 11-18-13 (E. 829)
[1265] CCC 2012-13 First Principal Apportionment and 2011-12 Recalculation Apportionment (E. 830)
[1266] CCC Annual Financial and Budget Report 2012-13 Actuals and 2013-14 Budget (E. 831)
[1267] Enrollment Management 320 Update 1-21-14 (E. 820)
[1268] Grant Review Form (E. 832)
[1269] Grant Proposal Checklist (E. 833)
[1270] Datatel Report YTD Budget Report 6-30-14 (E. 834)

The Board receives monthly financial reports[1271] on all District funds and detailed explanations on changes between major expense categories, as well as changes to contingency reserves that affect the bottom line, which are typically changes to contingency reserves as the result of increased revenue allocations to District grant or categorical funds. Contingency increases also occur each year when the First Principal Apportionment and Recalculations[1272] are received in February with adjustments for growth, property taxes, etc.

All District Board agenda items are linked to Strategic Goals. At its monthly meetings, the Board approves or ratifies all contracts over the bid limit with expense implications, as well as all purchase orders. Quarterly, the Board approves the CCFS311Q,[1273] which reports the District's Adopted Budget[1274] as compared with the District's quarterly expenses. The State requires the District to submit its CCFS311A,[1275] a financial report that summarizes general fund revenues, expenses and fund balance for the prior fiscal year, to the CCCCO at the same time as the District's Adopted Budget[1276] for the current fiscal year. This report is approved by the Board each year before submission. The District's Controller is available throughout the year to support and assist budget managers with all budget issues and fiscal planning.

The individuals involved in institutional budget planning, under the District Chancellor's leadership, include department managers, department chairs, division deans, grants program managers, categorical program managers, administrators, and the Board of Trustees. All of these individuals have access to "standard" reports, which can be produced by an individual after a short training session, available on a one-to-one basis or through Professional Development and faculty FLEX session workshops.[1277] Support staff members are also trained in printing these Datatel reports,[1278] which show historical expenditures, as well as Adopted Budget, Adjusted Budget, Year-To-Date Actuals, and Unspent Funds.

Achieving Mission and Goals

During the budget development process, instructional department budget requests must tie to a department objective, which is tied to the College Strategic Goals and the *EFMP*.[1279] Furthermore, departments are specifically prompted to identify objectives related to SLO data.[1280] Having this direct correlation enables PAC-B to review all budget augmentation requests, sorted by College Strategic Goal, and evaluate whether the items funded appropriately reflect the instructional goals, including the goals specifically related to teaching and student learning.

The *EFMP*[1281] is developed drawing from instructional and administrative department program reviews followed with interviews of instructional and administrative departments on campus to identify educational needs and implications for new or remodeled facilities at both the Valencia and Canyon Country campuses. The department needs are identified in the educational portion of the master plan and used to determine the facilities portion. The completed *EFMP* then determines construction projects.

Funding priorities, which include student learning, student outreach, partnerships, mandatory operating costs, new program costs, technology costs, and new building costs, are identified in the District's plans and are included in the District's *Budget Parameters*.[1282] The *EFMP*[1283] provides the framework for building new facilities that will support new and expanded instructional programming. The capital funding for these facilities has been provided, over the years, by various sources including local general obligation bonds, state categorical funding for scheduled maintenance, and state appropriation

[1271] Board Meeting Agenda Item Details for Financial Report Month Ending 9-30-13 as Presented 11-5-13 (E. 835)
[1272] CCC 2012-13 First Principal Apportionment and 2011-12 Recalculation Apportionment (E. 830)
[1273] CCCCO Quarterly Financial Status Report CCFS-311Q Quarter Ended 9-30-13 (E. 836)
[1274] 2013-14 Adopted Budget Revenue & Expenditures by Object (E. 794)
[1275] CCC Annual Financial and Budget Report 2012-13 Actuals and 2013-14 Budget (E. 831)
[1276] 2013-14 Adopted Budget Revenue & Expenditures by Object (E. 794)
[1277] Business Services Workshops Offered 2010-14 (E. 837)
[1278] Datatel Report YTD Budget Report 6-30-14 (E. 834)
[1279] Budget Module Technical Guide for Online Program Review (E. 838)
[1280] Academic Program Review Template Year 3 Update (2013-14) page 7 (E. 839)
[1281] Educational and Facilities Master Plan 2012-2018 (E.37)
[1282] 2014-15 Budget Parameters (E. 821)
[1283] Educational and Facilities Master Plan 2012-2018 (E.37)

for capital construction match, the certificate of participation (COPs), and lease revenue bonds for capital projects.

In order to develop the needed resources to support institutional plans, the District has successfully pursued two general obligation bonds since 2001 with the overwhelming support of the local voters. Measure C[1284] passed in November 2001, providing $82.1 million in bond funds for capital projects. When augmented by interest income and refunded bonds, the total Measure C proceeds available for capital projects were $92,084,415. The addition of state matching funds and other funding increased this amount to $132,611,415. In November 2006, the District passed a second general obligation bond, Measure M, in the amount of $160 million with projections for state matching funds and interest income estimating total proceeds at almost $228 million to date.[1285] General obligation bond funding is used to leverage additional state construction funding, and *local funding* from partnerships, energy incentives, and COC Foundation capital campaigns also increases the spending power of these two locally issued general obligation bonds.

The first issuance of Measure M in 2007 resulted in $80 million in project funds. While Measure C funded purchase of the property for the new Canyon Country Campus (CCC), a portion of the funds from the first issuance of Measure M was allocated to complete the infrastructure and install the temporary buildings for the new campus, approved by the California Postsecondary Education Commission in 2006, so it could open for its first classes in Fall 2007. Other projects completed with the first issuance of Measure M funds included the Library Expansion, Media/Arts Building Design-Build Project, University Center, Applied Technology Education Center at CCC, and various secondary effects projects. Bid savings from the Library Expansion provided partial funding for the Culinary Arts Building. The second issuance of Measure M in 2012 resulted in $35 million in project funds. Projects to be completed with the second issuance include the Student Services/Administration Building and the Culinary Arts Building. The second issuance also paid off an existing COP, which enhanced the District's financial stability and was applauded by the rating agencies. A summary of funding for capital projects is in Table 38.

Table 38. Capital Projects Funding Summary

Capital Projects Funding Summary	
Measure C Project Funding - $82 Million Voter Authorization	
GO Bonds Issued May 2002	$ 21,625,000
GO Bonds Issued August 2003	$ 17,498,982
GO Bonds Issued October 2005	$ 45,201,668
Refunding Bonds Issued May 2005	$ 3,274,396
Interest Earned on Project Funds	$ 4,484,369
Subtotal	$ 92,084,415
Other Funding (Energy Incentives, COP, COC Foundation)	$ 16,856,966
State Matching Funds	$ 40,527,000
Total Project Funds Available	**$ 149,468,381**
Measure M Project Funding - $160 Million Voter Authorization	
GO Bonds Issued May 2007	$ 82,599,991
GO Bonds Issued May 2012	$ 37,577,125
Future Issuance(s)	$ 45,002,730
Interest Earned on Project Funds (as of 6/30/13)	$ 5,372,554
Subtotal	$ 170,552,400
Projected Other Funding (Hart District, COC Foundation)	$ 6,288,245
Projected State Matching Funds	$ 67,563,000
Total Projected Project Funds Available	**$ 244,403,645**
Grand Total - Measure C & M Project Funds	**$ 393,872,026**

Success in passing two bond campaigns less than five years apart can be attributed largely to a strong relationship between the community and the District. The campaigns were successful due to the District Chancellor's leadership and efforts, a highly skilled and experienced volunteer campaign leader, Board of Trustee members' efforts, an outstanding volunteer base, and Foundation donors, who also helped the College succeed. For each issuance under these two elections, the District proceeded with an equally successful bond rating and achieved exemplary ratings from Fitch, and Standard and Poor's, ranging from AAA to AA-.[1286] When prudent, these ratings were upgraded to AAA once insurance was secured.[1287]

The Measure M Citizens' Oversight Committee contributes to the success of the bonds in many ways. Under Proposition 39 requirements, the Committee ensures that bond revenues are expended only

[1284] Measure C Citizens Oversight Committee Website (E. 840)
[1285] Measure M Citizens Oversight Committee Website (E. 205)
[1286] Official Statements with GO Bond Ratings and Insured Ratings (E. 841)
[1287] Official Statements with GO Bond Ratings and Insured Ratings (E. 841)

for approved projects, to review and approve annual Financial and Performance Audits, and to act as a liaison to the community, informing it about the progress of the District's bond program by posting information and distributing annual reports.[1288]

Self Evaluation

The College meets this standard. It has developed financial resources by meeting and exceeding its FTES target[1289] which added revenues cumulatively to the apportionment base. Besides state apportionment, the District has always been exceptionally proactive in identifying and pursuing grant funds and business partnerships to augment revenue. The District has done an excellent job of establishing expenditure requirements that focus on student learning, by including goals in the annual budget and other planning documents, and by following processes that focus on achieving funding goals in the most expeditious, coordinated and fiscally responsible way.

Actionable Improvement Plans

None.

Standard III.D.1.c

When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies plans and allocates resources for payment of liabilities and future obligations.

Descriptive Summary

As can be seen from the College's responses to the *Fiscal Assessment Checklist*,[1290] the District has assured financial stability when making short-range plans[1291] by considering its long-range financial priorities[1292] and clearly identifying and planning for the payment of long-term liabilities and obligations. Debt is limited to COPs that are largely offset by expense reductions like reduced utility costs or

Table 39. G O Bond Ratings

Santa Clarita Community College District GO Bond Ratings					
Measure	**Series**	**Fitch**	**S&P**	**Insured Ratings**	**Insurance**
Measure C, Election of 2001	May 2002	AAA	AAA	AAA,AAA	FGIC
Measure C, Election of 2001	August 2003	AAA	AAA	AAA,AAA	FGIC
Measure C, Election of 2001	May 2005 Refunding	AA	AA-	AAA,AAA	Ambac
Measure C, Election of 2001	October 2005	AA	AA-	AAA,AAA	FSA
Measure M, Election of 2006	May 2007	AA	AA-	AAA,AAA	MBIA
Measure M, Election of 2006	May 2012	AA	AA	n/a	n/a
Measure M, Election of 2006	February 2013 Refunding	AA	AA	n/a	n/a

[1288] 2012-13 Annual Report page 25 (E. 842)
[1289] Enrollment Management 320 Update 1-21-14 (E. 820)
[1290] Sound Fiscal Management Self-Assessment Checklist Fiscal Year 2011-12 and Fiscal Year 2012-13 Mid-Year (E. 806)
[1291] Strategic Plan Highlighted Goals 2012-15 pages 6, 26-54 (E. 811)
[1292] Strategic Plan Highlighted Goals 2012-15 pages 6, 26-54 (E. 811)

revenues such as those from student parking or other fees.[1293] Increases in the costs of health benefits are handled through the negotiation process and are paid through a "Total Compensation" formula.[1294] The College has planned well for scheduled maintenance, and because of local funding from general obligation bonds, it has received additional state matching funds.

Long-term Fiscal Planning and Priorities

Annual and long-range planning is directly related to an understanding of revenue sources and trends, alternative revenue sources, and the costs associated with operations. The District Chancellor, with more than 30 years of experience in the community college system and 26 years as CEO of the College, provides leadership to the planning process. A knowledgeable administrative team and competent Business Services staff provide support to her, and utilize consultants for guidance in key highly complex areas. The District has very few long-term liabilities, and identifies revenues to largely offset them. These offsets include student parking fees, energy savings from the Central Plant, joint agreements that cover the cost of expenses associated with contractual obligations, such as the K-12 Arts Education Consortium, Los Angeles County Fire Training Facility, Middle College High School, and Field Turf/Stadium Recreational Use agreements.[1295]

Long-term growth projections allow the College to plan for future class sections and facilities to accommodate students, as well as to budget for the associated operating expenses. The *EFMP*, 2012-18,[1296] cross-references the goals for new and expanded programs and facilities needed to accommodate them. Consultants assist the College with development of the *EFMP*, with input from faculty and staff. The plan is then tied into fiscal planning with priorities established during the budget development process.

Planning for Long-Term Liabilities and Obligations

Since 2002-03, long-term obligations have become a focus with the new Governmental Accounting Standards Board (GASB) regulations that require annual reporting of long-term debt and other liabilities. One of these is GASB 45, which requires the District to record the Annual Retirement Contribution (ARC) on its financial reports, based on an actuarial study[1297] done every two years. The goal of GASB 45 is to ensure that districts provide for retiree health and welfare costs in total rather than engaging in a pay-as-you-go approach. The District has made the recommended annual contributions to a retiree benefits fund, except in 2012-13, when a 10 percent state budget cut prevented the contribution.[1298] Because the College's retiree health and welfare contribution per retiree is only $2,200 per year, the College is fortunate to have one of the lowest GASB 45 liabilities in the community college system. It is approximately $7.6 million, with almost $3.2 million of the liability in a revocable fund as of June 30, 2013.[1299] The College has been extremely proactive in this area, having done an RFP to seek a vendor to support the new GASB requirements, meeting with all of the major vendors and assessing their ability to provide the necessary services.[1300]

GASB 34 requires the annual reporting of long-term liabilities and capital assets. The District reports outstanding debt and liabilities on its Annual Audit[1301] for the following: G O Bond, COP, California Energy Commission Loan for efficiency projects, capital leases (copiers), SERP (Supplemental Early Retirement Program) and compensated absences (accrued vacation and comp-time and load banking balances). Most liabilities are largely offset by commensurate reductions in expenses or fees associated with the particular projects. For instance, the District has debt service associated with Certificates of Participation (COPs) issued for the refunding of previously issued Lease Revenue Bonds and COPs that were used for the expansion of the

[1293] 2013-14 Adopted Budget Revenue & Expenditures by Object Page 315 (E. 843)
[1294] COCFA Contract pages 70-76 (E. 844); CSEA Contract pages 46 and 84 (E. 845)
[1295] 2013-14 Adopted Budget Revenue & Expenditures by Object Page 315 (E. 843); K-12 Arts Education Outreach Program Agreement (E. 849); Joint Use Agreement Consolidated Fire District (E. 847); Joint Use Agreement for Construction and Operation of the University Center (E. 848); Community Recreation Joint Use Agreement Hart High School District (E. 846)
[1296] Educational and Facilities Master Plan 2012-2018 (E.37)
[1297] Actuarial Study of Retiree Health Liabilities as of 1-1-13 (E. 850)
[1298] 2013-14 Adopted Budget Revenue & Expenditures by Object Page 385 (E. 851); Actuarial Study of Retiree Health Liabilities as of 1-1-13 page 12 (E. 852)
[1299] Actuarial Study of Retiree Health Liabilities as of 1-1-13 page 11 (E. 853)
[1300] Request for Proposal (RFP) Other Post-Employment Benefits (OPEB) Compliance Program Per Governmental Accounting Standards Board (GASB) 43 and 45 RFP #SCCCD 0607-101 (E. 854)
[1301] District Annual Financial Report 6-30-13 pages 80-87 (E. 855)

Student Center and the student parking lots, as well as various facilities improvements.[1302] The District's Annual Audit[1303] also reflects the acquisition value of Capital Assets less Accumulated Depreciation based on an annual inventory conducted by the consulting firm, Asset Works.

Self Evaluation
The College meets this standard.

Actionable Improvement Plans
None.

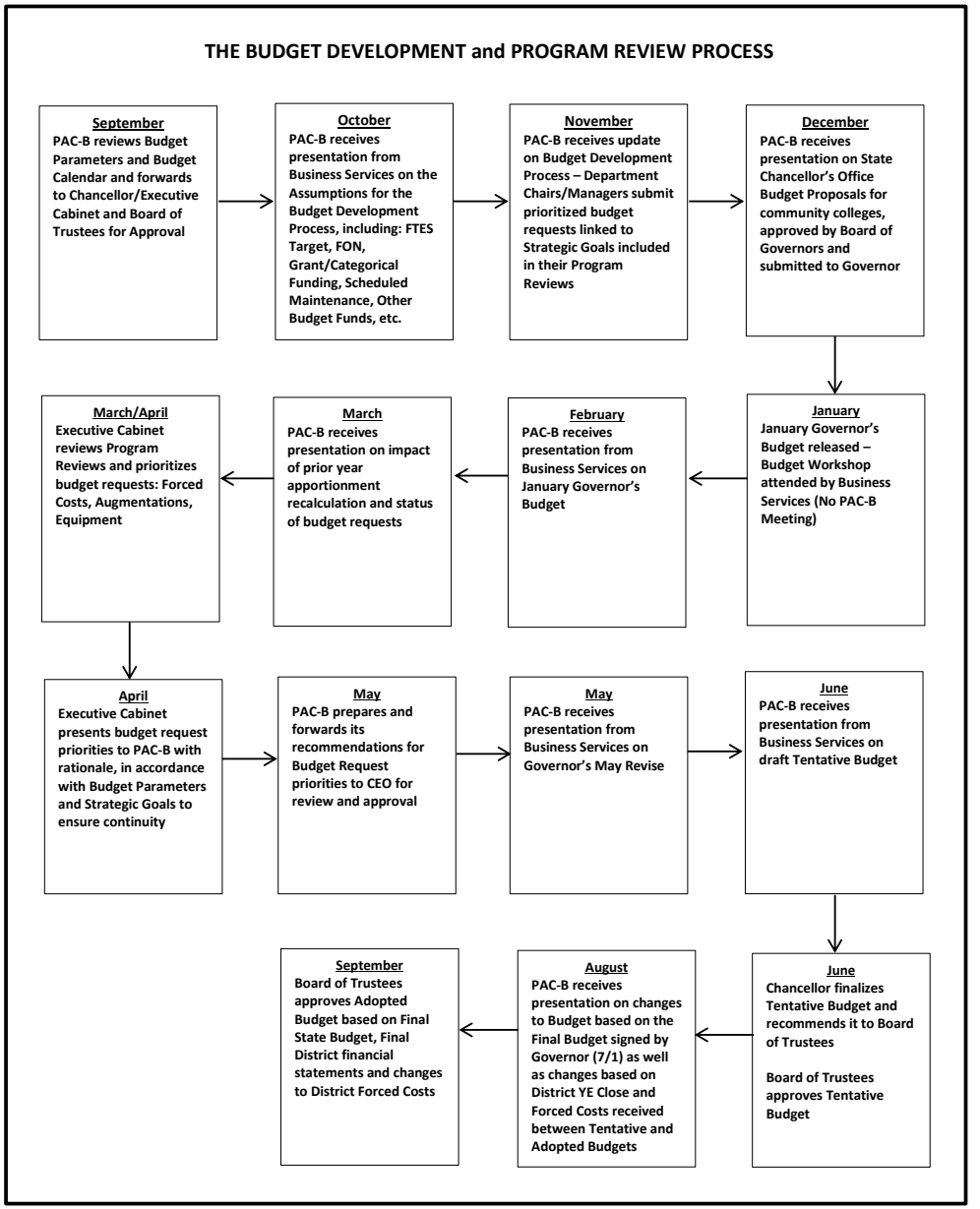
Standard III.D.1.d

The institution clearly defines and follows its guidelines and processes for financial planning and budget development with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Descriptive Summary
The processes for budget development are described in *Decision Making at College of the Canyons*,[1304] and in III.D.1.a above. While not all faculty and staff are directly involved with this process, all are invited and encouraged to participate through budget development workshops[1305] and attendance at the PAC-B meetings[1306] which occur regularly throughout the budget development process. Membership in PAC-B, a collegial consultation committee, is determined by position and appointment. The Vice President, Business Services, and a faculty representative serve as co-chairs for the committee. The Academic Senate and classified union select five representatives each; there is one representative from the classified confidential group; the Chancellor appoints four administrators; and the president of the Associated Student Government (ASG) appoints a student member. Although these 18 appointees constitute the official "voting" members, PAC-B meetings are open to everyone, and all employees are encouraged to participate.

[1302] 2006 Refunding Certificates of Participation Debt Service Schedule (E. 856)
[1303] District Annual Financial Report 6-30-13 page 77 (E. 857)
[1304] Decision Making at College of the Canyons (July 2014) page 41 (E. 822)
[1305] Business Services Workshops Offered 2010-14 (E. 837); Administrative Unit Outcomes Fall 2013 Retreat (E. 858)
[1306] President's Advisory Council on Budget (PAC-B) Intranet Website (E. 859)

Figure 35. The Budget Development and Program Review Process



As the budget is developed, the information is recorded on the College's internal intranet site in the form of *Budget Parameters*,[1307] meeting minutes,[1308] budget requests, including those for augmentations and equipment,[1309] and approved Tentative[1310] and Adopted budgets.[1311] Access to these documents is available to all employees and is discussed during regular meetings held on the campuses, such as Management Advisory Council (MAC) and College Planning Team (CPT), Executive and Full Cabinet, as well as during frequent All-College staff meetings[1312] held by the Chancellor. These planning meetings are extremely informative and provide the context for the District's financial planning and budget processes.

In June and September each fiscal year, the Vice President, Business Services, gives the Board presentations on the Tentative Budget[1313] and Adopted Budget,[1314] respectively. These presentations include the broad context for the budget development and planning process, as well as specific line-item budget details for changes year-to-year. They also verify that educational planning drives the budget process, with mechanisms and processes used to ensure consistent, campus-wide participation in financial planning and budget development.

Business Services provides financial management and planning oversight and guides the District through the many procedures, guidelines and controls that have been established to ensure financial resources are received and allocated appropriately. Training is available to all faculty, staff and administrators to ensure complete understanding of fiscal management resources, including the Datatel financial budget and reporting system, the Datatel purchase requisition system, Datatel leave balance reports, etc.[1315] The District's external auditors also provide an annual fiscal compliance workshop for all managers and staff who have responsibility for budget and grant oversight.[1316] Business Services does periodic review and analysis to support programs and services in meeting revenue and expense goals, and to confirm that District policies and procedures are followed. As the District assumes responsibility for new and expanding programs, grants, training partnerships, etc., staff is added to support and monitor activities.[1317] The Controller verifies and reconciles receipt of District financial resources to ensure state apportionment is electronically posted to the District's account at Los Angeles County Office of Education (LACOE), reconciled, and allocated.

Self Evaluation

The College meets this standard. The District has been very successful in its budget and fiscal planning because it has incorporated educational planning goals into the process, as well as planning methods for increasing revenue. As a result, the District has identified and allocated resources in the most effective way, providing a strong financial foundation for the instructional programs and activities of the College. All constituencies have opportunities to participate in the development of institutional plans and budgets.

Actionable Improvement Plans

None.

Standard III.D.2

To assure the financial integrity of the institution and responsible use of financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

Descriptive Summary

The District has achieved the goal of assuring financial integrity and responsible use of financial resources by making sure the Datatel financial management system has appropriate control mechanisms and by instituting procedures within the fiscal, purchasing, payroll, and budget development departments staff to disseminate dependable and timely information for sound financial decision making.

[1307] 2014-15 Budget Parameters (E. 821)
[1308] President's Advisory Council on Budget (PAC-B) Intranet Website (E. 859)
[1309] 2013-14 Tentative Budget Augmentation Requests as of 05-17-13 (E. 860); 2013-14 Tentative Budget Equipment Requests as of 05-17-13 (E. 861)
[1310] 2013-14 Tentative Budget Expenditures by Activity (E. 827)
[1311] 2013-14 Adopted Budget Revenue & Expenditures by Object (E. 794)
[1312] All College Staff Meeting 2013-14 (E. 828)
[1313] 2013-14 Tentative Budget Workshop Board of Trustees Meeting 6-26-13 (E. 818)
[1314] 2013-14 Adopted Budget Revenue & Expenditures by Object (E. 794)
[1315] Business Services Workshops Offered 2010-14 (E. 837); Datatel Ellucian Colleague WebUI 4-4 SQL Requisition Training Guide (E. 882)
[1316] Community College and Compliance Workshop 4-15-14 (E. 862)
[1317] Grant and Categorical Funded Positions Summary (E. 863)

Monthly fiscal reports[1318] that include the status of revenues, expenses and reserve levels are provided to the Board.

Currently, the District uses the computer services of the Los Angeles County Office of Education (LACOE) in conjunction with Datatel, a District-based computer system. These systems have appropriate control mechanisms to support the internal control structure established through District policies and procedures. The Datatel system has been fully implemented in all areas including Fiscal Services, Student Business Office, Student Services, Human Resources, Instruction, Facilities, Public Information Office, Institutional Research, and Academic Affairs. For financial reporting, the District uses the Datatel Colleague financial module that is available to all administrators, faculty, and staff. This system has made the budget, expenditure details, and available balances readily accessible. The financial reporting system and the format of the budget document provide dependable and timely information for sound financial decision making by the Board.

The Datatel application allows inquirers to see the budgeted amount, year-to-date expenditures, encumbrances, available balances, and detailed expenditures for each account, and it provides appropriate control mechanisms. For instance, purchase requisitions are not processed if the system shows that there are insufficient financial resources to support the requested purchase. Budget managers, with the oversight of their respective Executive Cabinet member, are responsible for reviewing their departmental reports on a regular basis. Reports are distributed to program managers for accounts with negative balances so that appropriate budget transfers can be made.[1319] Budget transfers are required to reallocate resources to cover any shortfall. This protects the integrity of the overall budget so that at year-end the fund balance is not depleted through overspending.

Transactions are reconciled between Datatel and LACOE, the fiscal agent, to ensure the integrity of the data.[1320] The District maintains a comprehensive salary database updated by the Budget Coordinator, who verifies and approves account numbers for all personnel additions and changes.

Self Evaluation
The College meets this standard.

Actionable Improvement Plans
None.

Standard III.D.2.a

Financial documents, including the budget and independent audit, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Descriptive Summary
In the budget, funds are allocated in an amount that will achieve the District's stated goals for student learning. During the budget development process, instructional department budget requests must tie to objectives for SLOs and have been summarized in funded Instructional Budget Requests, as described above in III.D.1.b. The number of objectives related to the strategic goals is evidence of allocation of resources in a manner that realistically achieves the District's stated goals, including student learning. Ultimately, success is measured by the 584 department objectives and 745 additional accomplishments documented in the 2012-2015 Strategic Plan "Review of Accomplishments" section for 2008-2011.[1321] The District's financial documents, which include monthly reports to the Board,[1322] indicate the budgeted allocation and the percentage of funds used by major categories.

The District's fiscal integrity is demonstrated by clean audits[1323] confirmed by the District's external auditors as well as outside agencies that audit federal- and state-funded programs, like NSF, Allied Health, Financial Aid, Child Development Center, etc. The results of these audits show that the District has allocated financial resources appropriately to support student learning programs and services.
The District's audited financial statements indicate a high level of

[1318] Board Meeting Agenda Item Details for Financial Report Month Ending 9-30-13 as Presented 11-5-13 (E. 835)
[1319] Negative Budget Status Memo and Reports (Sample) (E. 864)
[1320] Cash and Balance Sheet Reconciliations Datatel and PeopleSoft (E. 865)
[1321] Strategic Plan Accomplishments Relative to 2008 Action Priorities (E. 242)
[1322] Board Meeting Agenda Item Details for Financial Report Month Ending 9-30-13 as Presented 11-5-13 (E. 835)
[1323] District Annual Financial Report 6-30-13 (E. 788)

fiscal stability and responsibility, as evidenced by the unqualified/unmodified opinions received consistently by the District on its annual audit reports. This reflects very positively on the financial management and oversight provided by the administration, as well as the level of involvement of all departments in making sure the appropriate controls and procedures are in place and followed.

Since 2001-02, there have been no financial audit adjustments and no corrections to the CCFS311[1324] or the CCFS320.[1325] Also, since 2001-02, the District has received only eight minor audit findings during its fiscal audit.[1326] These findings were universal throughout the community college system and not reflective of a unique deficiency for the College.

The institutional budget is an accurate reflection of institutional spending and has credibility with constituents. Representatives of all constituencies are members of PAC-B where regular updates on institutional spending are presented monthly in the form of financial statements and budget transfers. The District Chancellor's All College presentations[1327] are made regularly, providing an overview to all employees regarding the activities of the District, including budget updates.

The District provides timely corrections to audit exceptions and management advice. Audit findings are communicated to appropriate institutional leadership and constituents**.** When findings are indicated, Business Services staff work with the departments that have received such findings to implement immediate resolutions and ensure future compliance.

Self Evaluation
The College meets this Standard.

Actionable Improvement Plans
None.

Standard III.D.2.b

Institutional responses to external audit findings are comprehensive, timely and communicated appropriately. Information about budget, fiscal conditions, financial planning, and audit results is provided throughout the College. This information is sufficient in content and timing to support institutional and financial planning and financial management.

Descriptive Summary
Information regarding the budget is presented on a regular basis and made available electronically on the College's intranet,[1328] which can be easily accessed by all College employees. Business Services also provides timely updates on any changes to the budgets, whether they are a result of changes in the state's financial situation or are internal budget reallocations resulting from changes in operations. The updates indicate the potential impact of these or other changes on the District's budget.[1329] If corrective action is required, timely reporting allows responsive and proactive management analysis and decision making.

The District auditors perform an interim audit in the spring and a final audit in the fall during the audit period, generally between April and December. During this period, they do the District Financial Audit,[1330] the College of the Canyons Foundation Audit,[1331] and the G O Bonds' financial and performance audits.[1332] If any issues are identified, they are brought to the attention of the Vice President, Business Services and Controller, who meet with the Executive Cabinet member who oversees the area in question. The Executive Cabinet member researches the issues and develops a comprehensive and timely response. The proposed resolution is often implemented during the audit process, which remediates the proposed finding so that it is not necessary to include in the final audit report.

Program managers and their staffs are given numerous opportunities for training and technical assistance, such as FLEX workshops,[1333]

[1324] CCC Annual Financial and Budget Report 2012-13 Actuals and 2013-14 Budget (E. 831)
[1325] 2013-14 Apportionment Attendance Report 1-14-14 (E. 866)
[1326] SCCCD Annual Financial Reports 2002-08 (E. 867); SCCCD Annual Financial Reports 2009-13 (E. 867)
[1327] All College Staff Meeting 2013-14 (E. 828)
[1328] District Budget Intranet Website (E. 825)
[1329] Board Meeting Agenda Item Details for Motion to Approve or Ratify Budget Transfers as Presented 04-16-14 (E. 868)
[1330] District Annual Financial Report 6-30-13 (E. 788)
[1331] College of the Canyons Foundation Annual Financial Report 6-30-13 and 2012 (E. 789)
[1332] Measure M General Obligation Bonds Election 2006 Audit Report 6-30-13 (E. 790)
[1333] Community College and Compliance Workshop 4-15-14 (E. 862)

division dean meetings, program review and budget training,[1334] and support from positions such as the Controller and grant/categorical Accounting manager, which lead to successful audits.

Information about budget, fiscal conditions, financial planning and audit results is provided throughout the College at various meetings and presentations, and the information is sufficient in content and timing to support institutional and financial planning and financial management. These meetings and presentations include: the Tentative Budget Workshop,[1335] the Adopted Budget Workshop,[1336] PAC-B Meetings,[1337] the November meeting of the College of the Canyons Foundation Executive Committee,[1338] when the audit is accepted, the College of the Canyons Foundation Board,[1339] when the audit is presented for information, the GO Bond Oversight Committee for Measure M,[1340] which meets semi-annually to review construction project financial information, the annual audit,[1341] respectively, and the January Board of Trustees meeting when the auditors present the results of all audits to the Board of Trustees.[1342,1343,1344] The chairs of the College of the Canyons Foundation Audit Committee and the G O Bond Oversight Committee attend the District Board meeting and confirm their acceptance of the respective audits.

Self Evaluation

The College meets this Standard. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Actionable Improvement Plans

None.

Standard III.D.2.c

Appropriate financial information is provided throughout the institution in a timely manner.

Descriptive Summary

Appropriate financial information is provided throughout the District in a timely manner. At least two times per year, the Chancellor holds open meetings for all faculty and staff. These All College meetings[1345] provide information about the current goals and accomplishments of the College. The presentations include information about the current status of the budget and fiscal trends, both local and at the state level. Financial information is also provided at Board meetings, CPT, MAC, Cabinet, and Executive Cabinet. Based on the timing of the meeting, audit results may also be shared. Information regarding the budget and other financial planning is available on a regular and consistent basis on the intranet Business Services[1346] and PAC-B[1347] sites and is accessible to the general campus community. Because fiscal information is shared regularly to a wide range of constituencies, institutional planning and financial management can be done in a timely manner so as to appropriately inform important decisions about current and future College programs and operations.

Ending Fund Balance

The District has maintained sufficient reserves for emergencies, averaging 11.74 percent over 16 years, with the fund balance consistently exceeding the minimum five percent required. During this time, the fund balance has ranged from 5.08 percent to 22.21 percent. During the last 3 years, the fund balance has been:

2010-2011, 15.98 percent
2011-2012, 11.55 percent
2012-2013, 11.77 percent[1348]

[1334] Academic Program Review Year 3 Update Workshop Description and Handout (E. 869); Administrative Unit Outcomes Fall 2013 Retreat (E. 858)
[1335] 2013-14 Tentative Budget Workshop Board of Trustees Meeting 6-26-13 (E. 818)
[1336] Fiscal Year 2013-14 Adopted Budget Board of Trustees Meeting Presentation 9-11-13 Slide 20 (E. 819)
[1337] President's Advisory Council on Budget (PAC-B) Intranet Website (E. 859)
[1338] Foundation Board of Directors Meeting Minutes 11-19-13 (E. 870)
[1339] Foundation Board of Directors Website (E. 871)
[1340] Measure M Citizens Oversight Committee Agenda, 1-14-14 (E. 872)
[1341] Measure M General Obligation Bonds Election 2006 Audit Report 6-30-13 (E. 790)
[1342] District Annual Financial Report 6-30-13 (E. 788)
[1343] College of the Canyons Foundation Annual Financial Report 6-30-13 and 2012 (E. 789)
[1344] Measure M General Obligation Bonds Election 2006 Audit Report 6-30-13 (E. 790)
[1345] All College Staff Meeting 2013-14 (E. 828)
[1346] District Budget Intranet Website (E. 825)
[1347] President's Advisory Council on Budget (PAC-B) Intranet Website (E. 859)
[1348] Unrestricted General Fund History of Revenues and Expenses Actuals for 2002-03 through 2013-14 (E. 873)

Cash flow has rarely been a problem for the College. With a healthy fund balance and cumulatively increasing revenues from growth and COLA, the District has been able to weather the periodic financial storms generated by state budget deficits.

Access to Other Cash

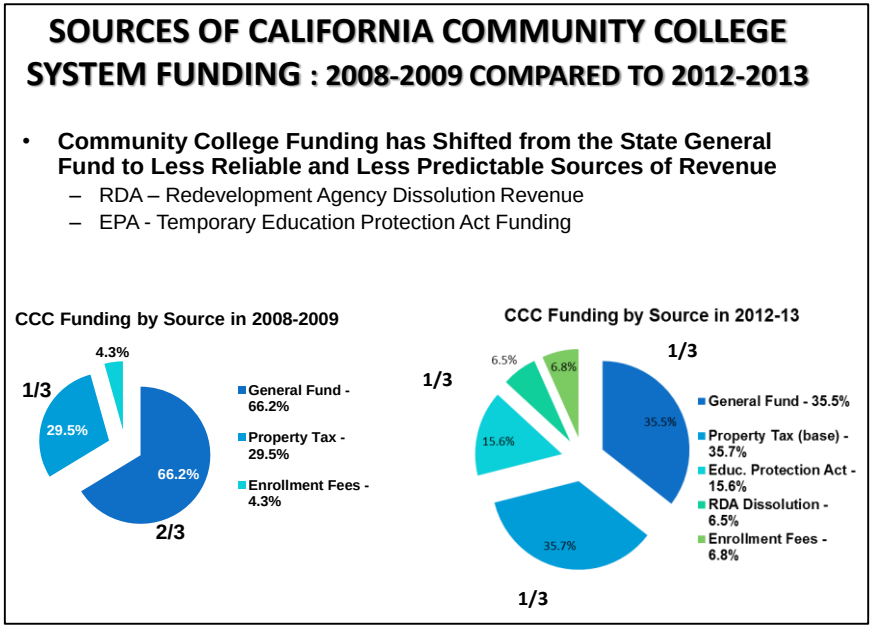
Cash is available to the District in the form of interest free borrowing from LACOE or low interest loans called TRANS (Tax Revenue Anticipation Notes). These notes are available through various pooled financing options at a minimal cost, with the requirement that the funds are repaid within a short period of time. The Community College League of California (CCLC) has also provided TRANS and COPs funding options to districts on occasion, when the need was apparent. Subsequent to this, the District has been able to access County Treasury cash borrowing as an option to assist with cash flow.

From 1997-98 through 2003-04 the District issued TRANS five times as a protective measure for managing its cash flow. But in those years, it repaid the TRANS without using the funds, and legally earned a small investment gain. The District did not utilize the TRANS in 2002-03 when the state instituted mid-year budget cuts in February 2003 or in 2003-04 when the state imposed a deferral of apportionment revenue from June to July, delaying the District's estimated $2 million in revenue. In 2013, the District issued a mid-year TRANS to provide cash flow, due to the Proposition 30 EPA funding not being paid to the District until June 2013.[1349] For 2013-14, the Proposition 30 money, distributed four times a year, will assist with cash flow.

Revenues

The District receives its revenues from the state, posing cash flow difficulties that it addresses by borrowing from LACOE or through a TRANS. The state apportionment is transferred by the state Chancellor's Office to the county treasurer, who then transfers it to the District's unrestricted general fund at LACOE. With a recent change by the state, reducing the portion of a District's budget funded by apportionment, nearly two-thirds of the District's revenue comes from temporary or uncertain funding.[1350] The two pie charts in Figure 36 illustrate this change from two-thirds of funding coming from the state's general fund in 2008-09, to slightly more than one-third of funding coming from the state general fund in 2012-13. This has created more ups and downs in monthly apportionment payments than previously. The District still receives a proportional benefit of almost $13.5 million in property taxes in December and April.[1351] Other revenues come from grants, business partnerships and business training contracts.

Figure 36. Comparison of 2008-09 & 2012-13: Sources of Calif. Community Col-



Insurance

The District has sufficient insurance to cover its needs and has sufficient reserves to handle financial emergencies. For more than 20 years, the District's insurance administrator has been Keenan & Associates, one of the largest companies serving K-12 and community

[1349] Mid-Year TRANS 2-28-13 (E. 874)
[1350] CCCCO Budget Workshop Material California Community College Funding by Source (E. 875)
[1351] 2013-14 Adopted Budget Revenue & Expenditures by Object Page 2 (E. 876)

college districts. Coverage is provided through a self-insurance model. JPAs, or Joint Powers Authority groups, have been established for property and liability (SWACC – Statewide Association of Community Colleges), as well as for Worker's Compensation P.I.P.S. (Protected Insurance Program for Schools). The SWACC JPA was actually started almost 30 years ago with one of the District's CFOs on the first board of directors. It provides coverage to almost 50 percent of the state's community colleges. These JPAs have been extremely well managed, under the direction of a board of directors comprised of representatives from each community college. In addition to this coverage, the District budgets amounts in anticipation of deductibles or settlements, based on historical claims. To its credit the District has never experienced a significant claim in its almost 45-year history.

Self Evaluation

The College meets this standard. For the last 25 years, the District has had sufficient cash flows and reserves to maintain stability and has been able to enact strategies for fiscal risk management that have protected it during years when state budget deficits impacted the College. These strategies allowed the District to develop realistic plans to deal with these occurrences at the state level.

Actionable Improvement Plans

None.

Standard III.D.2.d

All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation, auxiliary activities, fund-raising efforts, and grants) are used with integrity in a manner consistent with the intended purpose of the funding source.

Descriptive Summary

Financial resources including from short- and long-term debt, auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the College. This is documented in clean audit reports, as well as internal reports presented regularly to the Board.

Regularly Implemented Review Procedures

The District's procedures for reviewing fiscal management, including fiscal policies and procedures,[1352] Board review of fiscal reports,[1353] annual audits,[1354] fiscal program review,[1355] and the *Fiscal Assessment Checklist*,[1356] are regularly implemented. Procedures for fiscal management are updated regularly and monitored and managed by Business Services staff under the direction of the department vice president. The District Chancellor also encourages attendance at an annual audit workshop[1357] conducted by the District's external audit firm, Vavrinek, Trine, Day which includes all managers and other staff who have fiscal responsibility for district departments, instructional, grant and categorical programs. An overview of compliance requirements based on state and federal laws and regulations is provided. The District annually completes a *Fiscal Assessment Checklist*,[1358] with detailed responses to 16 points that highlight the District's excellent fiscal management. Business Services presents this document to the District Board and Foundation Board.

External Reviews

Evidence on fiscal management is provided by external audits and financial program reviews. As mentioned previously, District audits[1359] have been exemplary with only eight audit findings out of 56 audits during the last 12 years. These findings rarely carried forward beyond the initial reporting year and were typically resolved before the audit was issued, as the District took action to resolve findings as soon as it learned of them. Financial program reviews[1360] also

[1352] Business Services Board Policies Website (E. 877)
[1353] Board Meeting Agenda Item Details for Financial Report Month Ending 9-30-13 as Presented 11-5-13 (E. 835)
[1354] District Annual Financial Report 6-30-13 (E. 788); College of the Canyons Foundation Annual Financial Report 6-30-13 and 2012 (E. 789); Measure M General Obligation Bonds Election 2006 Audit Report 6-30-13 (E. 790)
[1355] Academic and Administrative Program Review Year 2 Update (2012-13) (Samples) (E. 810)
[1356] Sound Fiscal Management Self-Assessment Checklist Fiscal Year 2011-12 and Fiscal Year 2012-13 Mid-Year (E. 806)
[1357] Community College and Compliance Workshop 4-15-14 (E. 862)
[1358] Sound Fiscal Management Self-Assessment Checklist Fiscal Year 2011-12 and Fiscal Year 2012-13 Mid-Year (E. 806)
[1359] District Annual Financial Report 6-30-13 (E. 788); College of the Canyons Foundation Annual Financial Report 6-30-13 and 2012 (E. 789); Measure M General Obligation Bonds Election 2006 Audit Report 6-30-13 (E. 790)
[1360] Academic and Administrative Program Review Year 2 Update (2012-13) (Samples) (E. 810)

demonstrate effective fiscal management through compliance with appropriate laws and regulations.

Internal Control Systems
The District reviews its internal control system on a regular basis and responds to any internal control deficiencies identified in the annual audit in a timely manner. The external auditors have acknowledged that fiscal oversight and appropriate controls have contributed to outstanding audits. Any control deficiencies identified are responded to immediately, often before the audit is finalized, so that a positive outcome can be reported. Each year, new laws and regulations, such as GASB and *Statements on Audit Standards* (SAS) issued by the American Institute of Certified Public Accountants, are developed for audit guidelines. These intend to bring public education financial reporting in line with private industry. The District anticipates new developments, and the District Chancellor initiates annual presentations by District auditors[1361] to provide an overview of the new regulations and the role and responsibility that every manager has in ensuring controls, compliance, and fiscal oversight.

Debt Repayment Obligations
There is an annual assessment of debt repayment obligations, and resources are allocated to ensure stable finances. The majority of District debt is in the form of General Obligation funds, funded through local property taxes, held in trust by LACOE, and then used to fund semi-annual debt service payments.[1362] Based on recent GASB standards, the debt service is accounted for annually through audit entries. The District also has COPs (Certificates of Participation) which were used to fund a Joint Use Project with Los Angeles County Fire to build a state-of-the-art fire training facility.[1363] The agreement includes a provision for a revenue stream from public safety training that will offset the annual debt service through the end of the term of the bonds so that there is no financial burden on the College.

Student Loans
Student loan default rates, revenues, and related matters are monitored and assessed to ensure compliance with federal regulations. The audits[1364] demonstrate the integrity of financial management practices. The District's student loan default rates are monitored regularly by the District's Financial Aid Director, and are well below the 30 percent benchmark established by Federal regulations that constitutes a level of concern. The District's annual default rates for 2009-10, 2010-11, and 2011-12 were 12 percent, 7 percent and 11 percent respectively. Oversight for related financial aid revenues, grant and loan disbursements is accomplished through a segregation of duties between the Financial Aid Office and the Fiscal Services Office. Financial Aid is responsible for awarding of federal financial aid and has checks and balances in place to monitor the awarding process to ensure its integrity and compliance with federal regulations. The Fiscal Services Office orders the related revenue from the U.S. Department of Education within the required timelines, and processes financial aid disbursements according to federal regulations.

Audit Findings
The District has received very few audit findings in the last 12 years and no negative reviews. Since 2001, the District has contracted with Vavrinek, Trine and Day to perform audits of the District's financial condition, including the District audit and the general obligation (G O) bond funds, with both a performance and financial audit. The College of the Canyon's Foundation audit[1365] is provided as a separate audit to the Foundation's Board of Directors and received by the District Board as an information item. In the last 12 years, the results of these audits have been exemplary with only eight findings out of 56 audits.[1366]

The COC Foundation has established an Audit Committee[1367] that provides oversight and input to the Foundation audit process. Two

[1361] Community College and Compliance Workshop 4-15-14 (E. 862)
[1362] LACOE Bond Interest and Redemption Fund 21 2012-13 Unaudited Actuals and 2013-14 Budget (E. 878)
[1363] Certificates of Participation to Fund Joint Use Project with LA County Fire (E. 879)
[1364] District Annual Financial Report 6-30-13 (E. 788); College of the Canyons Foundation Annual Financial Report 6-30-13 and 2012 (E. 789); Measure M General Obligation Bonds Election 2006 Audit Report 6-30-13 (E. 790)
[1365] College of the Canyons Foundation Annual Financial Report 6-30-13 and 2012 (E. 789)
[1366] SCCCD Annual Financial Reports 2002-08 (E. 867); SCCCD Annual Financial Reports 2009-13 (E. 867)
[1367] Bylaws of the College of the Canyons Foundation Amended 11-16-10 (E. 880)

CPAs are on the committee, which meets before and after the interim and final audit reviews, discusses pertinent changes in audit criteria and reporting, and addresses any specific concerns with the audit partner.

The District has a Board Budget and Audit Subcommittee[1368] that provides oversight and input to the District audit process. Two Board of Trustees members serve on this committee, along with the Vice President of Business Services and the Controller. The subcommittee meets with the audit partner at the beginning and end of the District audit cycle, and acts as a liaison between the auditors and the Board. Not only does the subcommittee provide input on the audit process, but it also meets monthly with Business Services administrators to review Board agenda items, including tentative and adopted budgets.

Self Evaluation
The College meets and exceeds the requirements for this Standard.

Actionable Improvement Plans
None.

Standard III.D.2.e.

The institution's internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement.

Descriptive Summary
During the external audit,[1369] internal controls are tested and recommendations made if improvements are needed. Annually, the external auditors present a workshop[1370] to program managers and staff on compliance measures and effective internal controls. The District's Controller and other Business Services staff work closely with all department budget managers throughout the year, regarding the appropriate use of funds to ensure that expenditures are consistent with the intent of the funding source, and to ensure that checks and balances are maintained. Business Services monitors budget changes, expenditures, and revenues throughout the year, for appropriateness and proper approvals, and confirms that policies and procedures are followed. Business Services gives input to departments collecting cash and checks, regarding appropriate cash handling procedures and safeguards, and assists departments that accept credit cards to implement checks and balances, preventing fraud. Business Services provides individualized training to departments and reviews business processes with them to ensure adequate controls are in place. Each new grant or categorical program manager is provided with a comprehensive manual[1371] and an individualized training session with the Director of Grant and Categorical Accounting.

The District's special funds are audited and reviewed by funding agencies on a regular basis. These special funds include federal and state grant and categorical funds, COPs, General Obligation Bond funds and state construction funds. Outside entities, besides the District's external auditors, audit District funds and program compliance. These include NSF, Allied Health, Child Development Center, Financial Aid and other categorical and grant-funded programs.[1372] The District has nearly 100 different grants, while most other districts may have less than 10 percent that many. The District auditors have regularly acknowledged the District's Grants Accounting Director and Grants Program Manager for ensuring the fiscal integrity and compliance of all grant funds. In 12 years, there has been only one finding for grant funds, which every district was required to incorporate: Debarment language to contracts and purchase orders for federal vendors.[1373]

Special funds, including enterprise funds for the District's Performing Arts Center (PAC) and Employee Training Institute (ETI), reflect expenditures in line with the funding sources. The funding sources for the PAC include ticket revenues from patrons, grant and sponsorship funds, as well as local business partner funding. There are federal and state grants for ETI.[1374] The District has never had

[1368] Board Budget & Finance Subcommittee Meeting Agendas (Samples) (E. 881)
[1369] District Annual Financial Report 6-30-13 (E. 788)
[1370] Community College and Compliance Workshop 4-15-14 (E. 862)
[1371] Project Manager Orientation Handbook 2013-14 (E. 883)
[1372] Outside Entity Audits and Reviews (E. 884)
[1373] SCCCD Annual Financial Reports 2002-08 (E. 867); SCCCD Annual Financial Reports 2009-13 (E. 867)
[1374] 2013-14 Adopted Budget Revenue & Expenditures by Object Pages 351-373 (E. 885)

an audit finding on its bond funds, and its arbitrage calculations reflect timely expenditure of bond funds on construction projects that are reflected in the ballot measure language.

Self Evaluation
The College meets this Standard.

Actionable Improvement Plans
None.

Standard III.D.3.

The institution has policies and procedures to ensure sound financial practices and financial stability.

In 2008, the Business Services Department updated all of its 49 policies and related procedures to be compliant with current laws and regulations, and followed the established CCLC policies and procedures provided by Liebert, Cassidy, Whitmore as a template.[1375] In 2013, Business Services reviewed all of its policies and procedures[1376] and updated more than a dozen, including: Disclosing Financial Interests Relevant to Federally Sponsored Projects; Fund Balance; Purchasing Goods and Services, Bids and Contracts; Accessibility of Information Technology; Business Travel; Transportation in District-Owned, Rented or Chartered Vehicles; District Insurance; Claims Against District; Report of Accidents/Injury/Illness; Damaged Personal Property; Civic Center and Other Facilities Use; Grants; Traffic Regulations; and Fire Drill Regulations.

Standard III.D.3.a

The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and develops contingency plans to meet financial emergencies and unforeseen occurrences.

Descriptive Summary
The District has strategies for fiscal risk management, which include estimates for known liabilities, and budgets established accordingly, updated with new information to ensure adequate funding for known liabilities. During budget development, under the direction of the Chancellor, the Vice President, Business Services, and the Controller, a contingency is established either to increase FTES or for mid-year cuts. This gives the District flexibility to respond to erratic state revenues, avoiding crisis and chaos, which would otherwise disrupt and derail the District's operational plans and achievement of strategic goals.

Despite five years of state revenue shortfalls resulting from the economic downturn, the District has maintained sufficient cash flow with a combination of high reserves, LACOE borrowing through April, and then in 2012-13, a TRANS with lower rates through a CCLC financing pool for 18 CCDs to bridge the fiscal years.[1377] As noted in Standard III.D.2.c above, the fiscal reserve historically has been above the CCCCO recommended 5 percent, with the District fund balance in the double digits since 2006-07 and the 2013-14 reserve estimated at 11.24 percent.

The district accomplished this long-term stability by:

- Establishing a vision reflected in long-term planning
- Anticipating and budgeting for emergencies and unforeseen occurrences
- Performing regular reviews and making prudent adjustments
- Offsetting expenses via external revenues

Self Evaluation
The College meets this standard.

Actionable Improvement Plans
None.

Standard III.D.3.b

The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

[1375] Business Services Board Policies Website (E. 877)
[1376] Business Services Board Policies Website (E. 877)
[1377] Cash Flow Reflecting TRANS 2012-13 (E. 886)

Descriptive Summary

Financial aid is managed through the Student Services Department with oversight from Fiscal Services. With legislatively required transition of financial aid disbursements from paper checks to third-party vendors, the District conducted an RFP and identified Higher One to disburse financial aid to students through electronic funds transfer.[1378] The District must reconcile these financial aid allocations on a monthly basis, and establish a liability for financial aid bad debt that must be absorbed by the District and offset through a collection process. Grants and externally funded programs are managed effectively as described previously, in III.D.2.e. Contractual relationships are also monitored closely, with oversight from the Vice President, Business Services, Controller and the Contracts, Procurement and Risk Management Department. The District does not have investments; it is fiscally dependent on LACOE with all District funds held in trust by the LA County Treasury.

The District's Associated Student Government (ASG) is funded through various revenue streams, including an optional $10 per winter/summer or $15 per fall/spring semester student support fee that helps fund student clubs and co-curricular activities, and provides students with organizational leadership skills that enhance their academic experience. The ASG budget is developed through established processes in accordance with the ASG Constitution[1379] and is monitored and controlled by the ASG Senate under the general supervision of the Vice President, Student Services, and the Dean, Student Services.[1380] An ASG officer may initiate a requisition for approved ASG budget expenditures, which must be approved by the Student Senate, if over $300 and by the Director of Student Development and Campus Activities. Each month the ASG reconciles monthly transactions, and Fiscal Services reviews the records to maintain a check and balance.

The COC Foundation is a 501(c) 3 auxiliary organization, established to support the District by raising funds for student scholarships and College programs, fostering community relationships and partnerships, and accepting donations from businesses and individuals on behalf of the District. The Vice President, Business Services serves as the treasurer, per the College of the Canyons Foundation Bylaws.[1381] The Chancellor, Vice President, Business Services, and Vice President, Instruction, are ex-officio voting members on the Foundation Board of Directors, and the Chancellor and Vice President, Business Services, are members of the Foundation Executive Committee. The *Foundation Strategic Plan*[1382] is updated during annual retreats attended by a majority of the Foundation's Board members and that plan ties into the College's *Mission Statement* and goals. District staff members prepare monthly financial statements for the Foundation Board which, in turn, reviews the Foundation's activities, as well as the annual independent audit of its finances. Fiscal Services staff assists the Foundation and auditors by reconciling income to Foundation donor records, preparing a cash summary for all bank accounts, as well as an income sheet and revenue and expense analysis. As a 501(c) 3 auxiliary organization, the Foundation has a separate contract with the auditors to have a full financial audit[1383] performed on an annual basis. As required by regulation, the Foundation has established a separate audit committee to oversee the process and give direction to the audit process and feedback to its full Board of Directors. The Foundation has had clean audits since 2001-2002, with no findings or management letter comments.

The District has established processes to assess its use of financial resources, including a monthly Savings/Shortfall list of major budget categories, comparing actual expenditures to budget line items and developing a list of funds that appear to be trending over or under on a year-to-date basis. This list is included with the monthly Board agenda summary for the financial statement provided as information to the Board of Trustees.[1384] Historically, the District has had unspent discretionary budgets and has worked with department budget managers to budget more closely to historical trends or to anticipate future increases. This has resulted in a budget that has less variance compared to actual expenditures.

[1378] Request for Proposal (RFP) Financial Aid Disbursements RFP #SCCCD 1011-101 (E. 887)
[1379] Associated Students Constitution (E. 888)
[1380] Student Development Profit & Loss Budget vs Actual 2012-13 (E. 889)
[1381] Bylaws of the College of the Canyons Foundation Amended 11-16-10 (E. 880)
[1382] Foundation 2011-14 Strategic Plan 3-22-11 Board Meeting (E. 890)
[1383] College of the Canyons Foundation Annual Financial Report 6-30-13 and 2012 (E. 789)
[1384] Board Meeting Agenda Item Details for Financial Report Month Ending 05-31-13 as Presented 07-10-13 (E. 891)

The quarterly CCFS311 Report[1385] to the Chancellor's Office assists with that assessment by providing comparative percentages of actual to budget for revenues and expenses. These reports[1386] are provided as information to the Board on a regular basis and any unusual variances are explained and addressed in a timely manner.

Self Evaluation
The College meets this standard. Through the processes described above and through the budget development process, the District ensures that it assesses its use of financial resources systematically and effectively and uses the results of the evaluation as the basis for improvement.

Actionable Improvement Plans
None.

Standard III.D.3.c

The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations.

Descriptive Summary
The District has an actuarial study[1387] performed every two years to determine the District's OPEB liability, which has increased from $5 million to just over $6 million in the last six years, as a result of lower interest rates and a recent SERP, which increased the number of retirees. The District has one of the lowest OPEB liabilities in the California community college system, because it has managed its negotiated Health & Welfare contribution for retirees not-to-exceed $2,200 per retiree, per year. Most other districts provide lifetime Health & Welfare benefits resulting in OPEB liabilities of more than $100 million. The District also estimates compensated leaves based on contractual accrued rates and then budgets the current portion of that amount as a liability. The external auditors audit this on a regular basis. The District has transferred Health & Welfare increases to employees through Total Compensation calculations that require employee deductions if Health & Welfare costs exceed negotiated Health & Welfare contributions.

The District set aside the annual OPEB obligation or ARC, annual required contribution, of approximately $600,000 through 2010-2011. Due to the 10 percent state budget cut in 2011-12, one of the budget saving solutions included not funding the ARC. The District plans to include the annual ARC in its 2013-14 budget. Also, in 2013-14, the District budgeted a one-time transfer, out of $1.2 million, which may not be required if RDA funding is not deficited. Due to the relatively small liability of approximately $7 million, the District anticipates it will meet the obligation within 5-6 years by resuming ARC payments ongoing.

Self Evaluation
The College meets this standard. The District has not fully funded its annual OPEB obligation (ARC), but the District has set aside the Annual Required Contribution (ARC) of approximately $600,000.

Actionable Improvement Plans
None.

Standard III.D.3.d

The actuarial plan to determine Other Post-Employment Benefits (OPEB) is prepared, as required by appropriate accounting standards.

Descriptive Summary
The District contracts with a third-party consultant who prepares the actuarial study every two years,[1388] as required by GASB accounting regulations. As new GASB pronouncements are issued, they are incorporated into district accounting processes and financial statements. A full discussion regarding the GASB actuarial planning is provided above in Standard III.E.3.c, and in other previous sections.

Self Evaluation
The College meets this standard.

Actionable Improvement Plans
None.

[1385] CCCCO Quarterly Financial Status Report CCFS-311Q Quarter Ended 9-30-13 (E. 836)
[1386] CCCCO Quarterly Financial Status Report CCFS-311Q Quarter Ended 9-30-13 (E. 836)
[1387] Actuarial Study of Retiree Health Liabilities as of 1-1-13 (E. 850)
[1388] Actuarial Study of Retiree Health Liabilities as of 1-1-13 (E. 850)

Standard III.D.3.e

On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Descriptive Summary

In 2012-2013, the level of locally incurred debt still outstanding included a TRANS of $8 million, a 2006 COP of $12.8 million, a 2009 COP of $7 million, an energy conservation loan of $300,000 and a Capital Copier Lease of $160,000 for a total of $28 million in outstanding debt.[1389] The amount of annual debt service on this outstanding debt is $2.1 million. This level of debt has historically been considered extremely low by bond rating agencies when the District is evaluated each year.

Most of this annual debt service is paid using resources from sources other than the Unrestricted General Fund, with only $456,000 of debt service paid by Unrestricted General Fund resources. For instance, the 2006 COP includes funds for the construction of a new parking lot and a remodel of the Student Center building, so most of the debt service is paid using student parking fees and a Student Center fee assessment approved by the students.[1390]

The 2009 COP debt service is paid entirely through an agreement with the Los Angeles County Fire Department.[1391] The District has entered into a Joint Use Agreement with Los Angeles County Fire[1392] to construct a fire training facility and issued $8 million in COPs (Certificates of Participation) as its contribution to fund construction of classroom facilities and a burn tower for the fire training center. Resources for repayment of the annual debt service are provided by Los Angeles County Fire through its contractual arrangement to provide $1 per hour of training for a minimum of $500,000 per year, with annual debt service ranging from $700,000 to $1 million over 15 years. Historical revenues from this agreement have provided sufficient resources for debt repayment and contributed to a debt payment reserve of $1,030,701 as of June 30, 2013. Future revenues and this reserve will be sufficient to pay the total debt service.

Self Evaluation

The College meets this standard. The level of locally incurred debt and repayment schedule does not have an adverse impact on institutional stability because District resources repay a small portion of the debt. The percentage of the District budget used to repay the debt is minimal (approximately $456,000 in 2013-14), funded by other revenue sources.

Actionable Improvement Plans

None.

Standard III.D.3.f.

Institutions monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.

Descriptive Summary

During the past three years, the District had very low annual student loan default rates of 12 percent (2009-10), 7 percent (2010-11) and 11 percent (2011-12).[1393] The District's default rates are well below 30 percent, a level-of-concern benchmark established by Federal regulations.

If the District's default rate were ever to exceed Federal guidelines, the District has a plan to:

- Identify the factors causing the rate to exceed the threshold
- Establish measureable objectives and steps to improve the default rate
- Identify specific actions to improve the default rate, including counseling students on repayment options

Self Evaluation

The College meets this standard. The District's default rate for the last three years has been within federal guidelines; there is a plan to reduce the rate if it exceeds federal guidelines.

Actionable Improvement Plans

None.

[1389] District Annual Financial Report 6-30-13 page 89 (E. 892)
[1390] 2013-14 Adopted Budget Revenue & Expenditures by Object Page 315 (E. 843)
[1391] Joint Use Agreement Consolidated Fire District (E. 847)
[1392] Joint Use Agreement Consolidated Fire District (E. 847)
[1393] ACCJC Annual Fiscal Report 2011-12 (E. 893)

Standard III.D.3.g

Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

Descriptive Summary

The District negotiates contractual agreements with external entities that are consistent with its mission and goals, governed by institutional policies and that contain appropriate provisions to maintain the integrity of the District, with evaluation and review by legal counsel as appropriate, and final approval by the Board. As a result, the District has not had any lawsuits or complaints regarding its contracts in the last six years.

Agreements Consistent with Mission and Goals

The District has 388 long-term agreements[1394] with external entities that support the District's mission[1395] and goals[1396] and over 300 agreements per year for individuals to provide short-term, professional services for the various programs and activities of the District, including ETI, Performing Arts Center, and Professional Development, among others. More complex, long-term agreements based on specific Education Code regulations and reviewed by District attorneys include Allied Health Clinical Training, University Center Four-Year Partners, K-12 Arts Education Consortium, Service Learning, Financial Aid Disbursement Services, Closed Captioning Services, Facility Use, Bookstore Operations, and Food Services/Vending. Sub-awardee and contractor agreements are developed to support grant programs, including National Science Foundation, Deputy Sector Navigator, Upward Bound, Career Tech Ed Community Collaborative, and Economic Workforce Development grants that provide training, personnel, equipment, travel, supplies, outreach activities, curriculum development, and other services.

The District's external auditors have not identified any audit findings regarding contractual agreements since 2007-08, and indicate this is highly commendable considering the large dollar value and number of agreements the District enters into, including many complicated agreements for federal and state grant activities. The District has never had an audit finding on Measure C (passed in 2001) or Measure M (passed in 2006) G O Bonds,[1397] which is exemplary due to the hundreds of contracts related to construction projects funded by the bonds. General Obligation Bond Performance Audits always indicate that the District has followed institutional policies and procedures related to purchasing and contracts.

Control of Contracts

The District has appropriate control over the contracts and can change and terminate contracts that don't meet its required standards of quality. The District has established a number of agreement templates that have been reviewed and approved by District legal counsel including Professional Services Agreement, Basic Services Agreement, Lecturer/Speaker Services Agreement, Facility Use Agreement, Allied Health Agreement, etc.[1398] These agreements are typically used for independent contractors who provide instructional services to contract education or community education programs, and facility use agreements with other entities based on the Civic Center Act that requires the District to make District property available to other parties, as appropriate. Whenever possible, these templates are used when contracting with other entities. This ensures the highest level of protection for the District and the least amount of exposure for liability or financial issues.

Other negotiated agreements exist between business partners such as Barnes & Noble, ISSI (food services), and Coffee Kiosk that support the College's institutional mission and goals. Joint Use Agreements have been negotiated with appropriate public entities such as the local high school district, Los Angeles County Fire Department and the City of Santa Clarita, allowing for longer terms and additional contract terms that address the complex nature of the arrangement.

[1394] Master Contract List By Executive Cabinet Member (E. 894)
[1395] Public Information Office Mission, Vision, Philosophy and Goals (E. 895)
[1396] Strategic Plan Highlighted Goals 2012-15 pages 6, 26-54 (E. 811)
[1397] History of Audit Findings 2001-02 through 2012-13 (E. 896)
[1398] Allied Health Clinical Affiliation Agreement Template (E. 897); Basic Services Agreement Template (E. 898); Facilities Use Agreement Off-Campus Template (E. 899); Facilities Use Agreement On-Campus Template (E. 900); Lecturer Speaker Agreement Template (E. 901); Professional Services Agreement Template (E. 902)

Contract language is drafted with the most stringent language possible, considering the tolerance of the other party. The College's intent is to develop fair contracts that allow each party to function at the highest level, while always taking into consideration the regulations and policies that govern the College. The Contracts, Procurement, and Risk Management (CPRM) Department maintains a master list of all contracts,[1399] which were decentralized many years ago, to more easily facilitate initiation by any department with program funding. The contracts are expected to follow the boilerplate language included in the *Contract Handbook*[1400] developed with oversight from attorneys at Liebert, Cassidy, Whitmore and Atkinson, Andelson, Loya, Ruud and Romo. Contract negotiations often involve the Director, CPRM, as well as the Controller and Vice President, Business Services, to ensure compliance with laws and regulations.

Termination language is always included to allow the District control if the required standards of quality are not met. The District's attorney and insurance coverage third-party administrator, Keenan & Associates have provided hold harmless clauses. These clauses usually include breach for cause and for no cause, with the specific types of cause typically listed so as to avoid confusion. The five-year term limitation for regular contracts is included with options for renewal at the District's discretion. In addition, contractual relationships are monitored by LACOE, which requires appropriate documentation in the form of certificates of completion, proof of insurance, and 10 percent retention on construction contracts held 30 days following completion of the contract. The Board approves all contracts in open meetings.[1401] Legal counsel is asked to provide input on comparability to other community college contracts and to review contracts that may involve more specialized areas and contracts that involve negotiations.

External Contracts
External contracts are managed in a manner to ensure that federal guidelines are met. To ensure this, department and program managers are required to use District-established boilerplate language to ensure that contracts have "hold harmless" clauses and other language to minimize exposure to potential financial liabilities. Whenever possible, the Vice President, Business Services, and Controller, as well as legal counsel, if necessary, review and approve the language in major contractual agreements.

Self Evaluation
The College meets this standard.

Actionable Improvement Plans
None.

Standard III.D.3.h.

The institution regularly evaluates its financial management practices, and the results of the evaluation are used to improve internal control structures.

Descriptive Summary
The District regularly evaluates its financial management practices, procedures, and policies and uses the results of the evaluation to improve its established system of internal controls. These internal controls are in place to ensure compliance with policies, fiscal standards, and regulatory requirements, and are established to prevent and deter misappropriation of funds, conflict of interest, financial statement fraud, and other illegal activity. Controls in place include segregation of duties, limiting access to cash and sensitive data, establishing approval requirements on transactions, adequate supervision, conflict-of-interest reporting, training programs, and standards of conduct.

The District has also established a system of monitoring and oversight to ensure the internal controls are functioning properly, and the Chancellor sets the tone that fiscal responsibility and compliance with laws, regulations, and established procedures is highly important.

The District has an annual external audit to provide feedback on its internal control structures. A large component of the audit tests internal controls and verifies their effectiveness. The auditors work with the District to constantly update and modify internal controls as new compliance requirements are added.

[1399] Master Contract List By Executive Cabinet Member (E. 894)
[1400] Contract Handbook (E. 903)
[1401] Board of Trustees 2014 Meetings Website (E. 904)

As a part of the annual program planning and review process, the achievements and effectiveness of fiscal planning is evaluated each year and the results are used in planning for the upcoming year and longer-term future.

Self Evaluation

The College meets this Standard. The District regularly evaluates its financial management practices, and uses the results to improve internal control structures. The District external auditors also provide input on the District's internal control structure.

Actionable Improvement Plans

None.

Standard III.D.4.

Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution.

Descriptive Summary

Financial resource planning is integrated with institutional planning at many levels and happens at regular intervals or at regularly scheduled meetings. For instance, at the beginning of the budget development process,[1402] departmental program reviews[1403] determine the level of staffing, supplies, equipment, etc., that are necessary to support the stated goals of the department. Instructional department goals are tied into the enrollment management plan[1404] with FTES identified for each department. These FTES targets[1405] are supported by full-time faculty assignments, and adjunct and overload support, as needed. Setting efficiency goals of an average of 30 students per class is adjusted as necessary for the type of course and classroom availability. Budget requests are made and funded after being reviewed, prioritized, and evaluated by PAC-B, Executive Cabinet, and the Chancellor. The Board adopts the budget.

Through the Program Review process, described throughout this document, departments link budget requests to strategic goals contained in their program reviews, which are derived from the College's main planning documents.[1406]

This was a manual process, documented in budget development forms, until an electronic version of Program Review was developed approximately six years ago, to tie the budget requests, through Program Review, to District goals, ensuring that financial decisions are developed from Program Review results, institutional needs and plans for improvement.

At the end of the year, the annual program reviews[1407] are assessed to determine departmental outcomes, SLOs and AUOs, and how effective each department has been in achieving its stated goals. Goals are tied to budgets and evaluated by the supervisor and Executive Cabinet member who oversees each department. Financial needs must be supported by objectives which are evaluated to determine achievement.

Based on these assessments, new budget requests are evaluated and considered for funding in the upcoming year. Each year, budget overviews of the previous fiscal year provide lists of accomplishments by departments and the College as a whole. The effectiveness of meeting these needs is based on Program Review[1408] tied to strategic goals[1409] and is assessed on a regular basis by District administration.

Another process the District uses to assess its use of financial resources is to monitor the percentage of funds expended compared to those budgeted and to use an internal document that tracks the "Savings and Shortfalls" for major budget categories as well as salary savings from attrition until the vacant positions are filled. The list of savings/shortfalls estimates is included in the Monthly Financial Statement[1410] presented to the Board as an information item, which ensures systematic and effective assessment of financial resources. The results of this evaluation serve as a basis for improvement by

[1402] 2014-15 Budget Calendar (E. 824)
[1403] Academic and Administrative Program Review Year 2 Update (2012-13) (Samples) (E. 810)
[1404] Enrollment Management 320 Update 1-21-14 (E. 820)
[1405] Enrollment Management 320 Update 1-21-14 (E. 820)
[1406] Academic and Administrative Program Review Year 2 Update (2012-13) (Samples) (E. 810)
[1407] Academic and Administrative Program Review Year 2 Update (2012-13) (Samples) (E. 810)
[1408] Academic and Administrative Program Review Year 2 Update (2012-13) (Samples) (E. 810)
[1409] Strategic Plan Highlighted Goals 2012-15 pages 6, 26-54 (E. 811)
[1410] Board Meeting Agenda Item Details for Financial Report Month Ending 9-30-13 as Presented 11-5-13 (E. 835)

allowing the District to make adjustments throughout the year and avoid surprises at the end of the fiscal year.

The District reviews the effectiveness of past fiscal planning with various committees and constituents. For instance, during Measure C and Measure M General Obligation Bond Oversight Committee meetings,[1411] the District has provided updates on the progress of capital construction, as well as how well the District has performed in compliance and fiscal responsibility. At these meetings,[1412] it is often highlighted that the District has been highly successful in accessing state matching funds based on effective requests to the CCCCO. Also, strategic refunding of bonds and interest income provide additional resources, which have extended the original funds and funded additional projects.

Each year, during the Tentative[1413] and Adopted Budget[1414] presentations to the Board, the District reviews its previously stated goals for FTES growth,[1415] faculty hiring, new program development, business training partnerships, and grants development and provides statistical and graphical analysis of how each of these areas has succeeded financially.

Self Evaluation

The College meets this standard. Financial decisions are tied to Program Review with budgets tied to Strategic Goals.

Actionable Improvement Plans

None.

[1411] Measure M Citizens Oversight Committee Website (E. 205)
[1412] Measure M Citizens Oversight Committee Website (E. 205)
[1413] 2013-14 Tentative Budget Workshop Board of Trustees Meeting 6-26-13 (E. 818)
[1414] Fiscal Year 2013-14 Adopted Budget Board of Trustees Meeting Presentation 9-11-13 Slide 20 (E. 819)
[1415] Enrollment Management 320 Update 1-21-14 (E. 820)

Through partnerships in decision-making, collegial consultation and planning, students, faculty, administrators and staff pursue accomplishing the College District's goals. The College responds to a variety of changes, challenges and opportunities with a can-do spirit.

Standard IV: Leadership and Governance

Standard IV.A
Standard IV.B

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

College of the Canyons is a complex system of interdependent units, utilizing the contributions and responsibilities of strong, ethical and effective leadership by the Chancellor and the Board of Trustees, while emphasizing a collegial environment throughout the District. Whether a department, a division, a council, a committee, the Academic Senate, the Executive Cabinet, or the Associated Student Government (ASG), each unit makes and implements decisions that set actions and priorities in motion in their respective areas and systematically coordinates on a District-wide basis.

The College practices a team approach and encourages widespread participation in problem solving, while pursuing innovative, effective solutions. College of the Canyons values the collegial consultation process that enables all constituent groups to provide input, take responsibility and participate effectively in the areas in which they are specifically affected. The Chancellor guides and nurtures this approach.

Standard IV.A

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn and improve.

College of the Canyons recognizes that ethical and effective leadership by the Board of Trustees, Chancellor and administrators creates an environment in which the College community can identify institutional values as well as set and achieve goals. Early in her tenure at the College, the Chancellor established teams and processes that set a high standard for ethical leadership and encouraged widespread participation. She nurtured these teams in adopting numerous processes to develop and maintain currency in the District's *Mission,*[1416] *Vision*[1417] and *Philosophy*.[1418] She also established a series of planning processes and teams that, with her instigation, created and now keep current important documents and publications such as a decision-making guide, called *Decision Making at College of the Canyons*;[1419] the *Educational and Facilities Master Plan;* [1420] *Technology Plan*;[1421] and the *Strategic Goals and Strategic Accomplishments.*[1422,1423] Administrators across the campus use these documents and processes to work within their departments, identifying goals for learning and improvement. These are forwarded to the College Planning Team (CPT), to the Chancellor and Executive Cabinet, and to the Board, as part of a continuous improvement cycle. These processes, teams and documents are fully discussed in the next section.

Self Evaluation

The College meets this standard. Strong ethical and effective leadership and a teamwork approach enable the College to identify institutional values, set and achieve goals, learn and improve.

Actionable Improvement Plans

None.

Standard IV.A.1

Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff and faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to ensure effective discussion, planning, and implementation.

[1416] Mission Statement (E.2)
[1417] Vision Statement (E.132)
[1418] Philosophy Statement (E.133)
[1419] Decision-Making at College of the Canyons (July 2014) (E. 254)
[1420] Educational and Facilities Master Plan 2012-2018 (E.37)
[1421] Technology Master Plan 2011-16 (E.43)
[1422] Strategic Plan Highlighted Goals 2012-15 (E.39)
[1423] Strategic Plan Highlighted Accomplishments 2009-12 (E.40)

Descriptive Summary

The Chancellor, College administration, Board of Trustees, faculty, staff, ASG and the College Foundation are committed to the College's stated mission and have a track record of creating opportunities for enhanced involvement on campus and in the community. The College provides robust governance training options for all staff with the expectation that participants will pursue institutional excellence. Committees send recommendations to the Board through the Chancellor as defined by the decision-making structure and the Board acts on these recommendations at its meetings.[1424] During the past 25 years, there have been no incidences when recommendations of College-wide committees have not been taken to and approved by the Board.

Based on the College's values, as expressed in its *Mission*,[1425] *Philosophy*,[1426] and *Vision*,[1427] the decision-making process produces recommendations and decisions that are well communicated throughout the campus community. Professional development, leadership, training and a spirit of innovation fuel the ability of employees to participate, to lead and to impact what the College does and how. Plans and actions are accomplished.

Through partnerships in decision making, collegial consultation and planning, students, faculty and staff pursue accomplishing the College District's goals. The College responds to a variety of changes, challenges and opportunities with a can-do spirit. The examples provided in the summary description highlight a strong organization that empowers its members, innovates and achieves results due to leadership and involvement from all groups.

Mission Statement and Educational Excellence

College of the Canyons maintains extensive and well-established documentation in outlining its *Vision*,[1428] *Philosophy*,[1429] and goals in accordance with its adopted *Mission*.[1430] As discussed in detail in Standard I, the *Mission Statement* demonstrates awareness and commitment to the statewide community college focus on basic skills development, transfer education and providing students viable workforce skill sets.

These areas of focus help the institution provide service to the community. The statements of *Vision* and *Philosophy* reinforce the *Mission* statement and elaborate further on the College's continued efforts to develop, revise and grow its ability to achieve student success. The strategic goals are comprehensive, aligned with the mission, and clearly indicate that student success and educational excellence can only be achieved if the entire campus support system is fully developed with students in mind.[1431] Action priorities to achieve these goals are detailed by all departments as their goals go through the annual program review process.[1432]

Commitment to student success and educational excellence is reflected in the *Mission Statement*. The inclusion of the phrase, "attainment of learning outcomes," is an important addition from the previous *Mission Statement*. The *Mission* reads:[1433]

> College of the Canyons offers an accessible, enriching education that provides students with essential academic skills and prepares students for transfer education, workforce skills development, and the attainment of learning outcomes corresponding to their educational goals. College of the Canyons embraces diversity, and engages students and the community in scholarly inquiry, creative partnerships, and the application of knowledge.

The ultimate goal of excellence in teaching and learning in the classroom is being achieved because of updated technology, recruitment of high caliber personnel, quality student support services, ongoing professional development for instructors and staff, sound fiscal management, appropriate physical resources for students and staff, recognition of the diverse community served, and a positive campus environment and climate instituted by effective leadership at all levels.

[1424] Decision-Making at College of the Canyons (July 2014) (E. 254)
[1425] Mission Statement (E.2)
[1426] Philosophy Statement (E.133)
[1427] Vision Statement (E.132)
[1428] Vision Statement (E.132)
[1429] Philosophy Statement (E.133)
[1430] Mission Statement (E.2)
[1431] Strategic Plan Highlighted Goals 2012-15 (E.39)
[1432] Strategic Plan Current Three-Year Cycle Completed Objectives Accomplishments Report (E. 251)
[1433] Mission Statement (E.2)

Communication of Goals and Values
College of the Canyons' *Mission*, *Vision*, *Philosophy*, and *Strategic Goals* guide the institution and staff and are communicated regularly through a variety of mediums and tactics.[1434,1435,1436,1437]

The *Mission*, *Vision*, *Philosophy* (values)[1438] and *Strategic Goals*[1439] are included on the College of the Canyons website as well as in multiple print publications, such as *Decision Making at College of the Canyons*,[1440] *Educational and Facilities Master Plan,*[1441] *College Catalog,*[1442] *Fact Book,*[1443] *Strategic Plan,*[1444] and budget development process[1445] referred to by the collegial consultation and operational committees, as well as the Associated Student Government (ASG). Likewise, the Chancellor highlights the goals and values in written communications, featured presentations and speeches/addresses throughout the year. These are posted on the Chancellor's page on the College's website.[1446]

Campus-wide collaboration leads to updating and implementing goals and values. The College regularly updates the scope and processes of its committees and communicates widely to constituent groups about their roles in designing and implementing plans, initiating new ideas and discussing them in formal and informal arenas throughout the District and College community. Communication is thoroughly documented and encouraged across the campus.

The development of the College's goals and values, as well as the publications in which they reside, is a shared responsibility that purposefully involves the Chancellor, college administrators, faculty, classified staff, students and the Board of Trustees. This process ensures unity of support behind the values and goals, and also preserves staff awareness and understanding of them. The Chancellor and College leaders foster an environment for innovation and empowerment and in the process, set the standards high for institutional effectiveness. The College's commitment to meeting student and community needs drives critical decision making.

Access to Information about Institutional Performance
Institutional performance information is circulated and available publically to staff and students on the campus website.[1447,1448] Information is kept current, and is easily accessible and understandable. It is regularly used in institutional dialogue and decision-making sessions.[1449]

As fully discussed in Standard I, the Performance Indicators Subcommittee began its work in early 2013 by identifying a set of performance indicators that can gauge the institution's effectiveness.[1450] The subcommittee then looked at historical data, including disaggregated data, and set aspirational targets to drive improvements. Next, the subcommittee reviewed existing efforts intended to create improvements or that were empirically shown to have positive effects on performance outcomes, based on institutional research. Lastly, the subcommittee began a process of reflecting on the College's programs based on the principles of redesign.[1451]

Using this information, the subcommittee now presents information to CPT for discussion,[1452] and works with individual departments to incorporate and integrate the assessments and evaluation into relevant department planning. The process of continuing to evaluate current College-wide and departmental efforts, by assessing performance indicator outcome data relative to targets, and to then develop specific plans for even greater performance, will continue on an ongoing basis.

1434 Mission, Vision, Philosophy Statements on PIO Website (E. 905)
1435 Strategic Plan and Fact Book on PIO Website (E. 906)
1436 Fact Book 2013-14 (June 2014) pages 10 and 11 (E. 907)
1437 CPT Meeting Minutes and Agenda (Mission Statement Discussion Samples) (E.164)
1438 Mission, Vision, Philosophy Statements on PIO Website (E. 905)
1439 Strategic Plan and Fact Book on PIO Website (E. 906)
1440 Decision Making at College of the Canyons (July 2014) page 5 (E. 908)
1441 Educational and Facilities Master Plan 2012-2018 pages 19 and 22 (E. 909)
1442 College Catalog page 5 (E.46)
1443 Fact Book 2013-14 (June 2014) pages 10 and 11 (E. 907)
1444 Strategic Plan Highlighted Goals 2012-15 (E.39)
1445 Budget Development Guide 2012-13 (E. 910)
1446 Chancellor's Presentations on Chancellor's Office Website (E. 911)
1447 Fact Book 2013-2014 (June 2014) (E. 240)
1448 Institution-Set Standards (E. 226)
1449 CPT Meeting Agendas (Performance Outcomes Discussion Samples) (E. 245)
1450 Institution-Set Standards (E. 226)
1451 Performance Indicators Meeting Minutes (Samples) (E. 912)
1452 CPT Meeting Minutes (Presentation of Performance Indicators Samples) (E. 210)

In addition to the information provided through Performance Indicators, the Office of Institutional Development serves a vital role in disseminating information regarding institutional performance to staff and students. The department conducts annual surveys of the students and staff to aid in assessing performance campus wide. To ensure currency in those measurements, the Office of Institutional Development regularly solicits input from various constituent groups, such as the Academic Senate and department chairs, on how to refine its queries and focus.

The data collected covers a broad array of information for most, if not all, of the programs and organizations on campus. The results of campus-wide surveys are reported back to staff at meetings of the Academic Senate, meetings of the Board of Trustees, directly to the Chancellor, and to the entire campus community via the College intranet and Internet websites. Additionally, much of this information can be found in the biennially published *College Fact Book* as well as the annually published *Fact Sheets* that are made available in print form as well as on the College intranet page. The *Fact Sheet* is a collection of some of the most pertinent data, truncated for ease of reference. Much of the data is collected and pre-populated within the program review database to support campus staff in understanding and assessing program needs and goals.

The Office of Institutional Development communicates to all constituents its willingness to further develop data retrieval assessments for the particular needs of staff. Departments and programs regularly use all of these resources to measure performance. The data inform discussion and decisions at the departmental, divisional and campus-wide levels.[1453,1454,1455]

Since 2008, the College completed 35 Research briefs, 18 Evaluation briefs, 44 Ad Hoc reports, and 68 Numbered reports, totaling 165 studies, plus 183 surveys.[1456] Publications such as the *Fact Book*, *Fact Sheet*, and Performance Indicators are posted on the College's website.[1457] All reports are made available on the College's intranet.[1458]

Student Learning Outcomes (SLOs) and the assessment process are a significant measure of institutional performance and are relied on for discussions. Staff members continually monitor student performance through SLO assessments, analyzing the resulting data and consequently creating action plans to improve student outcomes. Results are systematically circulated to ensure broad awareness. Additional data relating to institutional performance (e.g., the ARCC 2.0 scorecard data and program reviews, including SLO results) are widely shared with the CPT,[1459] Academic Senate, Department Chairs,[1460,1461] divisions,[1462] Program Review Committee,[1463] ASG, academic and administrative departments, and others, [1464] and are easily accessed online. Information on institutional effectiveness informs decisions of these groups and processes:[1465,1466,1467,1468,1469]

- College Planning Team (CPT)
- Enrollment Management Team (EMT)
- President's Advisory Council – Budget (PAC-B)
- Department and division meetings
- Professional Development Committee
- Facilities planning processes
- Annual program reviews
- Updating of the *Strategic Plan* and the *Technology Master Plan*

[1453] Department Meeting Minutes (Institutional Research Presentation Samples) (E. 913)
[1454] Action Implications (Samples) (E. 236)
[1455] CPT Meeting Agendas (Performance Outcomes Discussion Samples) (E. 245)
[1456] Institutional Research Reports Since 2009-10 (E. 234)
[1457] Institutional Research Publications on College Website (E. 914)
[1458] Institutional Research Reports on Intranet Website (E. 915)
[1459] CPT Meeting Agendas (Performance Outcomes Discussion Samples) (E. 245)
[1460] Department Chairs Retreat Agenda 09-13-13 (E. 916)
[1461] Department Chairs Retreat Fall 2012 Presentation (E. 917)
[1462] Division Deans Meeting Agendas (Institutional Research Presentation Samples) (E. 918)
[1463] Program Review Committee Meeting Minutes (Institutional Performance Data Discussion Samples) (E. 919)
[1464] Board of Trustees Meeting Agendas (ARCC and Scorecard Data Samples) (E. 920)
[1465] Program Review Committee Meeting Minutes (Institutional Performance Data Discussion Samples) (E. 919)
[1466] SLO Committee Meeting Minutes and Agenda (Program Review Dialog Samples) (E. 177)
[1467] Skills4Success Committee Meeting Minutes (Institutional Data Discussion Samples) (E. 921)
[1468] CPT Meeting Agendas (Performance Outcomes Discussion Samples) (E. 245)
[1469] CPT Meeting Minutes (Presentation of Performance Indicators Samples) (E. 210)

- Analysis of the economic impact of the College on the local economy
- Development of case statements for grants and the Foundation
- Initiation of economic development, curriculum and outreach strategies

Moreover, the Chancellor's Open Office Hours, *The Monday Report*,[1470] *The Bottom Line*,[1471] *Breaking News*,[1472] *Cougar News*,[1473] Chancellor's Opening Day speeches,[1474] All-College presentations/meetings,[1475] news releases distributed to media,[1476] direct-mail campaigns to regional residents, the public website, and the College intranet are effective in informing the campus and community of institutional initiatives, goals, and activities.

Student and employee surveys indicate that students feel supported and staff members feel encouraged to continue to innovate and contribute ideas.[1477,1478]

Staff Participation in Institutional Planning

All staff members have job descriptions and roles fostering professional growth and encouraging introduction of ideas.[1479] Employee goals are in support of District strategic goals and are part of the staff evaluation process.[1480] Also, College leaders empower staff by encouraging participation in leadership and professional development activities, on and off-campus.[1481,1482]

Staff members are encouraged to participate in professional campus life, furthering their areas of interest and expertise.[1483] Program review compels staff to articulate their programmatic goals in alignment with stated institutional goals and values.[1484] The development of program goals is a shared process among the staff within each program, ensuring clear understanding of institutional goals.[1485]

Staff have autonomy to develop specific SLO processes in a manner that meets the highest level of utility for their particular departments or programs.[1486] This way enbles them to develop and write SLOs, assessment instruments and action plans in a manner that is most understandable and reflective of their particular subject matter.

Institutional planning efforts provide opportunity for appropriate staff participation.[1487] From the Board setting the tone via approval of the District's *Mission,*[1488] *Vision*[1489] and *Philosophy*;[1490] to the coordinated planning processes among departments; to the involvement of all constituencies in committees, teams and dialogue; to making decisions and recommendations for implementation; to ongoing communication, daily discussions and the development of strategies, all parties assist in moving the District forward, enhancing its effectiveness and developing its capacity to serve students and the community.[1491,1492]

Institutional leaders create an environment of empowerment by inviting participation and engagement of staff in:

- Program planning
- Taking advantage of available professional development programs
- Getting involved in the community
- Creating opportunities to lead programs/groups/initiatives on campus

[1470] The Monday Report (Sample) (E. 922)
[1471] The Bottom Line (Sample) (E. 923)
[1472] Breaking News (Sample) (E. 924)
[1473] Cougar News Website (E. 925)
[1474] Chancellor's Opening Day Speech (Sample) (E. 926)
[1475] All College Staff Meeting November 2011 (E. 927)
[1476] News Releases Website (E. 928)
[1477] 11th Annual Student Survey Student Services and Instruction Fall 2013 Rpt #283 (E. 225)
[1478] Faculty Staff Survey Report Fall 2013 Rpt #282 (E. 252)
[1479] Job Descriptions (Samples) (E. 929)
[1480] Staff and Administrator Evaluation Process (Samples) (E. 930)
[1481] Professional Development Workshops 2012-13 (E. 931)
[1482] Leadership Education in Action Program Spring 2013 Flier (E. 932)
[1483] Faculty Staff Survey Report Fall 2013 Rpt #282 (E. 252)
[1484] Program Review (Department Goals Connected to Strategic Goals Sample) (E. 933)
[1485] Program Review Staff and Faculty Participation (Sample) (E. 934)
[1486] SLO Faculty Manual (May 2010) (E.98)
[1487] Decision-Making at College of the Canyons (July 2014) (E. 254)
[1488] Mission Statement (E.2)
[1489] Vision Statement (E.132)
[1490] Philosophy Statement (E.133)
[1491] Board Policy 7215 Academic Senate Participation in Collegial Consultation (E. 331)
[1492] Collegial Consultation Committee List 2013-14 (E. 935)

- Setting strategic goals
- Creating a climate that encourages risk taking and values entrepreneurial activities
- Hiring deans and managers who guide, challenge and instill optimism in employees
- Participating in Academic Senate leadership and advocacy
- Showing respect for and responsiveness to the work of faculty leaders who participate in the collegial consultation process
- Providing resources for leaders to create new programs
- Encouraging leaders to shadow other leaders

Institutional excellence continues to be the number one goal for the College, nurtured by using data analysis, survey results, and comparisons to other community colleges and partners.

The College maintains multiple avenues for ensuring staff participation in institutional planning. There are multiple collegial consultation committees, operational teams, groups and task forces that maintain membership representation from all campus staff groups.[1493]

CPT is such a collective, serving as a primary center of planning action on campus. Staff members participate in initiating, developing and reviewing planning efforts in alignment with the *Mission* and goals of the College. Staff are expected and encouraged to provide input within the CPT planning process.[1494]

Other committees and groups operate in a similar fashion, such as PAC-B, Enrollment Management Committee, College Policy Council (CPC), and many other areas of focus, such as basic skills and staffing. The College also ensures regular meetings of its organizational divisions and departments. These meetings provide opportunity to disseminate information and also to enable staff to participate in information sharing and innovative thinking. Doing so allows staff input to percolate up to the highest levels of leadership.

As described in Standard I and in depth in Standard II, divisions and departments provide input for Program Review each year. The process includes reporting on performance of the past year and strategic planning for the coming year. All departments do an online annual program review, analyzing their data and developing goals and plans for the next year.[1495] These are posted on the College's intranet. The information is maintained by the Institutional Research Office, which provides relevant findings to department chairs at their semester retreats.

All District-wide planning includes analysis and institutional evaluation and review, as well as plans for improvement. The *Technology Master Plan,*[1496] *Educational and Facilities Master Plan,*[1497] and *Foundation Strategic Plan,*[1498] are posted on the College's website, as is the *Fact Book,*[1499] *the Student Success Scorecard report,*[1500] and All-College Staff Meeting presentations.[1501] Additional plans and presentations available on the College's intranet include the *EOPS Program Plan*,[1502] *Annual Program Plans,*[1503,1504] *Equal Employment Opportunity Plan,*[1505] and *Budget Analysis Presentations.*[1506] Each of these contains information about institutional preferences, is easily accessible, and clearly written.

Bringing Ideas Forward for Institutional Improvement

One of the District's strategic goals is innovation. It states: "Innovation: College of the Canyons will dare to dream and make it happen."[1507] Since 2008, processes have been improved and instructional programs developed. More than 40 partnerships have been initiated and new initiatives launched at the District and campus levels.[1508]

[1493] Decision-Making at College of the Canyons (July 2014) (E. 254)
[1494] Decision Making at College of the Canyons (July 2014) page 40 (E. 936)
[1495] Decision Making at College of the Canyons (July 2014) pages 132 and 133 (E. 937)
[1496] Master Plans on PIO Website (E. 938)
[1497] Master Plans on PIO Website (E. 938)
[1498] Foundation Strategic Plan on Foundation Website (E. 939)
[1499] Fact Book 2013-14 (June 2014) on PIO Website (E. 940)
[1500] Student Success Scorecard College of the Canyons PIO Website (E. 941)
[1501] All College Staff Meetings on Chancellor's Website (E. 942)
[1502] EOPS Program Plan Submitted to the State Chancellor's Office (2012-13) (E. 943)
[1503] Academic Program Review Year 2 Update (2012-13) Intranet Website (E. 237)
[1504] Administrative Program Review Year 2 Update (2012-13) Intranet Website (E. 238)
[1505] Equal Employment Opportunity Plan Revised Spring 2014 (E. 944)
[1506] Budget Presentations on Intranet Website (E. 945)
[1507] Strategic Goals on PIO Website (E. 946)
[1508] All College Staff Meeting 05-29-14 pages 78-85, 94, 100-110, and 140 (E. 947)

At College of the Canyons, dialogue is free flowing. On a daily basis, practices are improved and ideas are brought forward in any number of ways using traditional channels of leadership and structural components, including through:

- College wide committees [1509]
- Department and division planning meetings[1510]
- Curriculum and program development in departments and the Curriculum Committee[1511]
- Input from community members on advisory committees[1512]
- Department chair retreats[1513]
- Department annual retreats[1514]
- Securing mini-grant applications from the Foundation[1515]
- Professional Development Program[1516]
- The Chancellor's Open Office Hours (established so staff can propose new ideas)[1517]
- Initiating grant proposals[1518]
- Leading new initiatives (i.e., Sustainable Development Committee, Santa Clarita Environmental Education Consortium, and Sustainability Center)[1519]
- Partnership Development[1520]
- Service Learning/Volunteer Bureau[1521,1522]
- Representing the College in cross-departmental initiatives like Celebrating the Humanities, Art Start, and Life as Art[1523]
- The Foundation[1524]

On a regular basis, practices are improved via:

- Discussions occurring in department and division meetings[1525]
- Goals included in annual program reviews[1526]
- Ongoing dialogue in meetings and conversations on the campuses
- Special initiatives[1527]
- College-wide activities (Chairs Corner, OER, Online Education, Supplemental Educational Activities)
- Meetings to discuss best practices for chairing committees[1528]
- A focus on leadership[1529]

Services are continually improved by:

- Meeting face-to-face with staff, students and community partners
- Reviewing data from staff and student surveys, and using it to make improvements[1530]
- Distributing feedback and ideas
- Implementing LEAP Solution Team proposals and ideas across the campus[1531]
- Discussions via operational task forces and advisory committees[1532]
- Implementing ideas arising in weekly meetings of Institutional Advancement team members
- Utilizing surveys on the effectiveness of current services[1533]

[1509] Decision-Making at College of the Canyons (July 2014) (E. 254)
[1510] Department and Division Meeting Minutes (Samples) (E. 948)
[1511] Curriculum Handbook 2014 (E. 295)
[1512] CTE Advisory Board Meeting Minutes (Samples) (E. 949)
[1513] Department Chair Retreat (Sample) (E. 950)
[1514] Department Annual Retreats (Samples) (E. 951)
[1515] Mini Grant Program Proposal Guidelines (E. 952)
[1516] Professional Development Workshops 2012-13 (E. 931)
[1517] Chancellor's Open Office Hours (Sample) (E. 953)
[1518] Grants Development Website (E. 954)
[1519] Santa Clarita Enviromental Education Consortium Website (E. 955)
[1520] All College Staff Meeting 05-29-14 pages 78-85, 94, 100-110, and 140 (E. 947)
[1521] Service Learning Website (E. 956)
[1522] Volunteer Bureau Website (E. 957)
[1523] List of Art Gallery Events Website (E. 958)
[1524] Foundation Website (E. 959)
[1525] Department and Division Meeting Minutes (Samples) (E. 948)
[1526] Academic and Administrative Program Review Year 3 Update 2013-14 (Samples) (E.38)
[1527] All College Staff Meeting 05-29-14 pages 78-85, 94, 100-110, and 140 (E. 947)
[1528] Collegial Consultation Committee Meeting Minutes 06-11-14 (E. 960)
[1529] LEAP Announcements and Updates (E. 961)
[1530] Faculty Staff Survey Report Fall 2013 Rpt #282 (E. 252)
[1531] LEAP Solution Team Project Updates (E. 678)
[1532] Operational Task Force and Advisory Committee Meetings (Samples) (E. 962)
[1533] Action Implications (Samples) (E. 236)

The College continuously works to innovate and improve by taking steps to bring dreams to fruition through a myriad of programs, services and processes. Examples include:

- Idea Incubator[1534]
- LEAP program[1535]
- Foundation grants[1536]
- State and federal grants[1537]
- Encouraging leaders to take risks, create new programs, activities, and projects
- Annual program review and the budget development process[1538]
- *Educational and Facilities Master Plan* discussions[1539]
- Academic Staffing Committee requirements of analysis/reflection on program effectiveness and efficiency when submitting faculty hiring requests[1540]
- Department chairs being provided regular updates on effectiveness of campus programs (Supplemental Learning, for example) and being encouraged to take information back to departments[1541]
- SLO Assessment/Reflection/Action Plan[1542]
- SLO and Curriculum Coordinators collaborated (with input from SLO Committee) on the development of the CurricUNET Assessment Module[1543]

Individuals and departments have presented new program initiatives to CPT, discussing and providing input for development and subsequent launch of the following initiatives:[1544]

- Center for International Trade and Development (CITD)
- Fast Track Training Institute
- Career Coaches program at area high schools
- The Zone
- International and Global Education Collaborative
- Ethics Institute
- Veterans Center
- Civil Rights Institute
- Sustainable Development Center
- Santa Clarita Environmental Educational Consortium
- Open Education Resources Consortium

Additionally, the College trains leaders via the Leadership Education in Action Program (LEAP), the award-winning leadership development program implemented in spring 2008. LEAP-1 and the successor LEAP-2 were designed to foster the development of effective and visionary leaders at the College.

During the last four years 234 faculty, classified staff, and administrators have graduated from LEAP-1 and LEAP-2. "LEAPers" have proposed 34 Solution Team Projects and more than two dozen have been implemented or are in progress on one or both campuses:[1545]

- Synergy
- Learning Communities (Field Studies)
- Student Success Points (Skills in Success)
- GO! Program (Online Intensive Courses)
- MyCanyons (Shared Website)
- We Connect (CTE Initiative)
- Re-Entry Program (Re-entry and Veterans Center)
- Project Based Learning
- Behavioral Intervention Team (BIT)
- Idea Incubator
- Gardens of the Canyons
- Student Learning Community
- The Call Center (Ask Canyons)
- Careers on the Go
- Community Outreach Roadshow
- Student Art collection
- Global Collaborative Academy (New forms for ISP)

[1534] Idea Incubator Website (E. 963)
[1535] LEAP Announcements and Updates (E. 961)
[1536] List of Foundation Grants 2009-10 to 2013-14 (E. 964)
[1537] List of Federal and State Grants 2009-10 to 2013-14 (E. 965)
[1538] Academic and Administrative Program Review Year 3 Update 2013-14 (Samples) (E.38)
[1539] Educational and Facilities Master Plan 2012-2018 (E.37)
[1540] Academic Staffing Committee Clarifications and Procedures (E. 966)
[1541] Department Chairs Retreat Agenda 09-13-13 (E. 916)
[1542] SLO Committee Report to Academic Senate Spring 2011 and Administrative Program Review Year 3 Update (2013-14) (E. 967)
[1543] SLO Meeting Minutes (CurricUNET Assessment Module Pilot) and CurricUNET Assessment Module Instructions (E. 968)
[1544] CPT Meeting Minutes and Agenda (Samples) (E. 969)
[1545] LEAP Website (E. 970)

- Cougar Wellness Center
- Planetarium (in design)
- The Alumni Network
- SPaRC (Sustainable Program & Resource Center) (SDC and SCEEC)
- Visual Arts Resource Center (under development)
- Student Success Task Force
- Summer Workshops for K-12 Teachers (launch date: Summer 2014) (When Art and Science Tango)
- APL: Assessment of Prior Learning (in progress)
- SWIFT: Strategic Website Integration Facelift Team (in progress)

Since the 2008 self-study, the "Access & Success" form has evolved into the "Idea Incubator" via a spring 2009 LEAP project. The Idea Incubator provides a "safe" place for College employees to submit ideas that may positively impact College operations. One LEAP team developed a business plan resulting in the 2012 launch of the online application for submitting ideas. The website remains active and is available.

Other initiatives, examples of encouraging individuals to improve, include:

- Expanding mini grants
- Moving forward on the Culinary Arts Campaign and Institute
- Creating the Nonprofit Council
- Hosting the Habitat Lounge on Town Center Drive
- Creating the Santa Clarita Environmental Education Consortium
- Launching the Sustainable Development Committee
- Providing statewide leadership to the OER Initiative
- Pursuing a Center for International Trade & Development
- Forming a Global Collaborative Access
- Launching the FastTrack Training Institute
- Expanding the Art Gallery's scope and offerings
- Securing funding for a WorkSource Center on campus
- Celebrating the Humanities Week
- Launching the Instructional Dean's Institute
- Adding Monday Report
- Creating the Alumni Hall of Fame
- Sponsoring Art Start
- Restarting, developing and launching Math 075
- Hosting a number of "Star Parties" at the Canyon Country Campus
- Forming the Friends of the Fine and Performing Arts
- Hosting a Writing Conference
- Launching the K-12 Arts Partnership
- Hosting the Rock the Rhythm, Beat the Odds efforts – World Record attempt: Largest Drum Circle
- Adding the Chancellor's Cabaret series
- Starting a Community Band
- Creation of the Chair's Corner
- Refining and expanding the Mentor Program
- Developing an Honors Program
- Reorganizing Cooperative Work Experience Education (CWEE)
- Obtaining funding for Career Coaches and launching it with all high school campuses in the service area
- Adding the First Year Experience (FYE) program
- Building and opening the University Center where upper division and graduate-level degrees and credentials are offered
- Developing a proposal for funding and building the campus Community Garden
- Launching the Blue Bird Project and expanding it to the K-6 sites
- Re-launching a Model UN Team
- Proposing and funding a welding project expansion
- Expanding the College's National Science Foundation CREATE Center and developing an international presence
- Adding the "Rush" Registration Events (summer and fall 2013)
- Training people to take risks and supporting them when they do
- Encouraging Faculty and staff to share ideas by participating in a wide variety of campus committees, taking advantage of the Chancellor's open office hours, sharing information about their departments during "Up Close and

Personal" presentations at Board of Trustee meetings, and by submitting new ideas

Dialogue, discussion, and new ideas enhance student learning. Individuals use the College's structure to participate in these activities when they:

- Participate in professional development programs
- Contribute to the Student Success Task Force
- Move the Basic Skills Initiatives forward
- Support students in Service Learning
- Play their role in collegial consultation committees and the Academic Senate
- Participate on the Grants Development Committee
- Attend and participate in Division meetings
- Respond when encouraged to: Think. Dream. Do!

Areas of Responsibility

College of the Canyons articulates the roles and responsibilities of individuals, allowing effective development of ideas for improvements in areas of responsibility.

Administrators

Administrators do the direct management and oversight of their areas, and provide leadership to their staff on a daily basis. The Administration provides input and leadership by participating in weekly and monthly meetings such as division deans' meetings, Management Advisory Council (MAC), President's Cabinet, Executive Cabinet, and Institutional Advancement Team. Administrators are also represented in the College-wide committees mentioned above, as well as in the oversight of College operational processes. Administrators/managers, per their job descriptions, have responsibility and accountability for the day-to-day District operations and oversee the implementation of the District's Strategic Plan. They do so by:

- Proposing and implementing Board policies
- Developing administrative procedures
- Working with staff through the collegial consultation structure
- Communicating across organizations, departments and divisions
- Keeping the "big picture" in mind
- Initiating dialog, opportunities and solutions

Administrators provide vital leadership and oversight, including maintaining a productive campus climate, fostering development of human potential, supporting professional growth and diversity, and maintaining a sense of community. Their responsibilities include:[1546]

- Providing effective leadership and support in planning
- Assuming responsibility for implementation and evaluation of activities based on recommendations and College goals
- Taking responsibility for creation of a stimulating learning environment
- Communicating across the organization's departments and divisions
- Overseeing the effective use of institutional resources
- Recommending the hiring of personnel
- Contributing to the development and improvement of College functions and services
- Administering the policies and procedures adopted by the Board and the Chancellor.
- Adhering to legal requirements
- Making appropriate decisions within their respective areas of responsibility
- Initiating new ideas and improvements and promoting quality in District operations
- Facilitating the completion of curriculum updates and revisions and the submission and collection of adjunct, non-tenured and tenured evaluations
- Fostering community outreach and partnerships; representing the College in the community
- Serving on evaluation committees
- Developing and implementing enrollment strategies

[1546] Administrator Job Description (Samples) (E. 971)

Classified Staff

Based on Board Policy 7270 (formerly 245)[1547] and Sections A, B and C of *Decision Making at College of the Canyons*,[1548] the College clearly publicizes the role of staff in institutional development. Classified staff members are encouraged to participate in all aspects of College governance.

The California State Employees Association (CSEA) exclusively represents them for the purpose of collective bargaining.[1549] With the implementation of the provisions of California State Senate Bill 235 (California Education Code §70901.2, effective January 1, 2002),[1550] the role of the Classified Senate has changed. CSEA has taken on the responsibilities mandated by state law with regard to collegial consultation and seeks recommendations for collegial consultation committee appointments from the Classified Senate.

Once the recommendations are received, CSEA then approves or modifies the recommendations and has the responsibilities mandated by state law with regard to collegial representation.

Classified staff members have opportunities to participate in all aspects of College governance**:**

- In the 2013-14 academic year, 49 classified staff members served on College-wide committees and played an integral role in generating ideas and moving their departments forward, as well as helping the College achieve its stated goals.[1551]
- Since 2008, 81 classified staff members have joined the College.
- 43 percent of classified staff members have associate degrees, 32 percent bachelor's degrees and 12 percent master's degrees. While 28 percent of classified staff earned their associate degree from the College, 70 percent have taken classes at the College.
- More than 63 percent of the College's classified staff participate in professional development activities on a regular basis and 30 percent have been upgraded to new positions since 2008.

Staff members often propose innovative solutions to interdepartmental challenges in a variety of settings including department meetings, division meetings, College-wide committees, *Strategic Plan* and *Educational and Facilities Master Plans* processes, formal and informal committees, staff development, one-on-one dialogue, annual departmental planning processes, and individual professional development plans.

Faculty

Faculty play the primary role in determining the content and delivery of courses. Improvement is fostered through ongoing dialogue, assessment and actions relative to curriculum, programs and professional development. The faculty also play a central role in the governance of the College and do so primarily through the Academic Senate.[1552]

Faculty members, through the department chairs, identify instructional needs (human, physical, technological, programmatic, and budgetary), through the annual program planning processes at the departmental level. In addition, faculty (along with staff) often provide, with administrative guidance and institutional support, the ideas and staffing for innovative professional development programs.

In acting as individuals and departments, the faculty*:*

- Create new and modify existing curriculum on a five-year cycle, so that courses remain current and comply with CSU and UC articulation agreements[1553]
- Develop SLOs for courses, certificates and programs, either independently or with the assistance of the SLO Committee[1554]
- Update and revise department planning goals through the annual program review[1555]

[1547] Board Policy 7270 Staff Participation in Collegial Consultation (E. 972)
[1548] Decision Making at College of the Canyons (July 2014) page 40 (E. 936)
[1549] CSEA Collective Bargaining Agreement page 5 (E. 973)
[1550] California Education Code Section 70901.2 (E. 974)
[1551] CSEA Committee Appointments 2014-15 (E. 975)
[1552] Academic Senate Agenda 04-24-14 and Summary 03-27-14 (E. 976)
[1553] Courses Revised in Last 6 Academic Years (E. 977)
[1554] Academic Program Review 2012-2013 SLO Samples and CurricUNET Assessment Module Instructions) (E.140)
[1555] Academic and Administrative Program Review Year 3 Update 2013-14 (Samples) (E.38)

- Provide input to the annual budget development process through departmental requests and as participants on PAC-B[1556]
- Propose additional faculty through the Academic Staffing Committee[1557]
- Design and participate in professional development programs and activities[1558]
- Participate in writing grants

The faculty role in collegial consultation is described in Board Policies 7215[1559] and #7140[1560] and is supported legally by state statute AB 1725.[1561] The faculty's primary voice in decision making is through the Academic Senate, which was established in the late 1980s. Every year, the Academic Senate reviews this policy and discusses how effective the Senate has been at meeting its rights and responsibilities. Based on these discussions, it modifies its procedures as appropriate.

The Academic Senate participates in institutional governance through collegial consultation, by formal representation at Board meetings, and by having a regular place on the Board's agendas.[1562] It leads in the development of curriculum and instructional policies and writes specific policies that relate to academic and professional matters, including hiring, minimum qualifications, tenure and evaluation.[1563] Faculty members also meet monthly in academic divisions to share interdepartmental information and open communication to find solutions to common challenges.[1564,1565]

The Senate appoints faculty members to serve on College-wide committees, hiring committees and ad hoc committees as needed. Currently, the Senate has representatives on: PAC-B, College Policy Council, CPT, tenure committees, Facilities Master Plan Task Force, Technology Committee, and the Professional Development Committee.[1566] In addition, 132 of 178 (74 percent) of the full-time faculty members serve on Senate, College-wide, and collegial consultation committees. Many part-time faculty members also participate in a variety of professional groups, do professional development, and attend department meetings and College-wide committees.[1567]

The role and membership of the Academic Senate are outlined in its Constitution,[1568] which was reviewed and amended in 2000, 2004, and 2011 to reflect changes in the College's organizational structure and to reflect the growth of the College and the faculty.

Students

Students provide leadership with regard to decision making at the College. The collegial consultation process guarantees that students may voice their concerns and participate in the College community's decision making.[1569]

Complete details on student activities, Service Learning and student participation in College activities such as Honors, clubs and organizations are provided in Standard IIB; however, it is valuable to know that at the end of the fall 2012 semester, 53 clubs were chartered and active. Clubs/organizations require the participation of a faculty advisor, are required to hold meetings and must maintain a minimum enrollment status.[1570]

Student input on the impact of policies and procedures is made possible through active participation on College committees and through the Associated Student Government (ASG).[1571] A goal of the ASG is to look at student concerns and also to maintain focus on short- and long-term College goals when establishing and representing students in the collegial consultation process.[1572]

[1556] Tentative Budget Forced Cost, Augmentation, and Equipment Requests 2013-14 (E. 978)
[1557] Academic Staffing Committee Recommendations Memo to Chancellor 11-25-13 (E. 979)
[1558] Faculty Professional Development Committee Procedures (E. 980)
[1559] Board Policy 7215 Academic Senate Participation in Collegial Consultation (E. 331)
[1560] Board Policy 7140 Collective Bargaining (E. 981)
[1561] AB 1725 Community College Reform Act (1988) (E. 982)
[1562] Board of Trustees Meeting Agendas (Samples) (E. 983)
[1563] Academic Senate Meeting Agenda 04-28-11 (E. 984)
[1564] Department and Division Meeting Minutes (Samples) (E. 948)
[1565] Program Review Committee Meeting Minutes (Samples) (E. 186)
[1566] Faculty Appointments to Committees 2013-14 (E. 985)
[1567] Faculty Involvement in College Committees (E. 986)
[1568] Academic Senate Constitution (E. 987)
[1569] ASG Bylaws May 2013 (E. 988)
[1570] List of Student Clubs and Organizations (E. 989)
[1571] Board of Trustees Meeting Minutes (ASG Representation Sample) (E. 990)
[1572] ASG Bylaws May 2013 (E. 988)

Committee involvement is crucial to the ASG. The ASG appoints student representatives to the following committees: CPT, Facilities Master Plan, Advocacy Team, PAC-B, Academic Senate, Curriculum, Enrollment Management, Health & Safety, Program Review, Matriculation, Campus Safety, Technology, Academic Calendar, International Students, Bookstore, Cafeteria, Recycling, Transfer Center, Financial Aid, Scholarships, Academic Freedom, Cultural Heritage, Commencement, Conduct, Grade Review, Student Equity, and occasionally on hiring committees.[1573]

In addition, the ASG meets in open session with the Board biannually, focusing strictly on student matters. The agenda planning meetings include the Board president, the College Chancellor, and the ASG advisor, president and student trustee. Agenda items cover student concerns and ideas with the intention of creating solutions, developing programs and inspiring vision. Some examples of agenda items include District legislative advocacy and ASG activities, goals and objectives. The ASG agendas are available in the Student Development Office and are posted online with minutes weekly, providing complete lists of activities, concerns, action, and ideas.[1574]

The ASG is responsible for establishing membership criteria, electing its officers, developing its own budget, overseeing a robust program of activities, and supporting day and evening students at both the Valencia and Canyon Country campuses.[1575] To encourage students to participate on committees that enhance their success and develop leadership skills, the College publicizes the role of the ASG in schedules of classes, as well as on the College website, the campus electronic marquee and the Student Center monitors, televisions, and monitors in the ASG Computer Lab at the Canyon Country Campus. Additional publicity is found in the *Student Development* Newsletter (distributed to the campus on a bi-semester basis), the ASG Facebook page,[1576] and the ASG *PAW PRINT*.

ASG recently wrote its own student advocacy handbook and keeps advocacy as a part of its mission statement and vision.[1577] In addition, the ASG president testified in favor of AB 955 in Sacramento during summer 2013.

Board of Trustees

The Board fosters an institutional climate conducive to ongoing planning and evaluation. It establishes institutional direction, adopting policies that define the *Mission*, the *Vision* and the *Philosophy* of the College. In setting policies, Board members represent broad-based community interests.[1578]

The Chancellor, administration and the Board are committed to the institution's *Mission* and have a track record of identifying opportunities for engagement both on campus and in the community. The Board receives recommendations from committees via the Chancellor as defined by the decision-making structure, as described in charts located in *Decision Making at College of the Canyons*.[1579]

The Board of Trustees is responsible for setting, reviewing and updating the policies of the District as presented and recommended to them by the Chancellor. Policy changes are triggered by law and regulation change, as well as initiated by the appropriate governance bodies including the Academic Senate Policy Committee, the ASG, CSEA and Executive Cabinet members who provide input and discuss the impact of the changes to their constituencies and to suggest recommendations for implementation.[1580] Once policies have been reviewed through each group's established process, they are presented to the College Policy Council (CPC) for review, modification as needed, and endorsement.[1581] Once endorsed by the CPC, the Chancellor forwards the new and/or updated policies to the Board of Trustees for consideration.[1582] Faculty, students, divisions, and departments are notified when modifications are made to policy, procedure and process to accommodate recently adopted changes to Title 5 regulations.

[1573] ASG Appointments to Committees (Sample ASG Meeting Minutes) (E. 991)
[1574] ASG Committee Website and Meeting Minutes (Samples) (E. 992)
[1575] ASG Bylaws May 2013 (E. 988)
[1576] ASG Communications (Samples) (E. 993)
[1577] Student Advocacy Handbook (E. 994)
[1578] Board of Trustees Meeting Minutes 12-04-13 (E. 995)
[1579] Decision-Making at College of the Canyons (July 2014) (E. 254)
[1580] Academic Senate Policy Review Committee Procedures (E. 996)
[1581] College Policy Council Meeting Minutes (Samples) (E. 997)
[1582] Board of Trustees Meeting Minutes (Samples of Policy Approval) (E. 998)

Board Policy 7215[1583] stipulates that the Board will rely primarily on the recommendations of the Academic Senate on Academic and Professional matters or will come to mutual agreement with the Senate. The District has processes to review existing academic programs, to dissolve programs when recommended, and to initiate new programs.[1584] (See Standard II for additional detailed discussion.)

Community Partners and Stakeholders

The District is committed to open processes that include not only College members, but also major stakeholders and community partners. These groups help inform academic and professional matters; planning, designing and hiring for the future; and identifying and acquiring resources. Community representatives participate actively with the College on advisory committees, partnering initiatives, and other activities.

The successes of cooperation, planning and communication relative to institutional governance are numerous and have been instrumental in moving the College forward toward achieving its strategic goals.

The Foundation develops strategic goals in consultation with the Chancellor, who sets fundraising priorities based on the District's *Strategic Plan*.[1585]

Collegial Consultation and the Decision-Making Process

Individuals and groups at the College participate in the governance process to enhance student learning. The decision-making process has its foundation in the *Mission, Vision, Philosophy*, and goals designed to promote continuous improvement, dialogue, planning and flexibility, ensuring the best services and programs for students and the community. The process is outlined in the guide, *Decision Making at College of the Canyons*.[1586]

While the specific procedures used in the various committees and organizational structure continue to be reviewed to meet ever-changing needs, the process that was created in the early 1990s served the College well and provides a sound bedrock for moving forward. In implementing the decision-making process daily, collegial consultation occurs in face-to-face meetings between administrators via Cabinet, Management Advisory Council (MAC), College Planning Team (CPT), Executive Cabinet, Full Cabinet, Institutional Advancement Team, division management teams, Faculty Department Chairs' meetings, within the Academic Senate, and in one-on-one meetings between the Chancellor and leaders. These also include monthly meetings between the Academic Senate president and the Chancellor, as well as the COCFA president, CSEA and the Chancellor. All College-wide committees make recommendations to the Chancellor, who, as set forth by the District's decision-making process, makes recommendations to the Board.

A well-established set of policies and procedures governs the College. The development of policies and procedures inevitably requires coordination and cooperation among administrators, classified staff, faculty members and students. Improvements in campus functions originate from various points of the institution. Some ideas are the product of innovative thinking and development from within the institution. Other proposed revisions are mandated from statewide authorities. Either way, they generally require policy and procedural development or coordination in consideration of existing policies and procedures. If a proposal is to come to fruition, it must follow a process in which ultimately it is approved by the College's governing board. Improvement, effectiveness and innovation are thoroughly presented earlier in Standard IV.

The key partners for policy planning and making decisions are defined in the College's organizational charts and discussed earlier in this section. They include administrators, classified staff, faculty, the ASG, the Chancellor, the Board of Trustees, community and business partners and stakeholders.

The Academic Senate represents the faculty's instructional and collegial consultation interests. Labor issues are handled by the College of the Canyons Faculty Association (COCFA) for full-time faculty

[1583] Board Policy 7215 Academic Senate Participation in Collegial Consultation (E. 331)
[1584] Board Policy and Administrative Procedures 4021 Program Viability-Initiation, Modification and Discontinuance (E. 999)
[1585] Foundation Strategic Plan 2011-14 (E. 1000)
[1586] Decision-Making at College of the Canyons (July 2014) (E. 254)

and the American Federation of Teachers (AFT) for part-time faculty. Faculty members are also represented by division deans, department chairs and through their participation in the College-wide committees described above. The Academic Senate president attends Board meetings and sits at the Board table.
Governance processes occur at various points within the structure of the College. All levels provide opportunity for individuals and groups to propose, critique and advance student-learning initiatives. The Academic Senate is a focal point of pedagogical ideas and innovation. Matters that impact student achievement are discussed and analyzed. The members of the Senate and its sub-committees dissect issues such as course prerequisites, counseling and matriculation services. Practices are improved via department and division meetings.[1587]

The Academic Senate has instituted a Policy Committee to undertake the task of policy development and review.[1588] The Committee works closely with campus administrators to achieve accuracy and agreement in policy and procedural development. This allows a collegial approach to gaining approval of proposals by the Academic Senate. Approval is often required of the ASG and always of the College Policy Council (CPC). The CPC is a collegial committee consisting of members from every staff constituency on campus.[1589] The Council must approve, by majority vote, the policy as proposed. While procedures that accompany proposed policies do not require approval by the CPC, this body usually reviews them as part of its review of the proposed policy. This provides a process for CPC members to give input on procedures. After the Council approves the policies, the Chancellor presents them to the Board of Trustees for consideration.[1590]

At all stages of this process, staff input is provided. Moreover, if input results in changes to the content of the proposal, all previous constituent groups must be consulted and the approval process repeated. Proposals for improvement or revision that have no relevance to academic matters often require no input from the Academic Senate, yet those proposals may require input from other faculty groups prior to moving forward. Consequently, widespread participation is guaranteed in development of ideas that have broad implications on College policy and administrative procedure. Dialogue has occurred on how to continue to improve the coordination of this process. The updated version of *Decision Making at College of the Canyons* has been modified to include the flow chart for the processes of policy review so that the steps to trigger a policy change are as clear as possible.[1591]

An example of how this process works is the Counseling department's proposal to revise Board Policy 4240 (formerly 5902), Academic Renewal. The proposal created debate and rigorous analysis on how to use academic renewal rights to best meet equitable standards and improve student learning and achievement. The analysis and debate occurred in the Senate, the ASG, and at the CPC. The governing board subsequently approved the revised proposal.[1592]

The annual process of enrollment management planning is another excellent example.[1593] Individuals and groups bring their unique perspectives to the process of increasing course offerings and balancing the needs of various programs, degrees and certificates. The Board supports such efforts by approving program creation or implementation, and ensures sound fiscal management so student learning is prioritized in the allocation of resources and support services.

Three key Academic Senate subcommittees also assist with enhancing student learning. These are the Program Review Committee, the Curriculum Committee, and the SLO Committee.

The Program Review Committee (an Academic Senate subcommittee) provides training, advisement and assistance to College of the Canyons faculty and staff to facilitate and improve the program review process.[1594] The program review process requires departments to regularly evaluate courses and programs, leading to improvements in student learning.

[1587] Academic Senate Meeting Agenda and Summary 02-09-12 (E. 1001)
[1588] Academic Senate Policy Review Committee Procedures (E. 996)
[1589] College Policy Council Meeting Minutes (Samples) (E. 997)
[1590] Board of Trustees Meeting Minutes (Samples of Policy Approval) (E. 998)
[1591] Decision Making at College of the Canyons (July 2014) pages 134 and 135 (E. 1002)
[1592] Board of Trustees Meeting Agenda 01-22-14 (BP 4940) (E. 1003)
[1593] Enrollment Management Meeting Minutes (Samples) (E. 1004)
[1594] Program Review Workshops and Committee Minutes (Samples) (E. 1005)

The Curriculum Committee (co-chaired by both a faculty member and an administrator) fosters development of new curricula, and reviews revisions of existing curricula.[1595]

The SLO Committee ensures that the College goes through an ongoing, systematic process that clarifies and improves SLOs at every level from institutional, program, and course through certificates and degrees with specific emphasis on student success.[1596] The SLO Committee works with faculty to ensure the methods of assessment of course SLOs and program SLOs are aligned and consistent across the College. The SLO Committee reports to the Academic Senate and jointly works with the Administrative Unit Outcome Committee through the Outcomes and Assessments Steering Committee. The SLO Committee responsibilities include but are not limited to:

- Guiding and facilitating faculty and staff in implementing outcome and assessment processes
- Supporting faculty and staff in institutional, program, degree/certificate, course level SLOs, and the processes and timing for establishing and assessing them
- Providing colleagues with guidance, training, tools, rubrics, models and other resources that assist them in SLO alignment, development and assessment
- Assisting faculty and staff in analyzing the results of assessment to improve learning and services; maintaining open and frequent communications about SLO development and assessment with various College groups, including, but not limited to, the Department chairs, Academic Division Deans, Curriculum Committee, Academic Senate, Office of Academic Affairs, and College Planning Team

Self Evaluation

The College meets this standard. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They do so by encouraging staff, faculty, administrators, and students—no matter what their official titles—to take initiative in improving practices, programs, and services. Decision making at the College of the Canyons relies on strong ethical and effective campus leadership, a clearly delineated structure, and ongoing, and purposeful communication. The decision making process is designed to promote continuous improvement and assess the practices, programs, and services at the College.

Actionable Improvement Plans

None.

Standard IV.A.2

The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special purpose bodies.

Many District, state and federal policies, regulations and procedures exist that impact and drive decision-making processes, planning, policy development, and the manner in which individuals bring ideas forward at College of the Canyons. The College encourages and nurtures full and broad participation of faculty, staff, administrators, students and community members in these processes and has written clear policies, procedures and guidelines to ensure participation of all constituencies. These are discussed in full detail in sections that follow, and are also discussed in-depth throughout previous portions of this and other standards.

The Chancellor has set a high priority on these issues, so some historical information should be provided as well. Early in her tenure at the College, the Chancellor, along with former senate president Michael Dermody, led the development of a decision-making guide for the College. *Decision Making at College of the Canyons* has become a model for other colleges in how to organize the process of making decisions so that collegial consultation is part of the process and so the best solutions are developed and the best decisions made.[1597] This guide is updated regularly, so its content is current. It gives individuals and committees a roadmap to follow, so they can

[1595] Curriculum Committee Meeting Agenda 05-15-14 (E. 1006)
[1596] SLO Committee reports to Academic Senate March 2010 and February 2011 (E. 1007)
[1597] Decision-Making at College of the Canyons (July 2014) (E. 254)

use the best practices and processes for making decisions at the College. New employees are provided this very useful guide and it is available online.

Standard IV.A.2.a

Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Descriptive Summary

The College achieves institutional excellence and successful outcomes by working to ensure that all members of the campus community are encouraged to contribute and participate. Representative groups share in the governance process and provide input into discussion and deliberation of campus-wide planning and decision-making outcomes.

College of the Canyons is committed to collegial consultation and created an institutional structure that is in compliance with ACCJC accreditation requirements, California Code of Regulations Title 5, and California Education Code. This is demonstrated by Board Policies 535[1598] (Student Participation in Collegial Consultation), BP 7270[1599] (Staff Participation in Collegial Consultation), and BP 7215[1600] (Academic Senate Participation in Collegial Consultation), as well as by the campus infrastructure, which supports broad representation from campus constituents. Collegial consultation is core to the *Mission* of the College, embodying within it, diversity of opinion, and ensuring that the fundamentals of process and procedure provide the most beneficial results.

The College leadership maintains an environment of flexibility, open-mindedness and commitment to teamwork. College staff acknowledge that this environment enables the College to be successful, to stay current, and to be an educational pioneer and community leader, while holding student learning and success as the fundamental and ultimate goal.

Roles in Governance, Planning, and Budget Development

The roles of all constituencies are clearly defined in *Decision Making at College of the Canyons*, and all of the groups listed in the guide actively participate in the decision-making process.[1601] Of central importance in decision-making are the CPT, PAC-B, Academic Senate, Educational and Facilities Master Plans Team, College Policy Council, Technology Committee, Enrollment Management Team, Health and Safety Committee, Management Advisory Council (MAC), Academic Staffing Committee, Professional Development Coordinating Committee, and Faculty Development/FLEX Committee. In addition, when determined on an "as-needed basis," task forces and Ad Hoc committees can provide important information to the decision making process.

All College-wide committees make recommendations to the Chancellor, who, as required by law and the District's decision-making process, makes recommendations to the Board. In more than 26 years, there have been no incidences when the recommendations of the College-wide committees have not been taken to the Board.

Faculty

Board Policy 7215 specifies and delineates the role of faculty in institutional governance. The faculty's primary voice in institutional governance is through the Academic Senate, which was established in the late 1980s. The role and make-up of the Senate is defined in its Constitution.[1602] The Senate provides regular and on-going input in the areas of policies, budget, planning, academic hiring, curriculum, and other issues through the collegial consultation process, which includes representatives on campus committees and formal representation at the Board of Trustees meetings.

Faculty have a clearly defined role in institutional governance pursuant to Title 5, Subchapter 2, section 53200[1603] and AB 1725,[1604]

[1598] Board Policy 535 Student Participation in Shared Governance (E. 1008)
[1599] Board Policy 7270 Staff Participation in Collegial Consultation (E. 972)
[1600] Board Policy 7215 Academic Senate Participation in Collegial Consultation (E. 331)
[1601] Decision-Making at College of the Canyons (July 2014) (E. 254)
[1602] Academic Senate Constitution (E. 987)
[1603] Title 5 Academic Senates (E. 1009)
[1604] AB 1725 Community College Reform Act (1988) (E. 982)

which defines the Academic Senate as the official voice of the faculty to make recommendations to the Board of Trustees on academic and professional matters. In addition, Board Policy 7215 of the Santa Clarita Community College District clearly provides for faculty participation in decision-making processes, "Faculty shall be provided with opportunities to participate in the formulation and development of District and College policies and procedures in areas as specified by Title 5 (Subsection 53200c.),[1605] and designated as Academic and Professional Matters."

Therefore, the Academic Senate ensures faculty participation in decision-making processes by appointing faculty to serve on Academic Senate Committees listed and described on the Academic Senate website and to serve on College and collegial consultation committees as described in the decision-making guide.[1606] As committee members, faculty express the views and ideas of their constituencies, work together with administration, staff, and students on appropriate policies and planning documents, and effectively communicate back to their departments and divisions. In addition, collegial consultation is also shared through the objectives of the College of the Canyons Faculty Association (COCFA)[1607] and the Part-Time Faculty Union of the American Federation of Teachers (AFT).[1608]

The faculty appointed by the Academic Senate participate in such important Academic Senate Committees as Academic Staffing, which makes recommendations for hiring faculty;[1609] the Curriculum Committee, which makes recommendations for the adoption of new or modified curriculum, as well as the deletion of curricula;[1610] the Program Review Committee, which links academic programs to strategic goals and the College budget for planning purposes;[1611] and the Student Learning Outcomes Committee, which monitors student learning outcomes assessment processes and makes recommendations for program improvement.[1612] The Academic Senate also appoints faculty to participate in such Collegial Consultation Committees as the College Planning Team, President's Advisory Council-Budget, College Policy Council, Safety Committee, and Enrollment Management Team.[1613]

Since 2012, all Academic Senate committees have been required to develop their own committee procedures to be reviewed annually for the purpose of clarifying the committees' roles and responsibilities. Out of a total of 13 Senate committees, nine committees have completed their procedures: Academic Staffing, Curriculum, Senate Elections, Faculty Professional Development, Minimum Qualifications and Equivalencies, Policy Review, Cultural Heritage, and the Student Learning Outcomes Committee. The remaining committees are on schedule to complete their procedures by 2014-15.

Another important avenue for faculty to provide input for staffing, physical, technological, programmatic, professional development, curricular, and budgetary needs is through the departmental annual planning process. Faculty members identify instructional needs (human, physical, technological, programmatic, and budgetary) through the annual program planning processes at the departmental level.

The faculty are well represented on campus committees with 132 out of 178 (74 percent) of full-time faculty members serving on department, Senate, Instruction, Facilities, Staffing and Student Services committees, as well as in numerous local, state and national organizations and associations. Faculty members also meet monthly in academic divisions to share interdepartmental information, open communication, and constructive dialogue to find solutions to common challenges.

Faculty members also find innovative solutions to intra- and interdepartmental challenges in a variety of settings including department meetings, division meetings, College-wide committees, Strategic and Educational and Facilities Master Plans processes, formal and informal committees, faculty and staff development, one-on-one dialogue, annual departmental planning processes, and individ-

[1605] Title 5 Academic Senates (E. 1009)
[1606] Faculty Appointments to Committees 2013-14 (E. 985)
[1607] Collective Bargaining Agreement COCFA (E. 1010)
[1608] Collective Bargaining Agreement AFT (E. 1011)
[1609] Academic Staffing Committee Clarifications and Procedures (E. 966)
[1610] Curriculum Handbook 2014 (E. 295)
[1611] Academic Senate Program Review Committee Procedures (E. 336)
[1612] SLO Committee Procedures (E. 1012)
[1613] Faculty Appointments to Committees 2013-14 (E. 985)

ual professional development plans. Ideas are often fostered by relationships with community members and groups and with members of Advisory Committees.

Administrators
Campus administrators are involved in policy planning and decision-making and provide leadership to the various levels of organizational structure. The Governance structure and responsibilities are further enhanced in face-to-face meetings between administrators in Cabinet, MAC, Executive Cabinet, College Planning Team, Advancement Team, management teams, and the weekly meetings with the 16 people who directly report to the Chancellor. The Academic Senate, CSEA and COCFA presidents all have monthly meetings with the Chancellor. In addition, administrators meet with their team members to discuss planning ideas for their respective areas. These plans are documented in area program reviews when aspects of planning, budgeting, and staffing needs are discussed. Whether an Academic or Administrative Program Review, each document must clearly identify need, as well as link need back to one of the 12 long-range strategic goals of the College.

The District hires administrators expecting that they will be entrepreneurial, involved in partnerships (on- and off-campus), committed to professional growth opportunities, demonstrated risk-takers and recognized innovators. A significant part of their role is to "initiate contributions to the development and improvement of all college functions," including, but not limited to, responsibilities related to planning and budget development. The College has an obligation to support and evaluate administrators as they fulfill these roles, and to adjust the College's organization so their work best serves students, the College and the community. (This issue is also discussed in Standard IV.B.2.a).

Systematic program and staff evaluation, staff development, leadership training and adjustments to the organizational structure's work units all support growth and change, maximizing the College's ability to take advantage of opportunities and continue to improve on department and College-wide planning processes.

The College's flexibility to adapt quickly provides opportunities for staff to learn new skills, apply them in the workplace and develop professionally on the job. The growth of the College has been well planned, strategic and systematic. As such, the College has been able to develop the administrative structure to facilitate, maximize, and support its expansion; expanded scope and breadth; and enhance the synergy between programs and services. The College adjusts its organizational structure to meet the needs of a fast-growing District with resulting complexities.

Specifically, administrators are to "provide effective leadership and support in planning, implement and evaluate district objectives related to their area, and oversee the effective use and acquisition of institutional resources."[1614] Administrators' roles are also discussed in detail in Standard IV.B.2.a.

Administrators work directly with unit members to recognize change and to support innovation. Such processes are identified and defined in the annual Instructional and Administrative Program Reviews. All aspects of program planning, including budget, are examined on a yearly basis. Unit needs are driven by data analysis and reflect recognizable trends, as well as expected needs. These needs are discussed at various levels within the institutional structure, as well as examined by various committees.

Staff
As described in IV.A.1, classified staff members participate in Collegial Consultation by making recommendations to CSEA. Also, they participate by serving on committees, and through their department planning processes, as documented in annual program reviews.

Students
Students provide governance input through the Associated Student Government (ASG), the Student Trustee and other less formal means.[1615] The ASG is governed by Board policy, by its own constitution and bylaws, and by the Brown Act.[1616] The ASG's goal is to look at student concerns and also to maintain focus on short- and long-term College goals when representing students in the collegial consultation process. Student perspective is encouraged on District

[1614] Decision Making at College of the Canyons (July 2014) page 30 (E. 1013)
[1615] ASG Bylaws May 2013 (E. 988)
[1616] California Government Code Brown Act Section 54950-54963 (E. 1014)

committees such as CPT, Facilities Master Plan, Advocacy Team, PAC-B, Academic Senate, Curriculum, Enrollment Management; and, in addition, special committees, including the Measure C and M Oversight Committees, to name only two.

ASG's Executive Vice President is solely responsible for coordinating student involvement and participation in governance and collegial consultation meetings with the District. The ASG uses a project-management software program called BASECAMP. Officers are provided login and password information for the year. This program assists the Executive Vice President in ensuring those students' schedules and committee meetings follow required guidelines. In addition, officers regularly post committee notes and meeting minutes to BASECAMP to allow members accessibility and ability to review.

Officers and directors who attend College-wide committee meetings are required to report to the Student Senate at the next ASG Regular Senate meeting. In addition, each ASG Agenda provides a section designated for College-wide committee reports. During the reports, officers address varying opinions regarding student issues; then, based on the discussion, members provide a recommendation on whether further action should occur.

ASG also plays a pivotal role in advocacy. Students travel to Sacramento to attend and participate in California Assembly and Senate hearings, along with College administrators and Board members. The District involves students in advocacy at all levels, including District, local and state initiatives. During the past two years, ASG officers have been invited to testify at state hearings on issues they believe are important to the College and to students.

The Board and the ASG meet twice per year, focusing exclusively on student matters.[1617] The agenda is constructed to address student concerns and ideas to create common solutions, developing programs and inspiring vision. During this meeting, the ASG President and Student Trustee meet with the College administration and the Board President to create an agenda. In addition, the Board President and the ASG President co-chair the joint business meeting, which provides an excellent student leadership experience. (See Section IV.A.1.)

Board of Trustees

The Board of Trustees is responsible for setting, reviewing and updating the policies of the District. When policy changes are necessary, information on these changes is forwarded to appropriate governance bodies, including the Academic Senate, the Classified Coordinating Council, and Student Senate, as well as COCFA, CSEA, and AFT to obtain input, to discuss the impact of the changes to their constituencies, and to suggest recommendations for implementation. Faculty, students, divisions, and departments are notified as policy, procedure and process modifications are made to accommodate recently adopted changes to Title 5 regulations. The Chancellor presents recommendations of collegial consultation committees to the Board.

Board Policy 7215[1618] stipulates that the Board will rely primarily on the recommendations of the Academic Senate or will come to mutual agreement with the Senate on academic issues. The District has processes to review existing academic programs and to initiate new programs. (This is discussed in detail in Standard II.)

Effective Functioning

The College continually evaluates, adjusts, supports, and evolves its structure as needed to support excellent teaching and learning and responsiveness to the community's needs. This evaluation is an integral part of the College's commitment to comprehensive planning and the annual review process. The current processes allow for campus-wide cooperation, collaboration, and communication.

Continuing evaluation of employee performance is conducted annually, or as stipulated in collective bargaining agreements.[1619] The administrative structure has been modified and is easily adjusted to enable the College to manage its day-to-day business, plan for the

[1617] Board of Trustees Joint Meeting with ASG Meeting Agendas (Samples) (E. 1015)
[1618] Board Policy 7215 Academic Senate Participation in Collegial Consultation (E. 331)
[1619] Collective Bargaining Agreements on HR Website (E. 1016)

future, and provide for the leadership required to meet the community's and the College's needs, as its complexity, purpose, and size evolve.

All constituent groups are involved in the integrated planning and budgeting processes of the College. Although the College meets its goals with regard to participation and collegial consultation, there has been some question regarding how narratives presented in Program Reviews—both the Instructional and Non-Instructional—are analyzed for further institutional action.

To that end, the Program Review Committee has specifically examined the current Program Review document and has identified ways to assist department chairs and administrators in providing the most comprehensive analyses of their areas. These changes reflect much discussion among committee members, comprised of department chairs and administrators, who have mutually identified additional key data elements to determine better integrated planning needs. A greater number of data elements will soon be made available to departments, which will assist in "drilling" down to demonstrate unit needs, especially regarding budget, staffing, and programmatic needs.

The successes of cooperation, planning and communication relative to institutional governance are numerous and have been instrumental in moving the College forward toward effectively achieving its strategic goals. Successes include:

- Developing and revising the College structure and organization to meet the changing enrollment patterns resulting from a turbulent economy
- Responding quickly and collaboratively to changes in structure and functioning in order to meet the needs of students, staff and the community
- Meeting the College's 150 percent growth since 2005 in order to support strategic goals, action plans and priorities in support of student success
- Launching a capital campaign for the Culinary Arts Building
- Creating and facilitating LEAP-1 and LEAP-2 and their related projects
- Developing an Open Educational Resources (OER) repository
- Creating the Sustainability Center and supporting a campus wide sustainability initiative
- Establishing new Honor Societies and increasing the number of new honors courses and overall section offerings
- Funding the Library expansion, as well as building The Learning Center
- Meeting the demands and changes resulting from budgetary changes
- Organizing the annual California Community College Deans' Retreat
- Adding a permanent position of Dean, Instructional Support and Student Success
- Expanding instructional offerings with new courses, certificates and programs
- Increasing grant revenues, which have enabled ideas to become realities and services/programs to expand for students. The grants in 2013-14 totaled $6,070,897, and grants since the last accreditation total $34,858,956
- Collaborating with the California Department of Fair Employment and Housing (DFEH) to create the COC Civil Rights' Clinic and receiving the State Bar of California Education Pipeline Award
- Fostering Skills for Success programs and initiatives
- Supporting the Model United Nations team in its nationwide competition at Harvard University. The team was one of only four from community colleges in the U.S. in competition with more than 300 four-year colleges and universities
- Supporting the Speech and Debate Team, which won many regional and national awards, including regional first-place finishes, and gold, silver and bronze medals at its national competition in Denver

In a survey conducted in fall 2013, the majority of managers (89 percent), faculty (68 percent) and staff (74 percent) indicated that

students, faculty and staff have opportunities to be represented in planning and decision-making processes.[1620]

Self Evaluation
The College meets this standard. Through the organizational structure and established processes, the Board, administrators, faculty, staff, and students work together for the good of the institution. The District and College employees have clearly defined roles and responsibilities with regard to institutional governance and decision-making. These processes facilitate the development of ideas, effective communication, and cross- departmental cooperation among constituencies and have resulted in numerous significant outcomes.

Actionable Improvement Plans
None.

Standard IV.A.2.b

The institution relies on faculty, its academic senate, or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

Descriptive Summary
In accordance with Title 5 of the California Code of Regulations 53200-53205, the Board of Trustees of the District relies on faculty through the Academic Senate for recommendations about student learning programs and services.

Board Policy 7215 specifically states that the Board of Trustees will rely primarily on the advice and judgment of the Academic Senate in matters of curriculum, degree and certificate requirements, grading policies, standards and policies regarding student preparation and success, policies for faculty professional development, and the development of processes for program review. Board Policy 7215[1621] also specifies that the Board of Trustees and the faculty, through the Academic Senate, agree to reach mutual consent on the development of new educational programs, District governance processes, faculty roles in accreditation processes, financial policies of faculty professional development activities, and the processes for institutional planning and budgeting.

In turn, the Academic Senate accepts responsibility[1622] for meeting these 10 areas of responsibility and appoints faculty to work collaboratively with administrators within committee structures as outlined in the guide, *Decision Making at College of the Canyons*, and pursuant to the processes of collegial consultation.[1623]

The College actively supports the work of the Academic Senate, providing reassigned time for the Academic Senate President and the Curriculum Committee Chair and providing a full-time classified administrative assistant for the Senate. The College also funds reassigned time for the SLO Committee Coordinator to guide the incorporation of SLOs into curriculum and to provide guidance with SLO assessment.

A report from the President of the Academic Senate is a standing agenda item at regularly scheduled Board of Trustees public meetings[1624] and the Senate President meets regularly with the CIO and with the CEO. There are four participatory governance committees that work effectively to make recommendations about student learning programs and services: the Curriculum Committee, the SLO Committee, the Program Review Committee, and the College Policy Council.

The Curriculum Committee is a subcommittee of the Senate and is co-chaired by a Senate faculty appointee, who is a voting member of the Senate, and by an administrator designee who is the Articulation Officer.[1625] The Curriculum Committee is composed of faculty elected by their Divisions and at-large representatives elected by the faculty as a whole. The curriculum process is described in the Curriculum Handbook[1626] last reviewed in fall 2013 and also discussed in detail in Standard II. The Curriculum Committee, prior to review

[1620] Faculty Staff Survey Report Fall 2013 Rpt #282 (E. 252)
[1621] Board Policy 7215 Academic Senate Participation in Collegial Consultation (E. 331)
[1622] Academic Senate's 10+1 Responsibilities (E. 1017)
[1623] Decision Making at College of the Canyons (July 2014) page 40 (E. 936)
[1624] Board of Trustees Meeting Agendas (Samples) (E. 983)
[1625] Curriculum Handbook 2014 (E. 295)
[1626] Curriculum Handbook 2014 (E. 295)

and approval by the Academic Senate, approves all curriculum proposals.[1627]

As described in depth in Standard IIA, the Academic Senate monitors College curriculum to assure it is current and compliant pursuant to the Program and Course Approval Handbook published by the California Community Colleges Chancellor's Office (CCCCO).[1628] The College's Academic Senate reviews, approves, and recommends curriculum, including modifications and deletions, to the CIO who forwards them to the District Chancellor for review and presentation to the Board for final approval.[1629] Upon approval by the Board, all courses of instruction are submitted for approval to the CCCCO.

The SLO Committee is a subcommittee of the Academic Senate and is chaired by a faculty member appointed by the Academic Senate. Its mission is to ensure that the College engages in an ongoing, systematic process that clarifies and improves SLOs at every level from institutional, program, and course through certificates and degrees with specific emphasis on student success. Under its scope and duties, the SLO Committee assists faculty and staff in analyzing the results of assessment to improve learning and services. The SLO Committee reports given to the Academic Senate are captured in the Senate minutes and available on the Academic Senate website.[1630] Members of the committee offer support by way of professional development opportunities, as well as one-on-one training sessions.

The Program Review Committee[1631] is a subcommittee of the Senate, and is chaired by a faculty member appointed by the Academic Senate. The Academic Senate through the Program Review Committee has assumed a primary role for the development of the program review process, which integrates program planning with the institution's strategic goals and budget development.[1632] Committee membership includes faculty Division representatives, as well as the CIO or designee, the Director of Institutional Research, the SLO coordinator, and the Academic Senate President. The Program Review committee gives reports to the Academic Senate, which are captured in the Senate minutes and available through the Academic Senate website. The committee's responsibilities include reviewing final instructional and administrative program review and providing advisory guidance to faculty, staff and administrators.

The Policy Review Committee is also a subcommittee of the Senate, and is chaired by a faculty member appointed by the Academic Senate. A link to the Policy Review Committee procedures is available through the Academic Senate website.[1633] Its work is approved by the Senate and therefore reflected in Senate minutes also available through the Academic Senate website. This committee serves largely in an advisory and developmental capacity. To that end, the committee works with members of the faculty, administration, and campus groups to address campus policy and procedural concerns in an inclusive and collegial manner. It reviews board policies and administrative procedures, drafts new policies and procedures, and recommends revised language to existing policies and procedures that fall within the duties of the Academic Senate as outlined in Title 5, including those related to student learning programs and services.

Self Evaluation

The College meets this standard. The College relies primarily on the Academic Senate and the work of the faculty in the Curriculum, SLO, Program Review, and Policy Review Committees. The faculty works in collaboration with academic administrators to make recommendations about student learning programs and services.

Actionable Improvement Plans

None.

Standard IV.A.3

Through established governance structures, processes and practices, the governing board, administration, faculty, staff, and students work together for the good of the institution. These processes facilitate the discussion of ideas and effective communication among the institution's constituencies.

[1627] Curriculum Handbook 2014 (E. 295)
[1628] CCCCO Program & Course Approval Handbook 5th Edition (E. 1018)
[1629] Board of Trustees Meeting Agenda (Sample Curriculum Approval) (E. 1019)
[1630] Academic Senate Website (E. 1020)
[1631] Academic Senate Program Review Committee Procedures (E. 336)
[1632] Academic Senate Program Review Committee Procedures (E. 336)
[1633] Academic Senate Website (E. 1020)

Descriptive Summary
Clear and ongoing communication plays a vital role at the College, providing information to every constituency, so that all have opportunities to participate in the discussion of ideas that contribute to the successful achievement of the institution's *Mission* and goals. Board meetings, task forces, standing committees and departmental interactions demonstrate that commitment to communication and access to information is ongoing and visible.

Appropriate Roles
The College has a well-established governance structure that encourages its staff to participate in a productive atmosphere throughout the College. Board Policies clearly delineate appropriate roles for staff and students as well as the academic roles of faculty in areas of student educational programs and services planning.[1634] The decision making guide expands on these policies, showing how they are practiced in day-to-day campus planning and decision-making.[1635]

Collaboration for Institutional Improvements
From the Board setting the tone in its approval of the *Mission* for the District; to the coordinated planning processes; to the involvement of all constituencies in committees, teams and dialogue; to making decisions and recommending them for implementation; to ongoing communication, daily discussions and the development of strategies, all parties assist in moving the District forward, enhancing its effectiveness and developing its capacity to serve its students, staff and the community. Employees are effectively informed of their roles through the new-hire orientation process.[1636]

Groups work together to achieve institutional improvements. Significant results of these collective efforts include (through volunteer efforts) the passage of Measure M in fall 2006, which made possible new buildings such as the University Center, the Library expansion and the new Learning Center (TLC), Media Arts expansion (Mentry Hall), Applied Technology Education Center, East PE, and further development and growth of the Canyon Country Campus, in addition to construction of two new buildings to be completed in fall 2014 (the Student Services and Administration building and the Culinary Arts building.)

Effective Communication about Essential Information
The Chancellor and the administration communicate frequently to all groups through a variety of means including the Opening Day Letter, All College Meetings, the *Breaking News, the Bottom Line,* and *the Monday Report.*[1637] In addition, the College intranet is an increasingly popular tool used by staff to post meeting agendas and minutes (i.e. Board, PAC-B, College Policy Council, College Planning Team, etc., meetings); communicate important information to the entire College; and make forms, instructions, and other relevant documents accessible to staff members 24 hours a day.[1638]

Self Evaluation
The College meets this standard. The College leadership and community focus on continuous and direct communication and on teams and individuals working together in a collegial manner for the benefit of the students, the community and the institution. College processes facilitate discussion of ideas among constituencies. This endeavor generates a productive environment and, using this team approach to problem solving, the College has made a long list of remarkable accomplishments.

Actionable Improvement Plans
None.

Standard IV.A.4

The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-study, and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

[1634] Board Policies Pertaining to Governance (E. 1021)
[1635] Decision-Making at College of the Canyons (July 2014) (E. 254)
[1636] New Employee Orientation Announcement on Professional Development Website (E. 1022)
[1637] Chancellor's Communications (Samples) (E. 1023)
[1638] College Intranet Pages (Samples) (E. 1024)

Descriptive Summary

The College has relationships with a wide array of external agencies. Examples include the Board of Registered Nurses, Western States Athletic Conference, National League for Nursing Accrediting Commission, Henry Mayo Newhall Memorial Hospital and other hospitals and healthcare organizations, National Student Clearinghouse, American Bar Association, National Science Foundation, American Welding Society, National Association of Early Childhood Education Programs, California Student Aid Commission, United States Department of Education, Department of Veteran's Affairs, Western Association of Food Chains, California Community College Athletic Association and California Department of Fair Employment and Housing.[1639]

Because some of these agencies have financial oversight or regulatory responsibilities for some college programs and activities, they require that the College adhere to their guidelines and standards. To that end, the College must submit program evaluations, fiscal reports and other kinds of assessments.[1640] The College takes these requirements seriously and works carefully to provide documentation that is honest, accurate and timely.

Documentation of Past Accreditation History

The 2008 visiting team commended College of the Canyons for compiling a well-organized Self Evaluation Report. The team also noted the College's commitment to collaborative governance, community partnerships, data-driven planning and evaluation processes, technology, professional development and student success.

In its 2011 Mid-Term report[1641] the College addressed each of the visiting team's three recommendations, and cited the actions made on the recommendations since the team's visit. There are no citations from the commission indicating difficulty with meeting any requirements of accreditation.

Accurate Communications Regarding Institutional Effectiveness

The College provides the public with direct access to its Accreditation documents, including the self-study, the visiting team's evaluation report, and the *Mid-Term Report*. This information is available on the College website.[1642] The College also provides students and the public with access to the Student Success Scorecard from the California State Chancellor's Office via the College website.[1643]

Evidence of Compliance with U.S. Department of Education (USDE) Regulations

The U.S. Department of Education and other agencies require that the College meet guidelines and standards, which require that the College submit program evaluations, fiscal reports and other kinds of assessments. The College takes these requirements seriously and works carefully to provide documentation that is honest, accurate and timely. Students have access to financial aid information offered through the U.S. Department of Education from the College website and statistics required under the Student Right to Know Act.[1644] As required under the Clery Act, the College publishes on-campus crime statistics on the College website.[1645]

Local voters passed Measure C in 2001 and Measure M in 2006. To comply with state law, the citizens' oversight committees for both bonds commissioned 25 financial and performance audits. The committees post meeting minutes on the College's website[1646] to inform the public about approval of audits and other actions. In all cases, results indicate allowable expenditures and consistent, prudent management in use of bond funds. The Measure C committee was dissolved in 2010 after the final expenditure of funds.

In part because the College takes seriously the role of public disclosure and public approval of substantive changes, it has been able to develop many close partnerships with local, state and federal agencies.

[1639] External Agency Accreditation (Samples) (E. 1025)
[1640] ACCJC Annual Report 2014 College of the Canyons (E.105)
[1641] Mid-Term Accreditation Report 10-12-11 (E. 1026)
[1642] Accreditation on College Website (E. 1027)
[1643] Student Success Scorecard 2014 College of the Canyons (E. 199)
[1644] Financial Aid Types on Financial Aid Website (E. 1028)
[1645] Clery Disclosure on Campus Safety Website (E. 1029)
[1646] Measure M Citizens Oversight Committee Website (E. 205)

Self Evaluation
The College meets this standard. The College completes self-studies related to accreditation within deadlines, finding that self-study processes are evaluative and diagnostic tools, which aid in efforts to improve programs at the College. In particular, the College closely follows the policies and guidelines in the Accreditation Commission standards, as evidenced by the *Mid-Term Accreditation Report* submitted in 2011.[1647]

Actionable Improvement Plans
None.

Standard IV.A.5

The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary
Effective and impactful institutional governance requires input and collegiate consultation to occur at all levels. The Santa Clarita Community District/College of the Canyons was one of the first Districts to develop a standardized decision-making guide, *Decision Making at College of the Canyons,*[1648] which describes how committees work in coordination with each other, with the District's organizational structure, and with the various constituent groups required to be included in the collegiate consultation process (per AB 1725).

The District has enjoyed a distinct advantage in leadership over the past 26 years, an advantage that has had a palpable impact on its institutional governance and decision-making structures. The current Chancellor, Dr. Dianne G. Van Hook, has been at the helm of the District/College for more than 26 years. This continuity of leadership at the highest level has brought a level of consistency and wisdom that has enabled the College community to excel.

While her longevity at the District has provided leadership based on a strong, innovative and enlightened vision, Dr. Van Hook has distinguished herself in assuming leadership roles at the state level, being a positive agent of change and forward-thinking processes and procedures that have benefitted the California Community College system as a whole. As a result, she has participated in the development of policies, which over the years, have helped guide community colleges through a series of challenges and challenging times. She has been a long-time advocate of collegial consultation and was the driving force behind the District's early emergence as a leader in formalizing a standard decision-making guide and the processes in it. She has a deep understanding of AB 1725, its precepts, intent and ramifications. At the Santa Clarita Community College District, she has implemented not only the letter of the legislation, but the spirit of it as well.

The District has also enjoyed relative continuity at other senior levels over the years. For example, the current Academic Senate President has served for four years and the previous Senate President served for 19 years. That continuity resulted in a knowledgeable, informed and well-led team that has continually had effective and enlightened District governance as one of its core goals.

Evaluation of Governance and Decision Making Structures
The College uses many processes to evaluate the role of leadership and the College's governance and decision-making structures, to communicate the results of evaluations to the campus community and to make needed improvements.

The Board of Trustees does an annual self-evaluation as a governing board. The CEO prepares an annual self-evaluation and presents it to the Board, which assesses achievement of objectives and provides evaluation and feedback.[1649] Administrators do annual self-evaluations, including improvements needed to better perform their roles, structural changes and professional development needed.[1650] Faculty and staff evaluate planning and decision-making processes through surveys.[1651] All departments participate in program reviews, using

[1647] Mid-Term Accreditation Report 10-12-11 (E. 1026)
[1648] Decision-Making at College of the Canyons (July 2014) (E. 254)
[1649] Board of Trustees Meeting Agenda 10-29-13 (E. 1030)
[1650] Administrator Self-Evaluation Memo (Sample) (E. 1031)
[1651] Faculty Staff Survey Report Fall 2013 Rpt #282 (E. 252)

data to inform improvements.[1652] The Program Review Committee annually evaluates the program review process itself, by identifying enhancements to the planning process, which are implemented each year.[1653] Committee chairs meet to evaluate the effectiveness of committee operations.[1654] Furthermore, the CPT regularly reviews and updates *Decision Making at College of the Canyons*, the College's guide to governance and decision-making structures.[1655] The Guide is widely distributed, available on the Internet, and regularly updated.

Effective institutional governance requires collegial consultation (input, dialogue and shared vision) from all groups. In the District, this consultation occurs on a daily basis via representation from faculty, staff, students and administration on College-wide committees, task forces, and advisory committees, and within the District's structural units. The committees described in *Decision Making at College of the Canyons* meet regularly to advise the Chancellor on District-wide policy development, governance issues, planning, and decisions that will move the District forward.[1656]

All committees review operations on a regular basis to ensure effectiveness and compliance with decision-making guidelines. Members of each group adopt changes which are reflected in the decision-making guide, updated every two to three years (in hard copy) and more frequently online. The District also incorporates revisions mandated by regulatory changes.

An example of this process occurred in 2012 and 2013, when task forces of the Enrollment Management Team and PAC-B were created to examine and draft updates clarifying the purposes of various committees and recommending best practices. The taskforces shared and discussed proposed new language with the committees at large for further modifications and adoption. Committee members communicated the proposals to their constituencies and brought feedback to the committee.

The decision-making process is transparent, widely communicated and broadly based, while being flexible and encompassing continual improvement. The process is characterized by:

- An easy-to-read flow chart of the decision-making process
- An explanation of the relationships between the District's *Mission, Value* and *Philosophy*, and the program plans, budget, strategic goals, resultant plans and decisions.
- An updated District/College webpage that is easily accessed unified, consistent and understandable to both inside and outside users.
- A transparent, open decision-making process that is clearly and regularly communicated to the District/College community.
- An extensive research process that yields data used for decision-making and policy input.[1657,1658]

Planning documents and outcomes are also reviewed on a regular cycle. Committee members provide input on how the scope of each committee's work can be realigned/redefined so committee structure works better within the College's organizational structure.

The College Planning Team (CPT), which meets monthly, is co-chaired by the Chancellor and a faculty member. It serves as the body that coordinates, oversees, and initiates activity toward developing, updating, evaluating and improving District planning and budgeting processes, strategic goals, *Mission, Vision* and *Philosophy* statements, and research. At meetings and retreats, ideas and innovative approaches are discussed with recommendations for the Chancellor to move forward.

CPT and the administrative team hold retreats annually to identify areas for improvement. The areas of improvement include, but are not limited to:

- Communicating
- Leading
- Achieving administrative unit outcomes (AUOs)
- Coordinating between various functional College groups

[1652] Academic and Administrative Program Reviews Year 2 Update (2012-13) Intranet Website (E. 1032)
[1653] Program Review Committee Meeting Minutes (Process Review and Feedback Samples) (E. 190)
[1654] Collegial Consultation Committee Meeting Minutes 06-11-14 (E. 960)
[1655] Decision-Making at College of the Canyons (July 2014) (E. 254)
[1656] Decision-Making at College of the Canyons (July 2014) (E. 254)
[1657] Action Implications (Samples) (E. 236)
[1658] Institutional Research Reports Since 2009-10 (E. 234)

In addition, the collegial consultation committee chairs propose improvements on an ongoing basis. Two recent examples of improvements made to the CPT are the development of a Performance Indicators Subcommittee, and also changes to the grants development process. These are summarized below as examples of how improvement takes place at the College.

Building on the College's rich history of using outcome data, the CPT saw a need to systematically assess outcomes and efforts to drive improvement across the institution that may not be picked up in individual department planning documents or existing College-wide planning. The committee also saw a need to look at outcome data in greater depth. To address these needs, CPT created the Performance Indicators Subcommittee.

This subcommittee began its work by identifying a set of performance indicators that can gauge the institution's effectiveness. The subcommittee next looked at historical data, including disaggregated data, and developed *Institution-Set Standards* (A.K.A. Performance Indicators) to drive improvements. Even if performance was deemed to already be strong, a higher standard target was set to drive efforts to make more improvements. Next, the subcommittee reviewed existing efforts intended to improve, or empirically shown to positively affect, performance outcomes based on institutional research. Lastly, the subcommittee began a process of reflecting on the College's programs based on the California State Research and Planning (RP) Group's Principles of Redesign.

There is ongoing dialog regarding this data. Using the information, the subcommittee presents information on a monthly basis to CPT for discussion, and works with individual departments to incorporate and integrate the assessments and evaluation into relevant planning. The process of evaluating College-wide and departmental efforts by assessing performance indicator outcome data relative to *Institution-Set Standards* (A.K.A. Performance Indicators), and developing specific plans for even greater performance will continue on an ongoing basis.

In the past five years, based on input received, the College has implemented changes to the grants development process to improve communication, maximize opportunities for securing grants and minimize any unforeseen impacts from grants. These changes included:

- Creating a grants development website that has information about grants under development, including all grants that have been submitted by the College and grants that have been awarded.
- Improving direct communication about grants. The Director of Grants Development is now attending CPT, Deans' meetings and other department and division meetings on a regular basis, providing updates on upcoming grant opportunities, grants that are under development, grants submitted and grants awarded. She also provides grants updates to other department and division meetings when invited.
- Modifying the "Green Sheet," which is a summary of grant applications. Specifically, this provides information about any impacts a grant may have on the College, including commitments such as needed curriculum, student tracking, matching fund requirements, facilities impacts, equipment needs, and staffing needs. This information helps with planning in departments that may need to become involved for the grant program to be successfully implemented.
- Creating a grants development team for each grant. Well in advance of issuance of an RFP, a grants development team for each grant begins to meet. The team includes the proposed project director when known, related subject matter experts, a grant writer, and a grants development person to monitor the overall development process.
- Creating an Executive Cabinet grants review committee. This Executive Cabinet committee reviews every grant and works to identify any foreseeable problems and to develop strategies for resolving them in advance. The committee also helps identify any institutional commitments and impacts so the choice to submit and accept a grant is as well-informed a decision as possible.

In addition to improving communication and minimizing unforeseen impacts of grants, these changes have helped ensure that strong applications are submitted, addressing College and department goals. These changes also help ensure that the implementation of awarded grants is as smooth as possible, maximizing the positive impact on students and the College.

The District also conducts surveys and research on an annual basis to evaluate governance and decision-making processes, relative to the structure for collegial consultation and planning, and also to ascertain ways that the College structure and its processes can be improved. Since 2009-10, 35 Research Briefs, 18 Evaluation Briefs, 44 Ad Hoc Reports, and 68 Numbered Reports have been conducted:[1659]

In 2008, results of a faculty and staff survey stated, "The majority of managers, faculty, and staff indicated that the evaluation process does encourage improvement. The percentage of managers, faculty and staff indicating that they strongly agree or agree with the statement was 77, 78, and 79 percent, respectively."[1660] This is also true today. A 2013 faculty and staff survey showed that a majority of managers, faculty and staff indicated the evaluation process for the continuous improvement of the institution does encourage improvement.[1661]

Program planning and employee evaluations also include steps and goals for improvement. The departments, divisions, and work units are evaluated in this process. In program review, information in areas of improvement for every unit on the campus is posted on the intranet.

All staff are encouraged to participate in leadership activities within their given employment group through campus-wide events, training sessions, and leadership programs. Volunteers and/or appointments through the various represented organizations fill committee positions. The Education Code specifically refers to some of these positions as required for governance and the leadership group actively encourages filling those positions.

In addition to evaluation, the District fully endorses the need to help people succeed. Opportunities have been created for the Leadership in Education Action Program (LEAP) and its offshoots. These opportunities are provided, funded and supported by the institution. Such opportunities encourage and develop leadership within the District. When members of the College community buy into leadership, with its processes, duties and responsibilities, they become more invested in the success of the entire institution.

The institution has created a structured network for self-evaluation of governance and decision making and the decision-making guide acts as a tool to inform members of the campus and community about the need and desire for their input. *Decision Making at College of the Canyons*[1662] also informs the campus community and the community at large how decisions are made and how the institution is governed. The Guide discusses in detail the decision-making processes, the duties and responsibilities of institutional constituencies, including the role of administration, faculty and staff, and how individual stakeholders can become involved in the governing and decision making process.

The network described in the guide integrates an array of offices, committees and governing bodies, into a cohesive web that facilitates an effective flow of information campus wide. The flow of information educates members of the campus community and provides a basis upon which informed feedback, augmentation of existing information, and critical analysis takes place and is communicated. At key points, individual stakeholders are encouraged to provide input that is routed to the appropriate constituency. A detailed chart and descriptions of the network is available in *Decision Making at College of the Canyons*.

The faculty play an integral role in the review and update of the College's *Mission Statement*, the *Educational & Facilities Master Plan*, the *Technology Plan*, and the *Strategic Plan* through participation of Senate-appointed faculty to various College and collegial consultation committees that form the basis of the governance structure.

In addition to the faculty's participation in these District/College governance structures, the Academic Senate participates in its own ongoing review and evaluation processes for the purpose of improvement. In 2012, the Academic Senate, in consultation with all the faculty division representatives, for the first time developed and submitted a Program Review aligned to the District's strategic goals

[1659] Institutional Research Reports Since 2009-10 (E. 234)
[1660] Accreditation Self-Study Survey Spring 2008 Rpt #198 (E. 1033)
[1661] Faculty Staff Survey Report Fall 2013 Rpt #282 (E. 252)
[1662] Decision-Making at College of the Canyons (July 2014) (E. 254)

and budget. This effort by the Senate supports the wider District efforts for integrative planning. The Senate will continue to update its program review annually and complete a full review as part of the institution's three-year cycle.[1663]

Communication of Results

The District communicates results internally and externally in a number of ways:

- Results of surveys on the website, highlighting results in publications, developing talking points and "how-to" guidelines that are updated on the internet. Changes are communicated through:
  - All College meetings
  - "COC-all" announcements and updates
  - Management Advisory Council (MAC)
  - Cabinet meetings
  - Minutes and meeting agendas
- As a part of the current *Educational and Facilities Master Plan* process, approximately 40 community members were interviewed. Their input was included and used in development of the 2012-17 Plan, and feedback was communicated back to them through the published document.
- Members of the staff are encouraged to submit inquiries or concerns that directly affect them. Through the Chancellor's Office, responses are sent directly to the initiator and, if deemed a College-wide issue, addressed at campus-wide meetings.
- The Chancellor's "Open Office Hours," offered several times each semester, provide another avenue for staff to have direct access for communication. Anyone on staff can attend and ask any question or seek clarification on issues of concern. In addition to offering these meetings in her Valencia Office, the meetings are held at the Canyon Country Campus and in offices throughout various divisions on campus.[1664]
- In addition, in order to communicate results of research to the campus community, all reports are made available on the College intranet.[1665] Links to the website locations, along with summary statements, are provided via campus-wide emails. Printed copies are also made available when requested and can be downloaded from the website as well. In addition to these communications, various campus-wide forums are offered at different locations and times. The Chancellor's All College Presentations[1666] include information on what is working for the campus, what is new and coming up budget issues, along with legislative initiatives and Board of Governors actions that affect the District. Meetings like these are clear examples of an open, transparent form of governance and evaluation.
- Also, some academic divisions have very structured information distribution processes in place. Such processes include faculty representatives making standing reports during division meetings, regarding information provided at the campus-wide committees on which they sit. Division meetings also offer faculty and staff opportunities for feedback to the dean and committee members, which are then communicated back to the appropriate individual as a possible action item. In some divisions, classified staff members are included as well.

Use of Results for Improvement

The following activities ensure that the institution is using the results of evaluations to make needed change:

- Data received in evaluations is analyzed, disseminated and discussed. Input is requested. If the results of an evaluation are shown to be complete and if it is determined there's no need for more study, strategic planning is done based on the data. When staff has opportunity to be involved in decision-making processes, and their ideas are welcomed, the changes become much easier to implement. Open lines of communications make this process even smoother.
- After reviewing data, weighing the effect of changes, and informing staff of the rationale either directly or through administrators, the changes become part of the innovative processes that keep the College moving forward.
- Responsibilities are assigned to individuals to lead and report on the status and next steps.

[1663] Academic Senate Program Review Year 3 Update (2013-14) (E. 1034)
[1664] Chancellor's Open Office Hours (Sample) (E. 1035)
[1665] Institutional Research Reports on Intranet Website (E. 915)
[1666] All College Staff Meeting (Samples) (E. 1036)

- Responsibilities may be added to individual job descriptions.
- The annual planning process is continuously monitored and improved, and administrative procedures are updated so the College can respond to internal and external feedback, adjusting so it functions in the best way possible.[1667]
- The annual faculty and staff surveys solicit feedback on the involvement of College staff, as well as the ease of use for College services and processes.[1668]
- Strategic Planning occurs every three years and a list of accomplishments and action priorities are presented on the intranet and reviewed by the CPT.[1669]
- The Academic Senate meets twice monthly each semester and widely communicates its work via its website, through agendas and meeting summaries, through the reports of Senate division representatives at monthly division meetings, and through the Academic Senate President's report, a standing item on Board of Trustees Meeting agendas.[1670]
- In order to evaluate new courses and programs, as well as course and program modifications, with attention to Student Learning Outcomes (SLOs), the Curriculum Committee meets twice monthly. Meeting summaries are approved by the Academic Senate and communicated through division representatives.[1671]

An example of making improvements occurred in 2010, when the Academic Senate established a Policy Review Committee that began a review of policies regarding academic and professional matters in consultation with appropriate administrators and staff.[1672] Since then, the Senate has initiated new policies and proposed modifications to existing policies in response to changes in institutional procedures, compliance with external agencies and legislation, and accreditation review suggestions.[1673] It forwards revisions to the Policy Council for input from campus-wide stakeholders.

In 2011, the Senate reviewed, evaluated, updated and ratified its Constitution to reflect institutional changes since 1998. A year later, in 2012, the Senate developed and approved Senate Bylaws to guide Senate operations.[1674]

Another example of the evaluation and improvement of structures and processes is the addition of a Program Review Committee with faculty representation from all divisions. Formed in 2011, it was developed to review and make recommendations to improve the academic program review process. Discussions are taking place in the committee to develop a peer review process. With additional annual data capture, survey data from department chairs, professional development workshops, and "data coaches" to assist faculty with analysis of data,[1675] departments are gaining more ability to plan improvements using data analysis, making for a stronger and more effective program review process.

Self Evaluation

The College meets this Standard. The results of planning, consultation and evaluation processes are widely disseminated via committees, divisions and departments, leadership training, online posting of the results, and incorporating planning impacts and action priorities in all departments, divisions and College plans. This is in addition to distribution of the research reports and surveys. The continual dialogue, data collection and evaluation of decision-making processes, as well as other avenues for institutional effectiveness and improvement, ensure regular evaluation and improvement of structures and processes.

Actionable Improvement Plans

The College Planning Team will coordinate with the Professional Development department to formally host information sessions designed to enable all staff to continue learning and maintaining familiarity with the ever-changing committee structure, as well as how they can become involved in the planning processes of the College District. While this is done routinely at CPT, for continuous improvement, the College is taking the next step to inform the members of the College community.

[1667] Faculty Staff Survey Report Fall 2013 Rpt #282 (E. 252)
[1668] Faculty Staff Survey Report Fall 2013 Rpt #282 (E. 252)
[1669] Strategic Plan Highlighted Goals 2012-15 (E.39)
[1670] Academic Senate Meeting Agenda 04-24-14 (E. 1037)
[1671] Curriculum Committee Meeting Agenda 05-15-14 (E. 1006)
[1672] Academic Senate Meeting Agenda 09-23-10 (E. 1038)
[1673] Academic Senate Meeting Agendas (Samples of Policy Review) (E. 1039)
[1674] Academic Senate Meeting Agendas (Samples of Constitution Revision) (E. 1040)
[1675] Academic Program Review Data Coaching Sessions 2013-14 (E. 180)

The College has benefited from the stability of a Board comprised of members who are committed to the success of the College, its future and the role it plays in the larger community… Another key to the success enjoyed by the College is the 26-year tenure of the current Chancellor. Her leadership, vision, courage and persistence have fueled the College District in achieving and surpassing its stated goals.

Standard IV.B.1
Standard IV.B.2

Standard IV.B

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

Descriptive Summary

The duties and responsibilities of the Board of Trustees are outlined in Board Policy 2200[1676] and are in compliance with Education Code Section 70902.[1677] They include the "broad general policies, which will govern the operation of the District." The chief duties of the Board, as specified in this Policy, are to:

- Select the CEO of the District, (currently the Chancellor), oversee him/her in the discharge of her/his duties and evaluate her/his performance
- Review annual goals and objectives through the comprehensive planning process and approve long-range goals for the District
- Review and adopt the annual budget for the District within established timelines and according to established procedures
- Review and adopt capital outlays with special reference to buildings, major improvements and equipment
- Approve contracts according to established procedure
- Direct the establishment of the necessary procedures to ensure the proper accounting of receipts, disbursements, and balances
- Develop and adopt policies, procedures and regulations for the governance of the District and oversee their implementation by the administrative staff
- Establish general staffing policies for the District, approve positions for employment, hire personnel according to established procedures and fix rates of compensation

Board Policy 2430[1678] delegates authority to the CEO (Chancellor) to administer the policies adopted by the Board and to execute decisions of the Board requiring administrative action. The Chancellor is expected to perform the duties described in the Chancellor's job description and fulfill other responsibilities as determined in annual goal-setting or evaluation sessions with the Board (or the designated Board member representative). Per Board Policy 2430 the Chancellor is also granted the authority by the Board to delegate any powers and duties entrusted to her, to enhance organizational functioning, while remaining ultimately responsible for the execution of such delegated items.

As stated in Board Policy 2430, the Chancellor's chief responsibilities are to:

- Support Board policy and actions to the public and the employees and carry out Board policies in a conscientious manner
- Develop a clear vision for the District and enable others to participate in realizing it
- Effectively inform, develop and supervise a management team to implement policy and administer the College
- Foster the development of educational programs that best serve the overall needs of the community and promote curricular changes in response to student and community needs and interests
- Oversee the collective bargaining process at the direction of the Board
- Communicate the state of the College to community groups, individuals, state agencies and state offices
- Encourage community involvement in and input to College activities and represent needs of the College to appropriate federal and state agencies and representatives
- Provide sound fiscal management in a way that achieves effective and efficient use of resources considering the needs of all elements of the College and work to increase the College's revenue base
- Establish and oversee the implementation of a comprehensive planning process consistent with institutional needs

[1676] Board Policy 2200 Board Duties and Responsibilities (E.3)
[1677] California Education Code Section 70900-70902 (E. 1041)
[1678] Board Policy 2430 Delegation of Authority to Chief Executive Officer of the District (E. 1042)

and provide leadership in developing and understanding institutional goals and objectives
- Make appropriate recommendations on the needs and options of the District physical plans and facilities master plan development
- Promote participation of all groups in the decision-making process and encourage the development of ideas and open communication within the College community

The Chancellor is responsible to the Board for the execution of these duties and for communication to the Board of decisions and actions taken in the execution of these duties. The Chancellor's style is interactive, courageous, positive, flexible, forthright, ambitious, accountable, big-picture oriented, and can-do. She is energetic, thoroughly committed to the College, its staff, students and community, and actively supports and is an active driver in the development of a campus climate that attracts, retains and develops staff who are innovative, resourceful, and entrepreneurial towards outcomes and continual improvement. In addition, she initiates, activates, enhances and maintains effective working relationships with individuals, leaders in the community, and outside organizations at the local, regional, state, and national levels. She also assists legislative, community, business and nonprofit leaders.

The Chancellor's sound management of the College and fiscal acumen is validated by a number of third-party evaluations and reports. The College has had unmodified opinions for the last six years of audits.[1679] As the District received another unqualified audit, the auditors noted how exceptional it is to have no adjustments and how proactive the staff of the College is in implementing internal controls to ensure full compliance. Similarly, the 25 audits conducted of the Measure C and Measure M bond funds contained no findings.[1680]

The District has been reaccredited with commendations for the past 24 years and has never been cited for any violations of the Brown Act in regard to Board meetings, conduct during meetings or posting agendas. The District is financially stable and has thrived and grown for each of the last 25 years. It is evident that the Chancellor is entrepreneurial, accountable, and responsible for the effective operation of the institution.

Securing external funding beyond basic state revenue has and remains an important priority for the College. Awards from public and private entities fund innovation and have enabled the College to add additional services, partnerships, facilities and programs to the District for students and the community, despite the unpredictable nature of the state funding streams. During the past six years, the College brought in more than $34 million dollars in grant revenue, approximately $6 million in 2013-14. This significant infusion of funding jumpstarts new initiatives benefitting students and enhances regional economic development.

Self Evaluation

The College meets this standard. The College has benefited from the stability of a Board comprised of members who are committed to the success of the College, its future and the role it plays in the larger community. With three of the Board members having served longer than 20 years, the stability of the Board provides a foundation that enables the Chancellor to move forward in an energetic and seamless way towards achievement of future goals and plans across the District. The Board takes the role of setting policy seriously and values input provided through the College's decision-making processes. Members of the Board have varied experience, perspectives and involvement in the local community, and a realistic view of the support needed to turn vision into reality, setting the stage for the Chancellor to effectively manage the institution.

Key to the institution's success is the overall excellent working relationship that many of the trustees have cultivated with the Chancellor. High regard and mutual respect between the Board and the Chancellor is evident. Another key to the success enjoyed by the College is the 26-year tenure of the current Chancellor. Her leadership, vision, courage and persistence have fueled the College District in achieving and surpassing its stated goals, as well as making the most of opportunities and circumstances that present themselves.

Actionable Improvement Plans

None.

[1679] Annual Financial Report and Audit (Samples) (E. 1043)

[1680] Measure C and Measure M Financial Audits (Samples) (E. 1044)

Standard IV.B.1

The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the College or the district/system.

Descriptive Summary

The Board derives its authority from the State of California Education Code. The Board is subject to the provisions of the Constitution of the State of California, the Rules and Regulations of the Board of Governors of the California Community Colleges (Title 5, California Administrative Code), and its own policies and procedures. The policies adopted by the Board are consistent with the provisions of law but do not encompass all laws relating to the District's activities.

The Chancellor has responsibility for carrying out the policies approved by the Board through administrative procedures. Students and employees are expected to adhere to the policies established by the Board and to abide by the administrative procedures and regulations established by the Chancellor and the administrative team.

The Board has a good reputation on campus and enjoys rapport with members of the College community. The Board members are viewed as professional, committed and dedicated to the College and its service to students.

The Board sets and regularly reviews such policies as are necessary to govern the District as outlined in Board Policy 2200.[1681] The current Board Policies (BP) and Administrative Procedures (AP) are posted on the College's website and are available for review in the Chancellor's Office during normal business hours.

The Board as a unit is committed to fulfilling the responsibilities outlined in Board Policies 2200,[1682] 2410,[1683] 2710,[1684] and 2715,[1685] which are to represent the public interest, to establish policies that define the institutional *Mission*, to set prudent, ethical and legal standards for College operations, to hire the Chancellor and delegate power and authority to the Chancellor to effectively lead the District, to assure the fiscal health and stability of the District, to monitor institutional performance and educational quality, and to advocate and protect the District, working to avoid micromanagement by the Board.

BP 2431 describes the selection process for the chief administrator.[1686] The current Chancellor has served the College since 1988. The last time this process was used. The Board evaluates the Chancellor yearly, as described in BP 2435, Evaluation of Chief Executive Officer of the District.[1687] Merit-based salary and contract decisions are made in concert with this evaluation.[1688]

Self Evaluation

The College meets this standard. The Board has written policies and procedures for hiring and evaluating the CEO. It conducts CEO evaluation on a regular basis, but because the current CEO has served since 1988, it has not had to exercise the process of hiring a chief administrator. Members have experience and familiarity with the functions and possibilities of community colleges. They commit to and are visible in the local community, working energetically to support the College and Chancellor in the District's quest to achieve its *Vision*, fulfill its *Mission*, expand its reach, identify partners and explore possibilities.

Actionable Improvement Plans

None.

Standard IV.B.1.a

The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

[1681] Board Policy 2200 Board Duties and Responsibilities (E.3)
[1682] Board Policy 2200 Board Duties and Responsibilities (E.3)
[1683] Board Policy 2410 Policy and Administrative Procedure (E. 1045)
[1684] Board Policy 2710 Conflict of Interest (E. 1046)
[1685] Board Policy 2715 Code of Ethics Standards of Practice (E. 605)
[1686] Board Policy 2431 Chief Executive Officer of the District Selection (E. 1047)
[1687] Board Policy 2435 Evaluation of Chief Executive Officer of the District (E. 1048)
[1688] Board of Trustees Meeting Agenda 10-29-13 (E. 1030)

Descriptive Summary

The Board reflects the public interest and acts as a whole. The Board sets standards for effective communication among its members and addresses concerns with each other directly and publicly. If standards are not adhered to, the Board fulfills its responsibility to communicate with its members who are not adhering to those standards. The Board addresses various issues and handles its business publicly. As advocates for the District, each Board member must abide by the Code of Ethics adopted by the Board, which is contained in Board Policy 2715.[1689] The Board holds itself and each member accountable for adherence to its standards and to individual member's roles as "policy" Board members.

As true public servants, each Board member is involved in the community to a varying degree. By actively representing the College at local civic, social, and philanthropic events and in advocacy efforts, the board helps open up and facilitate the development of effective communication between the College and the community.[1690]

Self Evaluation

The College meets this standard. The Board members are elected representatives of the public, who govern the College District, and none are owners of the institution.

Actionable Improvement Plans

None.

Standard IV.B.1.b

The governing board establishes policies consistent with the* mission *statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Descriptive Summary

The Board maintains broad oversight of the College's educational program through Board policies that establish standards for graduation. It also sets policies for curriculum and program development and details the faculty role in accreditation and professional matters.[1691] The Board is also directly responsible for guaranteeing the College's institutional integrity. It does so by periodically reviewing and approving the College's *Mission Statement*, which provides the context for actions of the Board. Published on the website, in the College catalog, and included in the District's planning documents, the *Mission Statement* affirms the College's commitment to student success and educational excellence, stating:

> College of the Canyons offers an accessible, enriching education that provides students with essential academic skills and prepares students for transfer education, workforce skills development, and the attainment of learning outcomes corresponding to their educational goals. College of the Canyons embraces diversity, and engages students and the community in scholarly inquiry, creative partnerships, and the application of knowledge.

Policies of the District are reviewed by the Board systematically, and on an as-needed basis.[1692] The Chancellor oversees the process of reviewing Board policies as they move through the College Policy Council (CPC) and related bodies before going before the Board. A two-thirds majority vote of the seated Board is required for adoption of new or amended policies. New or amended policies are brought to the Board for review and discussion, a process called "first reading," when any additions, deletions or corrections are made by the Board. The policies under consideration are then returned to the Board at a subsequent meeting for "second reading" and adoption. The Chancellor prepares a Board packet that includes all background and supplementary information needed to support discussions on the policies during the meetings. The Board may require additional readings before adopting or amending any policy. The Board reviews its own policies and operational procedures and updates them based on Title V, Accreditation Standards and other District rules and regulations.

The review process ensures that standards of organization, daily institutional integrity, evaluation, and planning are addressed. Appropriate groups and the CPC review all policy changes affecting staff, faculty and/or students before the Chancellor brings them to the Board.[1693] In her 26 years with the District, the Chancellor has never

[1689] Board Policy 2715 Code of Ethics Standards of Practice (E. 605)
[1690] Board of Trustees Meeting Minutes (Samples Community Events Attended by Board Members) (E. 1049)
[1691] Board of Trustees Joint Meeting with the Associated Student Government 03-26-14 (E. 1050)
[1692] Board of Trustees Meeting Minutes 12-04-13 (E. 995)
[1693] College Policy Council Meeting Minutes (Samples) (E. 997)

brought a policy for consideration by the Board without the concurrence of the CPC. Any policy may be suspended by a majority vote of the entire Board. Such a vote will be taken by roll call and entered into the minutes of the meeting. Such suspension must specify its period of duration and said period cannot exceed two months. This has not happened in more than 26 years.

In the absence of applicable policy, the Board authorizes the Chancellor to establish needed procedures. If these procedures need to be approved as policy, they are presented for formal approval at the next regularly scheduled Board meeting as amendments to Board Policy.

The function of providing procedures and other implementing documents to carry out the intent of Board policies is delegated to the Chancellor. The Board itself will formulate procedures when they relate directly to the manner in which the Board operates (Section 2000 of Board Policy). Such rules and implementing documents constitute the procedures the Board uses to govern the District (BP 2410).[1694]

At its regular meetings, the Board receives reports and presentations on what is new and different in Instruction and Student Services, campus operations, as well as strategic planning and fiscal updates. The Board also regularly receives updates regarding *Institution-Set Standards* (A.K.A. Performance Indicators), and other measures of institutional performance, including the ARCC and ARCC 2.0 reports.[1695] The Board approves all educational programs and contracts associated with the construction of all facilities, and reviews and approves changes to the College budget throughout the year, which supports the District's goal of addressing the priorities of the departments and improving student learning programs.

Annually updated program reviews ensure the relevancy and quality of the educational programs. The College's *Strategic Plan* and *Educational and Facilities Master Plan* are developed through institutional dialogue and provide the context for policy and funding decisions made by the Board.

The Board periodically reviews and approves the *Mission Statement* as recommended by the College Planning Team (CPT). Updates are initiated by CPT, which undertakes a biannual review of the *Mission Statement*. The most recent review occurred in the fall 2013 semester. Members of CPT discussed the *Statement*, proposed revisions, reviewed the new language and also reviewed the *Vision* and *Philosophy Statements*. The Board approved the changes to the *Mission Statement* in open session and voted unanimously in favor of the modifications suggested through two reviews of the proposed Board Policy 1200.[1696]

The curriculum approval process details the Board's role in ensuring the quality of the College's academic offerings. In accordance with state law, the Academic Senate's Curriculum Committee manages curriculum changes. Per Board Policy 2200, the Assistant Superintendent/Vice President, Instruction, the Chancellor, and ultimately the Board, approve these.[1697] These policies are consistent with requirements of the California Community College Chancellor's Office. Board Policy 7215[1698] mandates that the District Academic Senate play a role in academic and professional matters including educational programs, curriculum development and the establishment of educational standards.

The Board further shows its commitment to the quality, integrity, and improvement of student learning programs and services through its support of the ongoing professional development of all staff and participating faculty as it relates to improving classroom teaching. It consistently allocates funds to sustain the continued growth of the Professional Development offerings.

In an on-campus survey conducted in fall 2013, the majority of faculty (92 percent) indicated that training opportunities were available to them, and the majority of staff (93 percent) indicated that they have adequate training opportunities.

Self Evaluation

The College meets this standard. The Board has demonstrated its interest in supporting the continuing development of the curriculum/programs at the College by featuring regular presentations of initiatives and program development during open-session meetings. Presentations allow the Board to hear from departments firsthand about new initiatives and innovations, and informal reports enable

[1694] Board Policy 2410 Policy and Administrative Procedure (E. 1045)
[1695] Board of Trustees Meeting Agendas (ARCC and Scorecard Data Samples) (E. 920)
[1696] Board meeting minutes 12-04-13 (E. 1051)
[1697] Board Policy 2200 Board Duties and Responsibilities (E.3)
[1698] Board Policy 7215 Academic Senate Participation in Collegial Consultation (E. 331)

them to understand how student-learning programs meet student and community needs.

Actionable Improvement Plans
None.

Standard IV.B.1.c

The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Descriptive Summary
The Board is directly responsible for ensuring the College's institutional integrity and financial health. Board Policy 2200[1699]and 2715[1700] address the Board's primary functions, which include approving curriculum, decisions on legal matters, financial and personnel issues. It receives monthly financial status reports at Board meetings, commissions annual audits of all of the District's funds, and examines the fiscal stability of the District via the fiscal stability checklist and presentation of the District's tentative and adopted budgets. It is responsible for approving a budget that funds the key components of the *Strategic Plans*, reviewing annual department plans and the *Educational and Facilities Master Plan*. While meeting requirements set by law, it reviews the District's fiscal stability via monthly financial reports presented on public Board meeting agendas and via the fiscal accountability checklist.

The Board assures the fiscal integrity of the District by requiring a minimum six percent ending fund balance in Board Policy 6305.[1701] Discussion of legal matters of the District occurs in both open and closed sessions of Board meetings as appropriate and allowed by law. When necessary and appropriate, the Board consults with legal counsel to ensure the integrity of its decisions.

To facilitate academic excellence, the Board maintains established hiring standards in Board policy and approves the hiring of all instructors, administrators, classified personnel, temporary workers, and College volunteers per Board Policy, including 2200, 7210, and 7230 and educational code.

The Board is kept apprised of the College's growth, outcomes, development, and issues in numerous ways. Trustees are regularly informed about current issues, new activities and program changes in communications from the Chancellor, via talking points, and in Board meetings via presentations and Board agenda items for information and action, and in bi-monthly Chancellor reports.

Self Evaluation
The College meets this standard. The Board's actions are final and not subject to the actions of another entity. As evidenced by Board items and minutes, the Board embraces and exercises its responsibilities with diligence and commitment.

Actionable Improvement Plans
None.

Standard IV.B.1.d

The institution or the governing board publishes board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Descriptive Summary
In compliance with established standards, the Board reviews and publishes current policies and procedures, which are readily available to the campus community and the public on the College website[1702] or upon request in the Chancellor's Office during normal business hours.

Board Policy 2010[1703] stipulates five numbered seats. Persons who wish to fill these seats are elected by the citizens of the Santa Clarita Community College District to serve four-year terms. Elections for two of the seats are alternated with elections for the other three seats. In November 2013, Trustees in seats two, four and five were up for re-election. No candidates filed to run against the incumbents, so a public election was not held.

Board Policies 2015,[1704] 2105[1705] and Education Code Section 72023.5 also call for a student trustee to be elected by the Associated Student Government (ASG) for a one-year term. The student trustee

[1699] Board Policy 2200 Board Duties and Responsibilities (E.3)
[1700] Board Policy 2715 Code of Ethics Standards of Practice (E. 605)
[1701] Board Policy 6305 Fund Balance - Unrestricted General Fund (E. 1052)
[1702] Board Policies on Website (E. 1053)
[1703] Board Policy 2010 Board Membership (E. 1054)
[1704] Board Policy 2015 Election of Student Member (E. 1055)
[1705] Board Policy 2015 Election of Student Member (E. 1055)

casts an advisory vote on agenda items but does not participate in closed sessions or on personnel matters.

The Chancellor and Board president develop and review Board meeting agendas and develop strategies to work with community entities and other policy-making boards. Meetings of the Board are held in open sessions, unless topics that are allowable for discussion in closed sessions are on the agenda. Closed session meetings are listed appropriately on each agenda and held in accordance with Board Policy 2315.[1706] The District only permits matters to be discussed in closed session that qualify to be discussed in closed session. The intent to hold a closed session is always announced on the Board agenda; and, when action is taken on an item discussed in closed session, the Board reports its action in open session. As referenced in Board Policy 2340,[1707] the Board posts its agendas 72 hours prior to meetings. The District implemented an online board agenda preparation and distribution program in 2011, by utilizing BoardDocs, making board agenda materials available to the public on the Internet at any time.

At each Board meeting, the agenda has an item to allow members of the public to address any topic not on the agenda, which is specified in Board Policies 2340,[1708] 2345[1709] and 2350.[1710] Minutes from each meeting are recorded and published in accordance with Board Policy 2360.[1711] As outlined in Board Policy 2365,[1712] an audio recording is made of each meeting. Per BP 2365, recorded proceedings of Pubic Board Meetings will be retained for at least 30 days following the taping or recording. As advocates for the District, each Board member is expected to abide by the Code of Ethics adopted by the Board, which is contained in Board Policy 2715.[1713]

Board members schedule a meeting once per year with the College's Foundation Board of Directors, with the William S. Hart Union High School District Board (the only high school district in the service area), and one time per semester with the Associate Student Government (ASG) officers. In addition, as needed, joint meetings are also scheduled, on the average of every other year, with the Santa Clarita City Council. Since the opening of the Canyon Country Campus in 2007, Board meetings are held there once each semester.

In addition to Board meetings, members attend faculty, staff and student events upon invitation; represent the Board at College activities; host a session during FLEX Week; attend Classified Appreciation Day, Opening Day and select celebrations, while at the same time representing the College at community events in an energetic and visible way.

Self Evaluation

The College meets this standard. The Board's operation with regard to size, duties, responsibilities, structure, and operating procedures is consistent with established policies.

Actionable Improvement Plans

None.

Standard IV.B.1.e

The governing Board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Descriptive Summary

As noted in Standard IV.B.1, the Board evaluates its policies, procedures and practices, rewrites them as necessary, and follows a process for review of all policies, procedures and practices on a regular basis with revisions made as necessary, as described in AP 2200[1714] and AP 2410.[1715] Policies are developed by the appropriate administrative officer, received by the CEO, who monitors their accuracy, currency and initiates changes as needed, and oversees the development and implementation of procedures to support the policies.

The Board recently reviewed its section of policies that relate directly to the Board. Since the District had previously opted to subscribe to the Community College League of California's (CCLC)

[1706] Board Policy 2315 Closed Sessions (E. 1056)
[1707] Board Policy 2340 Agendas (E. 1057)
[1708] Board Policy 2340 Agendas (E. 1057)
[1709] Board Policy 2345 Public Participation at Board Meetings (E. 1058)
[1710] Board Policy 2350 Speakers (E. 1059)
[1711] Board Policy 2360 Minutes (E. 1060)
[1712] Board Policy 2365 Recording (E. 1061)
[1713] Board Policy 2715 Code of Ethics Standards of Practice (E. 605)
[1714] Board Policy 2200 Board Duties and Responsibilities (E.3)
[1715] Board Policy 2410 Policy and Administrative Procedure (E. 1045)

"Policy and Procedure Service," the Board elected to adopt, generally, the policy section made available through this Service. Legal counsel has reviewed these policies to ensure their overall accuracy and the use of appropriate language.

Self Evaluation
The College meets this standard. The Board operates in a manner consistent with Board policy relative to its role in collegial consultation, fiscal oversight and supporting the work of the College to achieve the District's *Mission Statement* in accordance with the Brown Act and state and federal regulations.

Actionable Improvement Plans
None.

Standard IV.B.1.f

The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Descriptive Summary
The cumulative experience of the Board members is substantial, and the Board benefits from active participation in state and national trustee associations, workshops and activities. One of the Board members has been actively involved on the Community College League of California (CCLC)'s Advisory Committee for Education Services (ACES) Committee since 2007. ACES members are responsible for identifying and reviewing needs for the educational and professional development programs provided to the colleges, particularly those targeted to trustees and CEOs.

At the Board meeting on May 22, 2013, the Board of Trustees voted unanimously to participate in the Excellence in Leadership and Governance Program, offered through the CCLC. Excellence in Trusteeship (ETP) is a program designed to facilitate the ongoing education of all trustees in California community colleges by providing a solid foundation for effective board governance. The program covers seven areas of competencies with subtopics to complete the knowledge and skills learning to support strong leadership. Participants attend sessions in each of the seven competencies that define the roles and responsibilities of governance boards and provide tools that keep efforts focused on student learning.

In addition, the Trustees are members of professional organizations such as CCLC (often referred to as the League), Santa Clarita Valley Trustees Association, Valley Industrial Association (VIA), and have opportunities for personal education and development. Also, on occasion, members attend California School Board Association (CSBA) meetings and functions of other college professional associations. The Board also conducts Board retreats and study sessions on topics of interest in their scope of responsibilities.

The Board allocates travel and educational funds for its members on an annual basis. Members of the Board have travel expenses paid whenever they travel for Board development, as representatives of the Board, and when they perform services directed by the Board. Details are contained in Procedures for Implementing Board Policy 2735.[1716]

Development and Orientation of the Board
Orientation of new Board members is accomplished through meetings with the Chancellor, the Board president, individual Board members, and various administrative staff. New members also receive District background information and materials published by the CCLC, as well as a mentor Trustee from the District's Board. In addition, newly elected and/or appointed Trustees are supported and encouraged to attend the new trustee orientation program established by the CCLC and held on an annual basis in conjunction with the CCLC's Legislative Conference. Board members attend accreditation seminars at statewide conferences, access information available to College staff on accreditation, and have attended a special accreditation workshop designed for the Board.

The Board of Trustees has been very stable, with only three changes in membership over 10 elections in the last 20 years. Consequently, the new member orientation process has not been used very often. Student trustees are elected each year, and even though some are re-elected, the orientation process is employed more often for student

[1716] Board Policy 2735 Board Member Travel (E. 1062)

trustees. Student trustees receive the same training as elected board members, with additional training from the Associated Student Government executive advisors.

Membership and Terms of Office
Board Policy 2010[1717] stipulates five numbered seats. Persons who wish to fill these seats are elected by the citizens of the District to serve four-year terms. Elections for two of the seats are alternated with elections of the other three seats to ensure staggered terms of office. A student trustee is elected each year by the ASG for a one-year term.

Self Evaluation
The College meets this standard. Programs for board development are in place and function effectively. The board has had substantial continuity during the past 20 years.

Actionable Improvement Plans
None.

Standard IV.B.1.g

The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Descriptive Summary
Board Policy 2745[1718] outlines the Board's self-evaluation. The Board meets annually to conduct its self-evaluation and complete the dialogue.

The Board conducts its self-evaluation in open session meetings as dictated in Board Policy and Procedure.[1719] Prior to the session, the members, individually, complete a self-evaluation regarding their own performance and that of the Board as a whole, evaluating areas such as Mission, Planning and Policy, Board and CEO Relations, Fiduciary Role, Board's Roles and Responsibilities, Board Education, and Accreditation Standards.

During this session, members evaluate their performance and discuss areas for positive change, including a review of Section 2000 (the Board of Trustees section of the District Policies and Procedures). As needed, the Board conducts additional meetings, and members attend Professional Development sessions to help them carry out their roles.

Self Evaluation
The College meets this standard. The process for self-evaluation is clearly defined and conducted regularly in accordance with stated policy.

Actionable Improvement Plans
None.

Standard IV.B.1.h

The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates that code.

Descriptive Summary
The District (SCCCD) Governing Board Code of Ethics was originally adopted in 1989 and was used by the California Community College Trustees (CCCT) and CCLC as a model policy for the orientation and training of new trustees throughout the system. It delineates the ethical standards that trustees are expected to follow.[1720]

There is also a detailed Board policy for disclosure of conflicts of interest. In addition, the Board has conducted conflict-of-interest and Brown Act compliance discussions and training with legal representatives in open session meetings.[1721] Any rare violations would be addressed per Board Policy and Administrative Procedure 2715.[1722]

Self Evaluation
The College meets this standard. The Board follows its statement of ethics and holds each of its members to this standard.

Actionable Improvement Plans
None.

[1717] Board Policy 2010 Board Membership (E. 1054)
[1718] Board Policy 2745 Board Self-Evaluation (E. 1063)
[1719] Board of Trustees Meeting Agenda 10-29-13 (E. 1030)
[1720] Board Policy and Administrative Procedures 2715 Board Code of Ethics (E. 1064)
[1721] Board of Trustees Trainings (Samples) (E. 1065)
[1722] Board Policy 2715 Code of Ethics Standards of Practice (E. 605)

Standard IV.B.1.i

The governing board is informed about and involved in the accreditation process.

Descriptive Summary

The Board is aware of, involved in, and supportive of the accreditation process. It conducts review of and provides input to the applicable standards in the College's Institutional Self Evaluation Report.[1723] In addition, Board members attend Accreditation seminars at statewide conferences, access Accreditation information available to College staff, and have attended a special Accreditation workshop, which is designed for the Board. The Board receives an orientation to Accreditation and receives updates on the District's progress to implement planning impacts indicated in the Self-Study. It also receives a presentation in open session on the Mid-Term Accreditation Report.[1724] The Accreditation Steering Committee includes a Board member as an ex-officio member, to serve as a liaison to the process and review the Self Evaluation Report, as it is being drafted, refined and finalized.[1725]

Board members, along with all College employees, have access to the Accreditation 2014 intranet website and have been given both oral and written updates on the Accreditation process at Board meetings.[1726] They have also approved Mid-Term Reports submitted to the Commission, and participated in external trainings.

As mentioned above, the Board held a special open session Accreditation Workshop meeting, on April 24, 2013. Board members, administrators, deans, faculty members and staff attended, hearing special guest presentations by an attorney, a CEO and a Board member, who made individual presentations on the Accreditation process. The presenters provided suggestions, offered best practices for the Accreditation process, and shared their knowledge and insight into the legal aspects of accreditation, as well as their views on their respective Accreditation roles at community colleges. They also focused on how Board members conduct and evaluate themselves based on Accreditation standards.

As described above in section IV.B.1.g., the Board members include Accreditation Standards among the issues it considers in its annual self-evaluation of Board performance.

Self Evaluation

The College meets this standard. The Board participates in trainings and briefings relating to Accreditation requirements and is regularly updated regarding Accreditation processes and documents.

Actionable Improvement Plans

None.

Standard IV.B.1.j

The governing board has the responsibility for selecting and evaluating the district/system chief administrator (known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

Descriptive Summary

This is a single-college, two-campus District. As noted in Standard IV.B.1, BP 2431 describes the selection process for the chief administrator. The District/College's Chancellor (CEO) assumed her duties July 1, 1988, after a candidate search process that was thoughtfully and thoroughly developed by the Board.

Per its written policies, the Board focuses at the policy level and delegates full responsibility and authority to the Chancellor to implement and administer Board policies on a day-to-day operational basis and run the District without interference from the Board as a whole, or from individual Board members. This is clear to all parties.[1727]

The Board holds the CEO accountable for the operation of the College District and its two campuses and evaluates her performance

[1723] Board of Trustees Meeting Minutes 04-24-13 (Special Workshop on Accreditation) (E. 1066)
[1724] Board of Trustees Meeting Minutes 10-12-11 (Mid-Term Accreditation Report) (E. 1067)
[1725] Accreditation Steering Committee Minutes 06-27-14 (E. 1068)
[1726] Board of Trustees Meeting Minutes (Sample Accreditation Update) (E. 1069)
[1727] Board Policy 2340 Agendas (E. 1057)

annually in a thorough evaluation that is based on objectives established in accordance with the District's *Mission, Vision* and *Philosophy* Statements, the *Strategic Plan*, and the *Educational and Facilities Master Plan*.[1728]

The Board receives regular reports on institutional performance from the chief administrator and her staff, including the following metrics,[1729] as outlined in BP 2200:[1730]

- Student Course Completion
- Student Retention
- Student Annual Degree Completion
- Student Annual Transfer
- Student Annual Certification Completion

The current Chancellor is respected in the state, the community, and on the College campus. Given her 26 years in her current role, she is regularly called on to provide assistance to other community college CEOs in California and the California Community College Chancellor's Office in Sacramento, along with community groups and civic leaders.

The Chancellor's leadership, entrepreneurial skills and commitment to innovation have led to the successful implementation of plans that have resulted in the following outcomes:

- Continued construction of the College's two campuses, including classroom and laboratory buildings ($89.4 million in total state and local funding from 2008-2013)
- Numerous community partnerships, initiatives and shared-use facilities that either offset costs and/or generate new revenue for the College District
- More than $34 million in grant revenues in the past six years
- Completion of a $39.8 million campaign to build the University Center
- A strategic plan for the District with specific financial goals
- A College reputation as a fiscally stable, entrepreneurial and developing organization that, as the sixth largest employer in the Santa Clarita Valley, is a major player in the economic development of the community
- An award-winning and highly effective professional development model LEAP (Leadership Education in Action Program), designed to foster the development of effective and visionary administrative leaders on campus, and to stimulate innovative ideas, projects and initiatives
- An entrepreneurial attitude throughout the College
- A Non-Profit Council consisting of more than 100 organizations and members
- An early college high school and award-winning middle college high school on campus
- A comprehensive economic development program, which since 2008 has provided 45,309 hours of training for 17,159 local employees, generating $9,001,354 in revenue
- Leadership of the Economic Development Corporation of the Santa Clarita Valley
- Not laying off any employees, cutting salaries or eliminating any programs during a 26-year period, despite recessions and state budget cuts
- A comprehensive emergency preparedness model in the College District
- Successful campaigns to expand athletics, fund the creation of a University Center, develop a Culinary Arts Institute, and exceed the Osher scholarship target by 50 percent over the College's specified goal

The Chancellor is committed to the College, the quality and effectiveness of its daily operations, its long-term future, and its staff and students. She works to foster a nurturing campus climate; a well-equipped physical campus; a responsive, cutting-edge educational program; and a well-regarded reputation in the community. As a result, the College attracts and maintains qualified, innovative staff members who are resourceful and committed to the continued development of the College District. In recognition of the Chancellor's distinguished record of service, the Board voted to name a building

[1728] Evaluation of the Chief Executive Officer of the District (BP 2435 and Sample BOT Meeting Agenda) (E. 1070)

[1729] Board of Trustees Meeting Agendas (ARCC and Scorecard Data Samples) (E. 920)

[1730] Board Policy 2200 Board Duties and Responsibilities (E.3)

in her honor. The University Center, a facility on the campus where leading four-year colleges and universities offer bachelors, masters and doctoral degrees, is named the Dr. Dianne G. Van Hook University Center.

Self Evaluation

The College meets this standard. Per its policies, the Board delegates full responsibility and authority to the Chancellor to implement and administer its policies and procedures. The Board fully evaluates her achievement of established objectives on an annual basis. The stability of service and long tenure of the current Chancellor have provided the expertise, confidence, political savvy, and credibility necessary for the College to succeed in meeting and exceeding its stated strategic goals. She is experienced, exceptionally resourceful, and effective in her role with state and federal policy makers. She leads by example, is optimistic, energetic, a persistent visionary, flexible, accountable, and courageous. She follows through, supports and encourages others. As a result, the College has capitalized on emergent opportunities and entrepreneurial ventures and forged beneficial partnerships in the community and throughout the state.

Actionable Improvement Plans

None.

Standard IV.B.2

The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Descriptive Summary

Since the 2008 accreditation, the Chancellor has continued to co-chair the College Planning Team (CPT), first with the head librarian and later with a business division faculty member; has chaired the College Policy Council (CPC); and provided leadership and direction to the District's Advocacy Team. Providing leadership to these committees on a daily basis, she has ensured ongoing planning, evaluation of plans, and measurement of progress towards the goals and objectives stated in the plans. Highlights of the outcomes of her leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness toward District strategic goals are summarized below:

Selected accomplishments since 2008:

- Rewrote the decision-making guide, *Decision Making at College of the Canyons*[1731] to reflect restructuring of committees and clarification of governance relationships
- Reviewed the *Strategic Plan*[1732] every two to three years, assessing, adding and deleting goals, and annually publishing a list of outcomes and accomplishments
- Aligned and redesigned the organizational structure as needed to accommodate 12 percent growth since 2007-08, despite a statewide economic downturn
- Expanded the organization to include a fully functioning University Center, a Center for International Trade Development, new academic programs, new administrators/staff members in Student Services, including the addition of a Director, Outreach and School Relations, Classified Academic Advisor, Counseling, and an Assistant Director, Student Health & Wellness
- Oversaw updating of the *2012-2018 Educational & Facilities Master Plan*[1733] (4th edition since 1990), which was developed to provide a framework for developing funding strategies, maximizing growth, and serving ever-increasing enrollment
- Supported two updates of the Technology Plan[1734]
- Expanded the community's access to the Performing Arts Center (PAC)
- Updated and expanded the Professional Development Model, implemented in 1999.

Because of the strength of the team at College of the Canyons, whose members she has hired, the Chancellor has increased the College's resources, allowing plans to be implemented each year, providing more programs, services and staff. She leads College teams, which results in modifying Academic Program Reviews for academic programs and Administrative Program Reviews for non-

[1731] Decision-Making at College of the Canyons (July 2014) (E. 254)
[1732] Strategic Plan Highlighted Goals 2012-15 (E.39)
[1733] Educational and Facilities Master Plan 2012-2018 (E.37)
[1734] Technology Master Plan 2011-16 (E.43)

instructional departments. Consequently, due to her leadership, they are outcome-based, online and clearly connected to other planning processes that impact budget, technology, facility planning, curriculum and program development, and staffing priorities. For example, she brought together $39.8 million to fund the permanent University Center, which opened in 2009. A Culinary Arts Institute building is nearly completed, along with a Student Services/Administration Building. Various secondary effects projects are also under way.

Additionally, she regularly provides input into program development. Curriculum has been revised and expanded (see Standard I), with 35 new programs being added. Student Learning Outcomes (SLOs) have been integrated into 100 percent of the active courses at College of the Canyons.

The College gathers feedback on students' experiences to determine whether their needs are being met through the programs and services offered.[1735] The Institutional Development and Technology Office (IDTO), with input from the Chancellor's Office and members of Executive Cabinet, designed a survey to assess students' perceptions and needs. IDTO conducts the survey annually during spring semester to a random sample of classes. Data obtained from student responses provides helpful information about programs and services and helps a variety of committees such as Executive Cabinet, Cabinet, CPT, Management Advisory Council (MAC), Student Equity Plan (SEP), to make improvements.

As a testament to the institution's effectiveness, the Chancellor has served on dozens of local, regional and statewide boards, councils, committees and commissions, often chairing or leading the groups. In addition, she has been recognized at the State, local and national levels. Examples include:

- Recipient, Santa Clarita Valley Leaders of Character Award, Boy Scouts of America;
- Recipient, College President/Chancellor's Award, National Council for Staff, Program and Organizational Development (NCSPOD);
- Recipient of the 4CSD award for Outstanding Leadership in Staff and Organizational Development;
- Recipient of the Network for Community College Foundations Presidential Leadership Award;
- Woman of Honor, Betty Ferguson Foundation
- Woman of the Year, Fifth Supervisorial District Los Angeles County
- Most Influential Community Leader, The Signal Newspaper
- Education Icon Award Winner, Single Mothers Outreach Education
- Community Service Honoree, Zonta Award
- Inductee, Long Beach City College Hall of Fame
- Community Spotlight Award for Outstanding Service to the Community, Mayor and City Council
- Inductee, Distinguished Alumna for the College of Liberal Arts, California State University, Long Beach
- Recipient, Phi Theta Kappa Shirley B. Gordon Award of Distinction

Due to the Chancellor's leadership during the past 26 years, the College and the District are well organized, financially stable, growing, outcomes-oriented, integrated into the community, and highly represented in the community.

Self Evaluation

The College meets this standard. Under the Chancellor's leadership, the College has become an outstanding institution, widely respected in the community, the state and nationally. She is effective in leading, planning, organizing, budgeting and personnel selection and development, and has built a highly regarded staff. She has instituted programs to assess effectiveness and create improvement across the District. The Chancellor provides the vision, the oversight, the insight and the leadership to inspire confidence that the College can be one of the best community colleges in the state. The results of her leadership, and the sense of teamwork the Chancellor inspires, have resulted in new funds, new and innovative programs, an expanded student base, new buildings and partnership training initiatives. She has provided leadership across the campus, in the system, and in the community, and she has built partnerships with other colleges, and between the College and the community.

[1735] 11th Annual Student Survey Student Services and Instruction Fall 2013 Rpt #283 (E. 225)

Actionable Improvement Plans
None.

Standard IV.B.2.a

The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Descriptive Summary
The Chancellor plans, oversees and evaluates a stable administrative structure that is led by Executive Cabinet members who report directly to her, including

- Assistant Superintendent/Vice President, Instruction (hired in 2013)
- Assistant Superintendent/Vice President, Student Services (hired in 1997)
- Assistant Superintendent/Vice President, Institutional Development, Technology & Online Services (hired in 1999)
- Assistant Superintendent/Vice President, Business Services (hired in 2001)
- Assistant Superintendent/Vice President, Human Resources (hired in 2004)
- Vice President, Facilities, Planning, Operations and Construction (hired in 1997)
- Vice President, Public Information, Advocacy and External Relations (hired in 2002, assumed this position in 2013)
- Dean, Canyon Country Campus (hired in 2007, assumed this position in 2013)
- Special Assistant to the Chancellor (hired in 2013)

People in the following positions report directly to the Chancellor but are not members of Executive Cabinet:

- Chief Operations Officer, College of the Canyons Foundation (hired in 2000)
- Chief Development Officer, College of the Canyons Foundation (hired in 2008)
- Dean of Economic Development (hired in 2002)

A review of professional resumes, performance, and experience reveals that the administrators are highly qualified to perform their responsibilities. The published job announcements clearly state the required training and experience for each position. Once hired, administrators sign written contracts that are published on Board agendas and approved by the Board of Trustees.

The Chancellor and each administrator's immediate supervisor evaluate each administrator, focusing on the following:[1736]

- Highlights of professional development activities engaged in during the past year (self-initiated or institutionally-supported)
- Highlights of any responsibilities assumed which may be unique or vary from what is in their job description
- An evaluation of the degree to which they have pursued and/or completed approved objectives for the last year
- A list of objectives to pursue in the following year
- A description of any help needed from the College or Chancellor to enable the administrator to achieve his/her objectives
- A description of anything the administrator is having difficulty with, or that needs to be looked at
- Input as to the overall workability and quality/effectiveness of departments supervised

The results of each evaluation may be reflected in merit pay and/or changes in job titles and scope of responsibilities. Contracts reflecting these changes are approved on the Board agendas as part of a public meeting.

As the scope and breadth of the College's programs have expanded, the responsibilities of the administrators have changed accordingly. In an effort to develop the administrative structure and its participants to the fullest, the Chancellor has mentored at least two staff members per semester, has encouraged individuals to pursue their leadership potential, started and leads the LEAP program, and revitalized the Sustainable Development Committee. Her motto is, "If you can dream it, you can do it; if you can imagine it, you can become it," and they have.

[1736] Administrator Self-Evaluation Memo (Sample) (E. 1031)

Since the 2008 accreditation, 46 percent of LEAP participants have become involved in a community organization or joined a board; 17 percent received a promotion to a higher level position at the College; 69 percent are pursuing additional education, such as professional development opportunities, mentoring, or graduate education; 69 percent have taken on new responsibilities in their current positions; 67 percent have implemented team building strategies learned during LEAP; and 62 percent have engaged in advocacy efforts for their own department/program, a community organization, or a statewide initiative.

The Chancellor provides leadership and has responsibility for ensuring that the College serves its students and the community with the highest quality, greatest flexibility and in the most responsive ways possible. As such, she encourages all staff and departments to evaluate how they do what they do, not only on an annual and ongoing basis, but also on a daily basis.

Since 2008, the College has added one new division, Fine and Performing Arts, and temporarily disbanded the Applied Arts Division, with input from the division's departments. Applied Arts departments were moved into other divisions, in collaboration with the faculty in those departments. In 2010, the division was reinstated as the Career and Technical Education Division. In addition to the two divisions above, instructional and student services divisions include Allied Health and Public Safety, Counseling and Enrollment Services, an Economic Development Unit, Education (including Early Childhood Education and Training Programs), Humanities, Kinesiology and Athletics, Learning Resources, Mathematics, Sciences and Engineering, and Social Sciences/Business.

The College has also enhanced the organizational structure for operation of a second campus in Canyon Country, which opened on August 27, 2007.[1737]

The Chancellor's and administration's flexibility, open-minded attitudes, and commitment to teamwork enable the College to keep up with changes and prepare for the many challenges ahead. The entrepreneurial nature and predisposition to partnership development, combined with the dedication of the members of the leadership team, enable the College to thrive. As the College develops and new positions are created to support newly developed initiatives, job descriptions are carefully written with an eye toward the future. Both new and existing job descriptions are updated regularly as the scope of positions change to take advantage of opportunities that present themselves.

In assessing employee attitudes about the College's professional development programs, an on-campus survey conducted in fall 2013 revealed the following:

- Faculty, classified staff and managers are satisfied with Professional Development training opportunities. The percentage of managers, faculty, and staff indicating they agree or strongly agree with the statement was 83, 70, and 78 percent, respectively. Regarding neutral responses 13, 18, and 16 percent were indicated, respectively.
- The majority of faculty, staff, and managers indicated that there are an adequate number of Professional Development activities. The percentage of managers, faculty, and staff indicating that there are enough was 100, 92, and 93 percent, respectively.
- The majority of employees believe the planning processes at the College are effective. The percentage of managers, faculty, and staff indicating they agree or strongly agree with the statement was 70, 48, and 59 percent respectively. Neutral responses were indicated by 24, 36, and 38 percent, respectively. The percentages that disagreed or strongly disagreed were 6, 16, and 3 percent, respectively.
- The majority of employees indicated there is adequate dialog about program review in their department. The percentage of managers, faculty, and staff indicating they agree or strongly agree was 81, 56, and 50 percent, respectively. Neutral responses were indicated by 16, 33, and 43 percent, respectively. The percentages that disagreed or strongly disagreed were 3, 11, and 7 percent, respectively.

Self Evaluation

The College meets this standard. The Chancellor plans, oversees, and evaluates the administrative structure, which is organized and staffed appropriately to meet the College's needs. As the College grows and changes, the organizational structure and staffing also

[1737] Canyon Country Campus Administrative Organizational Chart (E. 1071)

grow and change. The College's Professional Development programs prepare staff for flexibility and growth, so they are ready when the time comes. The College is ready to respond quickly to meet internal and external needs.

Actionable Improvement Plans
None.

Standard IV.B.2.b

The president guides institutional improvement of the teaching and learning environment by the following:

1. ***establishing a collegial process that sets values, goals, and priorities;***
2. ***ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;***
3. ***ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and***
4. ***establishing procedures to evaluate overall institutional planning and implementation efforts.***

Descriptive Summary
Twenty-five years ago, the Chancellor established a strategic planning process overseen by the College Planning Team (CPT) that sets values, goals and priorities and also ensures that evaluation and planning rely on high-quality research analysis and accurately reflect internal and external conditions. The Team also works to ensure that departmental planning processes are designed to support student access, success, and learning outcomes and drive resource allocation (budget). The Chancellor ensures that a review of institutional policy, its implementation and outcomes is conducted on an annual basis.[1738]

Approximately every two years, CPT establishes a College-wide theme to provide individuals and departments a consistent way to focus, develop, acknowledge, and celebrate new activities and programs. Choosing a new theme gives everyone a chance to refocus and think creatively about the direction in which departments are moving. The current theme is "Advancing the Student Ready College." It was a favorite of the Team because it encompasses activities in almost every department of the College. The readiness and success of students is of paramount importance to everyone. Previous themes selected by the CPT included, "Access and Success," and "Expanding Opportunities, and Connecting Communities."

The College annually assesses the impact of the past year's efforts, as well as the cumulative impact on achieving the District's vision and the strategic plans, which have resulted in: financial stability and flexibility; exceeding the established target for full-time faculty hiring each year since 1996; expanding the organizational structure to meet student and community needs; establishing dozens of partnerships to meet local community needs; creating a climate of innovation on campus; evolving into a leading technologically oriented institution; initiating exemplary professional development programs for all staff; enhancing a strong sense of community and celebration on campus; and promoting a strong sense of collegiality and a positive working environment.

The Chancellor has provided leadership in development and expansion of the research and analysis functions that underscore the College's effective planning. The research office reports to the Chancellor through the Assistant Superintendent/Vice President, Institutional Development, Technology, and Online services, and has direct and frequent access to the Chancellor.

The Chancellor ensures that the institution's progress, projects and development of resources are grounded in sound research and thorough planning analysis. All College evaluation and planning efforts rely on surveys, studies and reports conducted and published by the IDTO. More than 165 such reports have been produced since 2009-10. Each academic department completes an annual program review designed to forecast enrollment and what will be offered to students.[1739] These program plans are then used to develop the *Educational Master Plan*,[1740] which is updated every five years.[1741]

[1738] Decision-Making at College of the Canyons (July 2014) (E. 254)
[1739] Academic and Administrative Program Reviews Year 2 Update (2012-13) Intranet Website (E. 1032)
[1740] Educational and Facilities Master Plan 2012-2018 (E.37)
[1741] Institutional Research Reports Since 2009-10 (E. 234)

In a survey conducted in fall 2013,[1742] the majority of the employees at the College indicated that they use institutional research in their office/department planning. The percentage of managers, faculty, and staff indicating that they agree or strongly agree with the statement was 93, 61, and 59 percent, respectively. Neutral responses were indicated by 7, 30, and 33 percent, respectively. The percentages that disagreed or strongly disagreed were 0, 10, and 7 percent, respectively. Further, the majority of employees indicated that there is an adequate amount of information or data available for department planning. The percentage of managers, faculty, and staff indicating that they agree or strongly agree with the statement was 84, 56, and 60 percent, respectively. Neutral responses were indicated by 13, 30, and 40 percent, respectively. The percentages that disagreed or strongly disagreed were 3, 15, and 0 percent, respectively.

Self Evaluation

The College meets this standard. The Chancellor's leadership, personal commitment, tenacity, involvement, creative nature, ability to obtain resources, and efforts to establish collaboration, have significantly expanded and strengthened the teaching and learning environment, enhanced opportunities for instruction and student services and provided student access and achievement at the College. She is familiar with research on student learning, institutional planning processes, and resource allocation processes and effectively communicates the importance of using research to improve student learning through planning processes that have been established. Her leadership and professional oversight have resulted in the institution's financial stability and flexibility, the ability to exceed its target for hiring full-time faculty, and expand funding for the growth of the District.

Actionable Improvement Plans

None.

Standard IV.B.2.c

The President assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

Descriptive Summary

The importance of adhering to policy is a theme that is repeated in many settings throughout the College. It is referenced in job descriptions, discussed during New Employee Orientations, evaluated during staff performance reviews, and addressed repeatedly in a variety of meetings from the department level through College-wide staff meetings and Board meetings.

The Chancellor makes it a priority to communicate the District's statutes, regulations and Board policies to staff, students, faculty, and administrators. Through several groups such as the CPT, the Advocacy Team, the College Policy Committee, Executive Cabinet, Full Cabinet, and the Management Advisory Council, the alignment between institutional practices and the *Mission Statement*, *Strategic Goals* and Board policies is maintained.

As evidenced by unmodified opinions in annual audits over the past 10 years, no mid-term visits from the Accrediting Commission in 26 years, commendations by external bodies, and local, state, and national recognitions, the College's institutional practices are consistent with and supportive of its *Mission* and policies.[1743]

Self Evaluation

The College meets this standard. The Chancellor spends a considerable amount of time enthusiastically communicating the *Mission, Values* and *Philosophy* of the College, and assuring that statutes, regulations, Board policies and administrative procedures are implemented.

Actionable Improvement Plans

None.

Standard IV.B.2 d

The president effectively controls budget and expenditures.

Descriptive Summary

The District is fiscally sound due to the Chancellor's leadership. Her knowledge of finance at the local operational level, as well as the development of funding formulas at the state level, has enabled the

[1742] Faculty Staff Survey Report Fall 2013 Rpt #282 (E. 252)

[1743] Annual Financial Report and Audit (Samples) (E. 1043)

District to maximize revenues, minimize risk, and remain in a consistent growth mode.

The Chancellor ensures that budget planning is tied to the *Mission Statement* and the strategic goals and plan of the College District. The budget is tied to how it will move the College District forward. Institutional plans are clearly linked from the District level through the departmental level to short- and long-range budget projections, as well as linked to and driven by departmental program reviews.

The Chancellor also provides the leadership to develop resources in expanded ways, including the impact of partnerships. Partnerships have been developed to add physical resources for the College's use at Henry Mayo Newhall Memorial Hospital (Clinical Education Center), the Aerospace Dynamics Inc. (Center for Applied Competitive Technologies) and the Los Angeles County Fire Department Training Center (Del Valle).

The Chancellor is highly skilled, strategic and thoroughly experienced in the areas of budgeting, resource generation and leadership in establishing fiscal stability within the parameters of state regulations and local Board policies. The Chancellor has:

- Influenced development and formulation of policy at the state level
- Enhanced revenue from the state to the District because of consistent advocacy efforts
- Overseen review of expenditure plans on a regular basis
- Helped set parameters for PAC-B; reviewed the Committee's budget recommendations and made recommendations to the Board
- Aggressively pursued and promoted external resource generation, resulting in cost savings for the District
- Networked with community groups and business partners, and other community college districts to avoid duplication of effort
- Raised $36.4 million to fund the University Center
- Led the reorganization and subsequent development of the Foundation and hiring of a major gifts officer
- Reported on the District's financial status on a monthly basis at every Board meeting and with community groups

The Chancellor's leadership and acuteness in financial matters guided the District through the state budget reductions of the past several years and have been instrumental in avoiding layoffs, cutbacks, furloughs, salary reductions, elimination of programs and services, while increasing partnerships, training initiatives and external revenues, opening the university center and adding dozens of new degrees and certificates, and while adding new instructional and student services facilities on campus.

Information on the budget is presented to the College as a whole (via email and All-College Staff meetings and monthly Board items) and reviewed in Executive Cabinet, Cabinet and MAC on a regular basis in an effort to keep staff apprised of the College's fiscal status.

Individuals involved in institutional planning receive accurate and regular information about sources of funding and available funds, including the annual budget and its fiscal commitments. Funding priorities fuel the College's achievement of goals in a logical, timely and responsible fashion. The institution has sufficient cash flow revenues to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen circumstances.[1744]

The Chancellor facilitates planning and advocacy at the state level to ensure the College has sufficient resources to support educational improvements, to cover its liabilities and to handle financial emergencies. The Chancellor has worked with the Chief Financial Officer (CFO) to complete the *Fiscal Stability Checklist*, which reveals that the College has the highest standard of checks and balances and fiscal stability.

In January 2013, the Chancellor, the Board of Trustees, and the Measure C and Measure M Citizens' Oversight Committees received the audit findings for the fiscal year ending June 30, 2012.[1745]

[1744] PAC-B Intranet Website (E. 1072)

[1745] Measure C and Measure M Financial Audits (Samples) (E. 1044)

These findings confirmed the College District's long history of fiscal stability. The College has had unmodified opinions for the last six years.

The College was issued an unqualified report, the best rating possible, for the District's financial statements and federal- and state-awarded funds. The accounting firm also complimented the College's staff for operating with such great financial responsibility.

The Chancellor works with legislators and the California Community College Chancellor's Office (CCCCO) to impact formulas at the policy level so the College is not adversely affected. She also provides leadership to the development of external revenue (grants, private and Foundation funds). She engages in fundraising and partnership development, and has assisted the CCCCO in its fiscal analysis. She has overseen (during the last 26 years) the growth of the District's revenue. As a result of her leadership:

- Training revenue and new grant revenue for the Economic Development Division increased from $1.6 million in 2008-09 to more than $3 million in 2013-14.
- Foundation revenue increased to more than $1.4 million per year, and the endowments have been built up to $1,691,793.
- Contract education revenue grew 172 percent between 2008 and 2013.
- Grant revenue from 2008-09 to 2013-14 totaled $34,858,956

As evidenced by the accomplishments listed above and the last several District audits, the Chancellor effectively controls the budget and expenditures, and has supported the development of the District as a fiscally stable organization, a leader in economic development of the Santa Clarita Valley.

Self Evaluation

The College meets this standard. The budget supports institutional improvements and assesses how funding will impact student access and learning. Institutional planning reflects a realistic assessment of available financial resources, development of financial revenues, partnerships, and expenditure requirements.

Actionable Improvement Plans

None.

Standard IV.B.2.e

The president works and communicates effectively with the communities served by the institution.

Descriptive Summary

The Chancellor uses a variety of methods to communicate effectively with the communities that the College serves. She understands that communication works in many ways, and a truism of communication is that internal publics must be well informed so they participate in communicating to external publics. On campus, through open office hours, All College meetings (each semester), attending division and department meetings, visiting classrooms, organizing celebrations to recognize department achievements, hosting events to recognize College-wide innovators, hosting the Opening Day luncheon to celebrate the beginning of a new academic year, holding luncheons to meet new employees and celebrate employee service anniversaries, the Chancellor looks for opportunities to bring people together to celebrate their successes and to open lines of communication. As well, she sends personal holiday and congratulations cards to fellow staff members and creates hundreds of thank you cards, which she sends to individuals and departments on a weekly basis.

The Chancellor keeps the community informed via the *Breaking News*, a tabloid-size newspaper, published quarterly to inform the community about programs, events, issues, and accomplishments of the College. It is distributed to residences, post office boxes and businesses within the District. She also sends out *The Bottom Line*, a newsletter designed to keep business partners and community leaders and stakeholders informed about news, issues and events in the District. The Chancellor also provides reports at regular meetings of the District's Board of Trustees and the Foundation Board. She speaks at events throughout the year, such as Chancellor's Circle, Chancellor's Business Breakfast and other related events.

In the 2013 community survey, respondents expressed positive support for the College. Relative to how well College of the Canyons is doing, the vast majority indicated the College is doing an excellent or good job in the following areas:

- Providing quality education for students……...100%
- Preparing students for jobs……..96%
- Driving economic development in the SCV……86%
- Helping students build technical skills and competencies…..99%
- Preparing students for transfer to four-year universities …….99%
- Helping high school students jump-start college…..99%
- Providing skills training to local business employees…..…...96%
- Providing a venue for students to pursue bachelor of arts degrees and teaching credentials in the SCV……96%
- Partnering with businesses……..90%
- Offering quality education at an affordable cost……..98%
- Partnering with non-profit institutions……90%
- Providing leadership in the community……...97%
- Representing the College in the community……96%

As a part of her connection to the community, the Chancellor continues to communicate and develop relationships with the surrounding community by meeting with individual business leaders, hosting events at the College and communicating in person and by telephone about ideas, partnerships and shared interests. She is directly involved with several community organizations or has served on the following boards: Michael Hoefflin Foundation, Red Cross Board of Directors, Henry Mayo Newhall Hospital Governance Committee, United Way Executive Committee, Girl Scouts Joshua Tree Council, Building Technology Foundation Advisory Committee, Santa Clarita Valley Disaster Coalition, the College Foundation, the Chancellor's Business Council, and the Santa Clarita Valley Economic Development Corporation (SCVEDC).

The Chancellor encourages community and business involvement in helping the College develop and innovate, regarding how it serves the community, fosters and supports innovation and develops mutually beneficial partnerships. These action priorities are included in the College's *Strategic Plan*. As the results of the community survey in Table 40 indicate, the respondents believe that the College and the Chancellor are flexible, represent the College clearly and accurately, are innovative, take initiative, and foster the economic development of the region.

Table 40. Results of the Community Survey*

Fall 2013 Community Survey	**Strongly Agree/ Agree**	**Neutral**	**Strongly disagree/ disagree**
College embraces the formation of partnerships with energy and follow-through	86%	12%	3%
The Chancellor communicates effectively to the community	82%	9%	9%
The College represents itself clearly, accurately, and consistently to the public	88%	5%	7%
The College is flexible.	81%	11%	8%
The College is innovative	89%	8%	4%
The College takes the initiative in pursuing new opportunities	83%	11%	6%
The College plays a pivotal role in the economic development of the area.	86%	8%	5%
College promotes partnerships with local organizations and school districts	89%	5%	5%
The College develops plans to achieve its goals and moves forward	85%	10%	4%
The College provides useful information about programs and activities	88%	8%	5%
The College is financially sound	88%	6%	6%
The College is instrumental in moving toward opportunities beyond the standard mission for public two-year colleges in California	88%	6%	6%

*Due to rounding, totals may not equal 100 percent.

The Chancellor is frequently asked to speak at community organizations, to be part of community initiatives, and to provide technical assistance to organizations in their strategic planning, fundraising and partnership initiatives. These groups include more than three-dozen organizations, such as the Santa Clarita Valley Chamber of

Commerce, Girl Scouts' Joshua Tree Council, Newhall School District, and the Santa Clarita Valley Press Club.

The Chancellor has provided 26 years of leadership to the College Foundation and played a big role in expanding its Board of Directors. She also takes an active role in guiding the growth and development of the Chancellor's Circle, the Foundation's highest profile support group. Started in the early 1990s, the Chancellor's Circle (formerly known as the President's Circle) is a partnership between College of the Canyons and a diverse group of businesses, community members, non-profit groups, government leaders and others who are committed to strengthening the community by actively supporting strong private and public partnerships. The underlying tenet of the Chancellor's Circle is the strong belief that by working together, local leaders can add value to the community, provide support for creative and innovative programs that enrich community businesses, and provide needed workforce skills that will strengthen and sustain the economy. Members of this prestigious group enjoy a special relationship with the College, which includes invitations to College events and educational briefings on topics vital to the current business climate. The Chancellor is directly involved in the recruiting of members, as well as communicating regularly with them about the College, its dreams and its future.

A "Chancellor's Report"[1746] updating the Foundation Board on the College's involvement and community happenings, grants, special events, new partnerships, business relations, and much more is prepared for distribution to Board members at their meetings.

To further communication on the College's issues, the Chancellor has served on many local, regional and statewide boards, councils, committees and commissions relative to growth factors, professional development, finance and legislation (including AB 1725 and 75/25). She is well informed, knowledgeable and has been responsible for developing policy, adding language that has resulted in new legislation on foundation operations, concurrent enrollment, the Field Act, funding formulas, Pell Grants, Partnership for Excellence, facility growth factors, and loan default rates. She has also developed strategic relationships with members of the Legislature, Congress, the CCCCO Chancellor's staff, and the Board of Governors.

Taking a strategic and long-range view, many years ago the College established an Advocacy Team led by the Chancellor, who has developed the team into an effective advocacy network and force. The communication to advocacy partners and decision-makers is ongoing, not just when it is needed. Advocacy activities and work to develop governmental relations has successfully impacted the District's outcomes. Examples of these activities include inviting California legislators to visit the campus to participate in classroom visits, ribbon cuttings and groundbreaking ceremonies; the local Congressman co-chairing a College capital campaign and assisting in securing millions of federal dollars for the University Center; and hosting town hall meetings on behalf of local legislators.

The Chancellor maintains a high profile in the community and is in constant contact with community leaders who request her assistance, propose partnerships with the College and provide input on how the College can continue to better serve the community. As a result, the College has forged strong ties with many agencies in the community that bring about new partnerships and initiatives. Since 2008, her community interaction has resulted in forming dozens of new initiatives, such as the following:

- Partnerships with community groups and the City of Santa Clarita for programming in the College's Performing Arts Center
- Partnering with the Los Angeles County Workforce Investment Board to create the WorkSource Center on campus
- Continuing to lead an advisory committee of community leaders to support the continuing development of the Canyon Country Campus
- Fostering advocacy partnerships with the Chamber of Commerce, KHTS radio station, VIA, the SCVEDC and SCVTV (local cable television)
- Establishing the Early College High School, funded by the Bill and Melinda Gates Foundation, and incorporating it into the Academy of the Canyons
- Establishing an award-winning Small Business Development Center (SBDC); Center for International Trade Development (CITD); Center for Applied Competitive Technologies (CACT); Employee Training Institute (ETI); and

[1746] Chancellor's Report to Foundation Board (Sample) (E. 1073)

Fast Track Training Institute
- Hosting dedicated industry liaisons for advanced manufacturing, health, and information communication technology and digital media
- Creating initiatives to support entertainment and arts, young entrepreneurs and technology incubation
- Providing coordination services for the State Chancellor's office Economic and Workforce Development program

Self Evaluation

The College meets this standard. The Chancellor is recognized in the community and statewide as an entrepreneurial leader who achieves quantifiable, quality results. Because of her commitment to ongoing, straightforward, two-way communication, the District enjoys both a strong reputation in the community and a high awareness of the services offered by the College.

Actionable Improvement Plans

None.

Standard IV.B.3

In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

This standard does not apply to College of the Canyons, as it operates as a single college with multiple campuses.

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Summary of Actionable Improvement Plans

STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS

Standard I.B: Improving Institutional Effectiveness

I.B.3 The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

Actionable Improvement Plans

- Augment existing department planning with additional training opportunities for faculty and staff on integrated planning, emphasizing interconnections between planning processes and reflection questions for departments' internal dialog.
- Develop materials and communicate the new *Mission Statement* to the campus community.

STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES

Standard II.A Instructional Programs

II.A.1 The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

Actionable Improvement Plans

In order to further support student success and completion, the College will work to create two-year pathway guides for each instructional program as well as career pathway guides for degree and certificate completion. These will be available and regularly updated via the College website.

II.A.1.b The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Actionable Improvement Plans

In order to improve student success and retention rates in online and hybrid courses, the College will identify proven strategies for promoting online and hybrid student success and present them to instructional faculty.

II.A.2.e The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Actionable Improvement Plans

In order to better connect District-wide planning to SLOs assessment results, to meet student needs, the College will re-evaluate the program review process to improve the connection between student learning outcome assessment results, program relevancy and future planning needs.

II.A.5 Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Actionable Improvement Plans

In order to support that the College's certificates and degrees meet technical and professional competencies as well as external licensure and certification requirements, the College will improve its system for obtaining employer satisfaction feedback and tracking licensure and certification in CTE areas.

II.A.6 The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus

that specifies learning outcomes consistent with those in the institution's officially approved course outline.

Actionable Improvement Plans
In order to ensure that every student receives clear and accurate information with specific learning outcomes, consistent with the College's officially approved course outline of records, the College will implement a system for reviewing and storing accurate syllabi for every class.

II.A.6.c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel, through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

Actionable Improvement Plans
To ensure accurate and timely College Policies, the College Policy Council needs to establish a regular cyclical review, revision, and publication process for all College policies and procedures. A new intranet site has been established to help with this process.

II.A.7.a Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Actionable Improvement Plans
In its efforts to improve orientation of new faculty, while simultaneously ensuring a more centralized location for important information, the College will update its *Faculty Handbook* for both full- and part-time faculty, and include pertinent references to all policies and procedures.

STANDARD II.B Student Support Services

Actionable Improvement Plans
With changes occurring related to admission and registration priority, the division will increase outreach to local high schools, specifically to secondary counseling staff, and to parents.

II.B.1 The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

Actionable Improvement Plans
The College is effectively measuring and responding to the needs of students for student support services; however, additional space is needed to maximize the delivery of service. To that end, the College will undertake a "secondary effects" project designed to maximize service to students. Specifically:

- The Student Business Office will expand by adding office and support space.
- DSPS will develop a private office for its counseling staff, as well as lab space, a learning disability testing space, and administrative support space.
- Student Health will develop space for a full-time psychologist, interns, and group meetings.
- The Veterans Program will be located in the newly constructed Student Services and Administration building, as will the 3SP administrative offices.

II.B.3.c The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Actionable Improvement Plans
The Counseling Department has a number of improvements that it plans to complete by the next accreditation cycle:

- Research, develop, and implement an online comprehensive educational planning tool.
- Develop, evaluate, and improve programs to meet the requirements of SB 1456–Student Success Act, and changes to Title 5.
- Collaborate with the 3SP program to develop and implement peer Ask-Canyons Guides to serve as support staff in the Student Services division.

STANDARD II.C Library and Learning Support Services

II.C.1.b The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Actionable Improvement Plans

- The Library will renew efforts at the regular use of pre-test/post-test exercises to assess how ongoing instruction efforts fulfill the commitment to teach information competencies.
- Develop online information competency skills exercises and guides for Distance Education students to use and for instructors to potentially embed into course modules.

II.C.1.c The institution provides students and personnel responsible for student learning programs and services adequate access to the Library and other learning support services, regardless of their location or means of delivery.

Actionable Improvement Plans

The Library will establish a schedule to ensure that the online content it creates is regularly assessed and maintained.

II.C.1.e When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

Actionable Improvement Plans

The Library will plan scheduled review of database usage and share that data with relevant campus departments to make decisions on retention of databases, on promotion of databases, and on potential selection of other databases.

STANDARD III: RESOURCES

Standard III.A Human Resources

III.A.1.c Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Actionable Improvement Plans

The District will work with the full-time faculty to finalize the agreement on including the creation, assessment, and effectiveness in producing SLOs as components of the faculty evaluation process through self-evaluations.

III.A.4 The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

Actionable Improvement Plans

The Human Resources Department will update the Board of Trustees adopted EEO Plan to be incompliance with recent Title V revisions.

Standard III.C: Technology Resources

III.C.1.a Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

Actionable Improvement Plans

The IT department will continue to work on the College's wireless infrastructure with the goal of deploying faculty/staff wireless authentication at the Canyon Country Campus.

STANDARD IV: LEADERSHIP AND GOVERNANCE

Standard IV.A: Decision Making

IV.A.5 The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Actionable Improvement Plans

The College Planning Team will coordinate with the Professional Development department to formally host information sessions designed to enable all staff to continue learning and maintaining familiarity with the ever-changing committee structure, as well as how they can become involved in the planning processes of the College District. While this is done routinely at CPT, for continuous improvement, the College is taking the next step to inform the members of the College community.

College of the Canyons regularly reviewed its progress towards the planning agendas stated in the College's 2008 Self-Study through the District's College Planning Team (CPT) meetings. Regular updates were collected from the areas responsible for each of the planning agendas and updates were provided at the CPT meetings. The narrative below includes status updates reported in the CPT meetings, as well as updates extracted from the 2014 Self Evaluation or obtained from the respective departments responsible for updates where applicable.

STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS

Standard IB: Improving Institutional Effectiveness.

I.B.1 The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Planning Agenda The College will implement additional strategies to increase the faculty and staff members' awareness of the wealth of data that currently exists and how to use the data to improve programs and services.

Status:

Complete. The Institutional Research (IR) Office has implemented the following strategies to increase faculty and staff members' awareness of the data that exists and how to use the data to improve programs and services:

- The research updates on recent reports and the planning implications from those analyses are standing agenda items for the College Planning Team (CPT) meetings. Updates are provided to the Student Equity Committee as they pertain to the mission of the committee.
- Upon completion of analyses and reports the IR Office meets with requestors to review the results so they can make program improvements and prepare action implications.
- The IR Office developed a project list so faculty and staff members can see the research projects planned for the year. This list is communicated to faculty and staff in a variety of ways including CPT, Management Advisory Council, and Division Deans' Meetings.
- Plans are in place to notify departments of research reports that may be of interest in their respective areas.
- Plans are in place to provide updates to divisions as reports are written that pertain to their disciplines.
- The IR Office conducts FLEX workshops to assist departments with planning and using data for their program review and planning processes through the year.

There is discussion at division meetings and direct contact with the IR Office by department chairs when data are required. Chairs work through deans to assess importance and feasibility of requests.

I.B.2 The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

Planning Agenda

In the next revision of the Strategic Plan, the College will clearly state objectives related to student learning outcomes (SLOs) at the institutional level.

Status:

Complete – Faculty members developed SLOs and assessment plans for the College's institutional level programs (General Education, Career Technical Education and College Skills) during Opening Day 2010. Also, a 2-hour time block during the spring 2011 FLEX week was set aside for faculty to continue working in their ISLO groups. Data were collected on the established ISLOs and presented during a FLEX workshop in Fall 2012.
The SLO committee began investigating how to revise the ISLOs established in 2010-11 in accordance with the American

Association of Colleges and Universities' essential Liberal Education and America's Promise (LEAP) outcomes beginning in 2013-14. The committee will continue this work in 2014-15.

I.B.3 The institution assessed progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

Planning Agenda

See Planning Agenda for Standard III.D.1.a. (In 2008-09 department budget requests will be electronically integrated with annual program review and will also reference other planning documents.)

Status:

Complete – In 2008-09 the electronic program review format was provided to a test group of departments that were asked to submit their online Annual Academic Program Review or Non-Administrative Program Review for approvals by February 2009. They were also asked to utilize the online budget request component of the program review as part of the 2009-10 budget development process.

Full-campus participation was required for the 2010-11 budget development process. At the same time, departments prepared hard copy budget request documents that aligned with their program review to assist with the testing process. Workshops were scheduled between December and February to train people on how to use the system.

The new system undergoes revisions each year as feedback is received and training opportunities are provided annually, along with a *Budget Development Guide* that includes instructions for completing the online submission.

The electronic program review integrates the *Strategic Plan*, *Educational and Facilities Master Plan*, *Technology Master Plan*, *Staffing-Diversity Plans*, *Five-Year Construction Plan*, enrollment management strategies, individual facilities plans and marketing plans.

I.B.4 The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Planning Agenda

See Planning Agenda for Standard III.D.1.a. (See agenda noted above)

Status:

Complete. – See response above.

I.B.7 The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student services, and library and other learning support services.

Planning Agenda

The Academic Senate and CPT will ensure that future revisions of the annual academic program review template include a description of the progress of departments in attaining their goals since the last review.

Status:

Complete – The new program review template prompts departments to identify the status of their goals. Departments can identify if a goal is "in progress," "completed," "not yet started," or "cancelled."

STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES

Standard IIA: Instructional Programs

1.b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Planning Agenda

As more course and program SLOs are assessed and evaluated, the effectiveness of the delivery systems and modes of instruction will be determined, and changes will be made as appropriate.

Status:

Complete and Ongoing. This is done on an annual basis as part of program review, as well as being a part of Instruction Office enrollment planning processes.

1.c. The institution identifies SLOs for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Planning Agenda

The development and evaluation of course-level SLOs will be monitored and adjusted as necessary and appropriate.

Status:

Complete and Ongoing. The college submitted the *Status Report on SLO Implementation* to ACCJC in October 2012. Departments are documenting, via Program Review, which courses have completed an assessment cycle for SLOs. All programs have developed program SLOs. The College is in the process of implementing the CurricUNET Curriculum Management System with the SLO Assessment module. This will enable a more efficient and accurate tracking of assessment cycles. SLO Coordinators have started monitoring course SLOs and have been providing feedback and assistance to department chairs. The Coordinators have assisted faculty with developing appropriate assessment tools and methods for evaluating the data. The ISLOs have gone through a complete assessment cycle. There is ongoing dialogue as to the efficacy of the current ISLOs and whether or not they need to be revised.

2.g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test bias.

Planning Agenda

The noncredit program will complete an analysis of the structure of the curriculum and the need for standardized evaluations.

Status:

Complete - During the 2009-10 academic year, faculty and administrators in the noncredit department discussed the structure of the ESL curriculum and found challenges in tracking student progress, awarding certificates, assessing student learning, assessing "level" achievement, and identifying academic preparedness for credit classes. Therefore, a team of noncredit and credit ESL and English faculty collaborated to develop new curriculum, new certificate requirements, new end-of-level assessments, and a new placement assessment for the ESL program. The curriculum and certificate programs passed through the local curriculum approval process and are currently awaiting State Chancellor's Office approval. The end-of-level assessments were passed as integral to the new ESL curriculum. The placement assessment has been developed with faculty (adjunct and full-time), Matriculation and the Institutional Research office in alignment with the new curricula. A cadre of faculty were trained on its administration. A redesign of the assessment test launched in summer 2010 was completed in 2013-14 to shorten the assessment time. The test was revised by Heather MacLean, ESL Department Chair, and implemented in spring 2014. Program staff and faculty are currently reviewing the assessment instrument and process for noncredit placement at College of the Canyons with a consultant.

II.A.6 The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.

Planning Agenda

The College will make the programs' SLOs available to current, future and prospective students via the *Catalog*, as well as the College's website beginning with the publication of the 2009-10 *Catalog Addendums* to be published in summer 2009.

Status:

Complete. Program SLOs are listed in the College Catalog and CurricUNET.

6.b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so the enrolled students may complete their education in a timely manner with a minimum of disruption.

Planning Agenda

The Academic Senate, in conjunction with the Vice President, Instruction, will develop a policy and procedure for program elimination.

Status:

Complete. Approved in 2014, current Board Policy 4021 *Program Viability* addresses initiation, modification, and discontinuance of academic programs. Board Policy 4021 replaces BP 4400 *Program Discontinuance* approved in April 2012.

7.b. The institution established and published clear expectations concerning student academic honesty and consequences for dishonesty.

Planning Agenda

The College website will link information related to academic integrity through various webpages most often visited by students. The College will also include this information in campus print materials, such as the *Student Handbook* and *Academic Planner*, the *College Catalog* and *Schedule of Classes*.

Status:

Complete.

- The "Statement on Academic Integrity at College of the Canyons" was approved by the Academic Senate in May 2010 and was published in the *Student Handbook* beginning in 2011-2012 and the *Schedule of Classes* beginning in Fall 2011.
- The "Statement" also appears in the *College Catalog* and the Dean of Student's website. In addition, the College has updated three long-standing board policies, which reflect the College's stance on academic dishonesty in: Student Conduct (BP 5529), Disciplinary Action (BP 5530) and Due Process (BP 5531). The College has historically published policies related to academic integrity, as well as policies related to all forms of conduct, in the *Schedule of Classes*, the *Catalog*, and for the last decade, on the Website.
- These policies are also available upon request from the Dean of Students, and are mailed to every student alleged to have committed a violation of the student conduct code.
- Full-time and part-time faculty receive regular presentations about academic integrity and are encouraged to place references on their syllabi to integrity issues and potential consequences.

In addition, a Faculty Information Guide on student conduct violations is sent via email by the Dean of Students to all full-time and part-time faculty prior to the beginning of each fall and spring semester; the guide can also be found on the College's intranet.

STANDARD IIB: STUDENT SUPPORT SERVICES

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

Planning Agenda

To remove barriers to access, the Admissions and Records (A&R) Department, with support from CCC Apply, will provide an application for admissions in Spanish within the next three years.

Status:

Complete. In October 2010, A&R created a Korean application to help reduce barriers, especially in the non-credit ESL courses. In December 2009, A&R researched the cost to purchase, and then created a timeline to implement the Application for Admission in Spanish from CCC Apply. The College has a Spanish paper application. An online Spanish application will be available once the College moves to using OpenCCCApply, which has a toggle feature that enables a question to be seen in Spanish.

3.c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function

Planning Agenda

The Counseling Department will extend its outreach and support to basic skills students enrolled in specific key courses.

Status:

Complete and Ongoing. In 2010 the District developed the First Year Experience (FYE) program. The Counseling Department plays a key role in this outreach and success program for incoming freshmen. In previous years, counselors participated in outreach and taught Counseling 111 (Introduction to College and Strategies for Success), and Counseling 010 (Career Exploration)—both required as part of the curriculum for participating FYE students. In the 2014-15 academic year, the Counseling Department will offer Counseling 150 (Student Success), Counseling 110 (Career-Life Planning), and Counseling 120 (University Transfer Planning) as required courses within the FYE learning communities. The program has proven to be very successful in supporting the needs of basic skills students.

In 2009, the Counseling department met with the Student Services Computer Support Coordinator and MIS to create specifications to implement the online educational plan that was purchased using Title III funding. The Counseling Department thoroughly tested the online student education plan and concluded that additional programming must take place to include important new features of the student's education plan. The education plan was expanded from its original one-page format to ensure that multiple academic major planning takes place; specialized counseling for Veterans, Re-entry and Nursing can be accommodated; Academic Standing is reviewed; and degree audit customizations are included.

In fall 2011, the Counseling department developed a cross-functional team to create programing specifications to ensure the current online educational plan includes these important changes. Ultimately, the College did not move forward with implementing the online educational plan at that time.

As a result of the *Student Success Act of 2012*, the Counseling Department, in conjunction with the Student Success and Support Program Committee, is currently researching several online educational planning products. In addition, the Counseling Department was involved in the writing of a Title V grant proposal during the 2013-14 academic year, which if awarded, would fund the purchase of an online educational planning program.

2008 Planning Agenda Accomplishments

The goal of the department is to reach a decision regarding an online educational planning product prior to the 2015-16 academic year.

The Counseling website includes two areas under *Online Resources* that directly address this planning agenda item. The first, entitled "Career & Job Placement Resources," houses information regarding:

- **Career Gateway or Mega-Sites**
- **Career Planning & Assessment Resources**
- **General Career & Labor Market Information**
- **Specific Field Career/Job Search Information**
- **Job Search Technique Resources**
- **Searchable Job Banks**
- **Civil Service Jobs**
- **Job Bank Mega-Sites**
- **Internships and/or Summer Job Banks**

The *Specific Field Career and Job Search* section, in particular, provides career exploration in popular areas like: art and architecture, business, education and library Science, environmental, forensic science, geography, health, hospitality, media, recreation, social work and technology.

The second area, *Gender-Related Resources, Re-entry, Parenting and Non-Traditional Careers,* offers helpful website resources for both men and women and will assist all in the pursuit of higher education in these fields.

3.f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for the release of student records.

Planning Agenda

To better manage records and increase document security, the District will institute an online degree audit program and an online student educational plan by 2009, as well as digitally image 2.5 million historical records.

Status:

The online degree audit program is complete.

This has been available to students and staff since 2008.

Counseling Student Educational Plan (SEP): In fall 2009, the Counseling department met with Student Services Computer Support coordinator and MIS to create specifications to implement the online educational plan that was purchased using Title III money in the last year. The Counseling Department has thoroughly tested the online student education plan and concluded that additional programming must take place to include important new features of the student's education plan. During this time a one page NCR Student Educational Plan was utilized, and soon after, this one page SEP became available electronically. In fall 2011, the Counseling department expanded the SEP from its original one-page format to a four-page document to include five main components that include, academic history, goals, class schedule, units, personal concerns and referrals. The new design allows for specialized counseling for student populations such as, Veterans, Re-entry, Financial Aid and Nursing. The Counseling department presented the new expanded SEP during the office retreat, during the Counseling training, and continued to be discussed during the Counseling staff meetings until it was a finalized. This SEP became available in two formats, a paper copy, and in an electronic format. To date, both a one-page NCR SEP, and a four-page paper SEP (paper and electronic format) are currently used in the Counseling Department.

In February 2009, the accreditation team stated the District needed to image all documents from 1969 to 1990 currently being stored within a warehouse. Prior to February 2009, College of the Canyons only imaged current incoming transcripts into the Admissions and Records office.

In April 2009, the Board approved the contract with Via Tron Inc. to begin the imaging of the oldest student records. ViaTron Inc. imaged 158 boxes of records from 1969 to 1976. This exceeded the annual budget of $27,000 for the 2008-09 fiscal year. The remainder of the records was imaged during the 2009-10 fiscal year.

In the 2010-11 fiscal year, the Admissions and Records office contracted once again with ViaTron to image all grade books from 1969 to 2010. During this same fiscal year, all registration slips, not contained in student folders, were also imaged.

In 2013, Admissions and Records completed imaging all records from 1969 to 2012. This includes all external transcripts, registration transactions, petitions, grades, student records, and all other college records located in the warehouse and vault. The Admissions and Records office has also purchased scanners for each employee to keep up with the incoming paperwork. The plan for the future is to move all petitions online and have an established workflow process to archive all petitions as they are received. Scanners were also purchased for the front counter staff to image all records as they are received to prohibit the need for future storage of documents and records.

STANDARD IIC: LIBRARY AND LEARNING SUPPORT SERVICES

1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, frequency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

1.a. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Planning Agenda

- TLC lab will expand subject tutoring and the workshop program into areas that are emerging.
- The Library will implement new technologies for delivering services to traditional and non-traditional students.

Status:

Complete.

In fall 2012, the College opened an expanded facility on the Valencia campus that included additional space for the Library and extensive space for The Learning Center (TLC). The finished project has resulted in increased and improved library and learning support services.

TLC provides free, walk-in tutorial assistance for students primarily in English, math and Computer Information Technology (CIT). In addition, TLC assists students in a number of subject areas, including accounting, American Sign Language, biology, chemistry, engineering, French, German, paralegal, philosophy, physics, political science, psychology, sociology, Spanish, and other subjects based on demand. Beginning in Spring 2012, TLC implemented a volunteer tutor program. Through these efforts, TLC was able to add tutoring in philosophy, psychology, political science and history. TLC also provides free copies of current textbooks, lab manuals and solutions manuals for in-house use in a variety of subject areas.

As part of the College's faculty-designed Skills for Success program, TLC offers Supplemental Instruction (SI) workshops and guided learning activities involving basic skills subject matter every day during weeks two to 15 of every full-length semester. Nearly 30 topics are covered in the mathematics/science portion, and range from fractions and decimals to basic logarithms, basic geometry concepts, and dimensional analysis to math anxiety. More than 30 topics are included in the English/humanities portion, and include formatting MLA & APA papers, online research, plagiarism, and outlining readings.

The Library has implemented technologies to reach students in a number of ways.

The Library has expanded its online resources to provide more for Distance Education (DE) students and students at off-site locations where space constraints limit how much of a print collection can be in place. These include Premier and ProQuest and discipline-specific resources such as ERIC and MEDLINE. The Library also subscribes to eBook collections, including an academic collection from the vendor, EBSCO, that features full text from over 120,000 titles. The databases and eBooks are accessible from links on the library website. In addition to its collections and subscriptions, the Library offers online research guides for use in specific disciplines, as well as citation style guides to assist students in documentation of their research.

The Library maintained, for a number of years, a live reference chat through a Meebo chat widget that displayed on the Library home page. Meebo was closed in 2012. Currently, the Library is planning to introduce a new chat reference service to provide assistance to students who cannot come in to the physical facilities. The Library has created an orientation video (Youtube style) to add to the Library webpage. The Library is hosting the Book of the Year Website for the campus and has created a Book of the Year blog. Librarians are adding OER (open educational resources) to the Library website and to the campus OER repository to serve instructors and students. Since 2009, the Library has maintained a Facebook page, which is used to post current information about events and resources in the Library. In spring 2012, the Library launched a re-designed webpage, offering students an engaging and unified interface for their library needs.

2. The institution evaluated library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Planning Agenda

The Library will use the results of student focus groups to help plan expansion and updating of services to the Valencia and Canyon Country Campuses.

Status:

Complete.

Working with the Director, Institutional Research, the Library staff helped develop and participated in two student focus groups at the Canyon Country Campus (CCC) during the spring 2009 semester. Data from the focus groups were used to improve services through the addition of extra signage promoting inter-campus book delivery and through the attendance of a Library representative at the fall 2009 faculty/staff welcome and orientation event at CCC. Input from the annual student survey was used the previous year (2008) to help inform the planning for the Library/TLC addition/expansion on the Valencia campus.

In fall 2011, TLC at the Canyon Country Campus was expanded to create a Proctored Testing space in Room 305A. This additional space supports private proctored testing through the TLC for those students at the CCC who require special accommodation for test taking.

STANDARD III: RESOURCES

IIIA: Human Resources

1.a. Criteria, qualifications and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching skills, and potential to contribute to the mission of the institution. Institution faculty plays a significant role in selection of new faculty. Degrees held by faculty and administrators

are from institutions accredited by recognized U.S. accredited agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Planning Agenda
The administration and the Academic Senate will revise our current District equivalency policy to maintain academic excellence while ensuring we are able to hire sufficient numbers of adjunct faculty in key departments.

Status:
Complete. Board Policy 7121 *Minimum Qualifications and Equivalencies* was on the June 25, 2014, Board agenda for consideration for the second reading.

1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Planning Agenda
The District will work with COCFA to underscore the importance of evaluating SLO effectiveness and include this criterion in the boilerplate language of faculty job descriptions.

Status:
Partially completed. The District has included the ability to write effective student learning outcomes in faculty job announcements. The District maintains that the creation and assessment of SLOs are part of existing faculty responsibilities. The topic of including SLOs as part of the evaluation process was discussed during the 2012-13 negotiations with both COCFA for full-time faculty and AFT for adjunct faculty. AFT, the part-time faculty union, has signed an MOU agreeing to the following evaluation language "Objectives for improvement, change or maintenance of methodology based on the results of the student survey, a self-examination of teaching methods, student learning outcomes, assessment data from student learning outcomes or other measures, and whatever other factors are deemed relevant." (AFT Article 8.D.3.a). Full-time faculty evaluation language regarding SLOs has only reached the tentative agreement stage, with COCFA and contract negotiations scheduled tocontinue in summer 2014.

1.d. The institution upholds a written code of professional ethics for all of its personnel.

Planning Agenda
While our existing policies, philosophy statements and strategic goals clearly delineate our expectations regarding professional ethics, the Human Resources Department will develop a District Board policy on professional ethics for all employees

Status:
Complete. Board Policy 3050 *Statement of Professional Ethics* was approved in January 2011.

3.a. The institution established and adheres to written policies ensuring fairness in all employment procedures.

Planning Agenda
The Human Resources Department, working with the Equal Employment Opportunity Advisory Committee, will complete updating the District's EEO plan. Human Resources will provide subsequent training to ensure that the plan will be implemented and followed appropriately.

Status:
Complete. The College submitted its Board-adopted EEO plan in November 2010 to the State Chancellor's Office. Due to recent changes in Title V in October of 2013, the College will be revising its plan to be in compliance with these new provisions.

4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

Planning Agenda
The Human Resources Department will continue to actively pursue our Master Plan goals (listed within Standard III.A.4).

Status:
Complete.
Master Plan goals include:

- Re-establish EEO Advisory Committee as an active voice in planning diversity activities. The EEO Advisory Committee was convened on May 28, 2008, and has played an active role in developing the EEO plan for the District.
- Revise District EEO Plan to be in compliance with statewide model EEO Plan. Completed and submitted to Chancellor's Office for approval.
- Review adjunct and adult hourly hiring processes to ensure qualified and diverse pools. A further review and refinement of this process remains a department goal for 2012-13. While the College routinely advertises for adjunct faculty, it is pilot testing doing the same for the adult hourly pools as well.
- Maintain currency of Selection Committee Representatives (SCRs) through frequent updates and timely training as outlined in the District's EEO Plan. The College provides training on an ongoing basis. The District's EEO Plan was adopted in November 2010 and underwent revisions in June 2014 as a result of changes in Title V. The most recent revisions made by the EEO Advisory committee in June 2014 will go to the Academic Senate, College Policy Council, and then the Board of Trustees in fall 2014 for approval. Training will be updated to reflect new elements of the EEO plan once the revised plan is approved locally. Complete and Ongoing.
- Work with existing campus entities to expand diversity appreciation programs. District-wide coordination of these events remains a department goal for 2012-13.
- Continue to analyze how to increase the diversity of applicant pools removing barriers for under-represented groups. The College reviews the sourcing effectiveness and employee demographic changes on an ongoing basis.

4.b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Planning Agenda
The Human Resources Department and academic administrators will work with the Academic Senate to review equivalencies to determine their impact on the diversity represented in faculty hiring pools and will review applicant diversity data.

Status:
Complete. Board Policy 7121 *Minimum Qualifications and Equivalencies* will be on the June 25, 2014, Board agenda for consideration for the second reading.

IIIB. Physical Resources
2.a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Planning Agenda
The College will continue to secure funding from nontraditional sources for capital improvements and other facilities-related projects, such as public/private partnerships, public/public partnerships and through grants, donations/contributions from public and private sources.

Status:
Complete and Ongoing –

- The College secured funding from a total of nine non-state sources for the construction of the University Center, a 110,000-square-foot facility that has been completed and operational for three years.
- In 2012, the District completed:
  - A Fire Training Academy, a public-public partnership between the District and Los Angeles

County Fire Department, located on fire department (county) property in Del Valle (December, 2012)
    - Using 100 percent local funds, completed an Applied Tech building at the Canyon Country Campus
    - A new 52,000-square-foot Library/Tutoring Center on the Valencia campus, using a 40 percent District, 60 percent state, match of funds (August, 2012).
- The College has commenced construction (50 percent/50 percent match with the state) of a new, 43,000-square-foot Student Services/Administration building on the Valencia campus, scheduled for completion for use during the spring 2015 semester.
- The capital campaign to raise private donations and contributions for a new Culinary Arts facility; the College is also in negotiations with several non-profit groups for the expansion of the off-campus facility and instructional programs.
    - The College broke ground on the new Culinary Arts facility in summer 2013 and expects to begin instructional classes in the new facility in spring 2015.
- Finally, the College is completing negotiations on a public-public project with the City of Santa Clarita to create a Community Garden that will provide a plot of non-District (city-owned) property on which to expand the instructional offerings, as well as provide product to the culinary program for instructional purposes.

IIIB. Technology Resources

1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

Planning Agenda

The College will evaluate and utilize co-location facilities and off-site tape storage to enhance our disaster recovery efforts. In addition, server virtualization will be tested, and if successful, will provide for faster recovery from hardware failures and more flexibility. Current support for distance learning programs will be expanded and additional options for expanding support for students will be reviewed and implemented.

Status:

Complete.

The College leased a co-location facility in Sacramento in December 2008 to continue the effort to plan for potential disaster recovery. Originally, the District started with just enough space to install a backup Student Information System if needed and a simple physical server used to display selected District websites to the Internet in the event of a failure in the main site. The facility now includes a virtual server infrastructure, including a replica of the District's email system, which receives constant updates from the main campus. Additionally, capacity was installed in spring 2011 that will allow us to replicate the document imaging system to the site in the future.

In June 2010, the District installed a media safe at the Canyon Country Campus (CCC) as an off-site location to back-up tape storage. The tapes are delivered and returned on a regular basis utilizing existing IT staff for transport. In the event of a local incident on the main campus, the tapes can be returned to the campus within the hour.

The College has successfully deployed server virtualization using Microsoft's Hyper-V platform. Starting out with a few low priority application servers, the virtual environment in the main data center numbers 23 virtual servers including the College's Exchange environment and SQL database server. The remaining physical servers will be evaluated and virtualized as their hardware comes up for replacement. TLC lab currently provides technical support to the distance education students during normal operating hours. Students can call a dedicated phone extension in TLC or send an email to bbsupport@canyons.edu if they have technical problems with their online course in the Learning Management System. Any messages left after hours are returned the next business day.

If TLC staff are unable to resolve an issue, students are directed to the Information Technology Department, or a Distance Education staff member as appropriate. In order to better understand the volume of student requests for assistance, TLC is tracking student contact to be able to make adjustments to the support system as needed.

1.b. The institution provides quality training in the effective application of its information to students and personnel.

Planning Agenda
The College will investigate additional opportunities and develop a plan for students to receive as-needed training on technology topics important to their academic success.

Status:
Complete and Ongoing. In January of 2010, the Student Development department explored offering student-oriented "brown bag" technology workshops. Emails were sent to faculty to advertise the workshops and to get feedback on future topics. These courses were designed to augment a student's technical knowledge by covering topics such as formatting Word documents for APA or MLA papers, creating charts and graphs in Excel, using Blackboard as a student, conducting library research, and accessing student email accounts. IT partnered with the Student Development Cougar Mentor program to market these courses to the students. However, participation in these workshops never exceeded five students and in most cases, no students attended. The program ran from 2010 through 2012 and was discontinued for lack of attendance.

IIID: Financial Resources
1.a. Financial planning is integrated with and supports all institutional planning.

Planning Agenda. In 2008-09 department budget requests will be electronically integrated with annual program review and will also reference other planning documents.

Status:
Complete. In 2008-09 the electronic program review format was provided to a test group of departments that were asked to submit their on-line Annual Academic Program Review or Administrative Program Review for approvals by February 2009. They were also asked to utilize the online budget request component of the program review as part of the 2009-10 budget development process.

Full-campus participation was required for the 2010-11 budget development process. At the same time, departments prepared hard copy budget request documents that aligned with their program review to assist with the testing process. Workshops were scheduled between December and February to train people on how to use the system.

The new system undergoes revisions each year as feedback is received. Training opportunities are provided annually, along with a *Budget Development Guide* that includes instructions for completing the online submission.

The electronic program review integrates the *Strategic Plan*, *Educational and Facilities Master Plan*, *Technology Master Plan*, *Staffing-Diversity Plans*, *Five-Year Construction Plan*, enrollment management strategies, individual facilities plans and marketing plans.

STANDARD IV: LEADERSHIP AND GOVERNANCE

IVB: Board and Administrative Organizations
1.f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Planning Agenda

The Board will review its new trustee orientation process (including the student trustee orientation), with the goal of improving and updating it so that when there are new trustees the process is the best it can be.

Status:

Complete.

New members receive District background information and materials published by the CCLC, as well as a mentor trustee from the District's board. In addition, newly elected and/or appointed trustees are supported and encouraged to attend the new trustee orientation program established by the CCLC and held on an annual basis in conjunction with the CCLC's Legislative Conference. Board members attend accreditation seminars at statewide conferences, access information available to College staff on accreditation, and have attended a special accreditation workshop designed for the Board.

Student trustees receive the same training as elected board members, with additional training from the Associated Student Government executive advisors.

1.g. The governing board's self-evaluation process is for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Planning Agenda

The Board will review its self-evaluation process with a goal to improving it and ensuring it addresses current issues that boards of trustees are facing throughout the state.

Status:

Complete. Board Policy 2745 *Board Self-Evaluation* outlines the Board's self-evaluation. The Board meets annually to conduct its self-evaluation and complete the dialogue in open session meetings as dictated in Board Policy and Procedure. During this session, members evaluate their performance and discuss areas for positive change, including a review of Section 2000 (the Board of Trustees section of the District Policies and Procedures). As needed, the Board conducts additional meetings, and members attend Professional Development sessions to help them carry out their roles.

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E.165	10th Annual Student Survey Instruction Fall 2012 Rpt #279 (E.165)
E. 357	10th Annual Student Survey Instruction Fall 2012 Rpt #279 (E. 357)
E. 235	10th Annual Student Survey Student Services Fall 2012 Rpt #278 (E. 235)
E. 749	10th Annual Student Survey Student Services Fall 2012 Rpt #278 page 5 (E. 749)
E. 504	10th Annual Student Survey Student Services Fall 2012 Rpt #278 Table 4 (E. 504)
E. 439	10th Annual Student Survey Student Services Fall 2012 Rpt #278 Table 5 (E. 439)
E. 225	11th Annual Student Survey Student Services and Instruction Fall 2013 Rpt #283 (E. 225)
E. 508	11th Annual Student Survey Student Services and Instruction Fall 2013 Rpt #283 pages 16-17 (E. 508)
E. 795	2009-10 and 2011-12 Recalculation Apportionment Statements (E. 795)
E. 842	2012-13 Annual Report page 25 (E. 842)
E. 794	2013-14 Adopted Budget Revenue & Expenditures by Object (E. 794)
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E. 843	2013-14 Adopted Budget Revenue and Expenditures by Object page 315 (E. 843)
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Academic Senate

Academic Program Reviews (authentication required)

Accreditation 2014

Administrative Program Reviews (authentication required)

Admissions and Records

Associated Students Government

Blackboard (authentication required)

Board of Trustees

Canyon Country Campus

Chancellor's Office

Clery Annual Disclosure Report

Class Schedule

Collective Bargaining Agreements (authentication required)

College Catalog

College Forms (authentication required)

College Research Reports (authentication required)

Committee Directory (authentication required)

Curriculum Handbook (authentication required)

CurricUNET

Decision Making at College of the Canyons

Distance Learning

Early Childhood Education

Event Calendar

Foundation

Information Technology

Intranet Home Page (authentication required)

Measure M Citizens' Oversight Committee

Performing Arts Center

Planning Documents (authentication required)

Public Information Office

Skills4Success

SLO Committee

Student Right to Know

Student Success Scorecard

Student Success and Support Program (3SP)

University Center Website

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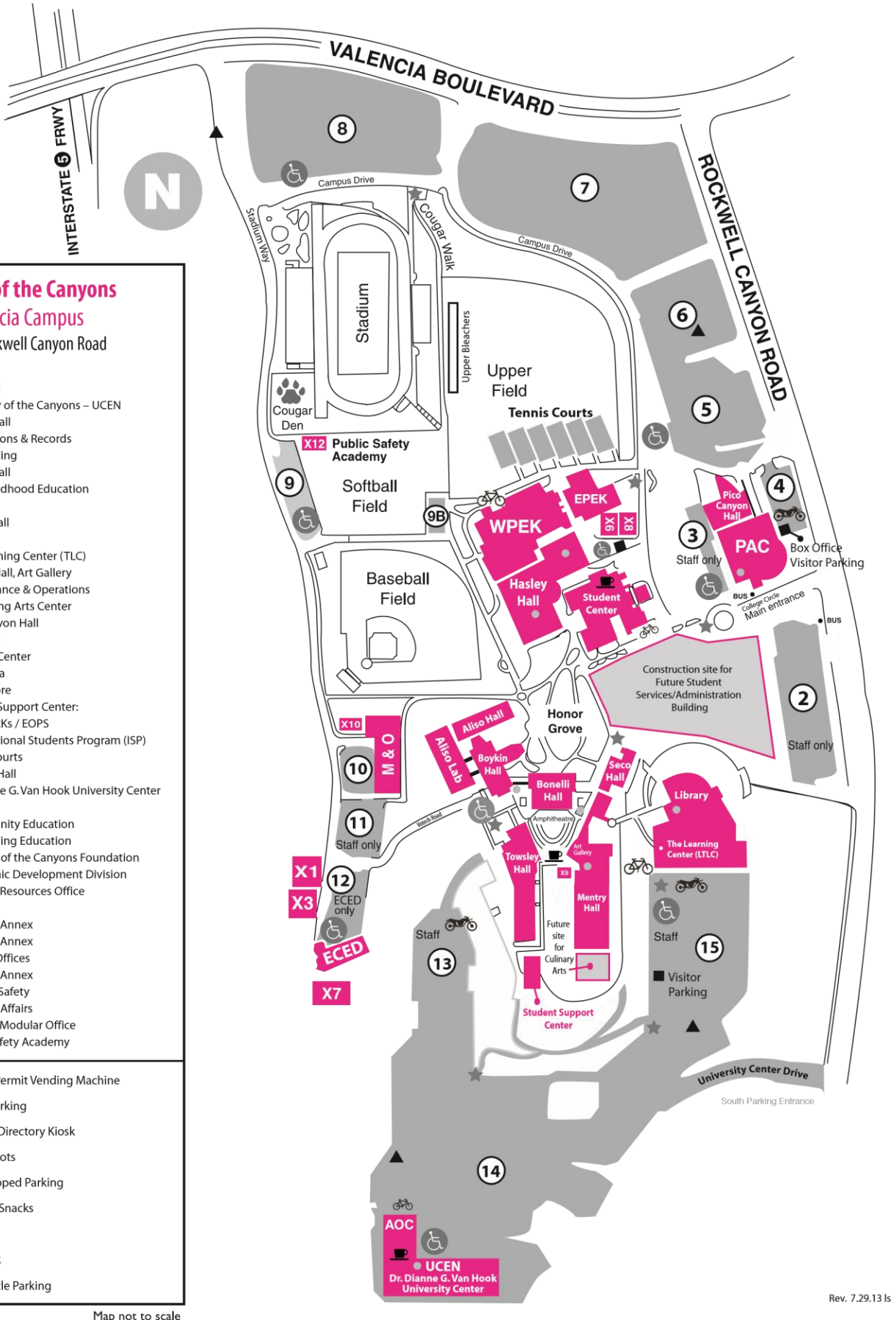
Glossary

AAC&U	Association of American Colleges and Universities
AB	Assembly Bill
ABA	American Bar Association
ACEN	Accreditation Commission for Education in Nursing
ACES	Advisory Committee on Educational Services
ADA	Americans with Disabilities Act
ADI	Aerospace Dynamics International
AFT	American Federation of Teachers, part-time faculty bargaining unit
ALO	Accreditation Liaison Officer
AOC	Academy of the Canyons
AP	Administrative Procedure
AP	Advanced Placement
A&R	Admissions and Records
ARC	Annual Retirement Contribution
ARCC	Accountability Reporting for the Community Colleges
ASCCC	Academic Senate for the California Community Colleges
ASF	Assignable Square Feet
ASG	Associated Student Government
ASL	American Sign Language
AUO	Administrative Unit Outcome
BIT	Behavioral Intervention Team
BOG	Board of Governors
BP	Board Policy
BRN	Board of Registered Nursing
CACT	Center for Applied Competitive Technologies
CalWORKs	California Work Opportunity and Responsibility to Kids
CARE	Cooperative Agencies Resources for Education
CBO	Chief Business Officer
CCC	California Community Colleges
CCC	Canyon Country Campus
CCCCO	California Community Colleges Chancellor's Office
CCCSO	California Community Colleges System Office
CCLC	Community College League of California (often called "the League")
CDPH	California Department of Public Health
CDR	Cohort Default Rates
CEO	Chief Executive Officer
CFO	Chief Financial Officer
CHC	Cultural Heritage Committee
CHRO	Chief Human Resources Officer
CIAC	California Intersegmental Articulation Council
CIT	Computer Information Technology
CITD	Center for International Trade Development
CLEP	College Level Examination Program
CMS	Content Management System
COC	College of the Canyons
COCFA	College of the Canyons Faculty Association, full-time faculty bargaining unit
COPs	Certificates of Participation
COR	Course Outline of Record
CPC	College Policy Council
CPT	College Planning Team
CSEA	California School Employees Association
CSS	Computer Support Services
CSU	California State University
CTE	Career and Technical Education
CurricUNET	(current) online curriculum management system
CWEE	Cooperative Work Experience Education
DE	Distance Education
DHS	Department of Health Services
DLA	Distance Learning Addendum
DSA	Division of the State Architect (California)

Glossary

DSPS	Disabled Students Programs and Services
ECE	Early Childhood Education
E2E	Education to Employment
EEDEC	Equal Employment Diversity and Equity Consortium
EEO	Equal Employment Opportunity
EFMP	Educational and Facilities Master Plan
EOPS	Extended Opportunity Program and Services
EMT	Emergency Medical Technician
EMT	Enrollment Management Team
ERP	Enterprise Resource Planning
ESL	English as a Second Language
ETI	Employee Training Institute
ETP	Employment Training Panel
EWD	Educational Workforce Development
FERPA	Family Educational Rights and Privacy Act
FLEX	Faculty professional development activities from "flexible" calendar
FON	Faculty Obligation Number (full-time)
FPP	Final Project Proposal
FTES	Full-time Equivalent Students
FY	Fiscal Year
FYE	First Year Experience
GASB	Governmental Accounting Standards Board
GE	General Education
GED	General Educational Development (a high school equivalency exam)
GLA	Guided Learning Activity
GMD	Graphic Multimedia Design
GSF	Gross Square Feet
HITE	High Intensity Transfer Enrichment
HR	Human Resources
IB	International Baccalaureate
ICC	Inter-Club Council
ICuE	Institute for Culinary Education
IE	International Education
IGETC	Intersegmental General Education Transfer Curriculum
ILS	Integrated Library System
IR	Institutional Research
ISLO	Institutional Student Learning Outcome
IDTO	Institutional Development and Technology Office
ISP	International Students Program
IT	Information Technology
ITL	Institute of Teaching and Learning
JPA	Joint Powers Authority
LACOE	Los Angeles County Office of Education
LEAP	Leadership Education in Action Program
LEAP	Liberal Education and America's Promise
LFS	Laboratory Field Services
LMS	Learning Management System
MAC	Management Advisory Council
MEA	Media Entertainment Arts
MESA	Mathematics, Engineering, Science Achievement
MIS	Management Information Systems
MLT	Medical Laboratory Technician
MOOC	Massive Open Online Course
MOU	Memorandum of Understanding
NCSPOD	North American Council for Staff, Program, and Organizational Development
NAT	Network Address Translation
OER	Open Educational Resources
OGSF	Outside Gross Square Footage
PAC	Performing Arts Center
PAC-B	President's Advisory Committee - Budget
PAL	Personalized Accelerated Learning
PDCC	Professional Development Coordinating Committee
PDD	Professional Development Director

PDP	Professional Development Program
PIO	Public Information Office
PJ	Practice Jam
PRC	Policy Review Committee
PSLO	Program Student Learning Outcome
RN	Registered Nursing
SB	Senate Bill
SBDC	Small Business Development Center
SCCCD	Santa Clarita Community College District
SCEEC	Santa Clarita Environmental Education Consortium
SCR	Selection Committee Representative
SCV	Santa Clarita Valley
SDC	Sustainable Development Committee
SDO	Student Development Office
SDTP	Student Development Transcript Program
SEP	Student Educational Plan
SHARP	Skills for Healthy Aging Resources and Programs
SL	Supplemental Learning
SLO	Student Learning Outcome
SMART	Specific, Measurable, Attainable, Realistic, Timely
SNAC	Student Nutrition and Wellness Advocates at COC
S4S	Skills4Success
SSB	Social Sciences and Business
SSN	Social Security Number
3SP	Student Success & Support Program, formerly Matriculation
STEM	Science, Technology, Engineering, Mathematics
TANF	Temporary Assistance to Needy Families
TEDx	Technology, Entertainment, and Design (independent)
TLC	The Learning Center
TRANs	Tax and Revenue Anticipation Notes
UC	University of California
UCEN	University Center
VC	Valencia Campus
VDI	Virtual Desktop Infrastructure
VPN	Virtual Private Network
WebCMS	(former) online curriculum management system
WIA	Workforce Investment Act
WSCH	Weekly Student Contact Hours



College of the Canyons

Valencia Campus

26455 Rockwell Canyon Road

ALLB	Aliso Lab
ALLH	Aliso Hall
AOC	Academy of the Canyons – UCEN
BONH	Bonelli Hall • Admissions & Records • Counseling
BYKH	Boykin Hall
ECED	Early Childhood Education
EPEK	East PE
HSLH	Hasley Hall
LIBR	Library
LTLC	The Learning Center (TLC)
MENH	Mentry Hall, Art Gallery
M&O	Maintenance & Operations
PAC	Performing Arts Center
PCOH	Pico Canyon Hall
SCOH	Seco Hall
STCN	Student Center • Cafeteria • Bookstore
SSC	Student Support Center: • CalWORKs / EOPS • International Students Program (ISP)
TNS-CRT	Tennis Courts
TWSH	Towsley Hall
UCEN	Dr. Dianne G. Van Hook University Center • AOC • Community Education • Continuing Education • College of the Canyons Foundation • Economic Development Division • Human Resources Office
WPEK	West PE
X1	FS & ECE Annex
X3	FS & ECE Annex
X6	College Offices
X7	FS & ECE Annex
X8	Campus Safety
X9	Veterans Affairs
X10	Facilities Modular Office
X12	Public Safety Academy

▲	Parking Permit Vending Machine
■	Visitor Parking
★	Campus Directory Kiosk
(#)	Parking Lots
	Handicapped Parking
	Coffee & Snacks
	Elevator
	Bike Rack
	Motorcycle Parking

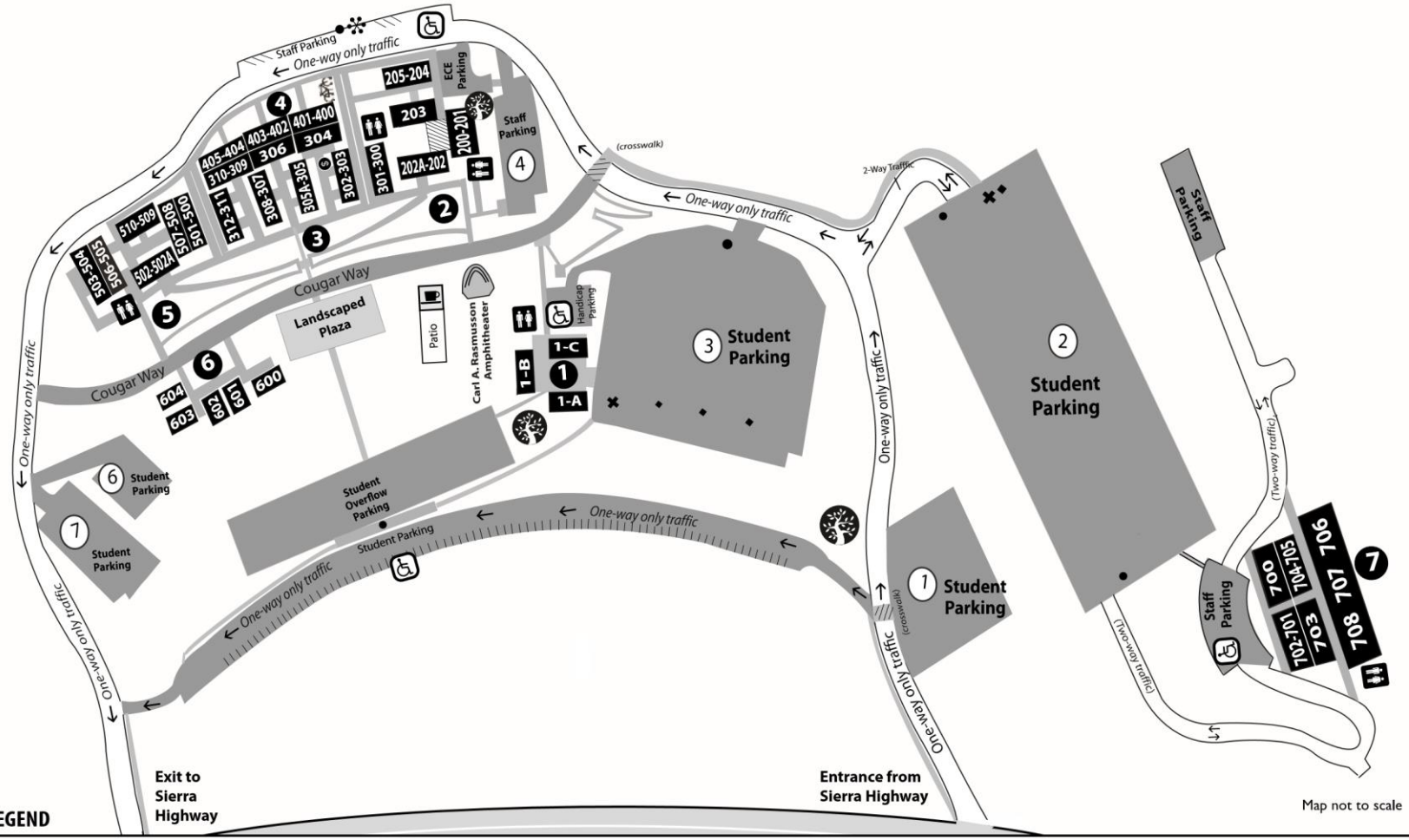
Map not to scale

SMOKING IS ONLY PERMITTED IN PARKING LOTS – more than 100 feet from any building

Rev. 7.29.13 ls

College of the Canyons
CANYON COUNTRY CAMPUS

17200 Sierra Highway, Canyon Country, CA 91351-1622
(661) 476-3800 • (661) 476-3806 Fax



LEGEND

QUAD 1:
- 1-A Administrative Offices, Counseling & Financial Aid
- 1-B Student Health Center, Student Services (Career, DSP&S, Veterans & Adult Reentry), Internships Assessment Center & Computer Lab
- 1-C Admissions & Records and Student Business Office

Carl A. Rasmussen Amphitheater

QUAD 2:
- 200-201 Early Childhood Education (ECE)
- 204 ASG Student Computer Lounge
- 205 Faculty Offices/ Tech Support

QUAD 3:
- 302 Student Study Room
- 303 Vending Room
- 304-305 Computer Lab
- 305A TLC Testing
- 306 TLC Lab
- 307 Library
- 308 Skills 4 Success Lab

QUAD 4:
- 400-405 Classrooms

QUAD 5:
- 502A Switchboard/ Reprographics
- 507 Faculty Offices

QUAD 6:
- 600 Faculty Offices

QUAD 7:
- 700 Campus Safety & Faculty Offices
- 703 Computer Lab
- 706 Auto Workshop
- 707 Plumbing Workshop
- 708 Solar

QUADS

STUDENT PARKING LOTS: 2, 3 and Lower Road

Parking Permit Vending Machines – Lots 2 & 3

Handicapped Parking

Restrooms

Coffee/Food Services

Bicycle Rack

Motorcycle Parking

Bus Stop

Campus Evening Shuttle Stops

ATM Machine in Room 303

Campus Gardens

VALENCIA CAMPUS
26455 Rockwell Canyon Road
Santa Clarita, CA 91355
(661) 259-7800
www.canyons.edu

CANYON COUNTRY CAMPUS
17200 Sierra Highway
Santa Clarita, CA 91351
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SANTA CLARITA COMMUNITY COLLEGE DISTRICT
Dr. Dianne G. Van Hook, *Chancellor*

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