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APPLICATION FOR REAFFIRMATION OF ACCREDITATION
INSTITUTIONAL SELF STUDY REPORT

August 2008

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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I am very pleased to present the College of the Canyons Accreditation 2008 Self Study. We have approached the yearlong process of developing this report with enthusiasm and seriousness, and consequently we are extremely proud of the result. It is a wide-ranging and comprehensive description of who we are and what we do with six accreditation themes permeating the report. These demonstrate our institutional commitments to

- high-quality education congruent with our Mission;
- evaluation, planning and improvement;
- student learning outcomes;
- organization;
- dialogue; and
- institutional integrity.

While all of the California community colleges are unique, College of the Canyons is distinctive among them, partly because of we have benefited from an unusual amount of growth. And even though several community colleges in California are located in growing communities (as we are), our College’s rapid growth is the result of local growth AND our attitude, teamwork, community support, and spirit. We think of ourselves as educational entrepreneurs. We are a “can-do” and a “will-do” college. We believe that if you can dream it, you can do it. When people, schools and businesses ask if we can help them, we enthusiastically answer, “Yes!”

Our success is built on 38 years of integrating planning systems into the core of our culture. We not only plan, we review, analyze and evaluate the results, using data-driven decision-making processes to move forward toward our vision of what we want to become. We proactively assess the needs of our local population, businesses and agencies, and develop new programs, new curricula new delivery modes, and new partnerships to meet their needs. By doing so, we increase the number of students we serve, thereby gaining additional funding. We then reinvest these new financial resources into additional innovative activities. We know that our human resources are paramount, so we work to

hire outstanding employees and we develop our employees’ skills, talents and abilities through an award-winning professional development program. Our leadership, our faculty and staff form cross-functional operational teams that put our plans into action to meet our goal of creating the best possible college to serve our students’ and community’s needs.

Throughout this report you will see evidence that it is our attitude, teamwork, mindset, and leadership that help this College grow to better serve our community. Our enrollment has grown by 67 percent from Fall 2001 to Fall 2007; since 2002 the square footage of our facilities has grown by 135 percent; and the workers trained by our CACT programs rose by 152 percent, to name just a few examples. We have provided many other benchmarks demonstrating these changes within the Abstract and the Standards of this report, and the outcomes of our efforts are visible in many ways from cutting-edge programs that give students unique career-training opportunities, to supportive student services focused on helping students succeed, to one of the best transfer rates in Los Angeles County, to surpassing our goals in the development of fiscal resources, to stable leadership, to the outstanding, student-oriented architecture of our facilities, and much more. We thrive because of our flexibility, creativity, good common sense, and tenacity. Because we strive to be flexible, current and relevant, we have earned community support as evidenced by two successful bond measure elections in six years. We have leveraged the bond funds with state funds, making it possible to build more facilities and a second campus that create opportunities for access for our students.

One of our hallmarks is our willingness to seek out partners who can enhance the impact of what we do. Our Board of Trustees has encouraged us and helped us establish links with entities in the business and industrial community, who look to us to help solve educational, training and economic development problems. We are innovative in developing unique partnerships with governmental agencies. We create strong ties with the local school districts and have become a valuable resource for teach-
ers and programs. We have partnered with local cultural organizations such as the artistic and performing arts community. Much of the time we are in the lead on issues at the local and state levels as well. You will find details on these and many other partnerships and programs throughout the Report.

Preparing this study involved every department and every office of the College with more than a hundred faculty, staff, administrators, Board members and students dedicating hundreds of hours to gathering and studying data, engaging in reflection and dialogue, reading the accreditation guidelines, organizing, writing and rewriting, editing, designing, laying out, printing and producing the report.

In the section of the Introductory Materials titled “Organization of the Self Study” you will find the names of members of the Steering Committee, the Theme Committee and the four Standards Committees, who are responsible for rolling up their sleeves and doing the nuts and bolts work of writing, describing, evaluating and planning. I want to acknowledge the terrific job they’ve done, under the leadership of Dr. Mitjl Capet, Assistant Superintendent/Vice President, Instruction, who served as the Accreditation Liaison, and of the co-chairs of each of the standards.

In addition, I want to thank and acknowledge our Institutional Research Office for the outstanding job its staff did in collecting, analyzing and providing data, and especially Daylene Meuschke, Director, Institutional Research, for her many hours of work verifying that the numbers we present in this report are the most current and accurate possible. Dr. Meuschke and Dr. James Glapa-Grossklag, Dean, Distance Learning Programs and Training, also are to be commended for the huge task they accomplished in developing the Master List of Evidence and in collecting all the evidence and reference materials. I want to express my appreciation to Jan Keller, retired Dean of Learning Resources, who returned to become the editor of the Self Study, along with his co-editor and production manager, Sue Bozman, Vice President, Communications, Marketing and External Relations. Our Graphic Design Department did a wonderful job of making this document useable, attractive and easy to read, and so did our in-house Reprographics Department that printed and produced the finished report. I also thank and commend John Green, Director, District Publications and Reprographics, for designing and building the stunning Accreditation 2008 Web site that allows the team and the community to access this study online.

College of the Canyons is a carefully planned and well-managed institution that brings together dedicated employees, multiple and varied partners from business, industry and the community. We embrace our mission to be indeed a “Community” College; we welcome and serve all who come through our doors to access the myriad of training, certificate and degree programs we offer.

As you read this Self Study, we hope that you will recognize our belief in possibilities, appreciate our joy in striving to accomplish what is best for our students, and share our enthusiasm for a college that is always on the move.

Dr. Dianne G. Van Hook
Chancellor-President
Santa Clarita Community College District,
College of the Canyons
Introductory Materials
Certification of Institutional Self Study
CERTIFICATION OF INSTITUTIONAL SELF STUDY

DATE: August 2008
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 Study 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 Study Report accurately reflects the nature and substance of the institution.

Signed,

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

Ernest L. Tichenor
President, Board of Trustees

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

Jamie Meriwether
2007-08 President,
Associated Student Government

Michael Dermody
President/Academic Senate

Fashia Skjelstad
President, Classified Senate

ACCREDITATION 2008
page 1
History and Description of the College
In just 39 years, College of the Canyons has been transformed from a small community college serving several hundred students into one of the nation’s fastest-growing community colleges among colleges with 10,000 or more students.

Change and significant progress have occurred throughout the Santa Clarita Valley, the College’s 367-square-mile service area, 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 turnover, 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 20 years. There were four previous CEOs during the first 19 years.

Once agricultural, most of the area is now in rapidly-growing housing and commercial development, home to an estimated 252,000 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 area has developed several large industrial and commercial centers, and the College is appreciated for providing these companies with high-quality workforce training.

While projections were that enrollment would continue to rise, topping 20,000 before the end of the decade, in fact 21,300 students enrolled for classes in Fall 2007, surpassing 2011 enrollment projections three years ahead of expectations. To meet this increase we have added to our faculty and staff by 17 percent since 2002 and developed an extensive faculty and staff professional development program to ensure that our employees have the skills and training they need. This sort of growth has demanded flexibility and innovation and has created demands for new academic, occupational and athletic programs; innovative training partnerships with business and industry; and appropriate facilities.

As you look around the campus today, you will see a significant amount of newly constructed facilities. These new buildings as well as the ongoing construction of the new 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 square footage 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 demands 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. Taking the helm of the fledgling institution was the first superintendent-president, Dr. Robert Rockwell. The College officially opened in temporary quarters at William S. Hart High School in Newhall in 1969. The College purchased 153 acres of land in 1970, along the east side of Interstate 5, south of Valencia Boulevard and north of McBean Parkway. It was here that the College relocated, moving into a collection of modular buildings as permanent facilities were being constructed.

When the Board hired Dr. Van Hook in 1988, 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. The College was housed in eight major buildings in 1988 including Cougar Stadium. 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 and expansion of the science laboratory building, a new high-tech classroom building, and a whole new campus for a center in Canyon Country.
During this period, academic and occupational offerings have also been vastly expanded. The College offers associate in arts and science degrees in 61 academic programs, as well as credentials in 69 certificate programs. Academic programs range from Animation to Television, Film and Video Production, from Audio/Radio Production to Video Game Animation, from Biotechnology to Theatre Arts, from Child Development to Paralegal Studies, and from Dance to Industrial Manufacturing.

The noncredit program is a relatively new program (Summer 2005), and it continues to evolve in response to community needs and statewide trends. Areas of particular focus include basic skills, English as a Second Language, older adult programs, and short-term vocational programs.

To ensure that student needs are met, the College offers courses in a variety of formats (online, on-ground, short-term, full-term, hybrid, etc.) and at alternate physical locations. Alternate delivery modes are employed including Progressive Adult College Education (PACE) and a newly developed format called the GO Program that offers five-week-long modules. 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 Sunday classes. This is in addition to the 24-hour availability of online classes.

The College’s institutional philosophy is to educate both the body and the mind. In addition to an active Associated Student Government (ASG), the College supports a highly enrolled honors and enrichment program (HITE), 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 three state championships since 2000 and women’s golf’s state championships in 2001 and 2007.

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.

Our local community has been generous in helping us 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 also will help the District secure as much as $80 million in additional state matching funds.

LOOKING FORWARD

Construction of the addition to the physical education building and the Dr. Dianne G. Van Hook University Center on the Valencia campus are well under way as are plans to expand Men-try Hall, the Library and the Student Services and Administration building.

The 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. The College also operates in-service training programs for Los Angeles County Fire, Los Angeles County Police and Sheriff Departments through instructional service agreements and will start a new training center at a 70-acre Del Valle site.
The College and its Service Area: 
BACKGROUND AND HISTORY

The Canyon Country campus opened in August 2007 with 3,401 students in new, modular facilities. When the permanent buildings, funded by a combination of Measure M and state funds, are completed, 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, we placed our first large off-campus center there. Tremendous growth is now taking place and is predicted to continue in the north and west portions of the District. Consequently, we will be assessing 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 us. 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. We have 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.

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. In addition, 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 1,300 high school students concurrently enroll at the College.

Also operating at the College are the Center for Applied Competitive Technologies and the Employee Training Institute, both of which have helped local businesses become more efficient and train employees in the latest emerging fields. The College offers training to local industries at its Manufacturing Education Center in space provided by Aerospace Dynamics International, Inc. The College has also received grant funding of $1.3 million from the U.S. Commerce Department for innovative training. In addition, in partnership with Henry Mayo Newhall Memorial Hospital, the College operates the Clinical Education Center at the Hospital. The College of the Canyons Biotechnology Center provides a 2000-square-foot clean room and a classroom in partnership with the Al Mann Biomedical Park.

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 39 years ago. Thousands have graduated, and many students have returned to pursue their professional careers. Forty-five percent 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 our vibrant, thriving community for generations to come.
The College and its Service Area:

BACKGROUND AND HISTORY

(Not to scale)

College Campuses
College sites
District Boundary
City of Santa Clarita
National Forest
Metrolink
Major Roadways
Minor Roadways
Community, District and Student Demographics and Data
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 Valley’s population is expected to increase 41 percent between 2010 and 2030 to a total of 391,639. Even the current population of over 250,000 represents a dramatic increase from only 48,942 since the early days of the District in 1970. Since 2000, the Valley has increased by 46,000 people. Of this increase 62 percent was due to people moving in rather than the birth rate. (Source: *2008 North Los Angeles County Real Estate and Economic Outlook*, November, 2007.)

![Population Growth Chart](chart.png)

Source: Southern California Association of Governments (SCAG), 2005
As seen in the ethnicity chart below, the ethnic distribution of the College population somewhat mirrors the community, while being slightly more diverse.

### ETHNICITY

<table>
<thead>
<tr>
<th></th>
<th>Santa Clarita Valley</th>
<th>College of the Canyons</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>African American</strong></td>
<td>3%</td>
<td>6%</td>
</tr>
<tr>
<td><strong>Asian/Asian-American</strong></td>
<td>7%</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Latino/Hispanic</strong></td>
<td>23%</td>
<td>27%</td>
</tr>
<tr>
<td><strong>Native American</strong></td>
<td>0.1%</td>
<td>1%</td>
</tr>
<tr>
<td><strong>White</strong></td>
<td>64%</td>
<td>45%</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td><strong>Unknown/Declined to state</strong></td>
<td>N/A</td>
<td>9%</td>
</tr>
</tbody>
</table>


### 2007 PARTICIPATION RATES BY SERVICE AREA

<table>
<thead>
<tr>
<th>Service Area</th>
<th>Number of Students</th>
<th>Population</th>
<th>Percent over 18</th>
<th>Adult Population</th>
<th>Participation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canyon Country</td>
<td>91351, 91387</td>
<td>2,864</td>
<td>69,219</td>
<td>70.0%</td>
<td>48,468</td>
</tr>
<tr>
<td>Castaic</td>
<td>91384</td>
<td>961</td>
<td>28,762</td>
<td>75.9%</td>
<td>21,844</td>
</tr>
<tr>
<td>Newhall</td>
<td>91321</td>
<td>1,127</td>
<td>34,981</td>
<td>73.6%</td>
<td>25,762</td>
</tr>
<tr>
<td>Saugus</td>
<td>91350, 91390</td>
<td>2,249</td>
<td>50,238</td>
<td>69.5%</td>
<td>34,896</td>
</tr>
<tr>
<td>Stevenson Ranch</td>
<td>91381, 91382</td>
<td>675</td>
<td>13,608</td>
<td>68.4%</td>
<td>9,307</td>
</tr>
<tr>
<td>Valencia</td>
<td>9,354, 91355</td>
<td>2,439</td>
<td>54,457</td>
<td>71.4%</td>
<td>38,887</td>
</tr>
<tr>
<td>Total in District</td>
<td>10,315</td>
<td>251,265</td>
<td>71.3%</td>
<td>179,164</td>
<td>57.6%</td>
</tr>
<tr>
<td>Out of District</td>
<td></td>
<td>10,985</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Students</td>
<td></td>
<td>21,300</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Claritas Inc., June 2007, CCCCO, and UST referential file (Fall 2007)
FACULTY AND STAFF POPULATION

To keep pace with the growing demand for courses, the College has hired many new faculty and staff. Between Fall 1998 and Fall 2007, the College has increased the number of faculty members by 102, an increase of 124 percent. The number of classified staff members increased from 91 to 185, or 103 percent.

STAFFING INCREASES FROM FALL 1997 TO FALL 2007

Source: Human Resources
FACULTY AND STAFF DIVERSITY
The diversity of the classified staff is similar to that of the student population and the community. Latinos are underrepresented in the faculty and administration. However, the percentage of Latinos represented by classified staff is similar to that for the student population. With regard to gender, females are somewhat overrepresented, especially for classified administrators.

Source: Human Resources
STUDENT POPULATION

Enrollment has increased dramatically (67 percent) over the past six years. Enrollment is expected to exceed 27,000 by 2015. This enrollment increase, even if fully funded, will place tremendous demands on delivering educational programs and support services (e.g. finding enough faculty and staff to offer sections, counseling, registration, etc.) and facilities. The opening of the Canyon Country campus and increased online course offerings will help meet the demand.

STUDENT ENROLLMENTS & PROJECTIONS

(Source: California Community College System Chancellor’s Office)
An overview of student demographics is presented in the chart below in which the College’s students are compared to community college students statewide. The College has somewhat fewer ethnic minority students than colleges statewide and the College’s students tend to be somewhat younger than other community college students in California. The median age of students at the College for the Fall 2007 term was 26.

<table>
<thead>
<tr>
<th>Headcount</th>
<th>California 1,666,624</th>
<th>COC 21,300</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>44%</td>
<td>60%</td>
</tr>
<tr>
<td>Female</td>
<td>56%</td>
<td>40%</td>
</tr>
<tr>
<td>Race/Ethnicity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian/Alaskan Nat.</td>
<td>0.8%</td>
<td>0.6%</td>
</tr>
<tr>
<td>Asian / Pacific Islander</td>
<td>12.0%</td>
<td>6.2%</td>
</tr>
<tr>
<td>African American</td>
<td>6.8%</td>
<td>5.7%</td>
</tr>
<tr>
<td>Filipino</td>
<td>3.4%</td>
<td>3.5%</td>
</tr>
<tr>
<td>Latino/Hispanic</td>
<td>29.0%</td>
<td>26.7%</td>
</tr>
<tr>
<td>White</td>
<td>33.3%</td>
<td>44.8%</td>
</tr>
<tr>
<td>Other</td>
<td>1.8%</td>
<td>3.9%</td>
</tr>
<tr>
<td>Unknown/Decline to state</td>
<td>13.0%</td>
<td>8.6%</td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19 or younger</td>
<td>25.1%</td>
<td>26.2%</td>
</tr>
<tr>
<td>20-24</td>
<td>27.4%</td>
<td>19.9%</td>
</tr>
<tr>
<td>25-29</td>
<td>12.2%</td>
<td>9.2%</td>
</tr>
<tr>
<td>30-39</td>
<td>13.6%</td>
<td>19.1%</td>
</tr>
<tr>
<td>40-49</td>
<td>9.6%</td>
<td>16.8%</td>
</tr>
<tr>
<td>50 +</td>
<td>11.5%</td>
<td>8.7%</td>
</tr>
<tr>
<td>Unknown</td>
<td>0.5%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

(Source: California Community College Chancellor’s Office and UST referential file).
STUDENT DATA

STUDENT PREPAREDNESS FOR COLLEGE
Many first-time freshmen do not enroll in English or math courses during their first semester. The analyses show that the vast majority of students place into remedial courses, reflecting skills levels below the college level (Source: Placement Test Files-Testing Center and USX file).

PLACEMENT TEST RESULTS AND SUBSEQUENT ENROLLMENT IN ENGLISH AND MATH FOR FIRST-TIME FRESHMEN IN FALL 2006
The ratio of full- to part-time students changed seven percent from Fall 2002 to Fall 2007. There was a 10 percent increase in the percentage of part-time students from Fall 2006 to Fall 2007. One in four of our students attend full time.

*Excludes noncredit

The number of students enrolling in courses in the daytime increased nine percent from 2006 to 2007. There was a 5 percent decrease in students taking both day and night classes. More research will reveal whether concurrent and noncredit enrollment have caused the increased in daytime attendance.

(Source: UST file).
The most common student educational goal is to update job skills. This is likely a reflection of the College's increased public safety in-service training programs. The second most common educational goal is to obtain an associate degree and transfer. While each educational goal represents a relatively small percentage of the total, many 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. Many students indicate that they are undecided on an educational goal.
TRANSFER RATES
A major component of California’s Master Plan for Higher Education is for students to be able to begin their college education 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 seven years, as is depicted in the chart below. The number of our students who transferred to UC and CSU has increased 143 percent and 86 percent, respectively. The top three UC transfer institutions for our students in 2006-07 were UCLA, followed by UC Irvine and UC Santa Barbara. The top three CSU transfer institutions for our students in 2006-07 were CSU Northridge followed by San Diego State University and CSU Long Beach.

(Source: California Postsecondary Education Commission – Transfer Pathways)
PERSISTENCE RATES
The College has developed a set of analyses to examine what happens to students as they progress, looking for critical periods of time when students are most at-risk of experiencing academic difficulties. For freshmen who began in Fall 2003, 68 percent continued in the spring term, one percent (17 students) graduated, and the remaining 31 percent stopped enrolling at the College. Of those who enrolled in the spring term, most of them will either persist or graduate during the remaining two-and-a-half years. The largest time periods of stopping-out during this time period is between spring and fall terms.

As more detailed information is acquired about students’ background, program participation and educational goals, greater insights can be developed to inform which programs and services would benefit different populations of students.
Percentage of first-time students with a minimum of six units earned in a fall term and who returned and enrolled in the subsequent fall term anywhere in the system.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2003 to Fall 2004</th>
<th>Fall 2004 to Fall 2005</th>
<th>Fall 2005 to Fall 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Persistence Rate</strong></td>
<td></td>
<td></td>
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<tr>
<td>2003-2004</td>
<td>58.3%</td>
<td>68.3%</td>
<td>66.7%</td>
</tr>
</tbody>
</table>

**Student Progress and Achievement: Vocational/Occupational/Workforce Development**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>Annual Successful Course Completion Rate for Vocational Courses</strong></td>
<td>90.1%</td>
<td>93.9%</td>
<td>97.1%</td>
</tr>
</tbody>
</table>

**Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit**

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</thead>
<tbody>
<tr>
<td><strong>Annual Successful Course Completion Rate for Basic Skills Courses</strong></td>
<td>52.2%</td>
<td>51.9%</td>
<td>50.5%</td>
</tr>
</tbody>
</table>

The following charts provide data on persistence, course completions and improvement in basic skills from the College’s ARCC Report for 2007.

The College will be continuing efforts aimed at improving student success in basic skills courses as identified in its Basic Skills Action Plan. Moving forward, the College will build a strong foundation of diverse programs, and achieve higher success and transfer rates by

- Evaluating model programs at other colleges designed to improve persistence and success such as learning communities, success centers, writing centers, supplemental instruction, and WIN program;
- Conducting a student learning workshop series for faculty; and
- Creating a professional development learning community focused on improving teaching and learning in basic skills courses.

**SUMMARY**

Throughout the four standards of this Self Study, we have presented additional data regarding students. In addition, data are available in many College resources such as the Fact Book, Educational and Facilities Master Plans, Strategic Plans, numerous Institutional Development Office Research Reports and Briefs, and other documents. These reports, cited and referenced throughout this Study, are available on the College’s Web site, as well as in hard copy publications.
SLOs: Where We’ve Been and Where We Are
PART I. WHERE WE’VE BEEN: HISTORY OF SLOS AT THE COLLEGE

The College formed its Student Learning Outcomes (SLOs) Committee in Fall 2003 to facilitate the implementation of SLOs for courses, programs and the College. The Committee membership consisted of representatives of the Curriculum Committee, the faculty, the administration, Student Services, division deans, and department chairs, as well as the Library and the TLC Labs. The Committee is co-chaired by the Assistant Superintendent-Vice President, Institutional Development, Technology & Online Services and an Academic Senate-appointed faculty member.

The Committee has met regularly, twice a month, since 2004. The Committee’s first goal was to learn as much as possible about SLOs by attending workshops and conferences. Next, a timeline was established to develop, implement and measure the SLOs to be ready for our accreditation visit.

The Committee decided to develop SLOs at both the course and program levels. As the Curriculum Committee chairperson was on the Committee, it was decided to include the course SLOs in course outlines. The Committee also created two handbooks: Student Services SLO Training Guidebook and the Faculty Manual for Creating an Effective Student Learning Outcomes Loop for Courses and Programs. The Committee members disseminated information to faculty members who attended division meetings. Professional development workshops were offered to educate the faculty about the SLO evaluation cycle. Flex workshops began to be offered in January 2004. Workshops have since been offered in both our fall and spring Flex sessions. (See table) Additional workshops have been offered during semesters.

<table>
<thead>
<tr>
<th>Student Learning Outcomes FLEX Workshops Spring 2004 - Winter 2008</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Learning Outcomes/Academic Program Review</td>
<td>01/16/04</td>
</tr>
<tr>
<td>Student Learning Outcomes</td>
<td>01/07/05 &amp; 01/11/05</td>
</tr>
<tr>
<td>Writing Student Learning Outcomes for Courses &amp; Programs</td>
<td>08/08/05</td>
</tr>
<tr>
<td>Assessing Learning Outcomes: Finding the Questions</td>
<td>08/09/05</td>
</tr>
<tr>
<td>Learning Outcomes: I’ve Got the Data…Now What Do I Do?</td>
<td>08/10/05</td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>08/11/05</td>
</tr>
<tr>
<td>Student Learning Outcome Assessment: Nuts &amp; Bolts</td>
<td>02/01/06</td>
</tr>
<tr>
<td>Student Learning Outcomes Writing Lab</td>
<td>02/01/06, 08/21/06 &amp; 02/02/07</td>
</tr>
<tr>
<td>Assessing Student Learning Outcomes</td>
<td>08/22/06</td>
</tr>
<tr>
<td>Student Learning Outcomes: The Big Picture and the Role of Accreditation</td>
<td>02/02/07</td>
</tr>
<tr>
<td>The Fundamentals of Measuring Student Learning Outcomes with Sound Research Methods</td>
<td>02/02/07</td>
</tr>
<tr>
<td>Student Learning Outcomes Assessment</td>
<td>08/22/07</td>
</tr>
<tr>
<td>Student Learning Outcomes Assessment</td>
<td>01/30/08</td>
</tr>
<tr>
<td>Student Learning Outcomes Assessment: Reporting Learning Outcomes Using the Nichols-S Form</td>
<td>01/31/08</td>
</tr>
</tbody>
</table>
In addition, we created a faculty SLO committee with representatives from each division. Committee members met with individual departments to create course SLOs and assess them. Because the College has a five-year revision cycle for all course outlines, when courses are revised or created, the department faculty members actively participate in creating SLOs for each course.

Since 2004, annual academic program reviews have required the inclusion of program SLOs. The assessment of the program SLOs has now begun. Academic department faculty members have been meeting to discuss the program reviews and the SLO forms. Vocational programs have been assessing their program SLOs for many years. For example, the Nursing Program has had to create lesson objectives, course objectives and program objectives that are measurable as dictated by the California Board of Registered Nurses, as well as the National League for Nursing Accrediting Commission and the California Board of Licensed Vocational Nursing and Psychiatric Technicians. The Emergency Medical Technician Program meets the student learning objectives as dictated by the Los Angeles Emergency Medical Services department.

The 2007-08 program review format requires submission of information by department on the development, measurement and use of course and program student learning outcomes. The evaluation process led to a dialogue on student learning among the department faculty members. The SLO Facilitator position was created in January 2008 to act as the liaison from the SLO Committee to the individual departments. The Facilitator assists the departments in making progress with the evaluation cycle for course and program SLOs.

The College has been working toward identifying the student learning outcomes for courses, programs, certificates, and degrees. The annual academic program reviews indicate that each department has added and/or updated the SLOs in its course outlines.

Assessments for course SLOs began in earnest in 2005. Each department was asked to first choose one course and one course SLO to begin the assessment cycle. Flex workshops were conducted to train the faculty to identify the possible assessment instruments available and to create the grading rubrics. Faculty teaching the same course then discussed time schedules. Once the first course SLO was assessed, faculty members were then asked to repeat the assessment each semester and to start the assessment cycle for another course. The goal was to keep adding courses so that the departments would eventually assess each course's SLOs every semester. Reporting on the course SLOs, their assessments and evaluations of the results are now part of the program review process each year. Smaller departments with fewer courses have been able to progress faster in the assessment cycle.

Since 2004, each department has included program SLOs in the program review. The College is organized by department not by program. Consequently, some departments may not have degrees, majors or certificates, while others may have several degrees, and/or majors and/or certificates. The departments had to first identify what they had to assess. If the courses offered by the department do not lead to a degree, major or certificate, do they still have to do an assessment? The decision was that the department exists for a specific purpose and that purpose should be assessed. For example, some academic departments offer courses that meet the general education requirements only. These departments may look at student preparedness for transfer as their SLO to assess.

Assessing the program SLOs started in Spring 2008. The SLO Facilitator has been meeting with the department faculty to discuss the possible goals and which assessment instruments may be more appropriate. The April workshop for the institutional SLOs led to the creation of SLOs for degrees, certificates and general education requirements, personal development and improvement for job skills. The workshop produced assessment instruments as well. These assessments will then be administered in the 2008-09 academic year.
The annual update on student learning outcomes that is sent to ACCJC-WASC shows that the College has defined student learning outcomes for course, program and institutional levels. The assessment cycles for courses were started. Program SLO assessments are being developed, while degrees, certificates and general education assessments will be implemented in Fall 2008.

In the spirit of student learning outcomes, the College decided to require outcomes for non-instructional departments. The Institutional Development Office in collaboration with the Chancellor held an all day Administrative Unit Outcomes (AUOs) retreat in July 2007 for all members of the Management Advisory Council. The retreat was held to assist managers and administrators with the development of the AUOs for their respective departments. Forty-two managers and administrators participated in the retreat, developing AUOs. During Fall 2007, the administrators completed AUO assessments.

PART II. WHERE WE ARE: STATUS OF SLOs AT THE COLLEGE (SUMMARY OF THE WASC SLO INVENTORY FOR 2007-08)

Student Learning Outcomes for General Education

The SLO Committee is presently focusing on the institutional SLOs, the degrees, certificates, and general education requirements. This focus includes defining the SLOs, mapping the SLOs to courses, defining the assessments, assessing the SLOs, and analyzing the results. The Committee decided to focus on the students’ educational goals and develop the SLOs according to the GE categories. Forty-one faculty members, four division deans and five administrators held a workshop on April 4, 2008 to create the SLOs and develop assessments for them. The cycle of evaluation will begin Fall 2008. Institutional SLOs were created for the following areas:

- English Communication (IGETC/CSUGE),
- Mathematical Concepts and Quantitative Reasoning (IGETC/CSUGE),
- Arts and Humanity (IGETC/CSUGE),
- Social and Behavioral Sciences (IGETC/CSUGE),
- Physical and Biological Sciences (IGETC/CSUGE),
- Languages other than English (IGETC),
- Lifelong Understanding and Self-Development (CSUGE),
- Degree Completion (other than those listed in transfer areas),
- Job Skills (certificate completion and job skills development), and
- Personal Development.

Data collection will begin in Fall 2008. Planning and implementing changes to pedagogy to improve learning will take place in Spring 2009.

Student Learning Outcomes for Courses

Departments report that SLOs have been developed for 67 percent of all courses. Of the courses with SLOs, 19 percent reported that assessments have been developed for the identified course SLOs in 31 disciplines. Twenty-two departments reported that seven percent of course SLOs have completed assessments of their course SLOs for one or more courses. Eighteen departments reported that they have or are in the process of analyzing assessment results and using the data to inform planning for their course SLOs, which represents five percent of courses.

Student Learning Outcomes for Programs

Departments reported that 60 percent of certificate and degree programs have defined SLOs and mapped the SLOs to their courses. Of these 60 percent, assessment measures have been identified for 34 percent of the programs. The assessment process and analyzing the results have begun for 25 percent of the programs. Thirteen percent of programs are planning and implementing changes based on the results.
Student Learning Outcomes at College of the Canyons: WHERE WE’VE BEEN AND WHERE WE ARE

Student Learning Outcomes for Instructional Support and Student Support Services
Since the July 2007 AUO management retreat, all institutional support services, instructional support services and student support services have defined AUOs, mapped AUOs to department services and defined assessments for AUOs. All have now completed their AUO assessments, analyzed the results and have reported how they are using the results in their departmental planning process to implement change (if needed).
Off-Campus Center: Canyon Country
Providing educational access to our entire service area is a hallmark of College of the Canyons. As early as 1990, based on the population growth in the east and south of the Santa Clarita Valley (Saugus, Canyon Country and Newhall), the need for a second campus in this area became increasingly evident. To serve students from this area, classes were offered at schools, churches, community centers, etc. By 2000 it was obvious that the demand for classes could not be adequately met using such venues.

In 2000 the College leased space for an off-campus site, known as the Canyon Country ACCESS Center, in the newly constructed joint LA County/City of Santa Clarita library building near Soledad Canyon Road and Sierra Highway. As the building was being constructed, we provided input into its design to accommodate student access and the instructional function of the facility as an interim educational site. In 2004 the College created a second site at Golden Valley High School, 27051 Robert C. Lee Parkway in Newhall. The high school had just opened, and the College was able to use nine classrooms until the school reached its capacity enrollment. Between the two locations, 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 Canyon Country campus. The District established a timeline for this campus that began in 1999 with projections to 2016. On July 22, 2003, six possible sites were submitted for the proposed Santa Clarita Community College District Canyon Country Educational Center.

In November 2001 Santa Clarita Valley voters passed general obligation bond Measure C for $82 million with a pass rate of nearly 68 percent. Purchasing a site on the south or east side of the community was listed as one of the uses of the Measure’s bond funds. Because none of the sites in the above proposal met all of the College’s needs, all were rejected. Instead, a site on Sierra Highway was located, which required the purchase of several contiguous parcels from several different landowners. A 70-acre site was purchased and modular buildings were purchased through general obligation bond funds from Measure C and Measure M. Funds for permanent infrastructure and development of the site were provided through a subsequent bond election, Measure M, which was passed in November 2006.

This site is two miles from the original ACCESS Center at the Canyon Country Library and 9.6 miles from the Valencia campus. Because there is only one cross-Valley thoroughfare, resulting in major traffic congestion, commuting from Canyon Country to Valencia can take 45-plus minutes. This site mitigates this access issue for our students and allows the College to serve more students in a more comprehensive way.

The Canyon Country Campus (CCC) is located at 17200 Sierra Highway, where the College broke ground in December 2005 and began construction in July 2006. The new Center resulted in the College progressing from two leased facilities totaling 12,600 square feet with 14 classrooms to a District-owned center of 35,000 square feet and 30 instructional spaces. Over the next decade, the current modular buildings will be replaced by permanent facilities.

The CCC is equipped with the latest instructional technology. Instructors’ stations are equipped with electronic controls for the classroom, a computer and audiovisual equipment. There are two designated computer labs, equipped with 30 student computers each, along with the instructor’s computer workstation. A full-time computer/audiovisual technician supports the Center. The Center’s computer equipment will be updated along with that of the Valencia campus as outlined in our Technology Plan. The CCC Library modular has computers that have direct access to the College’s online catalog and databases, as well as having a librarian on duty. The Canyon Country and Valencia campuses share telephone and data network systems and Datatel service.
The College has budgeted $3.484 million for the operation of the Center. The ongoing operating funds will be generated by FTES funding and included in the College’s budget. The 2007-08 adopted budget for the Canyon Country Center included the following:

<table>
<thead>
<tr>
<th>FT Classified/FT Faculty and Administrative Salaries</th>
<th>$ 846,556</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjunct Counselors and Librarians</td>
<td>$ 91,472</td>
</tr>
<tr>
<td>Classified Overtime</td>
<td>$ 7,000</td>
</tr>
<tr>
<td>Adult Hourly/College Assistants</td>
<td>$ 345,558</td>
</tr>
<tr>
<td>Estimated Fringe</td>
<td>$ 413,100</td>
</tr>
<tr>
<td>Instructional Salaries (Adjunct &amp; Overload)</td>
<td>$ 980,568</td>
</tr>
<tr>
<td>Supplies &amp; Materials</td>
<td>$ 90,230</td>
</tr>
<tr>
<td>Operating Expenses</td>
<td>$ 532,345</td>
</tr>
<tr>
<td>Capitol Outlay</td>
<td>$ 177,932</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$ 3,483,911</strong></td>
</tr>
</tbody>
</table>

Ten full-time classified employees, one full-time administrator and six full-time faculty positions constitute the full-time staff of the Center. These employees were hired or transferred to the Center during Summer 2007, and a part-time counselor position was converted to a full-time counselor position in Spring 2008. There are several adjunct faculty members and adult hourly workers supporting the campus as well. The following are the full-time positions:
- Founding dean
- Administrative assistant
- Communications/customer services technician II (mailroom, switchboard and reprographic services)
- Student Services coordinator IV (three full-time positions)
- Information technology coordinator I
- Custodian/groundskeeper
- Electro-mechanical technician
- Campus safety officer (two full-time positions)
- Full-time faculty (six positions)
- Full-time counselor (one position)

Staff members from the Valencia campus supplement these positions to ensure students at CCC have access to the same services as those provided on the Valencia campus. These include EOPS, DSP&S, Financial Aid, Career Services, Student Development, and Service Learning, which provide regularly scheduled office hours on a weekly basis. A member of the Public Information Office staff has office hours two days-per-week. In addition, a fully equipped Student Health Office was established and is staffed twice per week by Student Health Center employees. These services are advertised to students through newsletters and flyers. Additional part-time campus safety officers supplement the two full-time campus safety officers assigned to CCC.

In Fall 2007 the CCC offered 262 sections. These sections were conducted through the combined efforts of the six full-time faculty members and additional full-time and adjunct instructors from the Valencia campus. There were 56.82 full-time equivalent faculty members (adjunct 36.92, overload 4.38, full-time 15.52) teaching at CCC during the Fall 2007 Semester.

When CCC opened, 3,401 students were enrolled, and enrollment continues to grow. By 2015 the campus will be fully built out with seven permanent buildings designed to serve 8,000-10,000 students.

The College is dedicated to providing the same high-quality instruction and services at CCC as at its Valencia campus, as demonstrated by its planning and commitment of staff, faculty and resources to this new site.
Abstract of the Self Study Report
In the six years since the last accreditation team visit, College of the Canyons has undergone a period of unprecedented growth, as has the community it serves. The College has responded to this growth with new programs and services, additional facilities, new personnel, and new directions and initiatives. The College's commitment to strategic planning, coordination of program development with resource utilization, and assessment of educational quality and student learning outcomes has been increased and refined. The results of these efforts are mirrored in this Self Study in each of the standards.

In the writing of this report, the various committees involved were cognizant of the themes that permeate each standard. To emphasize our recognition of these themes, each standard committee completed a “Theme Guide,” which is placed at the beginning of each standard. The Guide shows where in the narrative a theme or themes is most evident; however, the themes are generally spread throughout the Self Study. It is no exaggeration to say that institutional commitments to high-quality education congruent with our Mission; evaluation, planning and improvement; student learning outcomes; organization; dialogue; and institutional integrity pervade every standard, as they truly are a part of what we do at the College each and every day.

The following list of benchmarks is presented to create an understanding since our last accreditation of the magnitude of the growth and development that has occurred in the past six years.

- Enrollment has increased from 12,726 in Fall 2001 to 21,300 in Fall 2007, an increase of 67.4 percent. Enrollment was estimated to rise to over 20,000 by 2010 but that figure was surpassed three years ahead of expectations.
- The number of full-time faculty members has increased from 161 in Fall 2001 to 197 in Fall 2008, an increase of 22.4 percent.
- The number of staff members has grown from 354 in Fall 2001 to 454 in Fall 2007, an increase of 28 percent.
- Grant dollars received increased from $1,757,238 in 2000-01 to $6,751,087, an increase of 284 percent.
- The percentage of first-time, full-time freshmen who transferred from the College was 47 percent, exceeding the California Community College System Office’s goal of 44 percent (CCCSO Transfer Rate Study: 2005-06). Note: This report followed the 1998-99 cohort through 2003-04.
- The number of students transferring to UC and CSU has increased from 123 and 423 in 2001-02, respectively to 161 and 625 in 2006-07, respectively. This represents an increase of 24 and 48 percent, respectively.
- The number of students receiving a Board of Governors enrollment fee waiver has increased from 1,894 in 2000-01 to 3,986 in 2007-08, an increase of 110 percent.
- The number of online sections offered increased from 14 to 171 from Fall 2000 to Fall 2007. During that same time period, the unduplicated student headcount for these sections increased from 218 to 2,722.
- The number of students concurrently enrolled at the College has increased from 919 in Fall 2001 to 1,295 in Fall 2007, an increase of 39 percent.
- The noncredit program was initiated and has grown dramatically. Until the recent past, the College offered a limited number of noncredit classes. The noncredit enrollment grew from 3,511 in 2006-07 to 4,808 in 2007-08, an increase of 37 percent in one year.
- Since 2002, the assignable square footage of facilities has expanded from 281,706 to 661,694, an increase of 135 percent.
- The number of employers the College partnered with, via the Center for Applied and Competitive Technology (CACT), was 185 in 2000-01 and by 2006-07 rose to 467, an increase of 152 percent.
- The impact on business volume in 2005-06 was expected to be nearly $113.7 million, an increase of 51.6 percent over the $75 million in 2001-02.
- In 2002-03, the College’s full-time equivalent jobs of 5,228 had an economic impact on the community that rose to 8,129 in 2005-06, an increase of 55.5 percent.
Abstract

OF THE REPORT

• Adopted unrestricted general-fund revenue has increased from $42.5 million in 2001-02 to $75,436,149 in 2007-08, a 77 percent increase.
• Adopted budget total of all funds revenue has increased from $82,491,166 in 2001-02 to $216,048,677 in 2007-08, an increase of 162 percent.

STANDARD I:
Institutional Mission and Effectiveness

IA: MISSION
Since the last visit, the College’s Mission Statement has been rewritten. The Mission Statement defines our institutional commitments to high-quality education and to institutional integrity, and along with our Philosophy and Vision Statements, is the basis for all other planning and evaluation endeavors at the College. Our Strategic Plan, Technology Plan, Educational and Facilities Master Plans and our financial planning all support our Mission, Philosophy and Vision Statements.

IB: IMPROVING INSTITUTIONAL EFFECTIVENESS
The College has produced 163 studies and research reports to help evaluate and assess the effectiveness and quality of the institution. The reports are used by all constituent groups, through dialogue and planning, for the purpose of self-evaluation, modification and improvement. In the Self Study, we evaluated our progress in the development and assessment of student learning outcomes (SLOs) at the course, program and institutional levels.

The data presented in this summary of benchmarks and throughout the Self Study are the most current available for each specific item at the time of printing.

STANDARD II:
Student Learning Programs and Services

IIA: INSTRUCTIONAL PROGRAMS
Since the last accreditation visit, the College’s growth in facilities has provided opportunity to expand and improve instructional offerings to serve the educational and training needs of our growing community. The instructional area prides itself on delivering classes to a wide clientele. New class offerings have been a balance between academic, basic skills, noncredit, and career/technical classes, and we are planning a major enhancement of basic skills classes. We also have offerings through the Economic Development Division, which serves business and industry in the community and the region. All instructional programs are offered through a variety of methods, face-to-face, on-site/online (hybrid) or completely online and through special formats such as PACE. Schedules vary from the traditional full-semester format to five-week intensive sessions, using weekdays, weekends, winter and summer sessions. Our online enrollment has grown tremendously, and we have added a second campus along with other off-campus sites. Whether classes are offered in different modalities or locations, academic rigor is always maintained. All instructional programs participate in systematic reviews including program reviews, curriculum updates and internal monitoring of expenditures. Although we have made great progress in the creation of SLOs, we will continue to assess them and refine them at all levels.

IIB: STUDENT SUPPORT SERVICES
Student Services has made improvements through technology and by expanding and adding programs, since 2002, so that students have increased ways to access and support their educational experiences and to be successful in achieving their academic goals. The various departments in Student Services are committed to evaluation, planning and improvement and dedicate a great deal of time to dialogue and planning regarding student learning outcomes. Services include Assessment, Counseling, DSP&S, EOPS,
Hite and Honors, Student Health Center, Financial Aid, student activities, etc. A new one-stop facility is being planned, which will ease students access to a variety of support services and personnel. More services are being offered online including counseling, degree audits and educational planning. Student Services provides targeted counseling and study skill sessions for our basic skills students.

IIC: LIBRARY AND LEARNING SUPPORT SERVICES
The Library and the Tutoring/Learning/Computing (TLC) Lab are integral parts of the College. The Library building is being doubled in size to include a larger multifaceted TLC Lab. Electronic collections will be expanded along with the shelving and study spaces. The TLC Lab will include the existing Lab and a new reading/writing lab, a math lab and a language lab. With two campuses, the Library staff works at both locations, although the Canyon Country campus depends more on electronic collections as the Library area is small. A daily shuttle allows students at Canyon Country to receive printed resources from the Valencia campus. The Library and TLC Lab have completed their non-instructional SLOs and participate in ongoing dialogue with students, faculty and staff to assess, evaluate and improve services that support student learning.

STANDARD III: Resources

IIIA: HUMAN RESOURCES
While the College has experienced dramatic growth, the Human Resources Department has continued to maintain the integrity of all personnel processes and procedures and is dedicated to maintaining strong institutional organization and integrity through evaluation, planning and improvements. Clear policies cover recruitment, interviewing, reference checks, and hiring. The Department has also updated all Board policies dealing with human resources. Since the last visit, the number of full-time faculty members has increased by 36, and we have added 100 new classified employees. The Department is working on our EEO plan with the involvement of all constituent groups. The Department also monitors all evaluations for contract, tenured and adjunct faculty and classified and management staff.

Our Professional Development Program received an award from the National Council for Staff, Program and Organizational Development for the breadth and depth of our program. The College’s commitment to ongoing dialogue, staff development, to leadership development, internal promotion, and support for innovation is evident in the funding and staffing support of the Program.

IIIB: PHYSICAL RESOURCES
The College now serves 21,300 students in the following three locations: Valencia, the original campus; Canyon Country, opened a year ago; and, online. Commitment to planning, evaluation and improvement has been strong, along with constant dialogue so that dramatic growth could be managed within a period of tremendous change. Funding for increased square footage since the last accreditation visit was made possible through two local general obligation bond measures and by leveraging additional state capital improvement funds. Two buildings on the Valencia campus are scheduled to be enlarged and remodeled, and a new student service building will complete the build-out of the campus. The Canyon Country campus began with 28 modular buildings on an 70-acre site, and the infrastructure is in place for six permanent buildings. At build-out this campus will house between eight- and ten-thousand students. Discussions regarding design and construction occur through the Facilities Committee, College Planning Team and Management Advisory Council.
IIIC: TECHNOLOGY RESOURCES
The Information Technology (IT) Department’s growth has matched that of the College. Since the last visit, IT has completed three five-year plans and are well into a fourth. IT gives valuable input into all construction projects, whether new or remodeled space. IT aims to provide whatever level of technology is needed for instructional programs and College operations and is deeply committed to improvement and planning. The Department also supports our expanding online offerings. The Technology Committee meets regularly to review and evaluate progress of the five-year plans. The IT Department also acts as clearing house for purchasing all equipment and software. The Management Information Systems Department maintains the College’s administrative computing system, Datatel. Datatel’s Colleague software is used for student registration, accounting, human resources, and leave-balance functions.

IIID: FINANCIAL RESOURCES
Unrestricted general funds have grown by 51 percent since the last visit, while the total revenue of all budget funds has increased by 162 percent. The College has become a more complex fiscal institution with the addition of a new campus, new joint ventures, multiple grants, new business partners, and new four-year-institution partners. To its great credit, the District received only two audit findings during the last six years and has not received any negative reviews, demonstrating institutional commitment and dedication to institutional integrity. Multiple budgets are regularly monitored to ensure accuracy and integrity. The overall budget process is transparent with all constituent groups having input from the departmental level and through College-wide groups such as the College Planning Team. The District’s budget is always prepared to meet legislative timelines.

STANDARD IV: Leadership and Governance

IVA: DECISION-MAKING ROLES AND PROCESSES
The College prides itself on its multiple avenues of communication to enable participatory decision making and collegial consultation. Our guide, Decision Making at College of the Canyons, outlines the various internal committees and their memberships that are involved in ongoing dialogue and College-wide decisions. The College also has dozens of advisory committees and business and community partnerships through which it gathers input to assist in evaluation, planning, improvements and decision making. There is a place for everyone who wishes to speak and participate. Each new addition of the guide includes input from many sources.

IVB: BOARD AND ADMINISTRATIVE ORGANIZATION
The College has an experienced, five-member Board of Trustees and a Chancellor who has just completed her 20th year at the College. The Board reviews all policy documents, financial records and planning documents, with dedication, commitment and integrity. Both the Board and the Chancellor take their fiduciary responsibilities seriously. As a team, they ensure that District goals and needs are fiscally sound. The Board leaves operational issues to the Chancellor. The Chancellor and the Board maintain open communication with the community at large and encourage dialogue at every level.
Organization for the Self Study

Photo By Cammie Brennand
College of the Canyons staff members began preparing for our accreditation self study and visit 18 months before the visit, scheduled for October 2008. The Assistant Superintendent/Vice President, Instruction was asked to be the College accreditation liaison and to shepherd the preparation of the self study report.

The initial step was to familiarize the Executive Cabinet with the purpose and process of accreditation. Each Cabinet member received copies of the 2002 Self Study Report, the 2006 Mid-Term Report and the Accreditation Manual and Guides. The faculty, staff and students were also included in this familiarization stage.

The Chancellor and the Academic Senate President sought volunteers for the Steering Committee, the Standards and the Theme Committees. Each committee consisted of faculty, staff, administrators, and students. The Steering Committee met every two weeks during the writing process, while the Standard Committees met more often to craft the document.

The draft document was then handed to a pair of editors, one the retired Dean, Learning Resources and the other the Vice President, Communication, Marketing and External Relations. When the editing was done, the document was returned to the committees to keep them informed about any changes in their original document. After any further revisions were completed, the final draft was sent to the Graphic Design Center for layout and to the Reprographic Center for printing and production. The 2008 Self Study was also put on compact discs. In addition, an Accreditation Web site was developed.
STEERING COMMITTEE:

Accreditation Liaison Officer  Mitjl Capet
Assistant Officer      Kevin Kistler
Co-chair, Standard I  Victoria Leonard
Co-chair, Standard I  Barry Gibbons
Co-chair, Standard II  Lea Templer
Co-chair, Standard II  Mike Wilding
Co-chair, Standard III  Sharlene Coleal
Co-chair, Standard III  Christina Chung
Co-chair, Standard IV  Joe Gerda
Co-chair, Standard IV  Dianne Van Hook
Co-chair, Theme Committee  John McElwain
Co-chair, Theme Committee  Lea Templer
Production Manager  Sue Bozman
Co-Editors  Jan Keller & Sue Bozman
Data Collection  James Glapa-Grossklag & Daylene Meuschke
Staff resource  Eric Harnish
Board Liaison  Michele Jenkins
Minister-without-portfolio  Michael Dermody & Dena Maloney

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College of the Canyons
SELF STUDY TIMELINE

Overview of Self Study Process
Department Chair Retreat
September 14, 2007

Committees Structured
November 2007

Committee Meetings Begin
November-December 2007

Research and Drafting
January-March 2008

Review by Steering Committee
Of Standards’ Documents
April 15-29, 2008

Documents to Editor
Theme Committee Synopsis Completed
April 16, 2008

Second review by Steering Committee
First Week of May 2008

Edited Document to PIO for
Formatting and Printing.
May 22-July 1, 2008

Collect and Package All Evidence
Second Week in July 2008

Presentation to Our Board
First Board Meeting in August

Submission of Self Study Document
and Back-up Evidence to Team
August 15, 2008

Prepare for Visitation—
Hotels, Workroom, Computers, Copier
September 2008

Visitation
October 2008
Institutional Organization

Photo By Karen Brady
BUSINESS SERVICES

CHANCELLOR
Dianne G. Yan Hook

Assistant Superintendent/ Vice President Business Services Sharienn Coleal

Coordinator
Administrative Services Mary Ann Bardin (C)

Director
Budget Development Donna Heywood

Buyer
Colette Blanchard

Assistant Buyer
Nancy Shamrock

Director
Contracts and Procurement Sharir (Sharr) Broker

Controller
Fiscal Services Cynthia Grandgeorge

Director
Accounting Services Karl Sofia

Payroll Supervisor
Payroll Services Mary (Mimi) Spankrey

Grant and Categorical Accounting Manager Kyoko Koski

Payroll Technician
Amy Rayna (C) Lalaa Yokata (C) Susan Brown

Accounting Tech. III
Cynthia Fernanda Susan Marchionni Debbie Nakasima Michelle Dahlin

Accounting Tech. II
Christine Andewiel Sandra Thomas

(C) = Confidential
07/01/2008
CANYON COUNTRY CAMPUS

CHANCELLOR
Dianne G. Van Hook

Founding Dean
Canyon Country Campus
Dena Maldonado

Admin. Assistant II
Jasmie Miller

Campus Safety
Campus Safety Officer
Ed Armstrong
Jari Dillenito

Facilities
Maintenance Worker III
(vacant)

Information Technology
Coordinator I
Be Phan

Instruction

Public Information Office
Communications/Customer Service Tech. II
Sally Chavez

Student Services
Coordinator IV
Linda Lettau

Coordinator IV
Robyn Fittlind

Coordinator IV
Gail Lotimado

Specialist I
(Perr Part Time - 50%)
(vacant)

07/01/2008
Certification of Continued Compliance with Eligibility Requirements

Photo By Ana M. Guzman
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.

2. MISSION
College of the Canyons provides relevant academic education at the lower-division level, workforce training for businesses and lifelong learning programs for all who seek these opportunities. The College helps students with diverse interests and needs meet their educational goals and develop learning strategies required of productive citizens in an ever-changing world.

3. GOVERNING BOARD
A five-member Board of Trustees governs the Santa Clarita Community College District. The Trustees are elected to the Board for four-year terms. 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. The Board holds monthly meetings open to the public with notices and agendas widely posted in advance.

4. CHIEF EXECUTIVE OFFICER
The Board selects the chief executive officer (CEO) of the College. Dr. Dianne G. Van Hook, Chancellor-President of College of the Canyons-Santa Clarita Community College District, is the CEO, whose primary responsibility is to the institution. Dr. Van Hook became Superintendent-President in July 1988 and became Chancellor-President on July 1, 2008.

5. ADMINISTRATIVE CAPACITY
The administration is adequate in number, experience and qualifications to provide appropriate administrative oversight. The senior staff is very stable with minimal turnover. The Chancellor-President has led the College for 20 years, the longest of any currently sitting California community college CEO. Executive Cabinet annually provides the Chancellor with staffing plans that evaluate and assess the need for changes.

6. OPERATIONAL STATUS
Students are enrolled in a variety of courses that lead to two-year degrees, certificates of proficiency, specializations, skills certificates, and transfer, and that lead to placement in the workforce, in internships and in professions.

7. DEGREES
The majority of the College’s offerings are in programs that lead to degrees, as described in the College’s Catalog. A significant number of students enroll in these courses and the numbers of students earning degrees continues to grow. Degree opportunities and transfer courses are also clearly identified in the Catalog.

8. EDUCATIONAL PROGRAMS
The College’s educational programs are consistent with its mission, are based on recognized fields of study, are of sufficient content and length, and maintain appropriate levels of quality and rigor for the degrees and programs 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 45 academic departments that offer courses and programs serving transfer-oriented students. These departments offer 51 associate degrees. In 2005-06 there were 957 associate degrees
Certification of Continued Compliance

WITH ELIGIBILITY REQUIREMENTS

awarded by these departments. The College has 24 departments/programs that offer occupational certificates and degrees. These departments offer 27 associate degrees, 30 Certificates of Achievement and 10 Certificates of Completion. Associate in Arts and Associate in Science degrees generally require 60 semester units including 21 units of general education. Certificates of Proficiency require a minimum of 30 units. Skills Certificates require fewer than 18 units of course work.

9. ACADEMIC CREDIT
Academic credit is based on Title 5, Section 55002.5 of the California Administrative Code.

10. STUDENT LEARNING OUTCOMES
The College defines and publishes program student learning outcomes (SLOs) in course outlines, in the College Catalog, in occupational brochures, and in instructional planning documents that are reviewed and updated every two years.

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 (Title 5 – 55806). The quality and rigor of these courses is consistent with the academic standards appropriate to higher education. The general education component of programs is consistent with statewide standards.

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 recently reviewed and updated the institution’s Academic Freedom Principles and Guidelines Statement.

13. FACULTY
The District has 197 (Fall 2008) full-time faculty and 429 adjunct instructors teaching at the College. The names, degrees and years of employment of full-time faculty are listed in the College Catalog. The faculty serves approximately 21,000 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 Faculty Handbook and in the contracts between the Santa Clarita Community College District and the College of the Canyons Faculty Association and the American Federation of Teachers.

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, Testing Center, Extended Opportunity Programs & Services, Assessment Center, Athletics, Bookstore, Cafeteria, Career Services & Job Placement, Center for Applied Competitive Technologies, Center for Early Childhood Education, Community Education, Cooperative Work Experience, Counseling & Program Advisement, Disabled Students Programs & Services, Distance Education, Employee Training Institute, Extended Opportunities Programs & Services/Cooperative Agencies Resources for Education, Financial Aid/Scholarship, Foundation, High Intensity Transfer & Enrichment, High Tech Center, Human Resources, International Students Program, Library, Math, Engineering & Science Achievement, Open Media Lab, Outreach, Performing Arts Center, Progressive Adult College Education, Public Information, Sports Information, Campus
Safety, Small Business Development Center, STAR Telephone Registration, Student Business Office, Student Development, Student Health & Wellness Center, Traffic School, Transfer Center, Tutoring/Learning/Computing Lab, University Center, and Volunteer & Service Learning Center.

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, the schedules of classes and on the College’s Web site. 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 Library and the Tutoring/Learning/Computing Lab.

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. The District maintains adequate reserve levels for contingencies and for expansion and maintains a six 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 to only fund additional one-time expenses. The District maintains conservative financial management policies and practices that ensure continued fiscal stability for the foreseeable future, using a California Community College System Office (CCCSO) Sound Fiscal Management Self-Assessment Checklist as a tool 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. The auditing firm employs Audits of Colleges and Universities, published by the American Institute of Certified Public Accountants. The Board of Trustees reviews the audit findings, exceptions, letters to management, and any recommendations made by the contracted auditing firm. The annual audits have been outstanding with no audit exceptions and no material weaknesses identified in more than ten years. The District received only two audit findings during the last six years and has not received any negative reviews.

19. INSTITUTIONAL PLANNING AND EVALUATION
The descriptive summaries, self-evaluations and planning agendas within the Self Study, along with sections in the standards that specifically address planning, demonstrate wide-ranging basic planning for the development of the College. The results of goals, strategies and outcomes of the College’s Educational and Facilities Master Plans are reviewed on an annual basis. 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, the Educational and Facilities Master Plans, budget development documents, Technology Plan, and annual departmental plans. These are all updated on regular cycles. The College Planning Team (CPT) reviews these reports and publications, documenting the ac-
Certification of Continued Compliance

WITH ELIGIBILITY REQUIREMENTS

...tivities aimed at improving programs and services. New District Educational and Facilities Master Plans have just been completed.

20. PUBLIC INFORMATION
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, on its Web site, in the Educational and Facilities Master Plans, and on attractive posters placed in visible locations across both campuses and off-campus locations. The College Catalog, schedules of classes and the Web site 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 Web pages where needed. The College also provides information and reminders about various activities such as College performances or important deadlines such as late registration and financial aid by direct mail, email and through several other media. 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 and on the Web site.

21. RELATIONS WITH THE ACCREDITING COMMISSION
The Board of the College provides assurance that the College adheres to the eligibility requirements and accreditation standards and policies of the Commission in its policies.
Responses to the Previous Comprehensive Evaluation

Photo By Debi Shaughnessy
Responses to Recommendations of the 2002 College of the Canyons Self-Study

In response to the recommendations made by the 2002 visiting team, the leadership of the College immediately began to assess the College’s capacity for improvement in the five specific areas recommended, as well as assessing how reporting the College’s existing practices in each of those areas can be improved. The College immediately took the initiative to comprehensively address each recommendation. The 2005 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. Where activities are ongoing, reference is made to the Mid-Term Report.

In 2002, the accreditation team recommended that “with the exception of substandard 3.B.2, the College respond to the same ‘standard-specific’ recommendations in 1 and 2.” In 1, the team recommended that the College demonstrate that it has applied a systematic evaluation of the outcomes in evaluating planning and achievements. Recommendation 2 suggested that the College implement goal 6 from Beyond the Year 2000 Strategic Plan. Therefore, to avoid repetition in the responses, recommendations 1 and 2 and substandard 3.B.2 are addressed together.

Recommendation 1 and 2

Standard 1: Institutional Mission and Effectiveness

(1) To ensure that the planning progress continues, the team recommends that systematic evaluation of planning activities and outcomes that document College of the Canyons’ achievements be implemented.

(2) The team recommends that the college implement goal 6 of the current Beyond the Year 2000: Strategic Plan to systematically evaluate planning activities and outcomes that document College of the Canyons’ achievements. (Standards 3.A.3, 3.A.4, 3.B.2, 3.B.3, 3.C.1, 3.C.3; 4.B.3, 4.B.4, 4.B.6, 4.D.3; 5.10; 6.7; 10.A.3)

3.A.3 The institution has developed and implemented the means for evaluating how well, and in what ways, it accomplishes its mission and purpose.

The College has a variety of decentralized, ongoing planning and evaluating groups that meet both regularly and irregularly depending on the goals and orientations of each group. These planning and evaluation groups include College-wide committees, operational teams, ad hoc committees, divisions and departments, retreats, etc. Each group sets general and specific goals, establishes plans to reach these goals and evaluates the steps needed to achieve its goals. At opportune times, each group refines, improves and changes its plans to achieve each goal toward accomplishing the College’s mission and purpose. In addition, each group is comprised of representatives from all across the campus who each have primary opportunities to engage in both planning and assessment of how each group contributes to the accomplishment of the College’s mission and purpose. Prominent examples of these ongoing forums and research projects were identified in the Mid-Term Report.

All of these groups and committees are engaged in planning and conduct needs assessments, identify outcomes and how outcomes will be evaluated, set priorities, develop activities and timelines, and identify needed resources and strategies for success. These activities and instructional and non-instructional program reviews are published on the Intranet and in print copies.

The College Planning Team (CPT) is the umbrella decision-making group, consisting of campus-wide representation, that serves as the venue in which the campus collectively assesses,
plans, and evaluates how and in what ways the College is achieving its mission, purpose and strategic goals. This group synthesizes and articulates the College's priorities based upon the planning activities of the academic, student services, fiscal, human resources, and research and development departments, and also considers external community, state and national factors that impact institutional planning.

Recently, the CPT has directed attention to several “access and success” issues, primarily discussing implications from the 2007 Annual Student Survey and academic program reviews. In addition, the CPT has revisited and modified the institution’s Mission Statement, received updates on the accreditation teams’ progress, discussed strategies to implement the Basic Skills Initiative, conducted research related to the Accountability Reporting for the Community Colleges (ARCC) report, restructured the Professional Development Coordinating Committee to include representation from each campus group (classified, faculty, administration) and, while emphasizing a focus on big-picture issues, received updates on educational grants and provided substantive input into the Education and Facilities Master Plans.

3.A.4 The institution provides evidence that its program evaluations lead to improvement of programs and services.

Among the most comprehensive documents that annually articulate the improvements the College is making in its programs and services as a result of program evaluations are the College’s strategic plan documents: Beyond the Year 2005: Strategic Goals and Beyond the Year 2005: Strategic Accomplishments (being updated to 2008), as well as the Annual Program Planning and Review and the Annual List of Accomplishments published by the CCCSO. Collectively, they summarize outcomes that are the result of program assessment, planning and implementation campus-wide.

The Strategic Plan reports summarize the progress towards meeting goals that have been prioritized by the College as a whole to improve programs and services overall. Every academic department completes a program review annually and the reviews are published in the Annual Program and Planning and Review document compiled by the Institutional Development and Technology Office (IDTO). Non-instructional programs complete program reviews at least once every three years, most recently completed in 2008.

The Chancellor provides the Board of Trustees an annual formal and detailed account of the status of the District’s progress towards achieving its goals. This report, along with the District’s Strategic Plan, provides future goals and summaries of topics relevant to the state of the College and the community. The improvements made are those that are of paramount interest to the Board and the Chancellor.

For example, one of the desired improvements listed in the Strategic Plan was to plan for new educational programs to meet both transfer and career/technical student needs. The outcome was that several courses and programs have been added and/or expanded from 2002-08, as shown below:

- Created 869 new courses including special topics and instructional service agreements.
- Revised 1,143 courses including duplication.
- Developed 32 new instructional programs.
- Developed an online associate degree.
- Developed a nursing collaborative.
- Opened Academy of the Canyons and Early College High School.
- Initiated Winter Intersession term.
- Adopted a 16-week compressed calendar.
- Developed noncredit ESL and older adult programs.
- Established a Small Business Development Center and Business Technology Incubator Affiliates program.

3. B.2 The institution defines and integrates its evaluation and planning processes to identify priorities for improvement.
These activities are ongoing and were identified in the Mid-Term Report, 2005.

3.C.1 and 3.C.3 The institution specifies intended institutional outcomes and has clear documentation of their achievement. It further, systematically reviews and modifies, as appropriate, its institutional research efforts, evaluation processes, institutional plans, and planning processes to determine their ongoing utility for assessing institutional effectiveness.

Several separate but integrated campus groups set institutional goals and conduct institutional planning and evaluation of those goals. Among these groups are the CPT, the Enrollment Management Team, President’s Advisory Committee—Budget (PAC-B), and Executive Cabinet. Representation on each of these committees is campus-wide and includes the following offices: Instruction, Student Services, Research and Development, Communication and Marketing, and Physical and Fiscal Services, and representatives of these areas make recommendations and agree upon institutional outcomes, priorities and measurements of achievement. Divisions and departments both influence and are influenced by institutional outcomes, planning and evaluation.

Every three years the IDTO complies and publishes the District’s Strategic Plan. Included in the document are the instructional and non-instructional accomplishments in relationship to the previous set of goals. All other College plans and implementation activities are directly related to our Mission Statement and Strategic Plan. The College continues in a growth cycle. We have increased the student population and our programming. Information regarding all the changes is widely disseminated to the College and the community through multiple communications vehicles. The Chancellor routinely holds All-College meetings to update the internal College community, as well as disseminating information through the publications and groups listed below:

PUBLICATIONS
The Strategic Plan
Educational and Facilities Master Plans
Numerous surveys and reports (available in print and on the College Intranet)
Accreditation Reports
Just the Facts (Fact Book for College of the Canyons)
The Bottom Line (community and campus news brochure)
The Breaking News (community tabloid-style newsletter)

COLLEGIAL CONSULTATION TEAMS
CPT
PAC-B
Facilities Master Plan Task Force
Technology Committee
Safety Committee
Enrollment Management Team
Academic Senate
Classified Senate

OPERATIONAL TEAMS
Advocacy Team
COC Foundation
Institutional Advancement Team
Executive Cabinet
Cabinet
MAC
Division Deans
Classified Staffing Committee
Academic Staffing Committee
Professional Development Team
Flex Committee
Health and Welfare Committee
Food Services Committee
Bookstore Committee
Educational Travel Committee
Sabbatical Committee
The College reviews and modifies, as appropriate, its institutional research efforts, evaluation processes, institutional plans, and planning processes. Recently the IDTO facilitated two reviews of planning documents and outcome data. Also, the Office designed an enrollment management Web page on the Intranet to aid cross-campus communication of relevant research, planning and progress on enrollment-related concerns.

4.B.3 The institution identifies and makes public expected learning outcomes for its degree and certificate programs. Students completing programs demonstrate achievement of those stated learning outcomes.

Each department has defined and published degree and certificate program requirements relevant to its offerings. Courses are sequenced and offered each semester to ensure the timely completion of all program requirements within the department, regardless of which semester students enroll. A clearly defined process for obtaining degrees and certificates of accomplishment and certificates of completion is in the College Catalog.

The Curriculum Committee and the Academic Senate regularly review course- and program-level student learning outcomes (SLOs) to ensure that they have been appropriately incorporated into each course and departmental program and that they measure specific student learning outcomes. The creation of institutional-level SLOs was completed early in 2008 and involved faculty, staff and administration.

The SLO Committee continues to gather and create references and resources to assist faculty and staff with understanding and applying SLOs. Some of these resources are posted on the SLO Web page, http://www.canyons.edu:8081/Offices/SLO/. Training manuals were developed for faculty in Instruction and Student Services. Flex activities are offered each semester to assist faculty and staff with understanding, developing and applying SLOs to planning and evaluating student learning. Subsequent data collection continues to update and improve the measurable and reportable achievement of stated learning outcomes. (See also the section Student Learning Outcomes at College of the Canyons: Where We’ve Been, Where We Are Now.)

4.B.4 All degree programs are designed to provide students a significant introduction to the broad areas of knowledge, their theories and methods of inquiry, and focused study in at least one area of inquiry or established interdisciplinary core.

General education is the core of all degree programs, providing state-approved curricular focus. Each degree then includes courses that provide introductions to many diverse subject areas and include a diversity requirement. The major requires a minimum of 18 units in a defined program of study, and degrees typically require between 18-35 units of focused study in the major area. The Curriculum Committee, the Senate and the degree audits and articulation offices review adherence to these requirements.

4.B.6 The institution documents the technical and professional competence of students completing its vocational and occupational programs.

The Mid-Term Report, 2005 affirmed that vocational and occupational instructors stay abreast of proficiencies required in professional areas relevant to their disciplines, and they incorporate the review and practice of these proficiencies in their curriculum and course activities. The competencies are included in student tests and final exams and collectively the students’ success rates (success = grade C or above) are included in the annual program reviews. Mid-term and final reports are required of programs supported by VTEA grants. The IDTO conducts surveys on nurse alumnæ and their employers six months after nursing students graduate to determine the level at which the former students are applying competencies established by our nursing program. An Occupational Programs Student Survey is conducted, analyzed and published every fall and spring.
4. D.3 The evaluation of student learning and the award of credit are based upon clearly stated and published criteria. Credit awarded is consistent with student learning based on generally accepted norms and equivalencies.

Each credit course is designed with assessments and SLOs intended to help the instructor ascertain the level of student achievement of general knowledge and skills. The SLOs apply criteria that meet established norms and equivalencies and are published in course outlines, class syllabi and in the College Catalog. Academic programs and student support services that have been subjects of institutional research with reports published and also available on the Intranet include information designed to measure levels of student success or strategies for achieving success.

5.10 The institution systematically evaluates the appropriateness, adequacy, and effectiveness of its student services and uses the results of the evaluation as a basis for improvement.

The College, through the IDTO, conducts an annual student survey. The Fourth Annual Student Survey Analysis and Report was published in Spring 2007 and surveyed students’ impressions of instructional and student support services. The results of the survey and analysis are distributed to groups that include the College Planning Team, Management Advisory Council (MAC), Executive Cabinet, the Associated Student Government (ASG), Student Services, division deans, and department chairs. These groups utilized the data and findings to either affirm or implement changes in student support services. Many of the changes that have occurred since the last accreditation visit in 2002 were included in the Mid-Term Report, 2005. In addition, the following actions have occurred or continue to take place.

- Impacted parking, a traditional student complaint, has been assuaged with the addition of a new education center in Canyon Country. This new center accommodated 3,410 students (headcount) in its inaugural semester, Fall 2007, with 262 sections.
- Systematic evaluation of the appropriateness, adequacy and effectiveness of the student services is further facilitated by the inclusion of student representatives on institutional committees such as the College Planning Team, hiring, Calendar, Cafeteria, Bookstore, and Parking committees, as well as in Board meetings. The ASG meets twice a year for regularly scheduled joint meetings with the Board.
- Student surveys, campus-wide meetings and focus groups provide an ongoing forum to inform the College of the instructional program and support services that need to be implemented.
- The Student Development Office has conducted surveys to determine reasons why students have dropped out of the College. Additionally, they have surveyed students who applied but never attended. The results indicated that there are a variety of reasons. The College is reviewing the reasons so that they can be addressed in programming and support. One of the initiatives includes increasing financial support.

6.7 The institution plans for and systematically evaluates the adequacy and effectiveness of its learning and information resources and services and makes appropriate changes as necessary.

The College identified two goals in the 6.7 Planning Agenda section of the 2002 Self Study: Complete the non-instructional program review of Audiovisual Services and the Reprographic Center in 2002-03 and conduct annual student satisfaction surveys for Learning Resources.

Audiovisual Services and Reprographics have been separated into two offices under two different managers rather than one, as was the case during the last accreditation visit. Both areas completed non-instructional program reviews. Audiovisual Services has been combined with Computer Support Services.
Student satisfaction surveys for learning resources are conducted annually, most recently in Spring 2007. Also the IDTO conducted the Library Services Student Evaluation Survey. The TLC Lab conducted a faculty and point-of-service survey again in Fall 2007, and the report should be available by the time of the accreditation team visit. The TLC Lab survey reports have been conducted regularly, including Fall 2004 and Spring 2005, and report on student satisfaction with services. In addition, satisfaction with resources is also part of the Annual Student Survey conducted in the spring each year (starting in Spring 2004) and the program services survey conducted in the fall and spring semesters in nursing includes satisfaction items (starting in Spring 2004).

Primary learning resources include the Library, TLC Lab, and Audiovisual Services. Both the Library and TLC Lab have completed annual program reviews and recent adjustments have been made to provide students more flexible hours of access.

The Library added 3,295 volumes to the collection between 2004-05 and 2006-07, since the Mid-Term Report, 2005. This is an increase of 16.3 percent since the 2002 accreditation report. Also, 344 videos/DVDs were added to the collection between 2004-05 and 2006-07. The Library faculty conducted 82 bibliographic instruction sessions to a total of 2,050 students in 2006-07.

The reorganization of the Public Information Office (PIO), Repographics and the Graphic Design Center was described in the Mid-Term Report. The PIO, which reports to the Vice President, District Communication, Marketing and External Relations, went through an organizational transition at the time. The College’s rapid expansion in instructional and performing arts facilities that began in 2002 resulted in functional adjustments and greatly increased daily activities in these offices.

The District is very responsive to budget requests to increase hours of operation, the number of tutors, the number of workshops offered, and the amount of materials and supplies. The same support services and online databases available on the Valencia campus are available on the Canyon Country campus.

10. A.3 The governing board establishes broad institutional policies and appropriately delegates responsibility to implement these policies. The governing board regularly evaluates its policies and practices and revises them as necessary.

There is a process in place for ongoing review of Board Policies and changes to them. The Board focuses its attention on policy issues and clearly delegates the implementation of them to the Chancellor and her staff. Many reviews and changes in Board Policies have taken place since 2002.

RECOMMENDATION 3

STANDARD 4: EDUCATIONAL PROGRAMS

The college should begin the assessment of expected student learning outcomes in order to assure quality and promote excellence. (Standards 4.B.3, 4.B.4, 4.B.6, 4.D.3).

RECOMMENDATION 4

STANDARD 5:
STUDENT SUPPORT AND DEVELOPMENT

Student support services systematically evaluate progress towards achieving annual goals and that each department participate fully (Standard 5.10).
See 5.10 above in Recommendation 1 and 2.

RECOMMENDATION 5

STANDARD 6:
INFORMATION AND LEARNING RESOURCES

That the college develop a formula for the stable funding of library materials and tutorial services. (Standard 6.5, 6.7)

6.5 The institution provides sufficient and consistent financial support for the effective maintenance, security, and improvement of its information and learning resources.

The stable funding of library materials and tutorial services is a high College priority. Over the past few years, interested parties have held periodic meetings to discuss how a formula to ensure stable funding for these materials and services can be both derived and applied. While many ideas for a formula were discussed, the attendees were unable to determine a formula that would address the constantly changing needs of students for library and tutorial services. As the College has a record of regular enrollment growth, such needs are difficult to anticipate. The decision, therefore, was to fund these needs as they arise. The percentage increase in volumes held by the Library is documented above, and another example is the opening in Fall 2007 of a new Library and TLC Lab at the new Canyon Country Education Center. In Spring 2008 the physical facility was enlarged and services, materials and hours of operation were increased to provide more access to students during high-traffic hours.

RECOMMENDATION 6

STANDARD 10:
GOVERNANCE AND ADMINISTRATION

The Committee recommends that the Board of Trustees review and follow its established policy for self-evaluation (Standard 10.A.3, 10.A.5).
10. A.3 The governing board establishes broad institutional policies and appropriately delegates responsibility to implement these policies. The governing board regularly evaluates its policies and practices and revises them as necessary. The Board adheres to this standard as stated above in Recommendation 1 and 2.

10.A.5 The size, duties, responsibilities, ethical conduct requirements, structure and operating procedures, and process for assessing the performance of the governing board are clearly defined and published in board policies or by-laws. The board acts in a manner consistent with them.

The Board of Trustees adheres to this standard as stated above in Recommendation 1 and 2. Additionally, the Board holds an annual meeting to evaluate its actions and includes input from the Executive Cabinet. The most recent evaluation was held on April 23, 2008.

Board members regularly participate in professional organizations, which provide input on Board policies, practices and how to evaluate them. Board members regularly attend each CCLC conference, the ACCT National Legislative Conference, the Community College Trustee Association, the Santa Clarita Valley Trustee Association, and the California State Board Association. Also, the Board regularly receives a legislative update in public meetings.
Standard I: Institutional Mission and Effectiveness
### Standard I Theme Guide

<table>
<thead>
<tr>
<th>Institutional Commitments</th>
<th>Evaluation, Planning, and Improvement</th>
<th>Student Learning Outcomes</th>
<th>Organization</th>
<th>Dialogue</th>
<th>Institutional Integrity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commitment to Mission and emphasis on achievement of student learning</td>
<td>Effectiveness of processes, polices, organization</td>
<td>Processes for developing, measuring and assessing SLOs at the course, program and degree levels</td>
<td>Adequate staff to support SLOs (not applicable)</td>
<td>Should guide institutional change I.A.1 I.B.1 - I.B.7</td>
<td>Honest, truthful, and clear in publications I.A.2 I.A.4 I.B.3 I.B.5</td>
</tr>
<tr>
<td>Consistency between mission and goals</td>
<td>Student achievement and learning</td>
<td>Processes for development, measuring and assessing SLOs in student support services</td>
<td>Resources to support evaluating SLOs I.B.1 I.B.4</td>
<td>Should include all members of college community I.A.3 I.B.1 I.B.4</td>
<td>Intentions (not applicable) Policies (not applicable)</td>
</tr>
<tr>
<td>Student achievement and learning</td>
<td>Improvement</td>
<td>How does dialogue about these assessment results lead to improvement of learning, teaching and services? I.A.1 I.B.1 I.B.7</td>
<td>Resources to support making improvements in SLOs I.B.1</td>
<td>Based on reliable qualitative and quantitative information I.B.1 I.B.3 I.B.5</td>
<td>Practices I.A.4 I.B.2 I.B.3 I.B.5</td>
</tr>
<tr>
<td>Mission guides institutional actions</td>
<td>Planning, Implementation, reevaluation</td>
<td>SLOs tied to key institutional processes I.A.1</td>
<td>Organizational structure: communication in support of SLOs I.B.1</td>
<td>Should be broadly communicated I.A.2 I.A.3 I.B.1 I.B.2</td>
<td>Academic freedom (not applicable) Academic honesty (not applicable)</td>
</tr>
<tr>
<td>Institution regularly revises Mission</td>
<td>College self-analysis and dialogue leads to improvement of learning and teaching I.A.1 - 4 I.B.1 I.B.4 I.B.7</td>
<td>Organizational structure: decision making in support of SLOs I.B.1</td>
<td>Should result in ongoing self-reflection and improvement I.B.1 I.B.7</td>
<td></td>
<td>Free inquiry for students (not applicable) Equity and diversity I.B.5</td>
</tr>
</tbody>
</table>

Note: This grid was used to focus the attention of this standard committee on the six themes specified by the Accrediting Commission. The words in the boxes were used as prompts.
IA: Mission
The Mission Statement defines our institutional commitments to high-quality education and to institutional integrity, and along with our Philosophy and Vision Statements, is the basis for all other planning and evaluation endeavors at the College.
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.

A. MISSION
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’ educational purpose is clearly articulated in the following statement of its mission, vision and philosophy.

• Mission
College of the Canyons provides relevant academic education at the lower division level, workforce training for businesses and lifelong learning programs for all who seek those opportunities. College of the Canyons will help students with diverse interests and needs meet their educational goals and develop learning strategies required of productive citizens in an ever-changing world.

• Vision
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.

• Philosophy
We believe in the following values:
Teaching & 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 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 our 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, spontaneous, and welcome changes that will enhance the college’s ability to fulfill its mission.

As a California community college, College of the Canyons has open access and serves anyone who can benefit from instruction under the regulations specified in California Education Code Title 5. The Mission Statement recognizes that the College’s students have varying interests and diverse educational goals. For example, the educational goals of students in Fall 2007 are listed in the chart on page IA-3 (Ref. E. 1). While many students are interested in obtaining an associate degree and transferring to a four-year institution, almost as many as are interested in updating their job skills. Furthermore, the total number of students with one of the other educational goals exceeds the number interested in transferring with a degree and the number of students interested in upgrading their job skills.
The ethnic composition of our students has changed significantly since 1970 (Ref. E.1). The percentage of white students has reduced from 92 percent to 45 percent. Even since 2000, the percentage of Latino students has increased significantly, from 19 percent to 27 percent. The number of students receiving Board of Governors (BOG) waivers for enrollment fees has increased from 1,391 to 3,589.
### Historical Changes in Ethnic Composition

<table>
<thead>
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<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Asian/Pac Islander</td>
<td>*</td>
<td>*</td>
<td>4%</td>
<td>5%</td>
<td>6%</td>
</tr>
<tr>
<td>African American</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>4%</td>
<td>6%</td>
</tr>
<tr>
<td>Filipino</td>
<td>*</td>
<td>*</td>
<td>2%</td>
<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td>Latino</td>
<td>5%</td>
<td>10%</td>
<td>11%</td>
<td>19%</td>
<td>27%</td>
</tr>
<tr>
<td>Native American</td>
<td>*</td>
<td>*</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Other</td>
<td>1%</td>
<td>7%</td>
<td>2%</td>
<td>6%</td>
<td>4%</td>
</tr>
<tr>
<td>White</td>
<td>92%</td>
<td>81%</td>
<td>79%</td>
<td>56%</td>
<td>45%</td>
</tr>
<tr>
<td>Unknown/Declined to State</td>
<td>*</td>
<td>*</td>
<td>0%</td>
<td>7%</td>
<td>9%</td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>1,141</td>
<td>3,589</td>
<td>6,502</td>
<td>10,891</td>
<td>21,300</td>
</tr>
</tbody>
</table>

**Note:** *Asian/Pac Islander, Filipino, Native American and Unknown were not reported as separate groups during these periods.*

### Number of Student Receiving Board of Governor’s Fee Waivers

The College serves 1,295 students concurrently enrolled in high school, including the middle college high school located on the Valencia campus and the early college high school previously located on the Canyon Country campus (Ref. E. 1). Our students have diverse skills when they enter the College. For example, students’ placements in math range from arithmetic to calculus. Although there is tremendous range in placement, 27 percent place into transferable math and 73 percent place into remedial math. Similarly, 12 percent of students place into transferable English and 88 percent place into remedial English. While 81 percent of our students work, the number of hours worked ranges considerably: 13 percent work full-time, 16 percent work 30 to 39 hours per week, 28 percent work 20 to 29 hours per week, 16 percent work 10 to 19 hours per week, and 8 percent work 1 to 9 hours per week.
Since 1970, the area's population has grown from 48,942 residents to 251,265 (Ref. E.1). Furthermore, the community is expected to grow to 391,639 by 2030. The majority (60 percent) of the local high school graduates attend the College. The diversity of the student population in terms of needs, interests and goals, requires that the College continually evaluate its educational programs and support services.

The diversity of students’ backgrounds, interests and needs are reflected in the Mission Statement. By focusing on the needs of the students and helping them achieve their educational goals, the College must stay responsive, adapting to changes in needs, interests and goals, modifying programs and services for these needs. Including these concerns in the Mission Statement is critical because the Mission Statement drives planning, the development of programs and services and allocation of resources for the College. The College's commitment to its mission of helping students achieve their goals is evident from the wide range of programs, which include the Student Equity Plan, counseling courses, online resources, tutorials, study skills workshops, Associate Program, Institute of Teaching and Learning, Flex, CWEE, Service Learning, Tutoring/Learning/Computing (TLC) Lab, International Students, DSP&S, EOPS, PACE, Hite and Honors, Student Services, Institutional Research, sabbatical requests, PAC-B, staffing requests, and Empower Hour: First Year Experience workshops through Student Services.

SELF EVALUATION
The Mission Statement reflects a significant revision made in 2007-08. It defines the major purposes critical to the educational and economic health of the local community: lower-division education, workforce training and lifelong learning. The Mission Statement recognizes that students come to the College with a diversity of interests and needs. The rationale for revising the Mission Statement reflects the College's commitment to providing services for students with diverse needs.

PLANNING AGENDA
None.

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

DESCRIPTIVE SUMMARY
As indicated in the Mission Statement, the College has a diverse mission, including lower-division instruction, workforce training for businesses and lifelong learning programs for all who seek these opportunities. Our goal is to help students with
diverse interests and needs meet their educational goals and
develop learning strategies required of productive citizens in an
ever-changing world. This mission and the fact that the College
serves a fast-growing community with a changing student pop-
ulation, requires that the College must remain flexible and look
for innovative strategies to achieve our goals (one of the Col-
lege’s Strategic Goals). Some of these strategies are evident in
the following samples of achievements:
• Revised 1,143 courses since 2002;
• Developed 32 new instructional programs since 2002, in-
cluding Animation Production (certificate, degree); Com-
puter Animation (certificate, degree); Commercial
Photography (certificate); Automotive Technology (certifi-
cate, degree); Biotechnology (certificate); Construction
Management Technology (certificate, degree); Building In-
spection (certificate); Culinary Arts (certificate); Theater –
General Option (degree); Theater – Performance Option
(degree); Video Game Animation (certificate, degree); Film/Video
Production (certificate, degree); Graphic Design (certificate,
degree); Interior Decorating – Merchandising (certificate);
Landscape Maintenance (certificate, degree); Paralegal Stud-
ies (degree); Photography (certificate, degree); Audio/Radio
Production (certificate, degree); Recreation Management
(degree); Retail Management (certificate); American Sign
Language Interpreting (degree); Land Surveying (certificate,
degree);
• Developed an online associate degree that has 117 online
courses;
• Created online services including College application,
registration, orientation, degree audit, and instructor drops;
• Expanded the interim University Center, offering 27
bachelor’s, master’s, and doctoral degrees and certificates;
• Opened the Canyon Country Campus;
• Expanded Project CREATE;
• Developed a nursing collaborative;
• Expanded the Teaching and Learning Institute;
• Opened Academy of the Canyons and Early College
High School;
• Offered Winter Intersession;
• Adopted a 16-week compressed calendar;
• Developed noncredit ESL and older adult programs;
• Established a Small Business Development Center and
Business Technology Incubator Affiliates program; and
• Provided services through the Economic Development
Division to 467 businesses in 2006-07.

The Mission Statement was developed from extensive dialogue
in the College Planning Team (CPT) (Ref. E. 2) and a sub-
committee of CPT over a period of approximately one year.
CPT includes faculty, staff, administrators, and students. These
members were critical to the development of the Mission State-
ment. One of the central issues was the need to connect the Mis-
sion Statement to student learning outcomes (SLOs). At the
same time, the College’s challenges regarding a diversity of pur-
poses, student needs, student interests, and student goals were
significant.

SLOs are defined at the course level, the program level and the
institutional level. Table 2 further describes SLOs (Ref. E. 3 )
and their connection between each level. At the broadest level,
the institutional outcomes are for all students to attain their ed-
ucational goals. Attaining their educational goals is specifically
incorporated into the Mission Statement. The educational goals
are then further refined into more specific SLOs for each area.
For example, the institutional outcomes measure for
students with a goal of transferring is further broken down into
institutional SLOs for each of the IGETC/CSUGE areas: Eng-
lish Communication, Mathematical Concepts, Arts and Hu-
manity, Social and Behavioral Sciences, Physical and Biological
Sciences, Languages, and Lifelong Learning. The SLOs for each
of these areas are directly tied to the SLOs for courses taught
within the corresponding areas.
**Student Learning Outcomes at the Course, Program, and Institutional Level**

<table>
<thead>
<tr>
<th>Focus</th>
<th>Types of Student Learning Outcome</th>
<th>Examples</th>
</tr>
</thead>
</table>
| 1. Achieving course outcomes | Course-level | Math 070 Intermediate Algebra: Students will be able to graph linear quadratic, simple polynomial, exponential, logarithmic functions and conic sections.  
Psychology 101 Intro to Psychology: Students will be able to describe, compare and contrast the major perspectives in psychology including psychodynamic, behavioristic, humanistic, cognitive, and physiological/evolutionary. |
| 2. Achieving program outcomes | Program-level | Nursing: Students will demonstrate mastery of nursing concepts by passing the national licensure exam, NCLEX.  
Animation: Students will be able to design and assemble models in a 3D environment.  
Dance: Students will be able to articulate and discuss differences between dance genres. |
| 3. Attaining their educational goal and learning outcomes | Institutional level (or disaggregated to program level) | Transfer rate  
Students will develop competency in (IGETC areas):  
- English Communication (IGETC, CSUGE)  
- Mathematical Concepts and Quantitative Reasoning (IGETC, CSUGE);  
- Arts and Humanity (IGETC, CSUGE);  
- Social and Behavioral Sciences (IGETC, CSUGE);  
- Physical and Biological Sciences (IGETC, CSUGE);  
- Languages other than English (IGETC); and  
- Lifelong Understanding and Self-development (CSUGE)  
Rate of degree completion.  
Improvement of job skills (e.g. rate of certificate completion and ratings of job-skill development after completing course/program.).  
Ratings of degree of personal development. |
| 4. Success after attending the community college | Institutional level (or disaggregated to program level) | Ratings of skills by employers after certificate completion  
Degree of success after transfer. |
The College has a rich history of assessing our progress in meeting the needs of our student population. This includes institutional research studies, annual student survey, alumni surveys, focus groups, annual academic program reviews, non-instructional program reviews, student equity plans, and research related to grant requests. While traditional student outcomes measures, such as transfer and degree completion rates, are still used, these measures are being augmented with additional measures of student learning outcomes. Examples of these include rubrics of capstone projects, common final exams for key courses, pass rates for licensure exams, and ratings of employers of graduates on program learning outcomes. Specific examples for the institutional, department and course levels can be seen in institutional research reports (Ref. E.4), research briefs (Ref. E.5), evaluation briefs (Ref. E.6), annual academic program reviews (Ref. E.7), non-instructional program reviews (Ref. E.8), the Fact Book (Ref. E.1), Fact Sheet (Ref. E.9), matriculation research projects (Ref. E.10), the Student Equity Plan (Ref. E.11), Educational Master Plan (Ref. E.12), and Strategic Plan (Ref. E.13).

SELF EVALUATION
The College has extensive student learning programs and services that are well aligned with our purpose, character and student population. Because our community and students are changing rapidly, the College will need to continue regular reviews of programs and services and their alignment with the needs of our students ensuring that our Mission Statement and resulting programs and services are relevant and address the needs of our students.

PLANNING AGENDA
None.

2. The mission statement is approved by the governing board and published.

DESCRIPTIVE SUMMARY
The revised Mission Statement was approved at the March 12, 2008 Board of Trustees’ meeting (Ref. E.14). It is published in the College Catalog (Ref. E.15), Fact Book (Ref. E.1), Educational and Facilities Master Plan (Ref. E.12), on the College Web page (Ref. E.16), and on posters at many campus locations (Ref. E.17).

SELF EVALUATION
The College has a Mission Statement that is current, appropriately approved and broadly disseminated.

PLANNING AGENDA
None.

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
The CPT, composed of faculty, staff, administrators and students, reviews the Mission Statement on a regular basis. While this often does not result in a significant revision, the review that began in Spring 2007 resulted in significant dialogue over a period of eleven months. Several changes were needed.

To assess the degree to which faculty, staff and administrators are familiar with the Mission Statement, a survey was conducted (Ref. E.18). The majority of managers (93 percent), faculty (88 percent) and staff (78 percent) indicated that they were familiar with the Mission Statement. Very few managers (3 percent), faculty (7 percent) and staff (3 percent) indicated that they strongly disagree or disagree with the Statement. The remainder of respondents provided a neutral response.

SELF EVALUATION
The survey results demonstrate that the Mission Statement is communicated well and the College community is familiar with it. Strategies for communicating the new Mission Statement to
the campus community, such as creating posters (Ref. E. 17) for distribution across campus and including the Statement in College publications (Ref. E. 15) and online (Ref. E. 16), ensures continued familiarity and understanding of it.

PLANNING AGENDA
None.

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

DESCRIPTIVE SUMMARY
As illustrated in the figure on this page, Decision Making at College of the Canyons, the College’s Mission Statement is central to the planning process. All department plans and institutional plans are expected to reflect the College’s Mission Statement, as well as all available research findings. Critical decisions regarding budget changes (augmentations and reductions), program development and service development result from these planning processes. They are also checked to ensure that they are connected to the College’s Mission Statement. For example, the President’s Advisory Committee-Budget (PAC-B) (Ref. E. 19) reviews and provides input to all budgets in the development process. PAC-B included directions in the Budget Development Guidelines (Ref. E. 20) to ensure that all requests were connected to the Mission Statement, as well as departmental and College-wide planning documents.

SELF EVALUATION
The Mission Statement, especially with the current revisions, is central to planning processes and decision making. The College is currently merging the annual academic program review and the budget development process and placing the process online.

PLANNING AGENDA
None.
IB: Improving Institutional Effectiveness
The College has produced 163 studies and research reports to help evaluate and assess the effectiveness and quality of the institution.
The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well and to what extent 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 evidence of the achievement of student learning outcomes and evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

B. IMPROVING INSTITUTIONAL EFFECTIVENESS

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

DESCRIPTIVE SUMMARY

The College provides a wide array of opportunities for faculty, staff and administrators to engage in dialogue about continuous improvement of student learning and institutional processes. In the regular meetings of each academic department and in biannual department retreats (Ref. E. 21), faculty members discuss how to improve courses and curricula and communicate the results of the ongoing assessments of student learning outcomes in selected courses. Department members also contribute to the annual academic program review (Ref. E. 7) in which current courses and curricula are defined and analyzed and future courses and programs are proposed.

In the regular meetings of each academic division (Ref. E. 22), faculty members engage in an interdepartmental dialogue, share effective teaching methods in “nuts and bolts” presentations, receive from their division deans important updates regarding College policies and facilities, and consider the impact of any changes for student success. Administrators and staff are frequent visitors to department and division meetings, and they communicate developments in areas such as articulation, matriculation and research. In addition, the agendas and discussions of the College’s major committees such as the President’s Advisory Council-Budget (PAC-B) (Ref. E. 19), the Academic Senate (Ref. E. 23), the Curriculum Committee (Ref. E. 24), and the Educational Technology (Ed Tech) Committee (Ref. E. 25) are presented to each division by the representatives elected to sit on these and other committees.

Throughout the year, the College’s nationally-recognized Professional Development Office provides a wide array of high-quality opportunities for all members of the College community, both full- and part-time, to understand institutional procedures and promote student success (Ref. E. 26). In Flex sessions and annual retreats, the College’s staff, faculty, administrators, and invited experts share their knowledge and skills in areas such as improving teaching and technology in the classroom, enhancing online instruction, meeting students’ special needs, utilizing College resources, understanding College policies and procedures, developing teamwork, and strengthening computer skills. The attendees’ evaluation of each workshop promotes the quality of the Flex program and encourages follow-up sessions, when warranted.

One specific professional development activity is the Leadership Education in Action Program (LEAP) (Ref. E. 27). This program allows staff, faculty and administrators to work together in teams on specific projects chosen by participants. The projects enable participants to have an impact on student learning or College processes while developing their leadership skills in an environment that allows people to develop the confidence to take risks needed for success.

As only 27 percent of the College’s new students place into transferable math and only 12 percent place into transferable English, the College’s Basic Skills Committee has organized multiple opportunities for staff and faculty to discuss basic skills issues. As a result of seminars facilitated by several professionals in the field, the College community is exploring a variety of pedagogical mod-
els to enhance student success in courses cross the curriculum including learning communities, cooperative learning, collaborative learning, and the use of supplemental basic skills courses (Ref. E. 28).

The College is committed to providing opportunities for faculty development with the goal of enhancing student learning and success. Examples of the College’s commitment include the Institute of Teaching and Learning (ITL) (Ref. E. 29) and the Associate Program (Ref. E. 30). ITL offers a wide range of courses to full- and part-time instructors such as Online Teaching, Using Technology in the Classroom, the History of the Community College, and Microteaching (which focuses on mini-lessons designed to enhance student motivation and learning). The Associate Program, a staff development program designed only for adjunct faculty, is comprised of a variety of similar courses. Completion of the Associate Program contributes to salary advancement.

Through a Title III grant, the College provides stipends to instructors who elect to test new teaching strategies in the classroom and evaluate the effectiveness of these strategies. Some of these studies are done in a cooperative fashion with several instructors utilizing the same instructional techniques across a variety of courses. As part of the grant program, the results of the projects are shared in Flex workshops with colleagues who can benefit from the findings (Ref. E. 29).

The Curriculum Committee assists faculty members in writing and revising curriculum, evaluating and articulating courses, and crafting SLOs and course objectives that promote critical thinking and that are amenable to assessment. These concerns are discussed when faculty members present their proposals to the Curriculum Committee for new or revised courses and programs (Ref. E. 24).

The College’s Distance Learning Office provides instructors of online and hybrid courses with relevant information including links to online training opportunities, which are of particular interest in the online teaching environment (Ref. E. 31).

Further dialogue between faculty, administrators and staff occurs in the Academic Senate, the Academic Program Advisory Committee, the CPT, the Student Equity Committee, the College Success Committee, the weekly meetings of the division deans, and in non-instructional program reviews. Additional dialogue and cooperation takes place between and among the staff of the Math, Engineering, Science Achievement (MESA) Program; Progressive Adult College Education (PACE) Program; Cooperative Work Experience Education (CWEE) Program; High Intensity Transfer Enrichment (HITEN)/Honors Program; Extended Opportunities Programs and Services (EOPS); Disabled Students Programs and Services (DSP&S); Service Learning; Education Travel; International Students Program (ISP); and other student support services.

Faculty work directly with the Matriculation Office in identifying and developing services for the Early Alert program to help students experiencing difficulties in the beginning of the semester (Ref. E. 10).

The Institutional Research Office (IRO) assesses student learning and institutional effectiveness through IR reports (Ref. E. 1, E. 10) on matriculation and placement tests, and on retention, persistence and student success rates. Every report is announced by email and made available to staff and faculty on the College Intranet (Ref. E. 4, E. 5, E. 6). Thus, the College community can learn what is being measured and how to use the data. Additional institutional research produces information for academic and non-instructional program reviews (Ref. E. 7, E. 8), educational master plans (Ref. E. 12), strategic plans (Ref. E. 13), and student equity plans (Ref. E. 11).

In addition to the opportunities discussed above, opportunities for information sharing include the following planning documents and committees:
These broad opportunities to engage in dialogue reflect an environment in which institutional effectiveness and innovation are encouraged. As evidenced in a recent survey (Ref. E. 18), these opportunities are recognized across the College. The majority of managers (98 percent), faculty (78 percent) and staff (80 percent) indicated that the College provides an environment that encourages innovation. Furthermore, the majority of managers (93 percent), faculty (69 percent) and staff (73 percent) also indicated that the College provides an environment that encourages institutional effectiveness. These elements are encouraging in sustaining meaningful dialogue.

Through its continuing dialogue, members of the College community appreciate the significance of research used in the evaluation of student learning. Individuals have access to all data that are relevant to their areas. Research reports, all academic program reviews, research briefs, evaluation briefs, master plans, strategic plans, student equity plans, and technology master plans are placed on the Intranet (Ref. E. 45). Furthermore, when a new report is completed and placed on the Intranet, an email is sent to all faculty, staff and administrators announcing the new report.

The ongoing conversation by College community members regarding College processes, curricula, courses, pedagogy, budget, growth, facilities, collegial relationships, technology, and enrollment management has been productive, as evidenced by the list in Standard I.A.

In addition new modes of teaching and learning have been explored such as summer field trips, field studies, project-based learning, and online modes such as “Second Life” virtual worlds, open educational resources, Web conferences, and iTunesU.

Reflecting the College’s commitment to expanding students’ educational options, the College developed a wide range of noncredit courses including a variety of basic skills courses, ESL and VESL (vocational ESL) courses, courses for older adults (available in nine community locations), vocational courses, and high school enrichment courses. Since Fall 2007, 1,196 students have benefited from noncredit instruction at the College.
In Fall 2007 1,295 high school students received instruction at the College through concurrent enrollment, up from 931 students in Fall 2002 (Ref. E. 1).

Since 2002, through the University Center (Ref. E. 46), located on the Valencia campus, more than 11,000 students have had local access to twenty-eight credentials and degrees (including bachelor’s, master’s and doctoral degrees) offered by seven college and university partners. All of these courses and programs provide students with lifelong learning opportunities, as well as college prep and college transfer opportunities.

All of the above developments that benefit student learning are the product of a continuing dialogue across and between departments, divisions, committees, and the administration. Each department uses data such as evidence from SLO assessment studies and annual academic program reviews to set goals, meet them, move programs forward, and improve them. In addition, students benefit from revised faculty evaluation procedures and criteria. Finally, through enrollment management, the College determines how to reach more students.

SELF EVALUATION

Members of the College community are expected to communicate with all constituencies of the College community. The College strives to provide access to information that is both accurate and timely. The College has, in fact, succeeded in promoting dialogue in and between the groups noted in the previous section, and the members of the College community understand that the goal of this dialogue is to promote student learning and institutional effectiveness. Additional examples of successful communication include the information made available in report form and online.

More communication and collegial consultation are needed, however, across all groups. Enhanced dialogue between groups can clarify what each group is doing, assist individuals who wish to be involved in a given group, give the various groups a way to visualize interrelationships between the groups, help groups work together towards a larger goal, and eliminate redundant efforts. In addition, members of the campus community should be encouraged to read the College’s Decision Making guide (Ref. E. 33), which explains the interrelationship between groups and how the various elements of the campus community fit together. The College’s Intranet (Ref. E. 45) has been revised and updated to improve access to information. The College’s home page (Ref. E. 16) has been enhanced with basic information, FAQs and links to sites of common interest. The dissemination of information through the collegial consultation teams and the Academic Senate could be improved, for example, by posting on the Intranet the minutes from the meetings of these committees (Ref. E. 23).

The College needs to continue dialogue about SLOs. As more faculty, staff and administrators complete additional measurement cycles, information should be shared to learn from each other and build coherent systems that support students’ learning and College 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.

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 College has articulated eleven Strategic Goals.

Teaching and Learning
College of the Canyons will provide a positive environment and necessary resources to support excellent teaching and student success.

**Student Support**
College of the Canyons will provide student support services to facilitate student success and maximize student opportunity.

**Cultural Diversity**
College of the Canyons will promote cultural diversity of the community, students and staff.

**Human Resources**
College of the Canyons will select and develop high-quality staff.

**Institutional Advancement**
College of the Canyons will generate support, resources, networks and information to enhance the College's success.

**Institutional Effectiveness**
College of the Canyons will evaluate progress being made toward College goals on a continuous basis.

**Financial Stability**
College of the Canyons will provide and develop financial resources to maintain and improve programs and services consistent with institutional commitments (mission, goals, and objectives).

**Technological Advancement**
College of the Canyons will utilize state-of-the-art technologies to enhance programs.

**Physical Resources**
College of the Canyons will provide facilities that are clean, efficient, safe and aesthetically pleasing to support College programs and services.

**Innovation**
College of the Canyons will dare to dream and make it happen!

**Campus Climate**
College of the Canyons will enhance and support a sense of community and cooperation on campus.

For each of the College’s Strategic Goals, several specific, measurable action priorities are identified. These action priorities are specific so it is possible to assess whether or not they have been met. For example, in the 2001 Strategic Plan, 197 objectives were identified. Of the 197 objectives, 192 (97 percent) were met. These objectives are individually listed in *College of the Canyons Beyond the Year 2005: Strategic Accomplishments* (Ref. E. 13). New goals and specific objectives are listed in *College of the Canyons Beyond the Year 2005: Strategic Goals* (Ref. E. 13). These Strategic Goals are tied to the Mission and Vision statements and ultimately to SLOs. These goals are also connected to departmental planning, data collection, program advisory committees, other committee conversations, and decisions regarding both academic and non-academic concerns. A constant two-way flow of information about community and local business needs is facilitated by staff/faculty involvement in numerous groups, organizations, service clubs, and local government incentives. This flow of information provides valuable input into needs for new and updated programs that the College might be able to provide.

These Strategic Goals are articulated at All-College (Ref. E. 45) meetings, the annual Opening Day event, Board of Trustees meetings (Ref. E. 14) and in planning groups such as the CPT (Ref. E. 2) and the Management Advisory Council (MAC) (Ref. E. 39). Furthermore, the College’s Strategic Goals are available online and are included in master plans, strategic plans and *Decision Making at College of the Canyons* (Ref. E. 36).

As a result of the flow of communication, the College community has a broad understanding of the goals of the institution and the processes used to implement them. A recent survey (Ref. E. 18) confirmed the broad awareness of the College’s Strategic Goals. The majority of managers (94 percent), faculty (64 percent) and staff (65 percent) indicated that they are familiar with the College’s Strategic Goals. Neutral responses were indicated by 6, 16, and 17 percent of respondents, respectively. The majority of managers (98 percent), faculty (86 percent) and staff (86 percent) also indicated that the Mission Statement, Vision Statement and Strategic Plan provide a framework for the College. Neutral responses were indicated by 2, 10, and 9 percent of respondents, respectively. Furthermore, the majority of man-
agers (96 percent), faculty (65 percent) and staff (84 percent) indicated that their department's planning is aligned with the College's Strategic Goals. Neutral responses were indicated by 4, 27, and 12 percent of respondents, respectively. The majority of managers (89 percent), faculty (61 percent) and staff (68 percent) indicated that their departments' budget requests are based on the College's overall Strategic Goals in order to provide new opportunities to our community. Neutral responses were indicated by 7, 24, and 17 percent of respondents, respectively.

Members of the College community not only have an understanding of the College’s goals and work towards their achievement, they also appreciate the importance of working together to achieve these goals. They are encouraged to be creative and innovative in achieving those goals. In the aforementioned survey, the majority of managers (92 percent), faculty (60 percent) and staff (77 percent) indicated that the Board, administrators, faculty, and staff work together for the common good. Neutral responses were indicated by 4, 17, and 12 percent of respondents, respectively. More specifically, the majority of managers (96 percent), faculty (63 percent) and staff (69 percent) indicated that they collaborate with other departments and staff to achieve the College's Strategic Goals. Neutral responses were indicated by 2, 24, and 19 percent of respondents, respectively.

SELF EVALUATION

As evidenced by the recent survey and list of accomplishments including new programs, completion of 192 of 197 objectives under the Strategic Goals, a new campus, new buildings on the Valencia campus, extensive online offerings, and online support services, the College has a broad-based understanding of goals and has had great success in accomplishing these goals. As the College grows, additional people will be hired, creating a need to have ongoing communication and processes to engage new faculty, staff and managers. Furthermore, as SLOs at the course, program, and institutional levels continue to be used and refined, opportunities will be created to further develop the College's strategic goals.

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.

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

As an institution, the College understands and embraces the idea of ongoing planning. A cyclical model is utilized in every process including the annual academic program review (AAPR) (Ref. E.7), a three-year plan that is updated annually by each department; the non-instructional program review (NIPR) (Ref. E.8); the Facilities Master Plan (Ref. E.12); the Technology Master Plan (Ref. E.32); the Student Equity Plan (Ref. E.11); the Educational Master Plan (Ref. E.12); Five-Year Construction Plan (Ref. E.33); Enrollment Management Strategies (Ref. E.47); individual facility plans (Ref. E.48); and, marketing plans (Ref. E.49).

There are common elements to each of the planning processes, whether or not they are related to an academic department or master plan. Existing programs and services are evaluated including student outcome data for academic planning and administrative unit outcomes for non-instructional areas. Data specific to SLOs at the course and program levels have been used at the College since 2002. Over this time period, definitions and measurements of SLOs have evolved to ensure that they are useful in program development. In this way, the measurements inform the planning process, as well as continue to be refined to ensure that they have the greatest planning impact.

As is illustrated in the figure, Decision Making at College of the Canyons, in Standard I.A.4., page IA-9, planning at all lev-
els affects resource allocation and the development of programs and services. The PAC-B (Ref. E. 19) lists parameters for creating budget requests. Furthermore, these requests are evaluated to ensure that they are well connected to departmental and College-wide planning.

Since the last accreditation, the amount of data generated has increased; and, many reports have been written for planning purposes. The resources section provides a complete listing of research reports, briefs and program reviews, each of which provide data to inform planning. In a recent survey (Ref. E. 18), managers (80 percent) and faculty members (76 percent) indicated that they strongly agree or agree that they use institutional research in their department planning. Managers (91 percent) and faculty (76 percent) indicated that they strongly agree or agree that there was an adequate amount of information available for planning purposes. Furthermore, 91 percent of managers, 69 percent of faculty and 84 percent of staff indicated that planning at the College relies on high-quality information.

Institutional data are presented in a variety of formats, including full reports (Ref. E. 4), executive summaries and briefs (Ref. E. 5, E. 6). These formats were developed to ensure that the data are accessible, straightforward and easily understood by students, faculty, departments, divisions, and Board members.

To ensure that the data contained in reports actually are used, the College began requiring Action Implications (Ref. E. 50) from every department receiving institutional research. These Action Implications list specific courses of action that will be taken as a result of information from the data. Every Action Implication is available on the Intranet next to each corresponding report.

SELF EVALUATION
The College utilizes extensive planning processes across the institution that ensure data are used to affect change and link budget augmentation requests to institutional plans. While this process is especially successful in department-level instructional planning, improvements can be made in the non-instructional areas, where PAC-B requests should be granted only when a convincing connection is made between a given project proposal and institutional goals.

PLANNING AGENDA
See the Planning Agenda for Standard III.D.1.a.

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
Decision Making at College of the Canyons (Ref. E. 36) details how faculty, staff and managers participate in planning and decision making. As is indicated in this guide, a number of mechanisms exist for participation in College planning. For all collegial consultation committees such as the PAC-B and the CPT, representation is determined by participating committees or groups. For instance, the Academic Senate selects faculty representatives to serve on the committees. Classified staff members are nominated by CSEA. Students are appointed by the Associated Student Government. Lastly, the Chancellor appoints managers. Augmenting these representatives, at All-College meetings the Chancellor invites any member of the campus community who is interested in participating on a committee to join (Ref. E. 51).

In addition to the collegial consultation committees, the College has several work groups and ad hoc committees that are also detailed in Decision Making at College of the Canyons (Ref. E. 36) such as the Student Learning Outcomes Committee, Student Equity Committee, Enrollment Management Committee, Datatel Stand-up Committee, Technology Committee, Grants Committee, and Public Safety Committee. Membership in these committees is detailed in this guide. Additional planning groups
include academic departments and divisions, where regularly scheduled meetings are held. In summary, any person interested in participating in the committee can join the group by contacting the chair of the committee.

Involvement in College planning is guaranteed through several policies. First, certain groups are required to be involved in some committees. Moreover, it is expected both during and after the tenure process that members of the faculty will join committees. Individuals from diverse areas also are actively recruited to serve on committees (e.g., the Academic Senate and the Curriculum Committee).

Opportunities for broad-based participation are evidenced by a recent campus survey (Ref. E.18). The majority of managers (89 percent), faculty (68 percent) and staff (74 percent) indicated that College personnel have opportunities to be represented in planning and decision-making processes. Neutral responses were indicated by 4, 16, and 20 percent of respondents, respectively.

The College also conducted a survey of community members in which the respondents confirmed they do have opportunities to provide input to the development of courses, programs and training opportunities. Of the community respondents, 88 percent agreed or strongly agreed that the College provides community members with the opportunities to give input. The remaining responses were neutral. No community member disagreed or strongly disagreed with the statement.

Because of its continuing high growth, the College has had the resources to try out new ideas and fulfill its plans. Every year, funds are allocated for numerous new projects. In addition, the College takes existing resources and reassigns them. Fiscal resources, existing talent (personnel) and facilities are reallotted, as needed, in a fluid, flexible way. As the College grows and it receives more state apportionment resources, these resources are available to hire additional faculty and establish new programs.

The new programs enable the College to serve additional students and earn additional state apportionment, thereby becoming eligible for additional facilities. These additional facilities make the College eligible for a higher growth rate (called the "facilities factor"). This then repeats the cycle of growth.

While the cycle of growth has significant positive impact on the College's ability to fund projects, the College augments these resources with external sources of revenue, making it possible to improve institutional effectiveness. These resources are identified in Standard III.D.

The College has also been able to pass two local general obligation (GO) bond measures, Measure C and Measure M. These bonds have funded the Performing Arts Center, Music/Dance Building, North Academy, Business/High Tech Center (Hasley Hall), Warehouse Addition, PE expansion, Clean Room and Classroom at the Al Mann Biomedical Park, Science Building (Aliso Hall), Central Plant, and the repair and renovation of existing facilities.

The College has an active foundation. Since 2002, the foundation has raised $8,655,442 to support college programs.

The College also generates significant resources to provide customized training for businesses through employee training contracts. Since 2002, hundreds of local companies and thousands of employees have been served by the Economic Development Division. In 2006-07 alone, 467 businesses were served by the Economic Development Division.

The impact of resource allocation on the College's ability to realize plans is evidenced by the list of projects, services, programs, and buildings listed in sections IA.1.

SELF EVALUATION
Planning and decision making at the College is broad based. While planning and decision-making processes are broad, ad-
ditional organizational processes could require participation of people from different departments to give each other feedback on planning and budget requests. Furthermore, additional structures could require a clear connection between planning and resource allocation, especially at the department level.

PLANNING AGENDA
See the Planning Agenda for Standard III.D.1.a.

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

The College collects a variety of assessment data in planning processes at both the department and College levels. These data include placement test results, student outcome data including measures of retention, success and persistence. These data are disaggregated to ensure that groups of students are equitably served. The data are also augmented with SLOs measures, from the broadest measures of the degree to which students are attaining their educational goals, to the department and course levels. For example, the registered nursing program has SLOs for specific competencies. The pass rate for the licensure exam, the NCLEX, is measured. Furthermore, the department surveys graduates and employers of graduates to assess the degree to which the program prepared the graduates to perform these specific competencies after they have been employed. Other departments use capstone projects typically performed at the end of the program/course to measure the degree to which SLOs have been realized. Still other departments, such as English and mathematics, have developed common department exams to measure the degree to which students have attained course-specific SLOs.

SLOs assessment data are supplemented with an annual student survey (Ref. E. 52). This survey assesses student satisfaction with programs, services and facilities. A core set of satisfaction questions are administered from year to year. These questions are augmented with additional questions to inform specific needs related to options for programs and services.

These assessment data are readily available. All planning documents including assessment data, the Educational Master Plan, the Fact Book, Fact Sheet, Student Equity Plan, and annual academic program reviews are available on the Intranet (Ref. E. 45). All institutional research reports, research briefs and evaluation briefs also are available on the Intranet (Ref. E. 45). In addition to the assessment data, planning impacts that result from the data are available adjacent to each report on the Intranet. Many of these documents are available on the College’s Internet Web page (Ref. E. 16) and print copies are available to the general public. The schedules of classes (Ref. E. 53), which are sent to every household in Santa Clarita, contain student outcome data including transfer and completion rates. Graduation statistics are published annually in the brochures distributed at commencement and in news releases. Two publications, Breaking News and Bottom Line (Ref. E. 54) (released four times a year), reach a total of 110,000 key constituents including business leaders. Through advocacy efforts such as the Advocacy Handbook (Ref. E. 55), data are also made public to elected representatives. Finally, the College discusses SLOs data and placement results at the joint Board meeting with the Hart High School District (Ref. E.14).

Continuing efforts are made to assess whether the College effectively communicates information about institutional quality to the public. For example, in advance of the vote on two bond measures, Measures C and M, the College conducted public opinion surveys of registered voters to assess the College’s value to the community and its performance. These local general obligation bonds were approved by 68.3 percent and 62.3 percent, respectively, demonstrating the tremendous support the College receives from the community.

Several advisory committees comprising community members also provide opportunities for the College to inform the public
and receive feedback from the public assessing the College’s effectiveness in communicating information about quality. Current advisory committees include the following: (Ref. E. 42)

- Joint Leadership Council,
- ECE Advisory Committee,
- Paralegal Studies Advisory Board,
- Career and Technical Education Advisory Committee,
- Automotive Technician Advisory Committee,
- Construction Management Advisory Committee,
- Human Services Advisory Committee,
- Land Surveying Advisory Committee,
- Culinary Arts Advisory Committee,
- Nanotechnology Advisory Committee,
- Henry Mayo Hospital Advisory Committee,
- Recreation Management Advisory Committee,
- Special Education Advisory Committee,
- Landscaping Advisory Committee,
- Retail Management Advisory Committee, and
- ASL Advisory Committee.

The Canyon Country Advisory Committee was formed four years ago and has met regularly. This group of 40 community members advises on questions of vocational and academic curricula, facilities, marketing, and fundraising (Ref. E. 55).

One of the greatest indicators of the degree to which the public is aware of the College’s quality is reflected in the decisions of local high school graduates. The College District boundaries are coterminous with a single high school district. Of the local high school graduates, 60 percent choose to attend the College. Only 20 percent choose any other institution of higher education including all four-year universities and community colleges combined. The remaining 20 percent do not pursue college within three years of graduating. The increasingly high rate at which local high school graduates choose to attend the College clearly has an impact on supporting the College’s high growth rate, another indicator of the public awareness of institutional quality.

SELF-EVALUATION
The College has a comprehensive array of strategies to convey matters of quality assurance to the public. Furthermore, given the public opinion polls and the high degree of local community members choosing the College, these communication strategies appear to be effective.

PLANNING AGENDA
None.

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 uses several processes to evaluate its cycle of evaluation, integrated planning and resource allocation. The College conducts comprehensive reviews of individual planning processes. For example, the CPT reviews institutional planning processes. Recently, the College completed a new Educational Master Plan (Ref. E. 12). The development of the Plan drew from aspects of the previous Plan that were useful including population projections translated to projections of student demand. It also included the department-level analyses driven by department participation. However, the new Plan integrated more external data to show the impact of external factors.

Similar to the Educational Master Plan, the Technology Master Plan (Ref. E. 32) is regularly updated. The issues covered by this Plan also continue to evolve. For example, most recently, discussions on disaster recovery and intellectual property rights have been included. The Technology Committee (Ref. E. 57) has also adopted a new approach to updating its Plan, discussing one section of the Plan at each meeting by the whole committee, rather than delegating authoring of the Plan to a subcommittee.
Changes to the Annual Academic Program Review (Ref. E.7) also demonstrate the College commitment in reviewing the department-level evaluation process. Each year since 2002, the Review has undergone some changes. For the first three years, the changes focused on integrating SLOs into the plans. At first, departments were asked to develop definitions of SLOs. Later, the focus was on developing measurements of the SLOs. Most recently, discussions have focused on developing an online system that integrates the program planning fully with budget requests, builds in a system of peer review, allows for an efficient process of re-evaluating requests from one year to the next, and integrates information on what worked well and what did not.

In order to review the utility of the planning process, the College conducts a review of planning processes using a focus group format. The last major review was conducted on April 25, 2005 (Ref. E. 2) and included two groups. The first group included faculty, staff and administrators. The second group included all members of the CPT. Thirty-eight people participated in total. Participants in the review analyzed a variety of planning documents including non-instructional program reviews, Annual Academic Program Reviews, research briefs, evaluation briefs, research reports, the Fact Book, grants needs studies, the Student Equity Plan, the Educational and Facilities Master Plans, the Technology Master Plan, the Strategic Plan, the Decision Making guide, the Five-Year Capital Outlay Plan, the Educational Center Letter of Intent and Needs Study, Enrollment Management Reports, and ad hoc reports. The most recent review identified the needs currently being addressed by the new annual academic program review that include integrating planning processes and peer review.

In addition to the review of individual planning processes and their integration with resource development discussed in the previous section, the College undergoes a comprehensive review of planning processes. The IDO conducts an Office review (Ref. E.8) at least once every three years that includes an evaluation of mechanisms for reviewing the effectiveness of planning processes. In this review, staff members ask members of the College community about the adequacy of data for all planning purposes.

Program planning processes require a systematic review of progress on goals since the previous plan. For example, the Strategic Plan (Ref. E.13) for the College begins with a review of the College’s progress on strategic goals and specific objectives for each goal identified in the previous plan. In the most recent review of the Strategic Plan, 192 of the 197 objectives were found to be met. Since December 2003, all research reports have required the development of action implications by the department using the data. This further documents the use of data and establishes clear expectations that data are used in the planning process.

SELF EVALUATION
The College regularly assesses the effectiveness of its planning processes. Changes to these planning structures should continue to reflect evolving needs such as the integration of additional SLOs data at the course, program and institutional levels; peer review processes; and integration of planning with budget development to form a single process.

PLANNING AGENDA
None.

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
The College assesses its evaluation mechanisms through a review of their effectiveness in improving instructional programs, student support services, and Library and other learning support services. Every instructional department completes an annual academic program review (Ref. E.7). Similarly, every non-instructional department conducts a non-instructional pro-
gram review (Ref. E. 8). Each of the resulting documents requires faculty and staff to review internal and external data as they set their upcoming goals. The non-instructional program reviews require staff specifically to review progress on previous goals. The success of the planning processes and their assessment is shown above in Standard I.B.1.

SELF EVALUATION
As indicated previously, the College engages in extensive program planning at both the department and institutional level. As the result of the planning processes, the College and individual departments have been able to attain significant achievements. However, the Annual Academic Progress Review template should be modified to include a description of the progress of departments in attaining their goals since the last review.

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.
Standard II:
Student Learning Programs and Services
<table>
<thead>
<tr>
<th>Institutional Commitments</th>
<th>Evaluation, Planning, and Improvement</th>
<th>Student Learning Outcomes</th>
<th>Organization</th>
<th>Dialogue</th>
<th>Institutional Integrity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commitment to Mission and its emphasis on achievement of student learning</td>
<td>Effectiveness of processes, policies, organization</td>
<td>Processes for developing, measuring and assessing SLOs at the course, program and degree levels</td>
<td>Adequate staff to support SLOs</td>
<td>Should guide institutional change</td>
<td>Honest, truthful, and clear in publications</td>
</tr>
<tr>
<td>IIA1, 1a IIA3 IIB1</td>
<td>IIA2d, 2f IIC1b, 1c</td>
<td>IIA1c IIA2b, 2e, 2f, 2i IIB, 3c IIC1a</td>
<td>IIA1c IIB1, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 3e, 3f, 4</td>
<td>IIA7a, 7b, 7c IIB2c</td>
<td></td>
</tr>
<tr>
<td>Consistency between Mission and goals</td>
<td>Student achievement and learning</td>
<td>Processes for developing, measuring and assessing SLOs in student support services</td>
<td>Resources to support evaluating SLOs</td>
<td>Should include all members of college community</td>
<td>Intentions (not applicable)</td>
</tr>
<tr>
<td>IIA1, 1a IIB, 1</td>
<td>IIA1a, 1b IIA2a, 2d, 2e, 2f IIC1b, 1c</td>
<td>IIB IIB3a, 3c</td>
<td>IIA1c</td>
<td>IIA1a, 1b, 1c IIB1, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 3e, 3f, 4 IIC1a</td>
<td></td>
</tr>
<tr>
<td>Mission guides institutional actions</td>
<td>Improvement</td>
<td>How does dialogue about these assessment results lead to improvement of learning, teaching and services?</td>
<td>Resources to support making improvements in SLOs</td>
<td>Based on reliable qualitative and quantitative information</td>
<td>Practices</td>
</tr>
<tr>
<td>IIA1, 1a IIB1</td>
<td>IIA1a, 1b, 1c IIA2a, 2d, 2e, 2f IIC2</td>
<td>IIA1c IIA2b, 2e, 2f, 2i IIB, 3a, 3c IIC</td>
<td>IIA1c IIB1, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 3e, 3f, 4 IIC1a</td>
<td>IIA1a, 1c, 1d, 1e, 1f IIB1, 2a IIB2a IIB3a, 3b, 3c IIC1c</td>
<td></td>
</tr>
<tr>
<td>Effectiveness of Mission verified by on-going cycle of evaluation and planning</td>
<td>Planning, implementation, reevaluation</td>
<td>SLOs tied to key institutional processes</td>
<td>Organizational structure: communication in support of SLOs</td>
<td>Should be broadly communicated</td>
<td>Academic freedom</td>
</tr>
<tr>
<td>IIA1, 1a, 1b</td>
<td>IIA2d, 2e, 2f IIC2</td>
<td>IIA1c IIA2d, 2e, 2f, 2i IIB1, 3a, 3c IIC</td>
<td>IIA1c IIC1b</td>
<td>IIA1a, 1c, 1d, 1e, 1f IIB1, 2a IIB2a IIB3a, 3b, 3c IIC1c</td>
<td></td>
</tr>
<tr>
<td>Institution regularly reviews Mission</td>
<td>College self-analysis and dialogue leads to improvement of learning and teaching</td>
<td>Organizational structure: decision making in support of SLOs</td>
<td>Should result in ongoing self-reflection and improvement</td>
<td>Free inquiry for students</td>
<td>Equity and diversity</td>
</tr>
<tr>
<td>IIA1</td>
<td>IIA2b, 2f, 2i IIB1, 3c IIC1c</td>
<td>IIA1c IIA2b</td>
<td>IIA1c IIB2a IIB3b, 3d</td>
<td></td>
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</tbody>
</table>

Note: This grid was used to focus the attention of this standard committee on the six themes specified by the Accrediting Commission. The words in the boxes were used as prompts.
IIA: Instructional Programs
Since the last accreditation visit, the College has provided dramatically increased instructional offerings to serve the educational and training needs of our growing community.
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.

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

To meet community needs and comply with our stated mission, College of the Canyons offers a comprehensive array of programs approved by the California Community College System Office (CCCSO) that includes 62 associate in arts and/or science degree majors, 29 certificate programs plus several certificates of specialization issued by individual departments. In addition, the College is committed to serving students who are completing lower-division major requirements in preparation for transfer to a four-year college or university, upgrading job skills and improving basic skills instruction, as well as providing lifelong learning opportunities. The College also provides training to public safety and public service agencies including fire, police, sheriff, and custody assistance. The College prides itself on reacting to industry needs and emerging fields such as nanotechnology and biotechnology (Ref. E 15).

The College currently offers a variety of programs at both the Valencia and Canyon Country sites that fulfill the educational needs of its students regardless of their educational goals. In 2005 the College expanded the noncredit program, one of the most significant additions since the last Self Study. Since summer 2005, noncredit instruction has grown from 35 sections and 481 enrollments (ESL and classes for older adults) to 80 sections with 1,932 enrollments (ESL, citizenship, health and safety, and classes for older adults) offered in Spring 2008 (Ref. E. 7, E. 8).

Student learning outcomes (SLOs) are a core component of the instructional program. Beginning in 2004, the instructional programs integrated SLOs throughout the instructional planning processes. As part of the curriculum revision and or program review processes, all academic programs have revised curriculum to include SLOs at the course, program and/or certificate levels. Of the 1,409-approved courses all but 462 have SLOs written at the course level. The development of these SLOs and evaluative methods has occurred over a period of years through the efforts of the College-wide SLO Committee and the Curriculum Committee, a committee of the Academic Senate (Ref. E. 58, E. 59, E. 24).

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

The College’s Mission Statement states:
College of the Canyons provides relevant academic education at the lower division level, workforce training for businesses and lifelong learning programs for all who seek those opportunities. College of the Canyons will help students with diverse interests and needs meet their educational goals and develop learning strategies required of productive citizens in an ever-changing world (Ref. E. 60).
To support this Mission, academic programs at the College are dedicated to maintaining high levels of excellence via an agreed upon process of curriculum development; program review; review by the articulation officer; and, when appropriate, review by industry advisory groups (Ref. E. 61). The College offers numerous certificate and associate degree programs as listed in the Inventory of Approved and Projected Programs, CCCSO. The College’s degree and certificate programs adhere to the guidelines and mandates of the CCCSO’s Program and Course Approval Handbook and are consistent with requirements of the California Education Code.

Comprehensive descriptions and measurable objectives are required for each course. Degree and certificate programs are created with an appropriate, coherent design and are characterized by appropriate length, breadth, depth, sequencing of courses, synthesis of learning, and use of information and learning resources. All courses, regardless of where the course is offered or the method of delivery, conform to the same curriculum standards. Consultation with industry partners and professionals often occurs when designing and/or revising vocational and technical programs. All degree and certificate programs are reviewed and approved by the appropriate faculty and administrators, the Curriculum Committee, the Academic Senate, and the Board of Trustees (Ref. E. 24, E. 62, E. 14).

The College departments engage in a significant amount of self-reflection and program review. Academic departments are expected to complete reviews annually, but are now moving to every other year. Non-instructional programs are on a three-year cycle for full review with annual updates (Ref. E. 8). Beginning in Spring 2007, the College added an annual survey of students enrolled in online classes. The Institutional Research Office (IRO) and the Distance Learning Department jointly developed the survey (Ref. E. 63, E. 64).

The noncredit program is a relatively new program (Summer 2005), and it continues to evolve in response to community needs and statewide trends. Areas of particular focus include basic skills, English as a Second Language, older adult program, and short-term vocational programs. The noncredit program began to assess SLOs in Spring 2008 at the course level to judge the effectiveness of the courses offered. Noncredit certificates have recently been approved (2007-08) and students’ progress will be monitored.

With the awarding of noncredit matriculation funding in 2007, the College was able to hire a part-time counselor to work with students in the ESL program. In addition to orientation and assessment, the noncredit counselor is working with the credit matriculation and ESL programs, as well as the campus Career Center to facilitate students’ progress into credit programs and

**NONCREDIT UNDUPCILATED HEADCOUNT**

Headcount increased 142% between Fall 2005 and Fall 2007
Note: Includes Career Center. Excludes TLC Lab.
employment. As short-term vocational programs and basic skills classes are added to the noncredit program, the noncredit counselor will work with these students as well (Ref. E. 65).

A comprehensive review of the development and evaluation of courses, degree and certificate programs by the curriculum approval and program review processes is employed to ensure the College's Mission is met. The Curriculum Committee, Academic Senate and Board approve all noncredit offerings. In addition, each noncredit course is sent to the California Community College Association of Occupational Educators (CCCAOE) for additional approval to ensure it meets the mission of noncredit courses within the System. Such reviews have resulted in increased review and updating of curricula and the reconfiguring of departments when needed (Ref. E. 7, E. 24).

Courses designed for a distance-learning format are required to complete a Distance Learning Addendum Supplement (DLA). The Curriculum Committee Handbook states that a supplemental review must be completed if 30 percent or more of a course will be taught in a distance-learning format, for example hybrid, online, CTV (college-by-television), teleconferencing, and virtual-reality-based delivery. The DLA provides the Dean, Distance Learning Programs and Training and the Curriculum Committee with the information needed to ensure that the quality of the course remains intact via the alternative delivery method (Ref. E. 66).

The Dean, Distance Learning Programs and Training is charged by the District with evaluating ongoing distance-learning courses and programs and with assisting faculty with maintaining the currency of distance-learning course content. The Curriculum Committee reviews and determines the appropriateness of the methods of presentation, assignments, evaluation of student performance, and instructional materials. This form supplements the original course outline. (Ref. E. 66).

Awareness of student perceptions and needs in online classes (hybrid and 100-percent online) have been very important, especially in light of the significant changes in the College’s growth in online sections over the past seven years. The number of online sections offered increased from 14 to 171 from Fall 2000 to Fall 2007. During that same time period, the unduplicated student headcount for these sections increased from 218 to 2,722. The Spring 2007 survey was designed to obtain feedback on students’ experiences at the College and to determine whether students’ online course and service needs were being met. The information obtained from the student responses will provide information for online courses, programs and services offered to students and will be beneficial for a variety of committees.

In 2001 the College adopted the WebCMS curriculum management system that has facilitated the curriculum process for proposing, modifying, updating, and approving courses and programs. With this technology it has become easier for faculty, via departmental and divisional overview and input, to initiate proposals for new courses, degrees or certificates; to update courses and programs; and to inactivate outdated courses. Since that time, the software has become an essential component of the curriculum development and updating process. The Curriculum Committee reviewed 2,010 courses from the inception of this system in 2001 to Spring 2008. This represents 95 percent of the total curriculum. Of those courses 872 are new, and 1,138 are modifications and updates (Ref. E. 67).

Classes that contribute to the community’s economic development are provided through a combination of contract, credit and noncredit offerings. The Dean, Economic Development follows all the procedures mentioned above regarding credit and noncredit classes. The Dean depends on input from the industry being served. When our industry partners propose areas for training and development, the College works with them to further understand their training needs and evaluates and develops training opportunities to address their needs. All classes are monitored for content and delivery by full-time College staff.

In 1996 economic development became one of the primary mis-
Standard IIA: Instructional Programs

STUDENT LEARNING PROGRAMS AND SERVICES

sions of the California Community College System and is part of the College’s new 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 six service areas including the Employee Training Institute (ETI), Employment Training Panel (ETP) funded training, the Center for Applied Competitive Technologies (CACT), The Advanced Technology Incubator (i3), the Small Business Development Center (SBDC), and the Educational Workforce Development (EWD) Grant.

ETI, which was initiated at the College 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 the participants.

In the mid 1990s, ETI formed a broad 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 its attention to the growing need for industrial-training programs. This was a time of significant downsizing in California’s defense industry, and many companies faced the challenge of converting from defense to commercial manufacturing requiring that much of the workforce be retrained. ETI and the Valencia Industrial Association developed the first of four Employment Training Panel (ETP) contracts on behalf of local employers. Since then, ETP contracts have funded much of the training accomplished by ETI in our community.

CACT 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, it helps them achieve greater operational efficiencies, enhanced productivity and increased organizational performance. Many of CACT’s classes are offered at our manufacturing learning center located at Aerospace Dynamics International (ADI) in a nearby industrial park. CACT is part of a network of twelve Centers throughout the state with expertise in everything from robotics to fiber optics to biomedical manufacturing. This spring the College’s CACT was named winner of the 2007-08 Exemplary Innovation Award for its implementation of the FastTrack Manufacturing Boot Camp, which works to prepare at-risk youth, ages 18 to 21, for high-paying, upwardly mobile careers in manufacturing.

The SBDC hosted by the College was launched in January 2006. This year we were designated the top-producing SBDC within our region. Serving the Antelope, San Fernando and Santa Clarita Valleys, we help prospective and existing small business owners in northern Los Angeles County to start, retain or expand their businesses. We provide workshops, one-on-one consulting and many other resources to the business community. We are part of a network of ten SBDCs serving businesses from Santa Barbara County, Ventura County and Los Angeles County.

The i3 Advanced Technology Incubator provides technology-based entrepreneurs with the resources necessary to launch and grow a successful business. It serves as a tool for investors to find and propel high-growth ventures. Resources within our incubator will establish capital efficiency for both the entrepreneur and investor.

This past spring the College was selected to receive a $400,000 grant from the CCCSO to become the statewide coordinator for the System’s annual economic and workforce development conferences and meetings. The purpose of the Economic and
Workforce Development (EWD) program is to advance the state’s economic growth and global competitiveness through education, training and services that contribute to continuous workforce improvement. Named the EWD Program Coordination Services Grant, the additional funding is renewable annually for five years. As stated in the grant, the College will now be responsible for assisting in the planning of the annual EWD conference, which brings together economic development professionals from throughout the community college, government and private sector ranks.

SELF EVALUATION
We have demonstrated in the descriptive summary above that all instructional programs, regardless of location or means of delivery live up to our mission and that we have taken seriously our charge to uphold the integrity of instructional offerings.

For many years the College has been conducting annual student surveys in part to identify students’ needs and interests (Ref. E. 52). We have been doing this very well. The data, along with other College demographics such as enrollment patterns are monitored and tracked to determine student interests. In addition students in particular classes are surveyed as part of every instructional program’s program review cycle. The information is appropriately used in ongoing instructional planning to revise existing programs and to develop new programs. As part of the program development process student achievement outcomes are incorporated into the curriculum development and application process. The currently emerging Culinary Arts Program and the Automotive Technology Program are examples. These programs were developed after extensive meetings with area employers to determine competencies, curriculum and course sequencing (Ref. E. 68). The local automobile industry has made a commitment to support the Auto Tech Program.

Responding to industry needs, the Allied Health division is creating new programs as demanded by industry partners, a role that demonstrates how well we serve this part of our community with appropriate instruction. For example, we have formed a nursing collaborative with other nearby community colleges that includes seven hospitals and 19 clinical sites. Specialized courses are offered at various sites, online, through teleconferencing, and in clinical settings. This partnership with local health providers is designed to increase the training opportunities for nurses so that we can assist in addressing the acute current and future shortage of nurses throughout the region, state and nation (Ref. E. 69).

Another example is in the nanotechnology training field, in which the College is a leader. We recently received two grants, which are allowing us to design and soon to implement, a nanotechnology technician program. One, a Department of Commerce grant for $1.3 million, is for nanotechnology equipment. This grant has been partnered with a $570,000 industry-driven collaborative grant from the CCCSO, which provided the implementation funds for the training program.

In 2006 our Mathematics, Engineering, Science Achievement (MESA) program was awarded a MESA Center of Excellence award for the 2005-06 academic year, receiving the award for the second year in a row. Each year the MESA statewide office recognizes the community college program with the most successful transfers in math-based fields. This recognition by an outside group validates our evaluation of the excellence of this program. The following chart shows the retention and success rates of MESA students (Ref. E. 70).
Retention Rates for MESA Students Compared to Non-MESA Students in the Same Sections: Fall 2004 – Fall 2006

Success Rates for MESA Students Compared to Non-MESA Students in the Same Sections: Fall 2004 – Fall 2006
PLANNING AGENDA
None.

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
To ensure that student needs are met, the College offers courses in a variety of formats (online, on-ground, short-term, full-term, hybrid, etc.) and at alternate physical locations. The Valencia campus offers approximately 2,000 course sections each full-length semester. In Fall 2007, its inaugural semester of operation, the Canyon Country campus offered 262 sections. 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 some Sunday offerings. This is in addition to the 24-hour availability of online classes. The planning for class schedules involves a great deal of input from faculty, department chairs, division deans and instructional staff.

In all of our planning we make use of in-depth economic forecast data for our region to design courses, programs and schedules. We have discussions with industry partners, employers and members of our advisory committees to inform and validate our decisions on courses, programs, delivery methods, and schedules.

The College ensures the quality of programs and services through the ongoing dialogue among faculty members, the advice of businesses and advisory committees, a rigorous curriculum process in the creation and revision of courses and programs, and a thorough program review process to ensure currency. SLOs for courses, programs and for the institution have been written and are being assessed to ensure that the students meet their educational goals. Every five years the College reviews and updates its Educational Master Plan (Ref. E. 12).

Opportunities for campus groups to engage in assessing, planning and evaluating how well and in what ways they each contribute to the College’s mission and purpose occur in a variety of forums. Examples include established College-wide committees, operational teams, division meetings, department meetings, and retreats. Additionally, the research of the Institutional Development, Technology, and Online Services Office (IDTO) in partnerships with groups and individuals across the campus informs the planning process. Examples of this research include institutional research surveys and research briefs (Ref. E. 4, E. 5, E. 6). Other sources of information include vocational advisory (Ref. E. 61) groups, discussions from Flex activities; department chair retreats; department, division and deans meetings (Ref. E. 38); the Facilities Master Plan Committee (Ref. E. 72); College Planning Team (CPT) (Ref. E. 2); Management Advisory Council (MAC) (Ref. E. 38); Enrollment Management Team (Ref. E. 46); and, the President’s Advisory Committee (Ref. E. 19) on Budget (PAC-B). Each of these groups have a key role in the decision-making process and meet regularly during the year. In addition, the Chancellor’s Executive Cabinet meets weekly and educational administrators meet with the Executive Cabinet on a monthly basis (Ref. E. 40). All of these groups and committees are engaged in program planning and conduct needs assessments, identify outcomes and how outcomes will be evaluated, set priorities, develop activities and timelines, and identify needed resources and strategies for success to coordinate with each other to achieve desired results.

Additionally, the IDTO collects data through a variety of research methods. This research is often developed into Research Briefs that include “action implications” (Ref. E. 50). Anecdotal
data is retrieved from the Counseling Department regarding student understanding and success in their courses and progress toward their individual educational goals. Additionally, as noted above, planners look at success data, normally provided by the IRO, for specific courses, course delivery methods (for example, online course) and course duration (for example, success rates in short-term versus regular-term courses) (Ref. E. 4, E. 5). As noted previously, the annual student survey is conducted every spring semester to ensure that the College is aware of the changing needs of the students (Ref. E. 52). The survey results are available to the College staff on the College’s Intranet Web site. Specific data are being collected by faculty and departments and are included in program reviews and consequently are reported to the IRO.

**SELF EVALUATION**

A review of the College’s practices confirms that regular annual student surveys identify students’ needs and this data, along with other College demographics such as enrollment patterns, are monitored and tracked by the IRO. Assessment data is used to determine the level of preparation of incoming students. This information is used in ongoing instructional planning to revise existing programs and to develop new programs (Ref. E. 7).

In Spring 2008 the College surveyed students in the new older adult, noncredit Emeritus College program regarding their educational needs in order to better plan the development of that program (Ref. E. 73). In addition the assessment process for noncredit ESL was revised in Spring 2008 to include speaking and listening, as well as reading and writing skills at a variety of levels. The noncredit program is in the process of researching appropriate assessment instruments for elementary and secondary basic skills students. The assessment information is used to help plan for class offerings, as well as future curriculum development. For example, having determined the educational level of students in noncredit ESL classes, a GED preparation class is being planned for 2008-09. The Noncredit Program will be assessing SLOs in the highest level of noncredit ESL for Spring 2008 with the plan of using that assessment information to improve articulation between the credit and noncredit ESL programs. The Emeritus College program will be assessing SLOs for the exercise classes in Spring 2008 to evaluate the effectiveness of these classes.

In a 2007 survey of online students, it was found that, overall, students indicated satisfaction with online instruction offered at the College (Ref. E. 64). The majority of respondents indicated that they were “satisfied” or “very satisfied” with the various aspects of online classes listed on the survey including:

- overall quality of online instruction (78 percent satisfied/very satisfied; 16 percent neutral),
- test proctoring services through the TLC Lab (68 percent satisfied/very satisfied; 27 percent neutral),
- tutoring assistance through the TLC Lab (65 percent satisfied/very satisfied; 30 percent neutral),
- technical support offered through the TLC Lab (64 percent satisfied/very satisfied; 32 percent neutral),
- availability of instructors for assistance (67 percent satisfied/very satisfied; 24 percent neutral), and
- availability of online course offerings (70 percent satisfied/very satisfied; 24 percent neutral).

The most dissatisfaction (by ten percent or more of respondents) was expressed in the statement regarding the variety of online courses offered. The majority of respondents (74 percent) believed that the quality of education in an online class is equal to or higher than a traditional (face-to-face) class on campus. In addition, the majority of respondents (93 percent) indicated that the workload in an online class is equal to or higher than a traditional (face-to-face) class on campus.
Finally, respondents were asked to indicate any barriers they have experienced while taking online classes. Eleven percent of respondents indicated that they have not experienced any barriers. The remaining comments provided by respondents were coded into 19 categories. These categories included lack of contact/feedback from instructors (10 percent), “other” barriers (3 percent), Blackboard (3 percent), deadlines (3 percent), response time from instructors (3 percent), system problems (2 percent), workload (2 percent), schedule conflicts (1 percent), motivation (1 percent), instructor variation (1 percent), software (1 percent), instructor training (1 percent), students (1 percent), assignment errors (1 percent), cancelled classes (less than 1 percent), proctored exams (less than 1 percent), online learner (less than 1 percent), and user error (less than 1 percent).

The annual student survey provides an important source of information to the faculty and instructional administrators (Ref. E. 52). Results from the most recent survey (Spring 2008) reveal that the majority of students are satisfied with the overall quality of instruction. Conversely, the aspect receiving the least satisfaction was for the availability of courses. Several other areas showed substantial increases in satisfaction including hours/times courses offered, classroom facilities and equipment, quality of technology, availability of instructors for assistance outside of class or during office hours, encouragement and motivation from instructors and encouragement from instructors for participation and sharing of different viewpoints.

**PLANNING AGENDA**

None.

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.
The College offers programs and courses at a variety of times including day, evening and week-end formats; in distance learning classes through television, hybrid or online classes; and at multiple sites to accommodate students’ varied lifestyles and to assist them in attaining their educational goals. Programs and courses are offered year-round including regular, late-start, short-term classes, a winter intersession, Progressive Adult College Education (PACE), weekend offerings, customized contract education courses, and new GO and PAL programs being piloted in Fall 2008 that offer unique five-week sessions (developed through the College’s Leadership Training Initiative).

To match the academic calendar of nearby colleges and universities, the College, in consultation with the faculty, changed the academic calendar from 18-week semesters to two 16-week semesters plus the winter intersession starting in Fall 2005. The College added the winter session, a five-week session in Winter 2006. All courses, no matter their delivery mode, include SLOs that have to be assessed. Articulation agreements with four-year colleges and universities help to ensure that the curriculum is appropriate to the current and future needs of students (Ref. E. 24, E. 66).

Courses offered in alternate semesters or by alternate means of delivery are noted in the class schedules (Ref. E. 53). Some classes, especially those in new or specialized programs, as well as in some advanced-level courses taught in sequence such as Nursing, Design Arts and Technology and Engineering are offered even with small enrollments to ensure that students may complete their goals in a timely manner. The Educational Travel Program and a newly developed Field Studies Program are other examples of the variety of opportunities for students (Ref. E. 74). This variety maximizes the opportunities for students to complete their planned courses of study in a reasonable amount of time.

The College’s alternative delivery methods include the following:

- College-By-Television (CTV) requires students to watch programs on television and meet instructors once-a-month on campus.
- Hybrid (combined online and on-ground) classes, which requires students to come to campus at least once a month.
- The Progressive Adult College Education (PACE) courses, which are delivered via hybrid modality, and were recently offered in eight-week sessions.
- 100-percent online classes, which have no on-campus meetings.
- GO classes, which meet online for five weeks.
- PALS (Personalized Accelerated Learning) classes, which meet on campus in five-week timeframes.

The College’s first online course, Introduction to Philosophy, was offered in Fall 1999 and provided the impetus for additional online courses. In Fall 2002, 30 such courses were offered. In Spring 2008, 110 fully online courses were offered along with 70 hybrid courses.

In order to ensure the quality of online instruction, the College continues to expand its training of instructors. We expanded the course offerings in the Institute of Teaching and Learning (ITL) to include intensive online courses for faculty who teach the hybrid and online classes as part of the ITL’s wider mission to improve classroom effectiveness. The Institute offers an intensive online course for faculty titled “Strategies for Success in Online Teaching.” (Ref. E. 29) Flex sessions on online teaching skills continue to be offered every semester (Ref. E. 26). With the agreement of the Academic Senate, instructors who wish to teach online must now complete a training course in online instruction. The Online Instructor Certificate was developed and approved by the Academic Senate in 2005 to ensure that the faculty teaching online classes have the necessary preparation (Ref. E. 31, E. 23). (http://www.canyons.edu/offices/distance_learning/facsupport/default.asp). This certificate requires that the fac-
Faculty take a class in “Strategies for Success in Online Teaching,” a workshop on Section 508—Accessibility and workshops on the use of Blackboard.

The expansion of educational travel opportunities continues to provide 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. This is an opportunity for students to acquire the knowledge and skills so important for succeeding in an interdependent and culturally diverse world. The Educational Travel Advisory Committee assists with the development of processes to encourage and facilitate faculty and student involvement in educational travel opportunities across departments and divisions; serves as a resource to ensure the success of educational travel projects; assists with assessing needs, acquiring support, and evaluating educational travel activities; assists with program expansion and improvement; and, reviews and recommends for approval proposed educational travel courses. Membership is open to faculty, classified staff and administrators. The Committee is co-chaired by a faculty member and an administrator. The benefits of educational travel opportunities for our students have been discussed at CPT, MAC and in Flex presentations.

Career/technical educational offerings rely heavily on advisory groups updating us regarding changes in current and emergent industries. We have numerous partnerships with such industries as medical, electronics, manufacturing, technology, real estate, biotechnical, and hospitality. With input from these industries, we update curricular content and delivery methods to provide the most current, cutting-edge training that meets the needs of the ever-changing global workplace. This input also has allowed us to add additional off-site locations for specialized training such as the Clinical Education Center at our local hospital, Henry Mayo Newhall Memorial; the Manufacturing Education Center at Aerospace Dynamics International in the local industrial park and our biotechnology training classroom and clean room at the Al Mann Biotechnology Park.

Flex workshops are offered regularly to the faculty to discuss the differences in modes of course delivery, maintaining quality, differences in students’ learning styles and students’ learning objectives (Ref. E. 26). In addition, as part of the ongoing evaluation process, student surveys and peer review are regularly administered. There are several forums for dialogue about delivery systems and the various instructional delivery options. Discussion occurs on a regular basis at Curriculum Committee meetings Academic meetings, department meetings, division and department chair retreats, Educational Technology Committee, and instructional deans meetings (Ref. E. 24, E. 23, E. 22, E. 25). Finally, the College has hosted academic staff meetings that have focused on the delivery methods to serve underprepared students. Using outside experts to lead workshops and seminars. All-College meetings, brown-bag lunches and the Associates Program are other examples of venues through which dialogue is occurring regarding modes of instruction. Grant-funded programs such as the Title III Modes of Instruction grant have generated dialogue throughout the campus. The result has been a campus-wide focus on creativity and an adoption of alternative modes of instruction.

SELF EVALUATION

Departmental and divisional consultation helps to determine what delivery modes will be used for specific courses and programs. By evaluating student preferences and course completion patterns, the Associate Dean, Instruction provides ongoing data, which is incorporated into the planning process. This process ensures that the course content is consistent, whether the class is offered face-to-face, as a hybrid or online. The course outline includes a distance-learning addendum for when the course is offered with more than 30 percent of its content online.

In Fall 2007 the online distribution of the student-evaluation-of-faculty questionnaire was tested. This test was tried four times in classes of volunteer faculty. After the test results were presented to the Academic Senate, the Senate endorsed the online distribution of the questionnaire. Beginning in Spring 2008, the online distribution process is being used for the evaluation of faculty who are due evaluation and are teaching online classes (Ref. E. 76).
As a result of varied class offerings, student enrollments in hybrid and online classes have grown tremendously. It seems clear that it has become less inviting for students to take College-by-Television courses. Student demand for telecourses declined substantially in the past few years, while student demand for online and hybrid classes has increased. In response to this change in student demand, the College has offered fewer telecourses and added more online and hybrid sections. It is now possible for a student to complete an associate of arts degree completely online. A student can register for a class online, receive an orientation letter and begin the class without coming to campus. At least 100 full-time and adjunct faculty members have received certification to teach hybrid and online classes.

**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.

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**

In addition to the following summary, SLOs are addressed in a separate section of the introductory material. The College formed the Student Learning Outcomes Committee in Fall 2003 to facilitate the implementation of the SLOs in courses, programs, certificates, and degrees. The Committee membership consists of representatives of the Curriculum Committee, the faculty, the administration, Student Services, division deans, and department chairs, as well as the Library and the TLC Lab. The Committee is co-chaired by the Assistant Superintendent/Vice President, Institutional Development, Technology & Online Services and an Academic Senate-appointed faculty member. The Committee has been meeting twice a month since 2004. The Committee’s first goal was to learn as much as possible about SLOs by attending workshops and conferences. Next, a timeline was established to develop, implement and measure SLOs (Ref. E. 59).

The Committee developed a plan of action to start at the course level, then move to the program level, and finally work on the institutional level. As the Curriculum Committee Chairperson is on the SLO Committee, it was decided to include the course SLOs in course outlines. Two handbooks were created to assist faculty in this process, the Student Services SLO Training Guidebook and the Faculty Manual for Creating an Effective Student Learning Outcomes Loop for Courses and Programs. (Ref. E. 77, E. 78) Committee members attending division meetings disseminated information. Professional Development workshops were offered to educate the faculty about the SLO evaluation cycle. Flex workshops began in January 2004. Workshops have since been offered in both fall and spring Flex sessions. For a listing of additional workshops, see the SLO introductory material.

There are SLOs for all courses, and the first course-level assessment cycle began in Spring 2008. SLOs for noncredit ESL and the noncredit Emeritus College program are listed in the Canyons Extension program review (Ref. E. 65). Program-level outcomes for college skills and short-term vocational programs are in development. SLOs vary by program, certificate and degree. Each department has developed SLOs, and some have begun the assessment process. A faculty SLO committee was created with representatives from each division to meet with individual departments to first create the course SLOs and then assess them. As the College has a five-year revision cycle for all course outlines, the department faculty members have been actively participating in the discussions for creating the SLOs for each course as it is revised or created.

The program reviews since 2004 have included program SLOs. The assessment of these program SLOs has now begun. Academic department faculty members have been meeting to discuss the program reviews and the SLO forms. Vocational/technical programs have been assessing their program SLOs for many years. For example, the Nursing Program has had to create lesson objectives, course objectives and program objectives that are measurable as required by the California Board of Registered Nurses, as well as the National League
for Nursing Accrediting Commission and the California Board of Licensed Vocational Nursing and Psychiatric Technicians (Ref. E. 69). The Emergency Medical Technician Program has SLOs, as required by the Los Angeles Emergency Medical Services Department. Moreover, the 2007-08 program review asked for a report for each course’s SLOs, also for the certificate, degree and transfer SLOs for the department, as well as the method of assessment, grading criteria and the evaluation of results. The evaluation process should lead to a dialogue on student learning among department faculty members (Ref. E. 7). The SLO Facilitator position was created in January 2008 to act as the liaison from the SLO Committee to the individual departments. The Facilitator assists the departments in making progress with the evaluation cycle for course and program SLOs (Ref. E. 78).

The SLO Committee is presently focusing on institutional SLOs, degrees, certificates, general education requirements, and personal development. The Committee decided to focus on the students’ educational goals and develop the SLOs according to the GE/IGETC/CSUGE/Degree categories: English, Communication, Mathematical Concepts and Quantitative Reasoning, Arts and Humanities, Social and Behavioral Sciences, Physical and Biological Sciences, Languages other than English, Lifelong Understanding and Self-Development, Degree Completion, Personal Development, as well as improvement for job skills. A workshop was held in April 2008 with administrators and faculty representing appropriate departments to create the SLOs and their assessments (Ref. E. 78). The cycle of evaluation will begin this upcoming fall semester.

Dialogue has occurred at the departmental and divisional level, as well as College-wide in Flex activities and College-wide committees. As noted above, SLOs have been developed at the institutional, program and course levels. Additionally, administrative units have developed Administrative Unit Outcomes (AUO). In Student Services, departments have developed both AUOs and SLOs. In this area the SLOs have included evaluation methods that have occurred in every department with positive change as a result. Many departments are now engaged in their second cycle of evaluation. Instructional departments have both courses and programs to be concerned with. SLOs have been developed, however, in many cases evaluation was either in progress or has yet to begin (Ref. E. 59).

**SELF EVALUATION**

The College has been working toward identifying SLOs for courses, programs, certificates, and degrees. The academic program reviews indicate that each department has added and/or updated the SLOs in course outlines. Assessments for course SLOs began in 2005. Each department was asked to first choose one course and one course SLO to begin the assessment cycle. Flex workshops were conducted to train the faculty to identify the possible assessment instruments available and to create the grading rubrics (Ref. E. 79). Faculty teaching the same course then discussed timetables. Once the first course SLO was assessed, faculty members were then asked to repeat the assessment each semester and to start the assessment cycle for another course. The goal is to keep adding courses so that departments will eventually assess each course’s SLOs every semester. Reporting on the course SLOs, their assessments and evaluations of the results are now part of the annual program review process. Smaller departments with fewer courses have been able to progress faster in the assessment cycle.

Since 2004 each department has included program SLOs in its program review. The College is organized into departments, not programs, so some departments may not have degrees, majors and/or certificates, while others may have several degrees or certificates. The departments had to first identify what they had to assess. If the courses offered by the department do not lead to a degree/major or certificate and are not considered to be a program, they need to determine if it is appropriate to do an assessment. For example, some academic departments offer courses that meet the general education requirements only. These departments may look at student preparedness for transfer as their SLO to assess. Assessing the program SLOs started
in Spring 2008. The SLO Facilitator has been meeting with the department faculty to discuss possible goals and appropriate assessment instruments.

The April 2008 workshop for the institutional SLOs led to the creation of SLOs for degrees, certificates and general education requirements, personal development, and improvement for job skills. The workshop produced assessment instruments. These assessments will then be administered in the 2008-09 academic year. The Annual Report Update on Student Learning Outcomes that is sent to the ACCJC shows that the College has defined SLOs for courses, programs and the institution (Ref. E. 59). The assessment cycles for courses have started. Program SLO assessments are being developed, while degrees, certificates and general education assessments will be implemented in Fall 2008.

PLANNING AGENDA
The development and evaluation of course-level SLOs will be monitored and adjusted as necessary and appropriate.

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
The faculty, with the support of administrators and staff, designs, approves and evaluates all courses and programs (Ref. E. 66). Ideas for instructional courses and programs originate from a variety of sources including multiple standing committees, ad hoc committees and task forces along with business and community partners and agencies with whom we maintain constant dialogue. Ideas are channeled to the appropriate department or division for review and implementation.

The Academic Senate, the Curriculum Committee, departmental program review committees, and College administrators and staff must establish institutional processes that guide the development and evaluation of courses and programs. Collegial support from administrators and staff with support and approval of the Board facilitates the development and evaluation of courses and programs. The Board approves the addition, deletion or modification of any credit or noncredit course, as well as College-wide degree and certificate programs prior to submission for state approval (Ref. E. 14). According to the Decision Making guide, all constituents are involved in the evaluation and development of College programs and policy; however, it is faculty members who are primarily responsible for the evaluation and development of academic courses and programs (Ref. E. 36).

All faculty teaching credit courses hold minimum qualifications for their disciplines, as determined by the state Academic Senate.

Instructors with area expertise teach community education courses that meet interests and/or needs in the community. Written proposals that include SLOs are submitted for each course and judged for appropriateness to the mission of the Community Education Department.

In addition to community education courses, the College offers the following categories of courses: pre-collegiate (college skills), study abroad/educational travel, short-term, distance education, contract education and customized employee training, noncredit and lower-division transfer credit. Although not a category of courses, we meet the training needs for public safety agencies via Instructional Service Agreements.
The Curriculum Committee has clearly defined procedures to design and approve all courses. All courses and programs, whether credit or noncredit, on-campus or off-campus, are carefully examined, evaluated and approved or disapproved by the Curriculum Committee. Online courses must be approved separately. The Curriculum Committee Handbook describes all procedures related to alignment, course addition or deletion, program modification, content review, and distance learning. Curriculum approval and review procedures used by the Curriculum Committee have proven to be effective (Ref. E. 66).

All instructors in career/technical and workforce training programs are selected on the basis of their industry knowledge and their teaching skills. We interview them and evaluate them through satisfaction surveys after each class. In addition, we measure the effectiveness of these programs partly through the success of continued and increasing enrollments.

SELF EVALUATION
All academic programs are reviewed every year as part of the program review cycle (Ref. E. 7). The College encourages all full-time faculty and as many part-time faculty as possible to engage in the development of the program reviews. Prior to a review, the program faculty are provided with pertinent qualitative reports and asked to evaluate their program(s). Data include enrollment trends, grade distributions, success and retention rates, staffing and budget information, and, if appropriate, student surveys. Using this data, the department faculty members write a self-study document analyzing these reports, answering prescribed questions and formulating departmental priorities and recommendations.

We are able to assure the high quality and improvement of our instructional programs. An example of how we assure quality is demonstrated in our commitment to the Basic Skills Initiative, which resulted in a multi-pronged, five-year plan for faculty training and development in basic skills and course development. Basic Skills Initiative-related assessments are being conducted to analyze student needs for basic skills instruction (known as “college” skills in the District). Additionally, the faculty has engaged in College-wide dialogue about integrating college skills across the curriculum, beginning with an Opening Day 2007 seminar with Dr. Vincent Tinto of Syracuse University dedicated to basic skills (Ref. E. 80). The discussion will continue with Flex activities during the opening week, August 2008.

Courses are reviewed every five years or more often if and when modifications occur. Departments consider their courses, make any needed changes and send them through the standard curriculum approval processes. Other reviews and changes may be prompted by technological or other content developments inherent in the field or by notice from the Articulation Office that a transfer institution recommends course revisions in order to maintain transferability.

The major method by which the College ensures quality is through the institutionalized faculty evaluation process. This process begins with a rigorous application and screening process. The College employs a four-year tenure review process followed by formal evaluations every four-years for those who successfully become regular faculty members (Ref. E. 62, E. 81, E. 82).

Every semester the College engages in a course-level evaluation process, the results of which are shared with instructional administrators and individual faculty members. Adjunct faculty members are also rigorously evaluated. By contract they are reviewed by full-time members of their departments and are evaluated every time they begin teaching a new course. Regular evaluations, following an agreed upon method, follow every other semester (Ref. E. 83, E. 79).

The Associate Dean, Noncredit Instruction visits noncredit classes to monitor and ensure effective teaching. She meets individually with instructors to help them with lesson planning and enhancing instructional strategies best suited for adult learners. Since 2007-
08 the interim dean has continued to meet with instructors in groups and individually to discuss teaching strategies (Ref. E. 23).

PLANNING AGENDA
None.

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
New courses and programs are conceptualized and created based on the College’s Mission Statement and student and/or community needs or interests. As a part of our institutional culture and in concert with the provisions of AB1725, the College recognizes the central role of faculty members in generating ideas for instructional courses and programs. For instance, a group of faculty formed a grass-roots sustainable development committee, which has generated individual courses and is working with the Curriculum Committee to create “green” certificate programs in many departments and to infuse sustainable development concepts throughout the curriculum.

The College has established procedures, which describe how faculty members originate courses. Course outlines go through new course approval processes. Then, these courses and programs are discussed with appropriate academic administrators, the Curriculum Committee and other department members prior to formal writing and submission to the Curriculum Committee. Finally, once approved, courses are reviewed on a three-year cycle. Each course outline includes SLOs.

Because the noncredit program is relatively new, it was not involved in the initial SLO discussions or training. In Fall 2007 all noncredit instructors received information about professional development workshops; SLOs and assessment were topics of these workshops. Both the Emeritus College and noncredit ESL programs are undertaking the first cycle of faculty-led SLO assessment in Spring 2008. Credit and noncredit faculty also play a central role in the development and revision of noncredit curriculum (Ref. E. 84).

The College uses these established procedures to guide the development and evaluation of courses and programs. The Curriculum Committee reviews and approves all new or revised degree and non-degree course outlines, programs, degree majors, and certificates. The Committee chaired by a faculty member and an administrative representative (presently the Articulation Officer) consists of voting representatives from every division and non-voting members including the Associated Student Government (ASG) representative, the Curriculum Coordinator and a counselor representative. The College uses WebCMS to facilitate the curriculum process. As discussed above, after approval by the Curriculum Committee, a list of approved courses and programs is sent to the Academic Senate, the Assistant Superintendent/Vice President, Instruction, the Chancellor, and to the Board. Approved new programs are then sent to the CCCSO and other appropriate bodies for their approval through the Program Development Office (Ref. E. 66).

The current program review process for each department was developed by the CPT in conjunction with the Academic Senate. This program review is used as a planning document for department development and, in conjunction with other plans such as the Educational and Facilities Master Plans forms the basis for many other College planning activities including the determination of new staff (faculty and classified), requests for equipment, facilities, budget augmentations, and the allocation of other resources. Each department’s annual program review includes the program SLOs. As of 2007-08, the Nichols-5 form is used for reporting the course and program SLOs evaluation cycle (Ref. E. 7).
SELF EVALUATION

The annual program review process is the primary way of evaluating courses and programs. The faculty is central to this evaluation process, as they revise and update course outlines and analyze their departments/programs when writing the program review. The IDO provides supporting information to faculty for the program review process. It also helps faculty in the development of surveys used for assessments of courses and programs (Ref. E. 4, E. 5, E. 6). Finally, the courses and the evaluation process were approved by the Academic Senate.

SLOs have been developed for 67 percent of all courses. Of the courses with SLOs, 19 percent have assessments, which have been developed for the identified course SLOs. This has occurred in 31 disciplines. Seven percent of course SLOs in 22 departments have completed assessments of courses (for one or more courses). Eighteen departments are in the process of analyzing results and using the data to inform the planning for their course SLOs (five percent of courses) (Ref. E. 59).

The 2008 Accreditation Self-Study Survey revealed that the majority of managers and faculty use institutional research in their department planning. The percentage of managers and faculty indicating that they strongly agree or agree with the statement was 79 and 76 percent, respectively. Neutral responses were indicated by 15 and 13 percent of respondents, respectively. In addition the majority of managers and faculty indicated that there was an adequate amount of information available for planning purposes. The percentage of managers and faculty indicating that they strongly agree or agree with the statement was 91 and 66 percent, respectively. Neutral responses were indicated by 4 and 18 percent of respondents, respectively. With respect to library materials, the majority of managers and faculty indicated that library materials are adequate to support the educational program. Finally, it was found that the evaluation process encourages improvement. Specifically, the majority of managers, faculty and staff indicating that they strongly agree or agree with the statement was 77, 78 and 79 percent, respectively. Neutral responses were indicated by 15, 13 and 7 percent of respondents, respectively (Ref. E. 18).

In summary, the College uses appropriate procedures for course and program development and evaluation with faculty members having full responsibility for curriculum processes.

PLANNING AGENDA

None.

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.

The faculty recognizes that grades play a major role in determining competency levels. Course-level grading is established by faculty and published in course syllabi. Several courses in English and math have established common textbooks and common final exams. Consistency of grading is established by dialogue among colleagues who teach the same course (Ref. E. 85).

With the implementation of the new SLO assessment cycle, SLOs will be clearly identified in all syllabi, and faculty will work collaboratively to determine how well students are achieving SLOs in multiple sections of the same class. This will be done through analyses of standardized test results (English and math) and other appropriate analyses. The career/technical education programs meet with their industry advisory committees to review industry standards as part of the process through which they develop their SLOs. Their program SLOs are then included in the application process for state approval of their programs. Noncredit ESL faculty members are currently in the process of developing competency levels and assessment measures for each level of instruction.

The College relies on the expertise of the faculty for maintain-
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ing competency levels and measurable SLOs. The courses’ SLOs are included when revising and updating the course outlines, and the programs’ SLOs are developed and listed in the individual annual department program reviews. Faculty members, including counselors, actively monitor the progress of students in meeting course and program SLOs.

Although faculty are primarily responsible for establishing competency levels and SLOs for courses, programs, degrees, and certificates, advisory committees play an important secondary role. The career/technical education programs have advisory committees that meet at least once a semester such as those for our Child Development, Auto Technician Training and Allied Health programs. These committees include members of the local business and industry community who ensure that the courses and programs meet required employment competencies and/or prepare for external agency licensure. Curriculum and program requirements are revised as necessary to reflect the changing needs of specific industries as identified by these advisory committees. The Dean, Program Development, VTEA and Community Extension’s Office collects the minutes from the advisory committee meetings for archival and monitoring purposes (Ref. E. 68).

While the College has historically relied solely upon grades to determine whether or not course objectives have been achieved, the College has begun to implement SLO assessment studies at the course level. The College and faculty have proposed institutional SLOs. Work still has to be done to measure whether course-level SLOs have been achieved or not. Ultimately, faculty are striving to relate course-level learning outcomes to program-level outcomes. These in turn will be related to institutional SLOs (Ref. E. 58, E. 59).

SELF EVALUATION

The College relies on faculty expertise with the assistance of advisory committees, when applicable, to identify competency levels and SLOs for courses, programs, certificates, and degrees. As with most of higher education, the faculty members have relied on grades and satisfactory completion of courses within a program of study to assess how well students are achieving outcomes. With the new accreditation standards focused heavily on SLO assessments, the College has embraced the implementation of the SLO assessment cycle to regularly assess how well students are achieving SLOs at the course, program and institutional levels. Assessments at all levels need to be completed. At this point in the implementation of the SLO assessment cycle, students have a clear path to achieving course-level outcomes; however, how course outcomes relate to program and institutional outcomes and how they are assessed have yet to be determined. In addition, the career/technical education programs, with input from their advisory committees, ensure that students progress toward achieving their educational goals and industry requirements.

PLANNING AGENDA

None.

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

DESCRIPTIVE SUMMARY

The Curriculum Committee approves all course outlines, which guide the depth, rigor and sequencing of all courses. Outlines include SLOs and supporting objectives. Course outlines are provided to all teaching faculty and ensure that uniform outcomes are emphasized in every section of a course. Appropriate sequencing of courses is made certain by prerequisites and the development of specific course, programmatic and departmental outcomes over time. All types of courses including transfer, basic skills, online, accelerated, variable format, off-site and noncredit courses are continuously monitored and updated by faculty within each department as part of the annual program review (Ref. E. 24, E. 7).

The faculty, department chairs and instructional deans design six schedules a year. In doing so, they recognize the planning de-
scribed above and ensure that students have access to sufficient courses that offer both breadth and depth, offered in multiple locations and through various formats, at a variety of times and in the proper sequence, to meet their educational goals. Another way that we ensure quality instruction is by ensuring high-quality faculty. To do so, we develop and maintain hiring processes to bring us the best possible instructors. In addition, our faculty evaluation process plays an important role in ensuring quality instruction.

The College’s processes for hiring faculty members, for faculty professional development and for faculty evaluation ensure that our standards for high-quality instruction are met. Faculty professional development includes Flex, the Institute of Teaching and Learning and the Associate Program for adjunct faculty. These programs are led by faculty and offer a wide variety of both technical and theoretical training opportunities. Technical training includes the use of technologies both in and out of the classroom, online tools and other applications that promote the development of faculty technological expertise. Training in diverse and innovative pedagogical approaches provide faculty with the tools they need to serve a diverse student population. Recent grant funding through Title III has allowed the faculty to conduct research projects on the effectiveness of specific pedagogical approaches in both on-ground and online courses. Online courses are offered by faculty who possess an online teaching certificate or the equivalent (Ref. E. 31). The online instructor qualifications approved by the Academic Senate can be viewed at: http://www.canyons.edu/offices/distance_learning/facsupport/default.asp.

The Academic Senate, the College of the Canyons Faculty Association (COCFA) and the administration established the faculty evaluation process in accordance with the Education Code. It is regularly reviewed and updated by COCFA in consultation with the Senate. The process is jointly implemented by the faculty and the administration, ensuring that both untenured and tenured instructional and non-instructional faculty are evaluated by other faculty and administrators with regard to their expertise, organization, communication skills, variety of teaching methods (if applicable) and the quality of their assessments. Adjunct faculty members are evaluated using a process established in their contract that includes the use of full-time faculty evaluators (Ref. E. 86).

SELF EVALUATION
As noted above, faculty are primarily responsible for all matters concerning breadth, depth, rigor, sequencing, time to completion, and criteria for evaluation of courses and programs. Similarly, the faculty members for developmental programs consider the same factors when designing curricula. An excellent example is the sequencing of mathematics courses. Clearly written documents found in counseling, the Catalog and in student handbooks demonstrate that courses start at the pre-collegiate level and progress to the second year of college. Developmental courses are logically sequenced, building on the competencies and objectives of the previous course. Students are expected to apply their previously gained skills and knowledge to more challenging higher-level courses (Ref. E. 15, E. 86, E. 84).

The College uses multiple methods to assess the breadth, depth, rigor, sequencing, time to completion and synthesis of learning for its programs. Common methods of assessing student learning include tests, labs, evaluations, and critiques of created and performed work. In addition the IRO provides instructors with data relative to retention and success rates of students by course and semester. The annual student surveys provide instructors and programs with a snapshot on student satisfaction with the overall instructional program. Finally, program reviews require departments to analyze their performance, assess SLOs and to suggest areas for improvement. Feedback from students through the course and the faculty evaluation process provides specific student input to improve individual instructor’s teaching methods.

PLANNING AGENDA
None.
2. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

DESCRIPTIVE SUMMARY

The College Curriculum Committee approves pedagogical methods and specific instructional delivery modes. Scheduling includes course delivery in variable formats and term lengths. Development of pedagogical skills is supported by faculty professional development (referenced in II.A.2.c. above). Some of the teaching methodologies, based on teaching/learning styles (interpersonal, intrapersonal, kinetic, visual, and auditory) include

- lectures,
- small-and-large group discussions,
- project-based learning including individual and team projects,
- performance-based learning,
- portfolio-based learning,
- journaling and reflective learning,
- computer-based learning,
- self-paced learning,
- laboratory experiments,
- clinical activity,
- distance education including hybrid, CTV and 100-percent online,
- learning communities,
- internships,
- work experience,
- mediated instruction,
- service learning,
- field experience, and
- educational travel.

Student learning styles are included in faculty training opportunities in the Associate Program and the Institute of Teaching and Learning. Faculty are cognizant of differing learning styles and have attempted to provide assignments designed to elicit the maximum level of performance.

Through Flex presentations, departmental presentations and other outreach to the faculty, the Disabled Students Programs and Services (DSP&S) department makes the faculty aware of different learning styles, assistive technology and the various needs of students with alternative learning styles. DSP&S currently has the technology to make the curriculum accessible to students with a wide range of disabilities. Course materials are produced in an alternative format on demand. Moreover, the College now has the technology to caption videos for deaf and hard-of-hearing students (Ref. E. 85). Learning styles are included in the training courses for online faculty offered through the Institute of Teaching and Learning, Education 090, Introduction to Online Teaching and Learning and Education 094, Intermediate Online Teaching Strategies (Ref. E. 29).

The program review for noncredit courses is currently within the non-instructional program review for the Community Education Department. Current discussions are attempting to determine if noncredit offerings should be integrated throughout the relevant credit departments’ program reviews or be highlighted in a separate instructional program review (Ref. E. 65).

In all courses, the faculty members determine the most appropriate method of assessing student learning based on the content of the course, the SLOs and the nature of the instructional delivery. For all courses the primary methods of instruction are listed on the course outline and on syllabi (Ref. E. 90). Innovative teaching methodologies include activities such as cooperative student groups, role-playing, peer feedback, applied experimental assignments, lectures, service learning, group and individual writing projects, online assignments, portfolios, lectures, learning communities, internships, clinical assignments, and labs. These teaching methods are collaboratively selected by the faculty during department meetings and are reviewed by the Curriculum Committee. Moreover, the effectiveness of instructional methods is considered in faculty meetings and professional development workshops (Ref. E. 38).
SELF EVALUATION
The faculty members are primarily responsible for determining the appropriateness of delivery modes used. The faculty are skilled and highly professional in taking into account the individual makeup of each class and choosing from a wide variety of methodologies that meet individual learning styles to best ensure their students’ success. In addition to a variety of delivery modes, faculty use varied assessment instruments to judge how well students have achieved particular learning objectives. In all cases the methods for evaluating student performance are listed in the course outlines and syllabi.

More specifically, assessment of learning styles occurs in DSP&S. A highly trained, full-time faculty member is a testing specialist and makes recommendations to individual students and faculty regarding leaning styles, what accommodations may be appropriate and what teaching style will work best with individual learners. At present, the College does not do institution-wide research on learning styles. Individual faculty members, seeking to find the most effective manner of instruction, will often experiment with different methods.

PLANNING AGENDA
None.

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
All programs undergo annual program reviews to assess their relevance, appropriateness, the learning outcomes, currency and to predict future needs and make appropriate plans. Departments analyze data provided by the IRO, which include degrees and certificates awarded, numbers of new courses and courses updated, number of sections offered and format 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. For career/technical education programs, input from advisory committees and business/industry partner’s is used to evaluate curricular and programmatic needs and relevancy, to assess currency and to plan for future needs.

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. For planning purposes, program reviews are used in providing input for the District’s Educational and Facilities Master Plans and budget planning (Ref. E. 7, E. 12, E. 19).

The College evaluates its courses on a regular basis through the course revision process of the Curriculum Committee. All courses are due for revision every three years. When this has not occurred, the Curriculum Committee and the Academic Senate place a moratorium on a course offering until the course is reviewed, updated and revised. Similarly, programs are evaluated through the program review process. This has been an annual process for every discipline and department, as well as programs (Ref. E. 66, E. 7, E. 8).

The department chairs strive to be objective in the evaluation and review of their programs. In the past the departments have had considerable leeway in determining the criteria to include in their reviews. This past year the departments were asked to use a common set of criteria that allowed for greater standardization of the program reviews. Included in this review is an evaluation as to whether the program was “stable, growing or declining” and a rationale for the determination.

Research into career/technical program needs is conducted before a new program is initiated. As part of this research, surveys, in-
terviews and/or 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 California Community College Association of Occupational Educators (Ref. E. 91).

As part of each program review, SLOs are provided for the program. Occupational programs that receive outside funding (e.g. VTEA, state/federal, grants) must meet certain benchmark criteria in order to continue to receive funding. The College is just starting the assessment cycle for the SLOs and will make progress on a systematic basis. All instructors in career/technical and economic development programs are selected on the basis of their industry knowledge and their teaching skills. We interview them and evaluate them through satisfaction surveys after each class. In addition, we measure the effectiveness of these programs partly through the success of continued and increasing enrollments. Our programs are also evaluated by external agencies and have achieved awards for excellence. As an example, our CACT program was named the most innovative in the state for its robotics program. The reaccreditation of our Child Development Center is another example of evaluation and validation by an external agency.

SELF EVALUATION
A systematic process for program reviews is used to assess course and program relevance, appropriateness, achievement of SLOs, currency and future needs and plans. The reviews determine the needs for staffing, budget, facilities, and equipment. The results of the program reviews are used as a basis for departmental input in the Educational and Facilities Master Plans for the District. Program evaluations have led to the hiring of additional faculty, new facilities and/or buildings and new equipment. As the academic programs evolve, they are reviewed for relevancy and appropriateness. Because of this process, the number of full-time faculty members has increased from 161 in Fall 2001 to 197 in Fall 2008, an increase of 22 percent, on top of the 136 percent growth in faculty during the previous accreditation period. In addition, since 2002, the assignable-square-footage of facilities has expanded from 281,706 to 661,694, allowing us to provide additional instructional spaces and equipment for students to have increased access to relevant, current and appropriate instruction.

PLANNING AGENDA
None.

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
The College systematically engages in ongoing evaluation and integrated planning for courses, certificates and programs through the annual program review. Each department is asked to list its entire course and program SLOs. The program SLOs include all those for the appropriate degrees and certificates.

The annual program review process for each department was developed in conjunction with the Academic Senate. This program review is used as a planning document for department development and in conjunction with other plans, such as the Educational and Facilities Master Plans, forms the basis for many other College planning activities including the determination of new staff (faculty and classified), requests for equipment, facilities, budget augmentations, and the allocation of other resources. As of 2007-08, the Nichols-5 form is used for reporting the course and program SLOs evaluation cycle. The Instruction Office, as well as the IRO, then use the program review documents for annual planning at the institutional level (Ref. E. 7). These and other planning documents such as the
Standard IIA: Instructional Programs

StUDENT LEARNING PROGRAMS AND SERVICES

Strategic Plan, surveys, reports, the Fact Book, and budget plans are available online and through the IRO.

SELF EVALUATION

The information provided to faculty through these documents is a result of the College’s successful efforts to provide ongoing and systematic evaluations that share both common and unique evaluation criteria. Several sections in Standard I include extensive details regarding the College’s planning processes including how evaluations and budget requests are integrated into the Strategic Plan. This systematic and consistent approach allows academic planning to be integrated into overall District planning efforts. The College engages in an ongoing systematic evaluation and integrated planning of its programs and services through student surveys, staff surveys and reports.

PLANNING AGENDA

None.

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

Departmental course or program exit exams are not extensively used at the College. Both the English and math departments have common examinations for certain basic classes. These widely-adopted, commercially-produced exams were selected collaboratively by department faculty, who met to assess the validity, fairness and quality of the exams and also meet in “norming” sessions to do grading. Some programs, i.e. Nursing, Welding and certain public safety programs, have external certifications or licensing exams. There has been significant dialogue about the needed competencies for the current noncredit ESL certificate of completion, which has now stimulated a dialogue regarding the structure of the curriculum and the need for certificates of competency.

SELF EVALUATION

The College makes minimal use of departmental or program examinations. In those cases where it does, steps are taken to validate their effectiveness and validity.

- The English and math departments are continuing to review the use of common examinations to assess their validity and effectiveness.
- Other academic departments are evaluating the appropriateness of common examinations for their areas.
- The developers of these examinations are being reviewed to assure the effectiveness of their instruments for measuring student learning and for minimizing test biases.
- Curriculum revision in noncredit ESL is currently underway and will determine the need for examinations to assess competencies for the awarding of certificates of competency and completion.
- Students have been very successful in passing external certification licensing examinations in nursing and welding, the areas in which such tests exist.

PLANNING AGENDA

The noncredit program will complete an analysis of the structure of the curriculum and the need for standardized evaluation.

2. b. 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

The course outline of record states both the SLOs and other methods of assessment used for grading and awarding credit. These elements are required by the Curriculum Committee. Credits/grades are awarded based upon student attainment of the learning outcomes and other objectives. This information is provided directly to students in the course syllabi. The 2007-08 College Catalog and previous Catalogs outline the grading system in use, academic standards, qualifications for honors, the
policy on prerequisites, and how to question the policies. Board Policy 508 covers grades and is consistent with Title 5 regulations. Articulation with four-year colleges and universities ensures that credits are awarded consistent with accepted norms in higher education (Ref. E. 24, E. 15, E. 87). Units of credit are awarded based on the generally accepted Carnegie Unit in which 18 hours of standard lecture equal one unit of credit.

SELF EVALUATION
Departments, through the extensive evaluation process outlined in this Self Study, monitor courses to ensure that standards are adhered to and a continuous review process is followed. Articulation agreements, as well as transfer agreements with four-year institutions, ensure that the course work is current and meets the appropriate level of rigor.

The Instruction Office consistently monitors each course schedule to ensure the required number of contact hours are provided for each unit of credit; and, consequently, there has never been an audit finding of noncompliance with required contact hours.

PLANNING AGENDA
None.

2. i. The institution awards degrees and certificates based on student achievement of a program’s stated learning outcomes.

DESCRIPTIVE SUMMARY
The annual program review has included the program SLOs since 2005. Departments have just begun to develop the corresponding assessments and grading criteria. SLOs are currently being implemented at the course and program levels. The SLO Committee has focused on students’ educational goals and the development of the SLOs according to the GE/IGETC/CSUGE/Degree categories, as described in II.A.1.c. above. Through program review and the course revision process, the College continuously modifies and improves its courses and programs. The College awards degrees and certificates based on students meeting the SLOs for the required coursework.

Vocational programs have had for many years course, program, degree, and certificate learning objectives. These programs include Administration of Justice, Automotive Technology, Construction Management, Fire Technology, Manufacturing Technology, Nursing, Emergency Medical Technician, Real Estate, and Welding Technology. These programs have external examinations, which validate the rigor of the College’s programs. For example, to be licensed Welding Technology students take a certification exam. In addition, nursing relies on feedback from employers and graduates to assess outcomes of their program, as well as student surveys (Ref. E. 92).

SELF EVALUATION
The College awards degrees and certificates based on students’ achievement of a program’s stated learning outcomes. The academic program SLOs have been written and will begin to be assessed in Spring 2008 semester. The vocational programs have always assessed their program SLOs. Training on program SLO assessments and evaluation are currently taking place. The SLO Facilitator is meeting with each department to discuss the assessment instruments and the evaluation process.

PLANNING AGENDA
None.

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
The College has published its philosophy of general education on page 23 of the Catalog. A candidate for an associate degree must complete these published requirements (determined by the Academic Senate), which include 21 units of general education selected from five areas: Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, and American Institutions. A given course meets the requirements in only one area. In addition, the Academic Senate recommended a requirement accepted by the Board, which requires that students satisfy competencies in Physical Education and Wellness and complete a Diversity requirement (3 units). Demonstrated competency in reading, written expression and mathematics is also required (Ref. E. 15).

The College general education and specific area requirements are closely aligned with CSU and UC requirements and meet the same objectives. SLOs and their assessment are being developed for all courses and will be used as part of the determination of whether or not a course is to be included in these requirements. In addition the College has developed institutional learning outcomes that serve as the underlying basis for general education as shown in the following chart (Ref. E. 58):

<table>
<thead>
<tr>
<th>General Education Area</th>
<th>Institutional Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Communication (IGETC/CSUGE)</td>
<td>(1) Students will apply learned skills to communicate effectively using appropriate English in a variety of situations. (2) Students will critically evaluate and analyze oral and written information.</td>
</tr>
<tr>
<td>Mathematical Concepts and Quantitative Reasoning (IGETC/CSUGE)</td>
<td>Acquire quantitative reasoning for the analysis, synthesis, and evaluation of data related to the world around us.</td>
</tr>
<tr>
<td>Arts and Humanity (IGETC/CSUGE)</td>
<td>(1) Students will be able to analyze and appreciate works of philosophical, historical, literary, aesthetic and cultural importance, and relate the fundamental humanizing perspective that they provide for the development of the whole person. (2) Students will demonstrate in-depth, critical knowledge of theory, research, and collaborative practices related to a chosen professional role or area of focus in the Arts and Humanities.</td>
</tr>
<tr>
<td>Social and Behavioral Sciences (IGETC/CSUGE)</td>
<td>Students will be able to distinguish, analyze, and evaluate the individual or the cultural and social perspectives and contributions in contemporary, historical and/or geographical settings.</td>
</tr>
<tr>
<td>Physical and Biological Sciences (IGETC/CSUGE)</td>
<td>(1) The Student will develop comprehension of the basic concepts of physical and biological science (generally lectures). (2) The student will be able to critique and evaluate natural phenomenon through the use of scientific inquiry methods. (Mostly tabs).</td>
</tr>
<tr>
<td>Languages other than English (IGETC)</td>
<td>(1) Upon successful completion of the 1st semester of college language courses other than English, a student will demonstrate proficiency in culture and history. (2) Upon successful completion of the 1st semester of college language courses other than English, a student will demonstrate in expressive and receptive forms.</td>
</tr>
<tr>
<td>Lifelong Understanding and Self-Development (CSUGE)</td>
<td>Students will develop understanding and awareness of themselves as psychological, social, and physical beings functioning in a variety of environments.</td>
</tr>
</tbody>
</table>
SELF EVALUATION

Through the curriculum development process, the faculty select and recommend courses for inclusion in general education because they meet the objectives for inclusion in the area designated. SLOs, as well as institutional learning outcomes are developed and are providing guidance with respect to the evaluation of the curriculum and the addition of new courses.

PLANNING AGENDA

None.

General education has comprehensive learning outcomes for the students who complete it, including the following:
3. a. 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

Students engaged in the general education curriculum have the opportunity to develop intellectual skills by taking courses in all of the standard areas of general education. Additionally, students are able to explore a deeper understanding by taking more in-depth and advanced courses in areas such as English composition and communication and analytical thinking. Intellectual skills are also developed and strengthened through satisfying the required competencies in reading, writing and mathematics/quantitative reasoning. Students have the opportunity to develop information technology skills by selecting courses in business, computer applications and library science.

Students who complete the 21 semester units of general education must select at least one course from the following areas: Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, American Institutions, Physical Education and Wellness, as well as Diversity requirement. The students must also demonstrate competency in reading, written expression and mathematics. All of these requirements are stated in the College Catalog (Ref. E. 15).

To meet the reading competency requirement, students must either qualify for eligibility in a college-level reading course based on an approved English placement exam (Accuplacer) or complete a reading course to bring skills up to college level. To meet the writing competency requirement, students must either qualify for English 091 or above. The mathematics competency requirement is met by an approved placement test or completing Math 070 or above. Courses in Business (144, 291) and Economics (291) are also used to meet this competency (Ref. E. 91).

The College’s Curriculum Committee requires faculty to update and propose all new courses utilizing a rigorous process. All new and newly modified courses are reviewed by faculty and administrators on the Committee to ensure that courses meet the requirements and articulation standards for general education.

Because the general education sequence employs a wide variety of choices for students and all of the courses are developed using the rigorous standards of the Curriculum Committee, students are given the opportunity to be exposed to a wide variety of subjects via an even larger variety of course topics. As noted in the College Catalog:

These general education courses comprise a body of knowledge that introduces students to the natural sciences, social sciences, humanities and arts, written communications and critical thinking (Ref. E. 15).

As noted above, graduation requirements for an associate degree require minimum competency levels in reading, writing and mathematics. Graduation requirements also include minimum competency levels in oral and written communication, scientific and quantitative reasoning and critical analysis/logical thinking. The College Catalog details the minimum requirements for the associate degree and establishes that students must maintain a 2.0 cumulative grade-point-average in order to graduate and remain in good academic standing.

ACCRREDITATION 2008
Standard IIA-27
SELF EVALUATION
The Curriculum Committee is primarily responsible for the evaluation, selection and review of courses that constitute the general-education component. The Committee reviews and follows carefully the standards for course selection set forth in Title 5, Section 55806. The standards are provided to all members of the Committee as a part of the Curriculum Committee Handbook (Ref. E. 66).

As an indicator of student understanding, the Admissions and Records Office has completed an informal review of success rates in courses that are prerequisites for subsequent courses. The review showed that approximately 80 percent of the students in a course that is a prerequisite to another course successfully complete the course and are eligible to register for the subsequent course. Specifically, Admissions processes approximately 400 drops each year for students failing to meet the prerequisite (Ref. E. 93).

PLANNING AGENDA
None.

3. b. 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
General education at the College incorporates a pattern of courses that has been designed for students earning associate degrees or transferring to four-year institutions; that provides students with oral and written communication skills, information competency, computer literacy, scientific and quantitative reasoning, critical analysis, and logical thinking; and, the ability to acquire knowledge through many means. This pattern was used to develop the College's institutional SLOs. The content is specified in the College's philosophy of general education as "a body of knowledge that introduces students to the natural sciences, social sciences, humanities and arts, written communications and critical thinking." The intent is to cultivate in each student the skills necessary to think clearly, logically and ethically; to find information from a variety of sources and technologies; to examine information critically; to communicate effectively both orally and in writing; to develop effective and creative capabilities and social attitudes; to reason quantitatively; and to understand scientific principles and methods of inquiry (Ref. E. 58).

The above mentioned pattern of courses is comprised of 21 semester units that include at least one course in the natural sciences, the social and behavioral sciences, the humanities, and language and rationality. Also required is a demonstrated competency in reading, written expression and mathematics. In each course, the College's criterion that the student's skill level meets collegiate standards is a grade of C or better, a requirement that is published in the College Catalog and in course outlines.

SELF EVALUATION
The faculty members we have hired are professional and skilled educators. As a College District, we are confident that instructor assessment is an effective measure of student skill. Further, faculty members are sharing expectations with one another in various forums. The Curriculum Committee reviews courses and defines and helps faculty understand SLOs including their role in our students’ futures. The College recognizes a hierarchy of outcomes at the top of which is “Success after attending the community college.” “Our ultimate concern ought to be [and is] that our students are successful after they leave the College,” for each of the many definitions of success (Ref. E. 58). There are many informal conversations among faculty about goals and expectations for student lifelong learning, recognizing that these goals are different for different students. Some students plan to earn an associate degree and move into a job, others plan to transfer to a university. Faculty members are aware of the importance of SLOs for students’ immediate and distant futures.
Strict attention is dedicated to accountability systems including the Accountability Report for the Community Colleges (ARCC) at the state level and Student-Right-to-Know at the national level, which provide measures that form the core of the institutional-level SLOs, augmented with more specific measures for each outcome. Transfer rate as a measure, for example, should be augmented with a measure of each area within the Inter-segmental General Education Transfer Curriculum, described above.

Surveys (such as those that the Nursing Department annually sends to supervisors at hospitals that employ our nursing graduates and that our Cooperative Work Experience Education (CWEE) program sends to employers who sponsor interns) help us determine the degree to which our students have the capabilities needed to be successful on the job and provide reinforcement that our assessment processes are effective (Ref. E. 92, E. 94).

PLANNING AGENDA
None.

3. c. 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
The College embraces ethical and civic concerns as SLOs for general education. Student learning leading to development of these qualities is mandated as part of the general education requirements through such programs as Service Learning and service-based student clubs and organizations. The importance of the student’s present and future role as a responsible and ethical human being is exemplified in the College’s philosophy of general education.

To this end, general education requires each student to complete three units of the social and behavioral sciences, three units of humanities and to satisfy a diversity requirement. Courses to satisfy the humanities requirements are in the College Catalog. Also, our Service Learning and volunteer programs encourage students to volunteer for charitable causes in the community and to develop lifelong habits of community service.

In addition, the new Performing Arts Center and the Art Gallery provide programming that works to widen the horizons of our students through performances, exhibitions, lectures, seminars, scholarly presentations, and career networking that celebrate multiculturalism, stimulate thought and encourage discussion.

A wide range of courses specifically target ethics as part of their content, which is stated in their Catalog descriptions. Many of these are not included in the list approved for the humanities or diversity requirement but independently reflect the College’s interest in the ethical evolution of students. Among the departments offering courses that address ethics are Health, Nursing, Business, Computer Information Technology, Journalism, Paralegal, Sociology, and Speech Language Pathology. SLOs for these courses are developed in the same manner as other courses.

The College has also established institutional learning outcomes that reflect our mission to develop students who can become productive citizens in an ever-changing world. Some examples can be found in the following areas:
Standard IIA: Instructional Programs

STUDENT LEARNING PROGRAMS AND SERVICES

- **Arts and Humanities**
  Students will be able to analyze and appreciate works of philosophical, historical, literary, aesthetic and cultural importance, and relate the fundamental humanizing perspective that they provide for the development of the whole person.

- **Social and Behavioral Sciences**
  Students will be able to distinguish, analyze, and evaluate the individual or the cultural and social perspectives and contributions in contemporary, historical and/or geographical settings.

- **Lifelong Understanding and Self-Development**
  Students will develop understanding and awareness of themselves as psychological, social, and physical beings functioning in a variety of environments.

SELF EVALUATION

Through its general education program, the College helps students to recognize what it means to be an ethical and effective citizen and human being. We recognize the tendency to designate SLOs in purely cognitive terms. Faculty are encouraged to consider noncognitive outcomes, including appreciation for the arts, sensitivity to diverse viewpoints and a sense of civic responsibility (Ref. E. 58).

PLANNING AGENDA

None.

4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

DESCRIPTIVE SUMMARY

The College offers both associate in arts and associate in science degrees. Each program leads to a degree and includes one area of focused study or interdisciplinary core. A minimum of 18 units as required by Title 5 must be completed in the discipline or related disciplines. Students must maintain at least a 2.0 grade-point average in their major area of focus. As noted above, all degree programs include at least one area of focused study or an interdisciplinary core. All new programs are submitted to the CCCSO for approval. This ensures that the programs meet the Title 5 requirements. Students must also complete a pattern of Title 5-appropriate general education course work and have a total of 60 units. The programs are listed in the College Catalog (Ref. E. 15).

SELF EVALUATION

All degree programs at the College include focused study in at least one area of inquiry or in an established interdisciplinary core.

PLANNING AGENDA

None.

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

Career and technical programs at the College adhere to a competency-based curriculum. The ability to demonstrate the technical and professional competency required by business and industry or a licensing or certifying agency is stated in all course outlines as an expected SLO. Certificates are awarded upon successful evaluation by written tests and/or practical demonstrations. The faculty have worked to ensure that the curriculum is structured to prepare students for licensure or certification testing in their chosen field. Each vocational program follows the prescribed standards of instruction and course content required by the appropriate certification/licensing board and/or accrediting agency. Most recently the Child Development Center completed a successful site visit for affirmation of its accreditation by the National Association of Early Childhood Programs, and our nursing program received an outstanding accreditation review.
through the California State Board of Registered Nurses. The College has begun the process for approval and certification of our Paralegal Program by the American Bar Association.

The career/technical education programs meet at least biannually with their respective advisory committees. The advisory committees include members of local business and industry to ensure that the courses and programs meet required employment competencies and/or prepare students for external agency licensure. Curriculum and program requirements are revised as necessary to reflect the changing needs of specific industries as identified by these bodies. The career/technical education faculty maintain contact with representatives in industry outside of regularly scheduled meetings to assess whether the competencies students acquire are appropriate for industry.

Additionally, the College evaluates its career/technical programs through a regular cycle of internal program review and by external review bodies (Ref. E. 7). Other programs such as Nursing are evaluated through a research design developed in the IRO. The Fall 2005 Registered Nurse Program, Student Evaluation of Clinical Setting found that, overall, the majority of respondents (89 percent or more) indicated that their clinical setting provided them with a sufficient number of patients/clients, range of major health problems, variety of learning opportunities, sufficient resources needed to meet course objectives for their respective courses, staff in their clinical setting served as positive role models, and the attitude of the staff on their respective units contributed to a positive learning environment (Ref. E. 95).

The career/technical programs are measured each year via the VTEA Core Indicators. The Core Indicators provide data on program completions and employment in the industry, if employment can be tracked.

SELF EVALUATION
Of the career and technical programs that require licensing such as Nursing, Emergency Medical Technician and Welding, the pass rate is consistently high. As part of the ongoing accreditation process, other programs such as Automotive Technology and Paralegal Studies are required to submit enrollment, attrition and certification/licensure data for evaluation. The College maintains ongoing relationships with organizations that require testing, ensuring that programs are updated as needed to stay current.

PLANNING AGENDA
None.

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.

DESCRIPTIVE SUMMARY
The College assures that the students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The appropriate information is available in the College Catalog published every year. The Catalog is available in print, on CDs, as well as on the College’s Web page. Course syllabi describe course methods and objectives and provide a contract between students and teachers (Ref. E. 15, E. 90).

The Catalog contains a clear and accurate description of degrees and certificates. These documents are reviewed every year to ensure that they are accurate representations of program content and requirements. The College made the decision that the on-
line version of the Catalog would be the most accurate and up-to-date. As such, as program changes occur, Instruction Office staff members update the online Catalog. The paper Catalog is updated on an annual basis. The 2008-10 Catalog is a two-year edition with an addendum planned for the second year. Additionally, students and the public-at-large can access the online curriculum management system to review program and certificate information and requirements.

The College verifies that individual sections of courses adhere to course learning objectives in a number of ways. Division deans are required to carefully review course outlines and syllabi of new faculty and of the faculty teaching a new topic. All course outlines and course syllabi are filed in division offices for review, and department chairs review these documents as well. Sample templates for course syllabi are available on the campus Intranet, having been developed from a recent faculty sabbatical (Ref. E. 96). WebCMS, the management software for the Curriculum Committee, ensures that courses include all of the required elements prior to approval.

Peer evaluations, as specified in the full-time faculty contract, as well as the evaluation of adjunct faculty normally include a review of course outlines and syllabi, as well as adherence to stated course learning objectives. Course sequencing ensures that students master certain knowledge, skills and abilities spelled out in course outlines before moving on to the next course in the sequence. Prerequisites are enforced by the College’s MIS system (Datatel). All but 80 courses have been modified to include SLOs (Ref. E. 58).

Each faculty member, whether adjunct or full-time, must prepare a syllabus for each section. This syllabus is then given to students at the first class meeting. There is no specific format required for the syllabus. However, it should contain the SLOs, required materials, assignments, and various class policies regarding grading, attendance, due dates, etc. Department chairscollect all of the syllabi from the faculty. Department chairs ensure that the syllabi contain all of the appropriate information and that students receive it. New faculty and adjunct faculty orientations occur regularly and having a syllabus for every class is covered in these orientations.

The College’s curriculum software, WebCMS, is available to the public and current and prospective students (Ref. E. 97). (http://www.coc.cc.ca.us/offices/curriculum/default.asp) Course outlines include the SLOs. As of March 6, 2008, there are 1,409 active courses in the inventory; presently 462 do not have SLOs. These course outlines are scheduled to be revised or archived in Fall 2008.

Program SLOs are currently not listed in the Catalog or the College Web page. Each department reported their program SLOs in their annual program review. The annual program review includes the Nichols 5 form. The department must report all course SLOs, and the progress made in the assessment cycle (Ref. E. 7).

SELF EVALUATION

The College assures that every student and prospective student receives clear and accurate information about educational courses and programs and transfer policies. The students receive a syllabus containing the course SLOs. In response to our Annual Student Survey: Spring 2008, 85 percent of the students indicated that SLOs were stated in their course syllabus. The goal is to be at 100 percent.

The College does not presently make the program SLOs available to current or prospective students.

PLANNING AGENDA

The College will make the program SLOs available to current, future and prospective students via the Catalog, as well as the College’s Web site beginning with the publication of the 2009-10 Catalog Addendum to be published in Summer 2009.
6. a. The institution makes available to its 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

Students attending the College may use lower-division units earned at any accredited institution towards associate degree requirements. Student transcripts are evaluated by an evaluator in the Admissions and Records Office, and credits granted are posted to the student’s College transcript. When required for the associate degree or certification (IGETC, CSU Certification), individual courses are evaluated by counselors in consultation with the Articulation Officer (if needed) to determine applicability to general education, specific area, competency, and transfer requirements. Students who have earned credit at colleges and universities outside the United States may satisfy degree requirements with equivalent courses if their transcripts have been evaluated through a District-approved foreign credentials evaluation service, and the courses have been deemed to be degree applicable (Ref. E. 98).

The College accepts transfer credit from institutions that have been accredited by one of the regional accrediting institutions. The policy for acceptance of transfer credit is published in the College Catalog. The College has developed agreements with several universities regarding the transfer of credit and guaranteed enrollment (Ref. E. 99). Additional mobility is provided by acceptance of credits through use of advanced placement tests, College Level Examination Program (CLEP), military service credit and credit earned using our 2 + 2 high school articulation agreements. All of these policies and procedures are available to students from counselors and the Admissions and Records Office. The policy for intra-district reciprocity is also published in the College Catalog.

The College’s Articulation Officer is responsible for coordinating general education requirements and major requirements with baccalaureate institutions. The College submits and updates its CSU General Education and Intersegmental General Education Transfer Curriculum (IGETC) courses on a yearly basis. These agreements are published in the Catalog, schedules of classes and on the College Web site. The Articulation Officer maintains hundreds of course-to-course and major articulation agreements with many CSU and UC campuses and independent colleges. These agreements are available through ASSIST, the California articulation database, which can be accessed through the College Web site (Ref. E. 100, E. 99). In cases where universities do not participate in ASSIST, hard copies of articulation agreements are maintained in the Transfer Center and in the Counseling Office.

SELF EVALUATION

The Catalog and class schedules provide information on whether a specific course is transferable to the University of California (UC) or California State University (CSU). Students, faculty and staff have access to the online articulation repository for the state’s public institutions, which is ASSIST.org. Matriculating students receive comprehensive orientations where associate degree and transfer requirements are clearly outlined. Articulation agreements are reviewed annually by the Articulation Officer and updated as needed. New articulation is proposed when new courses or programs at either the four-year institution or the College are developed and are appropriate for articulation.

PLANNING AGENDA

None.
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
Inasmuch as the College is growing rapidly, program elimination is rarely considered. Only one program, Electronics, has been eliminated in the past 20 years. Some programs, such as secretarial science and consumer electronics, have been dramatically modified to reflect new technology through the course modification process established by the Curriculum Committee. When we consider program elimination, the process begins with a review by the department, the division, the Academic Senate and other affected constituencies, which may include administrators, faculty, staff, students, the employing business and industry (if applicable), the community, and others deemed necessary by the administration and faculty.

When program requirements are significantly changed we always adhere to the student’s catalog rights. Students are given course substitution options or appropriate alternatives.

SELF EVALUATION
There currently is no formal process in place for program elimination. When developed, the process should include both qualitative and quantitative indicators with student interest, enrollment and opportunities for transfer and job placement being key indicators.

As this is not been part of the recent history of the College, there has been no impact due to a lack of such a procedure. Nevertheless, it is recognized that such a formal procedure should be developed prior to needing one.

The College’s students have been protected from disruption of their education when any program requirements have been significantly changed because they are always offered alternatives and substitutions to minimize the impact.

PLANNING AGENDA
The Academic Senate, in conjunction with the Vice President, Instruction, will develop a policy and procedure for program elimination.

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
A significant amount of information regarding policies and practices are contained in the printed schedules of classes, the Catalog, other printed publications, and the College’s Web site.

The class schedules are produced three-times-per-year (fall/winter, spring and summer sessions), and each cycle of production includes a review of the information contained in the policy, rules and regulations sections.

The College Catalog undergoes annual review to ensure its integrity (Ref. E. 101). The Public Information Office works with all College areas to ensure that the printed document and the online version are both well organized, readable and free of errors.

Program specific brochures are produced in cooperation with the Public Information Office (Ref. E. 102). These documents are updated as necessary by program directors. The most up-to-date information about any program, class schedule or Catalog can be found on our Web site.

SELF EVALUATION
The College utilizes multiple means of communicating College information and regularly reviews all publications for currency, accuracy and completeness. For example, the College
Standard IIA: Instructional Programs

STUDENT LEARNING PROGRAMS AND SERVICES

Fact Sheet is available to the public on the College’s Web site. The Fact Sheet includes information on college enrollment, degrees awarded and other indicators of student achievement (Ref. E. 9). Throughout every year the College produces a number of documents that highlight student achievement. Regular press releases concerning significant achievements are also issued (Ref. E. 103). In addition evaluation briefs are published and made available from the IRO.

PLANNING AGENDA

None.

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 world views. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge.

DESCRIPTIVE SUMMARY

The Board has well-established policies regarding the creation and protection of academic freedom as stated in Board Policy 614, Academic Freedom. The Policy was adopted in January 2007 upon recommendation of the Academic Senate. The Policy expresses the Board’s commitment to uphold detailed principles of academic freedom. Board Policy 614(C), Academic Freedom and Students identifies expectations held by the Board toward students, as well as the general set of academic expectations (Ref. E. 104).

Both sets of policies are sufficiently made known to the public. These policies are available to the public via the College’s Web site, www.canyons.edu/Offices/Board. Board Policy Manuals are located in administrative offices, archived in the Library, with Academic Senate officers, and with COCFA officers. The College provides Flex workshops to provide greater understanding of academic freedom policies, and new employees are introduced to the policies at orientations for new faculty.

Policies on student academic policy were last revised in 2006. The revisions included language about protecting intellectual property and general language designed to protect the health and safety of the campus community. As with all Board policies, the three policies related to academic honesty and student conduct can be found in various locations. Additionally, Board Policies 529, 530 and 531 can be found in the schedules of classes and in the College Catalog.

A policy of promoting and requiring faculty to distinguish between personal conviction and professionally accepted views in a discipline is established by, and can be found in, Board Policy 614 in general, but most specifically in Sections 614.B.2, 614.B.4.a, and 614.D.2. and 3., as well as in the College Catalog’s statement on institutional philosophy. Additionally, this distinction is addressed by the Academic Senate in their Statement of Academic Freedom in general, but most specifically in Sections 4, 5 and 8 et seq. These and other policies are monitored and promoted through peer review and student evaluations. Both adjunct and full-time faculty are monitored through these two methods (Ref. E. 104, E. 15, E. 105).

The College recently revised its Mission, Vision and Philosophy Statements that speak directly to the free pursuit and dissemination of knowledge (Ref. E. 106). Specific policies that demonstrate an institutional commitment include Board Policy 345 Participation in Governance and 614 Academic Freedom (Ref. E. 104).

Policy 614 specifically states the following:

Only an academic environment that promotes an open and free exchange of ideas can properly develop the cognitive skills of critical inquiry, which promote individual success and societal progress. The College, as an institution of higher education, has an obligation to the community to promote the thoughtful introduction of a full gamut of ideas for discussion.
In addition, the agreement between the COCFA and the District (Ref. E. 107) includes a number of articles that directly support this concept. Finally, the Decision Making guide (Ref. E. 36) provides a demonstration of the commitment to open dialogue and participation in the governance of the College.

To encourage the free exchange of new ideas, we provide on our Intranet, “New Idea” forms and “Access and Success” forms to propose new concepts to the College community for evaluation and possible implementation. Our many committees and task forces also allow for debate, input and dialogue on new ideas. In addition we provide activities and development programs such as our LEAP Program, which empower teams to develop new programs and solutions.

The College has a well-developed professional development program, orientation program and model programs for improving teaching such as the Institute for Teaching and Learning and the Associates Program (Ref. E. 26, E. 29, E. 30). Through these programs the faculty are aware of the expectations for teaching excellence and ethical behavior. Expectations are evaluated through a well-defined evaluation process for tenure-track faculty and a continuing evaluation effort for regular faculty (Ref. E. 62). In addition, members of the administration, managers and faculty conduct peer evaluation of faculty. The evaluation process is intended to provide the evaluated individual with a path of professional development, as well as providing the College with assurance of the faculty member’s adherence to established institutional policies and pedagogical principles. Within this process faculty adherence to specific disciplinary standards is compared to the required standards found in applicable course outlines approved by the College Curriculum Committee. Each course outline sets forth criteria and guidelines that faculty are to follow in the presentation of material to students. Student evaluations of faculty are used to further gauge faculty performance and behavior toward these standards.

**SELF EVALUATION**

Academic freedom policies are well established at the College. Board policies are easily accessible via the College Web site, as well as through a multitude of other administrative offices and personnel. The policies protect and reinforce principles of academic freedom and reflect the cooperative nature among the Board, administrators, managers, and faculty as represented by the Academic Senate and COCFA.

Faculty and staff maintain high standards of ethical conduct as is required of them through the adoption of a general code of ethics that is embodied in the College Catalog and Administrative Handbook (Ref. E. 15, E. 108). These standards are continually emphasized and reinforced through collegial interaction among faculty, administrators, and managers. Seventy-six percent of full-time faculty members participate on committees which provide forums for discussion of ideas. In addition to input from faculty, the College’s decision-making structure allows for and encourages debate and discussion. The tenure and adjunct evaluation processes are strong, well-developed administrative vehicles for ensuring that these ethical standards are met.

In addition to these monitoring mechanisms, the College has generated a 2008 Self Study Accreditation Survey to further measure staff and faculty perspectives regarding the successful implementation and achievement of institutional goals and principles. Statement number 10 of the survey reads, “Evaluation processes of faculty encourage improvement.” Seventy-nine percent of faculty members “agreed” or “strongly agreed” with the statement and 13 percent indicated neutral (Ref. E. 18). In the Spring 2007 Student Survey conducted by the College, 70 percent of students surveyed were “satisfied” or “very satisfied” that instructors had encouraged student participation and shared different viewpoints and 23 percent indicated neutral. Furthermore, 80 percent of those students surveyed were either “satisfied” or “very satisfied” with the overall quality of instruction from faculty and 16 percent indicated neutral (Ref. E. 52). The College adheres to California State law by...
requiring faculty to participate in Flex activities each academic year to ensure continued professional development. Many of these activities include workshops, and roundtable and group discussions regarding expectations within the various disciplines to include proper methodology for presentation of academic subject matter (Ref. E. 26).

PLANNING AGENDA
None.

7. a. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

DESCRIPTIVE SUMMARY
The faculty have engaged in extended dialogue related to the distinction between personal conviction and appropriate topics within a particular discipline. These discussions have culminated with the adoption of a policy on academic freedom. This policy, adopted in January, 2007 (Ref. E. 104) after several years of debate and discussion has been widely circulated among the faculty and is found in the agreements with both the full-time and adjunct faculty labor unions. Specifically, that policy states: “… when a member of the faculty speaks or acts in his or her capacity as a private citizen, it needs to be made clear to the audience that the faculty member is speaking as a private citizen.” The policy further clarifies by stating “... It should be clear that any positions taken by faculty members speaking as private citizens are not to be considered as official District policy or positions.”

SELF EVALUATION
The faculty addressed the issue of personal expression through extended dialogue and recommended an appropriate policy that was adopted by the Board in January 2007. Within the Policy there is acknowledgement of academic freedom and the right of faculty members to express personal convictions. There also is clarity on appropriate time, place and manner for expressing personal convictions as private citizens.

PLANNING AGENDA
None.

7. b. The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.

DESCRIPTIVE SUMMARY
The College policies and guidelines concerning student academic honesty and related consequences can be found in the College Catalog, schedules of classes, individual course syllabi, online, and in the Faculty Handbook. The College Catalog and schedules of classes are available in print and posted online on the College Web site. The Dean, Students Services has a set of Web pages dedicated to informing students about existing academic standards and conduct policies. A specific Web page has been created to provide students with explanations and definitions of plagiarism and cheating and offers suggestions on how to avoid dishonest academic conduct (Ref. E. 109). Faculty members are increasingly utilizing software such as Turnitin as a method of monitoring and discouraging plagiarized academic assignments.

In addition to these sources, the College emphasizes the concern and understanding for these policies through its Flex workshop programs. A growing emphasis is being placed on academic honesty as it relates to online instruction. The Flex program addresses these concerns as they relate to both traditional instruction formats and online instruction.

The primary method of informing students is through the course syllabi. The College has recently supported a sabbatical leave that was designed to formulate a model course outline/syllabus that included language regarding academic integrity to be presented to students (Ref. E. 96). A second major method is through the publication of materials commonly accessed by students. The College Catalog, schedules and Web page are common portals used by students. Finally, such policies are directly
SELFEVALUATION

Information regarding student academic honesty policy is well publicized in the College Catalog and other campus publications. The College has not recently surveyed student and faculty perspectives on the adequacy of accessible information regarding policies addressing student academic honesty and related consequences. However, the College did survey students in 2002 and found that 87 percent of surveyed students either agreed or strongly agreed and seven percent indicated neutral with the following statement: “I am aware of COC’s policy for academic dishonesty (cheating and plagiarism)” (Ref. E. 52).”

While the College has adequately provided students, faculty and staff with policies concerning student academic honesty and widely distributed these policies, they are embedded in the code of conduct and its numerous provisions, to which students may or may not pay attention. Furthermore, the 2007/08 Student Handbook and Academic Planner does not contain any reference to existing academic honesty policies (Ref. E. 88). An emphasis should be placed on amending this publication to include policies concerning student academic honesty. The description of academic dishonesty rules and procedures is further supported by the orientation provided for new students. The orientation process is also presented online at the College Web site (Ref. E. 111). A strong emphasis is placed on providing a definition and examples of academic dishonesty in these various student resources.

PLANNING AGENDA

The College Web site will link information related to academic integrity through various online portals 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 schedules of classes.

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 world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

DESCRIPTIVE SUMMARY

As a public institution, all of our policies and codes of conduct reflect our Mission, Vision and Philosophy Statements. Unlike private institutions funded through religious or political organizations, we do not seek to instill specific beliefs or world views in our students nor require them of our faculty and staff.

College Board policies, including adherence to institutional standards and conduct requirements, are made accessible to faculty and students via the College Intranet. Updates or changes to Board policies are publicized campus-wide. As part of the College’s extensive offerings of Flex workshops, there is a consistent emphasis placed on the proper understanding and adherence to the various provisions of the code of conduct.

Students are made aware of the existing Student Conduct Code through its publication in the College Catalog, schedules of classes and Student Handbook and Academic Planner. Selective provisions of the Code are incorporated into faculty course syllabi. It is the practice of the Dean, Student Services to provide any student alleged to have violated the Student Conduct Code with a copy of the Code. Faculty members are also informed of College policies and procedures through the above publications,
as well as the Faculty Handbook, workshops, campus communiqués, regular Academic Senate meetings, and the COCFA collective bargaining agreement.

As a public, two-year community college, the College has no specific beliefs or worldviews that it promotes or attempts to impose on its student community. The College’s mission is most evident in its Mission Statement (Ref. E. 60).

SELF EVALUATION
The expectations of adhering to codes of conduct are publicized in the various College publications. The College does a good job of making known the standards of conduct expected of its faculty, staff and students.

PLANNING AGENDA
None.

8. Institutions offer in curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

The college does not offer curricula in forcing location to students other than U.S. nationals.
IIB: Student Support Services
Student Services has made improvements through technology and by expanding and adding programs, since 2002, so that students have increased ways to access and support their educational experiences and to be successful in achieving their academic goals.
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

The College is learning-centered and provides academic education and workforce training at the lower-division level to all capable of profiting from instruction. The Student Services Division supports this mission within the framework of the College’s Strategic Goals by offering quality and efficient service and support to students, staff and faculty (Ref. E. 13).

Access to quality instruction and services is a key component of the Division’s philosophy. Efforts are made to remove barriers to enrollment and success. The growth of online services in the last several years is an excellent example of enhanced access.

Since 2002, our last self study year, the Division has had significant achievements regarding access and service. The online orientation to the College is considered state-of-the-art. Similarly, our online services in Admissions allow students to access their records, search the schedules of classes and register all without leaving their homes. The College is unique in our online program evaluation service. Counseling has made significant changes in its work with at-risk students. Below, there is a complete description of the work being done with students who have been historically disenfranchised. In fact our dismissal rate has been reduced dramatically. To assist with access, Counseling now has an online appointment service, as well as online counseling.

Our support of career seekers has also seen significant changes. Workshops in the Career Center, combined with individual advising and a job developer, have had significant impacts. Below we have also shown that financial aid awards have increased significantly, as have services offered in EOPS and DSP&S. Combined, the efforts of the Student Services Division has created a dramatic impact on access, student persistence and success.

These efforts are combined with initiatives to create a welcoming environment to all who wish to profit from their experience at the College. A significant component of this effort is our emphasis on outreach to the community. Similarly, admission policies are designed to foster an open and welcoming environment. Any individual who is 18-years-of-age 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, as well as students in tenth grade and below may also be admitted after meeting specific requirements, which are outlined in the College Catalog, schedules of classes and on the College’s Web site (Ref. E. 15, E. 53, E. 16).

In an effort to meet the primary mission of open access to all who can benefit, the Student Recruitment & School Relations Office was created in 2006 to provide outreach services to high schools within the Santa Clarita Valley. The staff have the responsibility of attending college fairs to share campus information with high school personnel, the students and parents. The staff also are responsible for making class and student club presentations at high schools to discuss such topics as the admissions application process, programs and services offered by the College and university transfer requirements. A detailed listing of student services is provided in Senior Seminars for potential students. Entering freshmen arrive at the College fully informed about the matriculation process, financial aid opportunities, EOPS requirements, retention and tutoring programs, career services, computer labs, and the First-Year Experience workshop series.
Additionally, the College publishes a brochure outlining the procedures for concurrent enrollment and provides information on the Web site and in alternate formats, for example Braille and e-text upon request. These efforts, combined with the work of the Counseling Department, Matriculation and the newly reinvigorated noncredit program has resulted in significant improvements in access and diversity on the campus.

The Student Equity Committee was developed to ensure equity in access to the College for various ethnic groups and students with disabilities. The current Committee consists of representatives from the Institutional Research Office (IRO); the directors of EOPS, Counseling, Recruitment, Student Development, Matriculation, MESA, DSP&S, the Academic Senate President, and students. The group has sponsored many activities and focus groups to discuss the underlying factors that might account for the observed achievement gaps among the various ethnic, age and disability groups on campus (Ref. E. 11, E. 131).

One way of ensuring student success is for students to take advantage of the academic assistance services on campus. In addition to our Tutoring, Learning and Computing (TLC) Lab and other computer labs, the College has an extensive cadre of student service components to meet the needs of our student population including the following:

- Admissions & Records is the first stop on campus for most students. It handles admissions, registration, records and online services.
- Athletics, included in Student Services to be consistent with all other extracurricular activities, provides a range of intercollegiate sports for both men and women that compete in the Western State Conference. Sports instruction and performance courses are taught year-round. A workout facility is available for all student use.
- CalWORKs provides supportive services to students who are on public assistance (cash aid) only. Program participants also benefit from academic advisement, personal and career counseling.
- Campus Safety provides and maintains a safe and secure instructional environment while respecting the rights and dignity of individuals utilizing programs and facilities of the College.
- Career Services provides services to the student population and the public. This office assists its clientele with resources in career exploration and job preparation.
- Cooperative Work Experience Education (CWEE) provides students with internship opportunities, which give students on-the-job work experience and helps students achieve their career goals faster and more efficiently.
- The Counseling Office provides personal, professional and academic counseling to students and assists students in determining, analyzing and understanding their interests, aptitudes, abilities, limitations, and opportunities.
- Disabled Students Programs & Services (DSP&S) provides support services, including access, to students with verified disabilities while the students are attending classes.
- Extended Opportunities Programs & Services (EOPS) is a state-funded retention program. The Program’s aim is to serve and encourage students to continue their education on the community college level.
- Financial Aid offers a complete array of financial support services, which are designed to help students obtain money for college and educationally-related expenses.
- The Health & Wellness Center provides basic health care for treatment of minor acute illnesses/injuries and prepares students to become better-informed health-care consumers.
- The International Students Program (ISP) assists all foreign students attending the College. Participating students receive academic, vocational and personal counseling.
- Matriculation ensures that students who take our campus assessment test are accurately placed, enforces academic standings and organizes orientations for incoming students.
- Recruitment provides outreach information to high schools and community about the College and its programs and services.
- Service Learning is a teaching and learning program that integrates community service with academic study, civic re-
Standard IIB: Student Support Services


sponsibility, service and learning, reflection, and critical thinking, which are all aspects of a student’s experience and also provides clarification of career objectives and acquisition of work-related skills.

- The Student Business Office (SBO) receives funds from students, sponsors and other third parties for various payments such as enrollment fees, parking fees, activity cards, Library fines, and transcripts and verifications. The SBO also processes refunds, student account audits and distributes student-worker payroll and financial aid checks.

- The Student Development Office develops, promotes and provides educational, social and cultural co-curricular activities that promote student development and leadership and that complement academic life for the student beyond the classroom.

- The Transfer Center is an information center designed to offer assistance to students who want to transfer to four-year institutions. The Center has a variety of resources and classes available to provide students with pertinent transfer information.

Student learning outcomes (SLOs) encompass the whole student experience and are measured in numerous ways. At the institutional level, we measure a student’s success by course completion, final grade, program persistence, degrees and certificates. Student Services areas measure students’ learning outcomes by their knowledge, participation and exposure to student programs and services. Students realize their final learning outcomes when they receive certificates of completion, transfer or graduate and begin working. Student Services have developed SLOs for each department. The development began in 2004 with a series of training efforts, culminating in an on-campus seminar during which the Division elected to adopt the Nichols and Nichols model for the development and assessment of SLOs. Each department has completed a full cycle of assessment and most are well on their way through the third cycle of assessment (Ref. E. 7 ). The Division engages in regular dialogue regarding SLOs and has adopted a culture of mutual support.

In addition, members of the Division play a key role in the College-wide SLO Committee, which provides information, guidance and support to all College faculty and staff involved in the development and assessment of SLOs and administrative unit outcomes (AUOs). The SLOs are determined by the members of the department or service unit. Assessing the outcomes allows the unit members to adapt, change, improve, and make decisions based on evidence of student learning. Each College program and division has created an SLO and an AUO, which can be found in its program reviews (Ref. E.115).

Student Services is dedicated to providing the appropriate level of services to support the diversity of students. The Division has strived to align its support services with the goals of the College by incorporating SLOs into each department's planning process (Ref. E. 115, E. 109). The first cycle of SLO assessments has assisted the Division to place greater emphasis on providing support services to ensure that current students and potential students have clear, concise information to navigate the College’s entrance requirements.

Open access to higher education is a key component of the mission of California’s community colleges. State law requires that all who can benefit from instruction be admitted to the institution. That law is carefully adhered to at the College. While maintaining the requirements related to application information, the Admissions department makes every effort to provide every student with a welcoming environment and easy access. Examples of these efforts include Spanish language publications, evening and Saturday operational hours, access through the telephone and Internet, and a well-trained counter staff. The Admissions Office also extends admissions services beyond the campus by working with the Director of Student Recruitment & School Relations at specific locations. Admissions, along with the other Student Services departments, regularly conducts program reviews to determine the effectiveness of its programs. The most recent program review showed that students need to be able to access the Web and Admissions Office during evening and week-
end hours. Given these needs, the Admissions Office extended its hours to Saturdays from 9 am to 1 pm. Admissions and Records is currently working with the MIS department to try to extend the hours students can access Web registration to include overnight hours. The current Web services are available from 7 am to 11 pm. Admissions and Records plans to extend the hours to midnight in the near future.

SELF EVALUATION

While Student Services staff members regularly engage in reflective conversations regarding access and success, such topics are also featured throughout the College community. The best examples are in the College Planning Team (CPT), where student success is a regular agenda item, as well as in Matriculation, which collaborates with counselors, the IRO and faculty to design campus-wide programs that are targeted directly toward improving student success (Ref. E. 2).

Admissions criteria can be accessed in numerous ways at a variety of locations to meet the needs of a multi-generational, diverse population. The enrollment services sector of the Division collaborates regularly to ensure that the admission process remains open, friendly, clear and concise, and provides students with information necessary to be admitted to the College, matriculate, enroll in classes, and follow a successful path to completing their educational goals.

The application for admission has been placed online since the last accreditation, and the majority of our students apply to the College using it. The online version of the application has been designed to trigger immediate instructive emails that outline “next steps” for students. The application is also available in paper form at both the Valencia and Canyon Country campuses and is published in the schedule of classes every term. Instructions in Spanish to complete the application have been created for our increasingly Spanish-speaking population (Ref. E. 133). Our online orientation is available in English and Spanish. The Division is dedicated to mirroring the population we serve; we highlight diversity when hiring staff so we can assist students in multiple languages. Admission policy and procedures are described in the College Catalog, the student handbook and the schedules of classes, which are mailed to all continuing students and to every household in the Santa Clarita Valley. Our Web site also provides admissions information and showcases all the College’s programs, procedures and support services (www.canyons.edu).

The 2007-08 academic year showed a steady increase in the number of underrepresented students enrolled at our College. The stability of our numbers is satisfying and gives us the belief that we are meeting the current needs of our student population. Our growth predictors indicate that our student population will continue to become more diverse since the Santa Clarita Valley is becoming more diverse. Schools and organizations outside our service area, where there is more diversity, now invite us to provide representatives at their events. This diversity is described in the Student Demographic Data provided in the Introductory Materials of the Self Study.

Student Services, as a division, regularly meets to discuss and take action on issues related to providing support for student learning. Examples of recent endeavors are the academic CPR program (matriculation and counseling), online tutorials (counseling), Cougar mentor program (student development), and the SNAC program (student health and wellness). Several initiatives have been suggested from the results of student surveys. Examples include online services, modifications to the registration system and creative methods to provide counseling services. Additionally, there are several other programs that directly support student learning. These will be discussed further in this section. The meetings also serve as a way to keep staff apprised of changing policies or procedures.

Combined, the programming and operations found in Student Services can be characterized by a concern for student access, achievement and success. More than just a slogan, these efforts are continually evaluated through program reviews, the creation...
Standard IIB: Student Support Services

Student Learning Programs and Services

and evaluation of SLOs, preparations for external reviews (categorical programs), and informal reviews through a collaborative process.

PLANNING AGENDA

To remove a possible barrier to access, the Admissions and Records Department with support from CCCApply will provide an application for admission in Spanish within the next three years.

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’s staff members engage in regular discussions, perform regular program reviews related to goals and objectives stated in the strategic plan, and have now added an SLO component that has completed at least one cycle of assessment. Several departments are currently engaged in their second and third cycles of assessment. Additionally, in Spring 2006, Enrollment Services were consolidated to better integrate key services that support students. The Enrollment Services encompasses Admissions and Records, Counseling, Matriculation, Student Business Office, Student Recruitment, Student Services Computer Support, and the Transfer Center. Enrollment Services’ partners meet regularly to review, analyze, collaborate, and implement improved service plans for students. Members maintain regular dialogue about existing enrollment processes and explore ways to streamline these processes. In preparing for the opening of our new Canyon Country campus, in-depth analyses of processes and practices resulted in streamlined support services for the new location. Some of the enhanced services being offered are online counseling tutorials on a variety of subjects, the ability to drop students online by faculty, automating wait-lists to enroll students in classes as openings occur, increased visits to high schools both in and outside our service area, online counseling appointments, and increased individual contact with students needing basic skills improvement. Future plans include placing degree audit and educational plans online for students, creation of a parent orientation, creation of an adult reentry program, and revamping early alert to decrease the referral time to appropriate support services (Ref. E.112).

The categorical programs in the Division consist of DSP&S, EOPS, CARE, CalWORKs, and Matriculation. Currently DSP&S, EOPS/CARE and CalWORKs are managed by full-time faculty members who are assigned 100 percent to manage these programs. These programs report to the Assistant Superintendent/Vice President, Student Services. Matriculation is managed by a full-time, 12-month faculty member. In 2007 these programs underwent an intensive internal review culminating with a site visit from a California Community College System Office (CCCSO) visitation team. The full internal assessment can be found in the Categorical Programs Self-Evaluation for College of the Canyons, Santa Clarita Community College District, March 12, 2007 (Ref. E.113). Highlights of the report indicate that the quality of these programs is being assured through appropriate staffing, the creation of new programs and the use of technology to deliver services.

The Matriculation Director has direct oversight over the Assessment Center and works in conjunction with Counseling and Admissions staff on a number of matriculation-related activities. The major areas of involvement for the Matriculation Department include orientation, academic standing (dismissals, Academic CPR, probation, etc.), Early Alert, Gateway Project (pilot project), and assessment.

Matriculation provides services for between 16,000 and 18,000 students annually. The total number varies depending on the inclusion of summer and winter intersessions and/or the number of people in our in-service programs. Matriculation last received program recommendations in 1994, well before the
advent of computer systems and online applications. Those recommendations were acted upon in a timely manner and were concerned with reporting, finances and compliance with matriculation-related guidelines. While the focus of the matriculation effort has shifted dramatically (due to changes in technology and delivery methods), the Matriculation Department staff members are committed, as always, to increasing student access, progress, learning, persistence, and compliance.

The DSP&S department currently consists of five full-time staff members, one 60-percent position and approximately 14 part-time staff. In 2006-07 DSP&S served approximately 688 students. The most recent state program review (May 2007) gave commendations to DSP&S for striving to find solutions to potential access problems for the increasing number of students enrolling in distance learning classes. The recent review team found DSP&S facilities to be centrally located, useable and accessible to students with disabilities. In addition access to assistive computer technology is readily available, and timely access to print materials in alternate formats is provided in the Library, learning centers, various instructional labs, and at remote campus locations (Ref. E. 89, E. 113).

The 2007 program review committee commended DSP&S for increasing access for the Canyon Country campus (DSP&S counseling services), as well as for students at the Valencia campus through further development of online services. The use of Web-based features such as an online DSP&S application for services, alternate media contract and interest in formalizing an online counseling system will increase access to services for students with disabilities.

The EOPS team is comprised of a Director of EOPS/CARE and CalWORKs, a Coordinator of EOPS/CARE and CalWORKs, a full-time counselor, adjunct counselors, two part-time clerical staff and receptionists, six peer advisors, a part-time Counseling 150 instructor, and a volunteer math tutor. Additionally, the program has recently filled the full-time EOPS/CARE and CalWORKs Specialist position. EOPS/CARE and CalWORKs serve about 430 students. The last CCCSO-sponsored program review of EOPS/CARE occurred in Fall 2000. Apart from complying with the annual reporting requirements, the program had not, until the 2007 review, been reviewed by external evaluators. EOPS/CARE and CalWORKs are committed to supporting the needs of their students. The programs include peer counseling, required courses, financial support, academic monitoring, and social networking. The programs have consistently ensured that they are meeting their legal requirements through annual reporting, meetings with an advisory committee and participation in the program review cycle.

The 2007 site review committee found that “EOPS should be commended on serving over and above its student cap. This demonstrates a commitment by EOPS staff to serve first-generation, low-income, and single-head-of-household students without any additional funding beyond its official student cap” (Ref. E. 113 Site Review Committee report).

There are several other student support services. The College is proud that we offer a comprehensive support program that is characterized by a caring staff, use of cutting-edge technology and a commitment to student success. These services include the following.

The Campus Bookstore, operated by the Barnes and Noble Corporation, is a partnership between Barnes and Noble and the College that is transparent to students; however, it brings corporate resources to a small retail operation. The Bookstore provides a complete array of academic supplies, campus attire and required textbooks. The Bookstore maintains hours that accommodate student needs. The College has demonstrated its understanding of the importance of maintaining a comprehensive bookstore by assisting in expansion, providing space at the Canyon Country Center and working closely with the Bookstore management to reduce the cost of textbooks.
The College is well aware that academic success is closely related to establishing clear academic and career goals. Career services and job placement assist students to set these goals. The Career Center primarily serves two types of students: those who are undecided about a career and those who are seeking immediate employment. To address the needs of undecided students, career services provides technological support (online career assessment), as well as one-on-one career advisement designed to assist students in determining what occupations and majors best align with their interests, abilities and values. To meet the needs of students seeking employment, the Career Center is committed to nurturing existing and building new relationships with the business community to expand its job database. Students are provided assistance with the job search process, creating cover letters and resumes, completing applications, and interviewing. In addition through a partnership with Goodwill Industries, a job developer visits the Career Center weekly to directly support job seekers. Students may use the Career Center’s computer lab (20 computers), phones and fax machine and attend biannual job fairs and a series of career-related workshops. These services provide the support to ensure student career-readiness and success.

The purpose of the student financial aid services is to assist students in funding their college education. The Financial Aid Office offers a complete array of financial support services, which are designed to help students with the education-related expenses involved in fulfilling their educational goals. Enrollment fee waivers, grants, scholarships, work-study, and student loan opportunities are available to College students who establish financial need by completing the financial aid process and meeting all program eligibility criteria. Eligible applicants are expected to adhere to standards of satisfactory academic progress for continued eligibility for financial aid.

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**“Students Served” is a duplicated headcount. Students receiving multiple awards will exist in each category.**
Student financial aid has experienced a growth in the number of available programs in the last five years with the addition of the Federal Academic Competitiveness Grant, the VT EA Book Grant Program and the addition of the PLUS loan program. Adding new resources to the existing financial aid programs has created opportunities for special population students.

The Financial Aid Office has increased its participation in community outreach through partnerships with local high schools and organizations. Outreach programs have focused on educating students and parents about the financial aid application process and available resources. Workshops to the community have been presented in both English and Spanish to reach the diverse population of the Santa Clarita Valley.

In order to stay connected with the growing population of non-traditional College students, the Financial Aid Office increased its operating hours to accommodate students taking classes in the evening. Through strategic planning financial aid resources are now available online. With the addition of an online Board of Governors Fee Waiver application and the implementation of Web Advisor for financial aid, students taking courses through distance learning have access to important financial aid resources.

From 2002 to 2007 financial aid awards have increased from $4.5 million to approximately $6 million. During this same time student participation has increased by approximately 600 students. The greatest area of growth has been in the BOGW fee waiver program. The growth is a result of both aggressive outreach and increasing student enrollment. Details of the financial programs are found below.
A subcontractor, ISSI, offers food services in the cafeteria. Additionally, the Valencia and Canyon Country campuses are well stocked with vending machines.

The High Intensity Transfer Enrichment (HITE) Program challenges students who have at least a 2.0 GPA to achieve their highest academic potential and helps them transfer successfully to a four-year institution. Students in the HITE Program who have at least a 3.25 GPA are designated as HITE/Honors students. Recently the College developed a series of honors courses. Students who take these courses will enhance their skills, making them more competitive when they transfer to a four-year institution.

The International Students Program (ISP) is a self-supporting program, which recruits, counsels and advises, plans social activities, and gives general support to international students on F1 visas. This Program has operated to the mutual interest of students and the College for 11 years, serving nearly 2,000 students in that time. An international student handbook is issued to each ISP student. The ISP works cooperatively with ESL faculty and the ELS Language School on campus.

Learning resources includes the Library, audiovisual, graphics, reprographics, TLC Lab, and College telecommunications services. Learning resources also includes the semester/travel abroad program, distance learning, and the Library/Media Technology Program.

The Mathematics, Engineering and Science Achievement (MESA) Program is designed to support educationally disadvantaged and/or historically underrepresented students who are pursuing math, engineering and science majors at the College and to support their transfer to universities in these majors. The College’s commitment to MESA has been clearly demonstrated by the construction and support of the new MESA Center in Aliso Hall. This state-of-the-art facility includes some of the latest academic support technology, programming and counseling.

The Campus Safety Department employs 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 the Campus Escort Program, which trains students and employs them to provide escort and security services to evening students.

The Student Business Office processes student billings and payments. During peak registration periods the Office produces confirmations of payments, informs students of missed payment deadlines, and, when appropriate, de-registers students from the College. During the course of the academic year, the Office processes payments for short-term courses, requests for services and other miscellaneous items. The staff members spend additional hours reconciling student accounts to ensure that both the College and student agree regarding student billings.

The Student Development Office (SDO) houses many programs and activities that promote, encourage and support student involvement outside of the classroom. These programs promote student development and complement academic life. The Office offers mentoring relationships between staff and students, acts as an advocate for students and enhances the quality of student life.

The SDO coordinates several annual campus activities that include the following:

- Welcome Week is a way of welcoming new and continuing students to campus every year and offers a calendar of activities facilitated by College departments and programs. Free food and entertainment are included among the activities and events each year.
- The Student Awards Ceremony is sponsored annually by the Associated Student Government (ASG) to recognize students who have won scholarships and provided service and leadership to the campus and the local community. The scholarships presented are Community Scholarships, Foundation Scholarships, HITE Scholarships, EOPS Scholarships, and the ASG Scholarships.
• The Honor Graduate Reception is held annually before graduation and recognizes graduating students with a 3.5 GPA or greater. These students receive honor cords that are worn during the commencement.
• The Faculty Appreciation Luncheon recognizes faculty members who have helped students beyond the classroom by serving as club advisors, Service-Learning instructors, facilitators of Student Success Workshops and/or First-Year Experience seminars, and have provided support to various other SDO programs and services.

The SDO additionally oversees the Daily Vendor Program, posting of on- and off-campus materials, maintaining and updating housing boards, and providing students and staff with ID cards and badges.

The Cougar Mentor Program is one of the many programs coordinated from the SDO. The Program is a peer advisement program that provides support and guidance to new students during their first year at the College. Students can meet with a Cougar Mentor to find out about campus resources, student success tips and how to navigate their way through the College. The Program’s mission is to help each student achieve his or her scholastic and personal goals, comfort level, autonomy, and sense of community through peer advisement, referrals and interaction. Program activities, programs, services, and resources include campus tours, the Cougar Mentor quarterly newsletter, student success tips, workshops, activities, etc.

Student Success Seminars are a series of free workshops offered to new students and any student who is in need of assistance. They are coordinated by the Cougar Mentor Program and facilitated by Cougar Mentors, faculty and staff. A variety of topics are addressed at these workshops, ranging from how to adjust to college life to ways to succeed in the classroom.

In addition to Student Success Seminars, the First-Year Experience is intended to help students be successful during their first year at the College. The First-Year Experience offers skill-building workshops, Empower Hours and involvement activities during the first eight weeks of the fall and spring semesters. First-year students are invited to participate in a free and exciting program that is vital to their College success. Students who attend the Empower Hour workshops cover topics that include note-taking strategies, time management, study and test-taking skills, stress management, and a recap of all five topics. The First-Year Experience kicks off with the Faculty and Freshmen Unite Picnic during the week prior to the start of the fall semester. This Picnic provides an opportunity for faculty and students to meet on an informal basis and can help break down perceived barriers students may have between themselves and faculty. The Picnic is sponsored by the ASG and is coordinated by the SDO. The award-winning Service-Learning Center houses the Service-Learning Program, a volunteer opportunities clearinghouse and Gamma Beta Phi. These programs provide students with opportunities to integrate community service and civic engagement into their education, which may occur locally, regionally and occasionally globally. Students, faculty and staff can build relationships with external community partners, as Center staff members work with about 75 non-profit community-based organizations, allowing the College to stay abreast of community needs and challenges. These relationships establish systems that foster student success and retention, and the community benefits from the service provided by students and faculty. The relationships developed with the community partners can lead to support systems to advance faculty scholarship and participation. They also allow the faculty to value effective student learning through students’ reflections on their service-learning experiences.

In 2006 the College was named to The President’s Higher Education Community Service Honor Roll, and in 2007 we were named to the Honor Roll with Distinction. This recognition is given to only 127 colleges nationwide, and the College was the only community college in California to be given this high honor.
The Student Health & Wellness Center is a key component of student success. Its mission is to assist students to stay healthy so they can be successful in college and in life. The Center offers innovative health and wellness programs, education, clinical mental health, and physical health services using a short-term acute-treatment model, classroom and sports team educational presentations, and referral to off-campus agencies for services not available at the Center. In cooperation with a local clinic, Samuel Dixon Family Health Center, the Center hosts weekly men’s and women’s reproductive health-care clinics at the Valencia campus. The Center helps 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 Center, trains peer student 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. Services are offered at the Valencia campus and at the new Canyon Country campus. The Center staff includes a registered dietitian, a registered nurse who is also a tobacco-cessation counselor, a nurse practitioner/director, a consulting physician, two part-time psychologists, college assistants, and administrative support personnel (Ref. E. 114).

SELF EVALUATION

One of the most important ways in which the College determines the quality of student support services is to ask the recipients of those services. The Spring 2008 Semester marked the fifth 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 was adequate to create statistically significant findings. Specifically, one survey was designed for students enrolled at the Valencia Campus. The other survey was adapted for students enrolled in classes at the Canyon Country campus; however, the majority of items were the same in both survey instruments. Categories of questions included demographic data, satisfaction with instruction and services, interest in using services more if hours were extended, reasons for attending the College, barriers to college, and campus life (Ref. E. 52).

For the Valencia Campus, 32 out of 49 class sections returned surveys, giving a section response rate of 65 percent. Of the 1,200 surveys distributed, 582 students completed the surveys for a 49 percent response rate.

For the Canyon Country campus, 37 out of 59 class sections returned surveys, giving a response rate of 63 percent. Of the 1,195 surveys distributed, 515 students completed surveys for a 43 percent response rate.

Students’ satisfaction with College services is assessed in the annual student survey discussed above (Ref. E. 52). Specifically, the survey indicates the degree to which students indicated being satisfied or very satisfied with College services. Overall, respondents indicated satisfaction with College services. The areas with the highest satisfaction ratings were the Library, the TLC Lab and online services including online application, online search for classes, online payment, online registration, account balance, and the Web site. These areas received the highest satisfaction ratings in 2007 as well (Ref. E. 52). Areas receiving the lowest satisfaction ratings at the Valencia campus were parking availability, parking lot safety, layout of parking lots, scholarships, counseling appointment availability, and new students advice groups. Areas receiving the lowest satisfaction ratings at the Canyon Country Center were international student services, Career Center, scholarships, coffee services, and food services. Satisfaction ratings for the following seven areas increased from previous surveys:

- counseling courses,
- Financial Aid and its Web site,
- international student services,
- scholarships,
• Student Business Office, and
• Student Health Center.

The College is well aware that continued monitoring of services is required to assure both quality and the appropriateness of services, so the annual student survey is administered each year. Prior to administering the survey, various campus groups discuss the questions, style, method, and specific areas of concern. In addition, service departments conduct individual surveys to complete their program reviews. Some programs, such as categorical programs, rely upon standardized data elements to measure the effectiveness of services. Qualitative research is completed through advisory committees and informal meetings with students. Finally, the ASG occasionally conducts informal student surveys. With the advent of email groups of student addresses (now collected through applications and stored on the mainframe system), the ASG is able to email questions and concerns to the entire campus population.

Assessment of Student Services programs regularly occurs through the non-instructional program review process. Additionally, Student Services has developed and evaluated SLOs for every department. Several of the departments are now on their second cycle of assessment (Ref. E. 115, E. 109).

Another important method of demonstrating that services support student learning was through recent categorical program review (Ref. E. 113). In 2007 each of the categorical programs conducted an extensive program review in which student success was a key component. Each of the programs was required to review their success rates compared to the rest of the student population. The program reviews called for reflection on what areas required improvements.

The following, excerpted from the 2007 categorical program reviews, demonstrates the degree to which the College evaluates and demonstrates that Student Service programs support student learning:

Regarding EOPS/CARE students and the College as a whole, of those students who started at College of the Canyons in Fall 2005, 62 percent persisted to Spring 2006 compared to 87 and 72 percent of EOPS (non-CARE) and CARE students, respectively.

Of the students who attempted degree applicable courses, 74 percent were successful compared to 65 and 73 percent of EOPS (non-CARE) and CARE students, respectively. There were no enrollments in ESL courses by either EOPS (non-CARE) or CARE students. Of the students who attempted basic skills English courses, 53 percent were successful compared to 49 and 60 percent of EOPS (non-CARE) and CARE students, respectively. Of the students who attempted basic skills math courses, 48 percent were successful compared to 47 and 37 percent of EOPS (non-CARE) and CARE students, respectively. The complete 2007 categorical program review of the College’s categorical programs is found in Ref. E. 113.

Both the internal evaluation documents and the annual survey of students reveal that students are generally satisfied with the services they receive at the College. The students’ perception is backed up by quantitative data revealed in the College’s research. Indeed, that data reveal that students who participate in the Student Service programs actually succeed at higher rates than the general student population. Such research is valuable when planning and designing programs.

PLANNING AGENDA
None.

2. The institution provides a catalog for its constituencies with precise, accurate, and current information:

The College Catalog is generally published annually, although the College has, for the second time in its history, just published
a two-year catalog for the 2008-2010 period and plans an addendum for 2009-10. Once published, the Catalog’s accuracy is maintained in the online version, which is Section 508 compliant for the visually impaired and can be accessed on our Web site at www.canyons.edu. The Catalog may be purchased in both paper form and on CD-ROM at the Student Business Office at both the Valencia and Canyon Country campuses. The Catalog is also distributed to local libraries and is available at both the Valencia and Canyon Country campus libraries.

2.a.  
• General Information  
The College Catalog contains the College’s official name, addresses, telephone numbers, and Web site address. It also includes the names of the Board and administrative officers; the Mission, Vision and Philosophy Statements; academic calendar and program length; course, program and degree offerings; academic requirements and standards; degree and certificate requirements; available financial aid; learning resources; and, names and degrees of administrators and faculty.

2.b.  
• Requirements  
Admission, residency requirements, matriculation, counseling, enrollment, student fees, and other financial obligations are listed in the Catalog. Information on degree, certificate, graduation, and transfer is also included under “Academic Information.” Admission policies are stated in the Board Policy Manual and published in a variety of sources. The schedules of classes, mailed to all continuing students and all addresses in our service area, contain the admissions policies and procedures. Additionally, the schedules contain information relevant to matriculation, registration and fees. Policies and procedures regarding admission are also available in the College Catalog, student handbook and on the College Web site. Applications for admission are available in Admissions and Records, by mail or fax, on the College’s Web site and are published each term in the schedules of classes.

• Degree, Certificates, Graduation and Transfer  
The acceptance of transfer credits is explained in the section “Transcripts” in the Catalog and includes transcript evaluation, transcript requests and transfer requirements. The student grievance and complaint procedures can be found in the Catalog under “Regulations and Policies.” (Ref. E. 15)

2.c.  
Major Policies Affecting Students  
Major policies affecting students are listed in the College Catalog, the schedules of classes and online. These documents are available in the campus libraries (Ref. E. 15, E. 16, E. 53). These include policies regarding academic regulations, academic honesty, nondiscrimination, ADA compliance, acceptance of transfer credits, grievance and complaint procedures, sexual harassment, and matriculation services and processes.

• Academic Regulations, including Academic Honesty  
These policies were last updated in 2006. They are found in the Board Policies 529, 530 and 531 (Ref. E. 104). Policy 529 deals with the grounds for disciplinary action including academic dishonesty. Policy 530 lists the disciplinary action that the District may impose when it finds that misconduct has occurred. That Policy also indicates that instructors may legally remove students for disruptive behavior for up to two class meetings (without due process). Policy 531 details the due process that is followed when an allegation of misconduct occurs. The Policy includes all of the required elements of due process: notice, hearing and appeal.

• Nondiscrimination  
The District’s nondiscrimination policy can be found in the 2007-08 Catalog (Ref. E. 15). Both English and Spanish versions are published. This text is based on Board Policies 811 and 812 (Ref. E. 104). The Policies meet legal standards and address all of the methods in which a person may seek relief if s/he feel s/he has been the victim of discrimination.
• **Acceptance of Transfer Credits**
Transfer is discussed in three locations in the Catalog. First, the colleges with which the College has transfer alliance agreements are listed. Finally, transfer requirements are detailed.

• **Grievance and Complaint Procedures**
Two policies directly address grievances. The first is Board Policy 532, which indicates the reasons students may initiate a grievance. Secondly, Policy 533 deals with grade grievances and indicates the process to be followed if a student believes his/her grade was received in error. These Policies are found in the Catalog and on the College Web site (Ref. E. 104, E. 15).

• **Sexual Harassment**
The Sexual Harassment Policy Statement is found online and in the College Catalog. The Statement is consistent with Board Policy 813 (Ref. E. 15, E. 104). The Policy lists examples of prohibited behavior and how students can address such behavior if they feel they are victims. Legal counsel has reviewed the Policy to ensure that it is fully compliant with the law.

• **Refund of Fees**
The refund policy and the returned check policy are listed in the Catalog and the schedules of classes.

2.d. **Locations or Publications Where Other Policies May be Found**
In addition to the College Catalog, College policies can be found online on the College Web site www.canyons.edu/info/boardpolicies, individual support service department Websites, in the student handbook, student conduct manual, and schedules of classes. The schedules of classes are published each term and the most up-to-date version is available online at www.canyons.edu. The online orientation also refers to many policies and related procedures as do new student advisement sessions covered in COUNS 090 classes, where the student handbook is distributed to attending students. Many support services hold individual advisement sessions where policy is covered for specialized populations like Athletics, Cooperative Work Experience, DSP&S, EOPS, Financial Aid, MESA, and Service-Learning students. Specialized presentations are also made to basic skills students in ENGL 081 and the Gateway Program for math classes. Our Cougar Mentor program offers policy-related workshops for students taught by student ambassadors.

**SELF EVALUATION**
The Catalog is complete, clear and concise (Ref. E. 15). It is structured logically so that readers can find the information they are looking for easily. Sections are clearly identifiable and a full index is provided. When the document is reviewed, an emphasis is placed on the importance of consistency and every effort is made to ensure that the language used is understandable to the average person. Policy updates are included in the regular annual review cycle. Academic information and degree, program and course listings are consistent and reflect changes in curriculum.

Each year the Catalog is divided and distributed to those responsible for the information. Each area reviews the current language for improvement; makes required changes; adds new policy, regulations and mandates; and shares the draft with various persons in the area before submitting a final version to the Instruction Office. The Catalog is published in paper, CD and online, and several key areas are repeated in the schedules of classes. Online links are updated when curriculum or legal mandates change between publications. When errors in the published version are consequential, an addendum is issued and placed online.

All policies affecting students, whether academic- or service-related, are reviewed for accuracy and published in the Catalog. When policies are created between Catalog editions, they are published in the schedules of classes, online on the Board policy Website and included in appropriate Student Services departmental Website pages. If the policy changes will have a direct and immediate impact on students, students are informed...
through email, the schedules of classes and the Web site regarding the changes and how they will affect them personally.

PLANNING AGENDA
None.

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
EOPS, DSP&S, Admissions and Records, and the International Student Program have completed program reviews within the last two years. These reviews identify the educational support needs of our students, as well as determine the program’s level of effectiveness.

The College asks all students a series of goal-related questions on the admissions application (Ref. E. 116). For example, students are asked to select a major area of study and to select an educational goal from a list of twelve options. Students are asked to select the services in which they are interested. Departments typically respond with brochures and informational materials.

Every year the Institutional Development Office (IDO) distributes a student satisfaction survey to enrolled students (Ref. E. 56). The survey devotes one quarter of the questions to the assessment of new services. The results are distributed to Student Services and relevant departments. The survey results provide an opportunity for reflection and discussion and the subsequent analysis is used to make our campus resources meaningful and vital. Individual Student Service departments regularly survey students to assess their level of need as part of the implementation of the SLO process.

SELF EVALUATION
The College does an excellent job of addressing student needs through a comprehensive network of germane student service programs and departments. Our campus culture encourages openness to self evaluation and a deep commitment to initiate change through rigorous annual program reviews.

PLANNING AGENDA
None.

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.

DESCRIPTIVE SUMMARY
The College is dedicated to providing equal access to all of its support services. All Student Service Division SLOs mirror the College goals of “Teaching and Learning” and “Student Support.” Each Student Services department is dedicated to providing teaching, learning and support for our students. When providing support, services are offered in as many locations and by as many means and delivery modes as possible to reach our entire service population.

Admission, registration and payment of student fees can be accomplished through online services and in person at both the Valencia and Canyon Country campuses. Registration services are also available by telephone. Students can also mail in applications and fee payments. Special on-ground registration services are offered for special populations (DSP&S, EOPS/CARE/CalWORKS, athletes, ASG, and MESA) that require more personalized attention.

Online services available to distance learning students include admission, registration, orientation, counseling, tutoring, grade retrieval, official and unofficial transcripts, adding and dropping classes, and instructor evaluations (Ref. E. 117, E. 87, E. 111, E. 75).

Counseling services have been greatly improved and are 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 five-minute drop-in appointments.
• A counselor is also available online daily to help students.
• Counseling staff are available all day and evening during operational hours at the Valencia campus.

Financial Aid has a full suite of online services including FAFSA and BOG applications, as well as financial award and other financial aid forms. They also see students in person and provide many outreach opportunities to the community.

Our new Canyon Country Center opened in Fall 2007 with full support services and the same operational hours as the Valencia campus in the areas of admissions and records, assessment, 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.

With the hiring of a Director of Student Recruitment and School Relations in Summer 2007, the College has expanded its presence in the community. The Director has weekly standing appointments at all eight of the local high schools and takes requests from many high schools outside our service area. She is present at numerous community events and assists faculty in marketing their programs. Our Santa Clarita Valley College Day, held in conjunction with the William S. Hart Union School District, provides our community with a full day of the “college experience” with over 150 college and university representatives from around the nation and many important sessions on degree and transfer requirements to generally prepare new students for college. Last year there were over 5,000 high school students and parents in attendance at this event.

As noted earlier, the annual student survey is sent to randomly selected students in classes both on-ground and online. The results are used to assess the quality of the support services being offered, the areas that should be reviewed for changes and consideration of new services in answer to students’ responses.
When a new service is offered for students, student input is requested during the creation phase, and student evaluation is sought during and after the implementation phase. For instance, when considering the adoption of an online application, information for the service was obtained from comments made by students on the annual survey (Ref. E. 52. Once the application from CCCApply was implemented, an online survey was attached to the end of the application that students were encouraged to complete. Student responses were used to improve the form and were shared with the XAP Corporation, which subsequently modified some of its programming so the online application would be easier to understand and use, not only for our students but for all students using the application.

With our new Web Advisor product from Datatel, we held a number of focus group sessions to obtain student input on the new product and its functionality. Programming changes are being made to address student concerns.

When creating new services for faculty, individual faculty members are included from the inception of the service through implementation and training. When moving to the submission of grades online, faculty members from numerous divisions were included to determine faculty needs, to ensure ease of use and to allay security concerns. Faculty members assisted in the initiation of the service by visiting divisions and becoming resident experts for other faculty members. They assisted in Flex training sessions and provided evaluations.

Additionally, the annual student survey has numerous questions to determine students’ satisfaction with online and off-site services. New questions have been added to the annual survey for the Canyon Country campus. In addition, the Student Services
Innovation Team is dedicated to ensuring that online and other services are meeting students’ needs. The Team, initially formed through a Title III grant, meets monthly to keep new projects on track, evaluate how new services are being received, create ad hoc committees to work on specific project needs, and ensure projects succeed in the implementation phase. The Team produces an annual report for Title III that outlines individual project progress and outcomes (Ref. E. 118).

Students are encouraged to seek assistance for online and other services by contacting appropriate departments. Online Counseling has recently been added to our suite of online services, where students complete an intake form and receive responses to their academic questions. Our email address and phone number is published in the schedules 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. Finally, we often solicit student comment through email regarding new services and functionality.

**SELF EVALUATION**
The College uses a number of means to assure equal student access to services wherever and however instruction is conducted.

**PLANNING AGENDA**
None.

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**
Part of the College’s Philosophy Statement avers the following:

- Partnership with 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, intellectual, artistic, civic, cultural, and economic aspirations of our surrounding community.

The College helps students to realize this philosophy by offering a range of activities and opportunities for student involvement.

Knowing that a key to college success is becoming involved in an extracurricular activity, the SDO encourages students to get involved in activities outside the classroom. At the beginning of every semester, the ASG and SDO cosponsor, the Student Involvement Campaign. The Campaign is coordinated each semester to encourage students to become better connected to the College by joining a campus club or organization, student government and/or any other extracurricular campus activity.

Additionally, the ASG has monthly activities and meetings to plan various campus activities. Activities have included driving-under-the-influence simulator; condom and flower sales for Valentine’s Day; a bagpipe player marching around campus while ASG members handed out materials on how to get involved for St. Patrick’s Day; and, a variety of evening student events where ASG gives out free pizza, popcorn and chocolate milk with free bluebooks and Scantrons. The ASG has also funded larger activities in the Performing Arts Center, which have included a laser rock show and the Langston Hughes Project.

Clubs and organizations at the College include:

- Administration of Justice,
- Alpha Gamma Sigma,
- American Sign Language Club,
- Animation Club,
- Armenian Student Association,
- Biology Club,
The College also makes student rights and responsibilities very clear through several publications and the Website. Policies related to academic standards and student conduct are included in the Catalog and schedules of classes.

The ASG serves as a key component for communication between students and the College. ASG members are well represented on all of the College governance committees. This involvement/leadership opportunity, as well as opportunities to represent student interests at various state and regional agencies, has contributed to our students’ civic awareness and overall level of responsibility. Additionally, over the years the ASG has been active in promoting the interests of community college students among legislators in Sacramento and Washington D.C.

Students can become actively involved in campus life and collegial consultation by serving in an ASG position. The ASG is the students’ representative voice. The ASG is also responsible for coordinating social, cultural, educational, and service programs for the campus. Moreover, most of the campus clubs support and expect civic responsibility. Clubs such as HITE, PTK, AGS, Gamma Beta Phi, Psi Beta and the Progressive Student Alliance expect their members to be active socially. Orientation sessions include information about how students can become involved in on- and off-campus activities and are customized for DSP&S, EOPS, international students, and athletes.

Leadership opportunities are easily found at the College. Depending upon an individual’s interests, s/he may become engaged in student government, clubs and organizations, the model UN program, speech and debate, and the Cougar News program. Academic leadership can be explored through the EOPS peer counselor program, the Emerging Leaders Program and the Cougar Mentor program. The College offers substantial student employment opportunities including the Campus Escort Program and tutorial positions. Finally, paid and unpaid internships are available through the CWEE program. Opportunities to volunteer in the community are managed by the SDO. Finally, the Service-Learning Program combines academic work with service in the community. From Fall 2005 through Fall 2007, the Service-Learning Program placed 1,164 students. We work with non-profit, community-based organizations such as the American Cancer Society, Boys & Girls Club of SCV, Heads Up – Therapy on Horseback, Williams S. Hart Museum, etc. Leadership skills are developed through a variety of activities such as the Cougar Mentor Program, Emerging Leaders Program, the Campus Escort Program, Service-Learning Program and participation in ASG. The HITE/Honors Program is particularly adept in developing leadership and requires all of its members to complete service hours. The honor societies oper-
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 over 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.

Gamma Beta Phi is a national honor and service society for two- and four-year colleges and universities. The College’s chapter was established in Spring 2006. Students must have a 3.0 GPA and have accumulated at least 12 units to join. Service projects have included food drives, toy drives, fundraisers, The L.A. Heart Walk, and river clean-ups. Gamma Beta Phi gives students the opportunity to perform community and educational service and at the same time be recognized for academic excellence.

SELF EVALUATION
True to our Philosophy Statement, the College gives students many ways to develop and enhance their personal and civic responsibility. Students’ quest for intellectual, aesthetic and personal development has many avenues for exploration and involvement.

PLANNING AGENDA
None.

**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.**

The Counseling Department provides educational, career and personal counseling to support student development and success. The mission of the Department is to enable students to reach their educational goals. The Department consists of ten generalist counselors. Eight of the counselors work full-time. Two have 80-percent assignments. An eleventh counselor works full-time exclusively with student athletes. The Department also has four full-time classified support staff. Paraprofessional program advisors provide front-line general advisement and appropriate referrals. In addition, the Department has four adjunct counseling faculty and four adult hourly program advisors. Counseling faculty are an integral part of the College community and serve on numerous committees including the Academic Senate; the Curriculum Committee; the Student Learning Outcomes Committee; the Basic Skills Initiative Task Force; the Student Equity Plan Committee; the Institutional Review Board (IRB); career/technology program advisory boards; and, hiring, evaluation and tenure committees.

Counseling services are also provided outside the general Counseling Office. EOPS has one full-time and one adjunct counselor, International Students Program (ISP) has a 20-hour per week adjunct counselor and DSP&S has 1.6 full-time counselors. The counseling faculty uses various on-ground delivery methods to provide a comprehensive program of services that supports and enhances student development and success including counseling courses, group workshops, outreach activities, and private appointments. Additionally, to make all members of the academic community aware of the services available and of current issues facing students, faculty in the Counseling Department regularly provide professional development presentations and workshops.

To provide greater access to counseling services, the Department...
Standard IIB: Student Support Services

STUDENT LEARNING PROGRAMS AND SERVICES

The Student Development’s First-Year Experience. Counseling faculty also collaborate with the Director of Student Recruitment and School Relations to provide outreach activities at local high schools.

SELF 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, the development and assessment of SLOs, and AUOs (Ref. E. 120, E. 7, E. 8, E. 115, E. 121)

According to the annual student survey administered during Spring Semester 2006 and 2007 to a random sample of classes, student satisfaction with counseling was 67 percent and 66 percent respectively with 24 percent-26 percent of students remaining neutral. As with most California community colleges, there are not enough counseling resources to meet demand. Consequently, in the last five years, the general Counseling Office has responded to this identified need for greater access to counselors by adding group workshops, more hours of quick drop-in-consultation, online counseling, and online tutorials.

Number of Student Contacts per Counseling Activity 2003-07

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Appointments</td>
<td>3486</td>
<td>3728</td>
<td>4468</td>
<td>5773</td>
</tr>
<tr>
<td>Individual Drop-In Consultations</td>
<td>2034</td>
<td>6573</td>
<td>6256</td>
<td>8420</td>
</tr>
<tr>
<td>E-mails to Counseling Office</td>
<td>105</td>
<td>209</td>
<td>85</td>
<td>540</td>
</tr>
<tr>
<td>Individual Online Counseling</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Online Tutorials</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Group Workshops</td>
<td>169</td>
<td>1505</td>
<td>1834</td>
<td></td>
</tr>
</tbody>
</table>

Source: SARS, online tutorial EXCEL database, and online counseling EXCEL database.

An examination of student contacts, as entered into the SARS Grid counseling scheduling system, reveals annual increases in student contact and counseling services.

Counselors produce documents to help students make informed choices that affect their educational goal setting and action planning. Current information on major course requirements, certificate course requirements, transfer general education patterns of courses such as CSUGE and IGETC, major course preparation requirements, and articulation agreements is provided to students through handouts prepared by the Counseling Department and published on the Counseling Web pages. Such information is also included in College publications such as the Catalog and the Student Handbook and Academic Planner. The Counseling Website contains program offerings, majors, certificates, counseling services and courses, a calendar of student service activities, contact information, FAQs, online multimedia tutorials, transfer information including articulation agreements, the Counseling Newsletters, links to Web resources, and access to the online counselor and to counseling appointments. The Counseling Newsletter is published every semester providing information about counseling services, featuring student success stories, announcements and advice to students (Ref. E. 119).

Counseling faculty collaborate with other departments on campus to support student success. Working with Matriculation, they developed the online orientation and developed and now facilitate the New Student Advisement Workshops. They also collaborate with Matriculation to develop intervention strategies for students experiencing academic difficulties such as academic CPR Workshops for students subject to dismissal and Intensive Workshops for Positive Change for dismissed students. At the invitation of the basic English 081 instructors, starting in Spring 2007, counseling faculty visit every ENG 081 class to present counseling services, survey student interest in programs, follow-up with individual appointments, and mail requested information on programs. Counseling faculty present workshops for MESA, the Mind/Body/Wellness Challenge Program and
administer the following surveys to students to assess their satisfaction with counseling services: Counseling Services Survey in Fall 2003 and Counseling Services Surveys: One-on-One, Walk-In, and Program Advisement in May 2004 (Ref. E. 122, E. 120). For students who had counseling appointments, the executive summaries of these surveys state, “Satisfaction with the friendliness of counseling faculty was high on both surveys. Similarly, respondents on both surveys indicated being satisfied with the quality and level of service. In fact, satisfaction rates for completed drop-in consultations and counseling appointments were 100 percent. However, the one theme that emerged from the comments on these two surveys was the need to have greater access to counselors and counseling services. Such comments included “It’s hard to meet with a counselor” and “Please make scheduling appointments

<table>
<thead>
<tr>
<th>Goal</th>
<th>Resolution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement online scheduling of counseling appointments</td>
<td>In 2005 the department purchased and implemented eSARS.</td>
</tr>
<tr>
<td>Research possible online student education plan</td>
<td>In fall 2006, the department selected the DATATEL online SEP product and is currently working with MIS to program and implement it.</td>
</tr>
<tr>
<td>Expand outreach services</td>
<td>In fall 2007, the college hired a full-time Director of Student Recruitment and School Relations.</td>
</tr>
<tr>
<td>Develop tracking system for articulation agreements</td>
<td>Since fall 2006, the department web pages include a page dedicated to transfer information with links to all articulation agreements with other transfer institutions.</td>
</tr>
<tr>
<td>Secure regular schedule of trainings</td>
<td>Since fall 2006, counseling faculty and staff meet weekly for training meetings.</td>
</tr>
<tr>
<td>Support matriculation’s goal to revise online orientation</td>
<td>In 2005, a new interactive multimedia online orientation was launched. Two counseling faculty collaborated with the Matriculation Director to create the new orientation.</td>
</tr>
<tr>
<td>Develop marketing strategy for counseling services</td>
<td>Since fall 2006, the department publishes the Counseling Newsletter every twice a year, fall and spring. In addition, the department purchased an electronic flat screen to advertise counseling courses and other counseling services.</td>
</tr>
<tr>
<td>Develop online versions of counseling courses</td>
<td>Since fall 2006, counseling faculty have written distance-learning addendums to 5 counseling courses and offer the 5 courses online.</td>
</tr>
<tr>
<td>Train counseling faculty to teach online</td>
<td>Since fall 2006, 6 out of 11 counselors have earned their online teaching certificate. An additional 2 counselors are currently completing the coursework to earn their certificates.</td>
</tr>
<tr>
<td>Secure career counseling training for counseling faculty</td>
<td>Since fall 2006, matriculation funds have paid for counselors to receive training on career assessments such as the MBTI and the Strong. The assessments have since been available through the Career Center as well as in the COUNS 010 and 110 career classes, and the Intensive Workshop for dismissed students.</td>
</tr>
<tr>
<td>Advocate for full-time mental health counselor</td>
<td>The counseling faculty continue to advocate for a full-time mental health counselor. See the planning agenda.</td>
</tr>
<tr>
<td>Advocate for a campus crisis intervention team</td>
<td>Since fall 2007, the counseling faculty have been pleased to see campus wide emergency planning.</td>
</tr>
</tbody>
</table>
more available.” The attached tables indicate counseling efforts to increase counseling services to meet student demand.

The last Counseling Program Review was completed in 2005 (Ref. E. 8). It addressed goals, which have since been addressed. See the table below.

Counseling faculty members are involved in the development and assessment of SLOs. The Counseling Department completed its first assessment cycle in 2005-06 when it assessed whether students who completed a “How to Choose Next Semester’s Classes” instrument would be able to identify and evaluate multiple electronic educational-planning resources to assist them in developing a one-semester education plan. The results of the paper-and-pencil assessment instrument indicated that 95 percent of the students identified the resources, but only 63 percent satisfactorily evaluated these in terms of how they would benefit from educational planning. As a result of the assessment, the Counseling Department made modifications in the content of the workshop, the assessment instrument and the time allowed for the students to complete the assessment.

The Counseling Department also completed its first cycle of student learning assessment of the COUN 110 course in Fall 2007. The two SLOs were whether students would be able to assess and evaluate personal characteristics including their skills, values, interests, abilities, and personality traits as they apply to developing academic, career and personal goals and secondly whether the students were confident in their ability to make career decisions. The assessment instruments were a portfolio and a Likert survey. The result of the assessment in Fall 2007 indicated that 75 percent of the students were successful in their self-assessment and evaluation of characteristics affecting career planning and 90 percent of the students have the self-confidence to make career decisions.

The general Counseling Department prepares faculty and other personnel responsible for the advising function campus-wide, because it is committed to providing advice that is timely, accurate and current. The Department meets weekly to review and evaluate Department policies, procedures and services. Full-time counseling faculty and full-time program advisors attend these weekly meetings. The Department has also taken responsibility for scheduling and facilitating weekly training meetings that full-time counseling faculty and staff, as well as part-time program advisors, adjunct counseling faculty and counseling faculty from the categorical programs attend. The purpose of the weekly training meetings is to learn, confirm and clarify the vast amount of information counselors need to know and explain to students, as well as to coordinate course content and teaching strategies, to discuss current career trends and to share resources and strategies. Faculty representatives from new programs are invited as guest speakers to explain and answer questions about their programs.

New personnel such as program advisors, adjunct counselors and full-time counselors go through an incremental training period that includes direct training, job-shadowing, limited student contact, and finally a full schedule of regular activities as indicated in their job description. Both the Counseling faculty and the program advisors are encouraged to attend professional development opportunities and technology training workshops. Full-time counseling faculty complete 41 hours of Flex annually, as well as attending conferences and regional meetings.

For quality control three training and resource manuals were developed in 2006 and are updated annually, The Training and Resource Manual for Program Advisors, The Adjunct Counselor Handbook and The Datatel Technical Manual (Ref. E. 123, E. 124, E. 125).

Since 2003, all counselors and program advisors in the general Counseling Office have used the online degree audit as a tool to provide uniformed structure and accuracy to the evaluation of student academic records in terms of courses meeting certificate, major, degree, and transfer requirements. In the last year,
the use of this technology has expanded to other offices providing counseling such as EOPS, DSP&S, Transfer Center, and ISP.

PLANNING AGENDA
The Counseling Department will extend its outreach and support to basic skills students in specific key courses. By Spring 2009 the Counseling Department will develop an interactive, user-friendly student educational plan that students can access and develop online.

The Counseling Department will expand the Counseling Web site to include career-related information with appropriate links by Spring 2009.

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 consistently demonstrated its commitment to diversity. Evidence can be seen in hiring practices, curriculum, campus events, and outreach efforts into areas of the community that have historically not attended college. The Academic Senate endorsed a proposal to infuse a diversity requirement throughout the curriculum (Ref. E. 23, E. 15). Subsequently, the Curriculum Committee has encouraged the development of course work that speaks directly to the understanding and appreciation of diversity.

Another major effort in this area has been the development of the noncredit curriculum. This element of the overall curriculum has grown from just a few courses in 2005 to a growing and vibrant list of course offerings that often support an understanding of diversity issues.

The College has supported a variety of programs and hired personnel who enhance an overall understanding of diversity. Examples include the International Students Program, MESA, EOPS, and DSP&S.

Additionally, the Cultural Heritage Committee was founded in 2000 by several faculty members and staff interested in the common goals of celebrating culture and promoting diversity. This Committee meets regularly to plan and sponsor relevant and meaningful events on campus to celebrate all cultures. The Committee strives to promote understanding and appreciation of the cultural diversity of students, staff and the community; develop 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. The Committee has been successful in presenting at least two cultural events per semester. Student feedback, in the form of evaluations, has always been favorable (Ref. E. 126, E. 127).

Since the last accreditation, the Cultural Heritage Committee, in conjunction with the ASG, the Academic Senate and the College administration, has accomplished the following:

Fall 2002
• Arts Day Student and faculty performances, poetry readings, art display
• AB 540 An Explanation of AB 540 by the Mexican American Legal Defense and Education Fund
• Lessons of Little Rock a presentation by Dr Terence Robert of the Little Rock Nine, Incident and Its Legacy

Spring 2003
• Religion Panel Discussion: Religious Beliefs: Differences and Similarities
• Japanese Cultural Festival Art, Music, Traditional Tea Ceremony, Food, and Martial Arts Demonstration
• Martin Luther King A Display Celebrating the Life and Contributions of Dr. Martin Luther King

Fall 2003
• Arts Day Student and Faculty Performances, Poetry Readings, Art Display
• GLIDE A Panel Presentation by GLIDE – Gay and Lesbians Initiating Dialogue for Equality

Spring 2004
• Dance West African Dance performance at the Senior Center
• Virtual Scavenger Hunt Historical and Biographical data to celebrate Black History month.
• Brown v. Board of Education Film presentation with panel discussion & question & answer session with College instructors

Fall 2004
• International Festival

Spring 2005
• Dessert, Dialogue and Discovery Race: from a societal, political and historical perspective.
• Dessert, Dialogue and Discovery Prejudices Come in Many Ways featuring Dr. Patricia Johnson, Psychology Chair, Mission College

Fall 2005
• Tibetan Aid Foundation A journey into the rich culture of rural Tibet and across the snowcapped Himalayas

Spring 2006
• Women’s History Month

March 2006
• A Celebration of International Women’s Month
• Dessert, Dialogue, & Discovery Immigration Debate. May 31, 2006

Fall 2006
• Performing Arts Day 2006
• Cultural Film Festival

Spring 2007
• Persian Cultural Night
• Langston Hughes Project
• Alvin Alley Dance Theater

Fall 2007
• Multicultural Potluck
• Foreign Language Fair

Spring 2008
• Essay Scholarship

SELF EVALUATION
The District’s efforts to increase the awareness and appreciation of diversity have been extensive. The most important element is the faculty’s decision to infuse diversity issues into the curriculum. Student Services also demonstrated a commitment to diversity. Finally, the work of the Student Equity Committee and the Cultural Heritage Committee has demonstrated the College’s support of diversity initiatives.

PLANNING AGENDA
None.

3. e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

The College’s application for admission form is free of bias (Ref. E. 116). The document enables the College to collect basic demographic information including a state-required residency questionnaire, information mandated by federal reporting, a privacy statement seeking release of “Directory Information,” and all state-mandated MIS data elements. Additionally, the application format was reviewed for required elements and to ensure the absence of bias by the CCCSO, Chancellor’s Office MIS department. The online application was approved by the CCCSO
Chancellor’s Office and is being used at over 70 community colleges. The College has a survey that goes to our students who use the online application to get feedback on its ease of use. We share our findings with CCC. Apply and changes have been made state wide, due to that feedback.

The College has used Accuplacer for online placement in math, English and ESL for the last ten years. The California Chemistry Diagnostic test, a paper-and-pencil instrument, was added in 2007. Multiple measures have been added to the background questions for all tests and each measure contributes a positive or negative weight toward the total score. Multiple measures are essential to a holistic view of students and attribute value to learning experiences that are outside of standardized testing.

SELF EVALUATION
Each year the Admissions and Records Office reviews the application to ensure the data collected is up-to-date with CCCSO standards, new MIS data elements and College policies. The application is updated as needed. This allows the College to ensure accurate MIS reporting each year.

All assessment tests have maintained their currency on the CCCSO’s Chancellor’s Office list as approved assessment instruments. In order to maintain the listing, each company has to conduct its own validation studies, especially in the realm of possible cultural and linguistic bias and be able to certify that bias is imperceptible. Although the College trusts that assertion, we do not rely on it exclusively. The Directors of Matriculation and Institutional Research meet biannually with instructional faculty in math, English and ESL to analyze grade patterns and refine cut scores for every level of placement. (At present, the pool of students who have taken the California Chemistry Diagnostic is not large enough to permit a stable result. We expect the numbers will be higher in Fall 2008.)

The College is in compliance with the state mandate to conduct validation studies every six years. In Fall 2007 the IRO conducted a study of predictive and consequential validity that involved all instructors and students in ESL-080 and 100; Math courses less than or equal to 211; and English-071, 081, 091 and 101 courses. The results will be checked against final grades in the courses and analyzed for disproportionate impact. Any evidence of bias will be addressed by an action plan created by the Matriculation and Institutional Research Directors.

PLANNING AGENDA
None.

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.

DESCRIPTIVE SUMMARY
Student records are maintained permanently, securely and confidentially with secure backup taking place on a regular basis. The College acquired Datatel Colleague in 1999 for the submission of all student information. The system backs-up student records on a nightly basis. Paper transcripts from prior to 1990 have been electronically imaged and stored in a new document imaging software product. Hershey Systems Singularity was purchased through a grant to maintain all past transcripts. This system is also being used to convert students’ files from paper format to a virtual format. This will allow Admissions and Records to eventually become a paperless office. Currently, paper copies are maintained as a backup in fireproof, locked cabinets.

Board Policy 527, Confidentiality of Student Records governs the maintenance and release of student records (Ref. E. 104). This Policy is written with the Family Rights and Privacy Act mandates to ensure our students’ records are secure. To ensure electronic record security, the software system is password-protected, and security down to the user level is in place. This modern system allows for user security down to the screen and
individual data-field level. Administrative review and recommendations for individual staff access to records takes place on hiring and termination of all staff. In conjunction with access control, new staff members undergo training on records systems and security, as well as the protocols for confidentiality of records and releasing information to students. Users are accepting responsibility for confidentiality each time they log onto the administrative software as well.

Records prior to 1989 are maintained in a paper format. The security of paper records is maintained in a variety of ways. Some records have been imaged into the document imaging system. Academic records are kept in locked, fireproof file cabinets. Demographic records, course grades and archive state-reporting records for all active students are kept in a records vault located in the Admissions and Records Office. Inactive student demographic records from 1969 to 1999 are kept in a fire-resistant storage facility. The volume of records managed by Admissions and Records is detailed in the following table:

The College has developed a system of access to student records

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>Quantity Served</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Academic Year</td>
</tr>
<tr>
<td></td>
<td>2005-06</td>
</tr>
<tr>
<td>Applications for Admission</td>
<td>25,249</td>
</tr>
<tr>
<td>Grade Changes Completed</td>
<td>358</td>
</tr>
<tr>
<td>Drop/Census Sheets Processed</td>
<td>7,187</td>
</tr>
<tr>
<td>Unduplicated Headcount</td>
<td>16,504</td>
</tr>
<tr>
<td>Subpoenas Processed</td>
<td>15</td>
</tr>
<tr>
<td>Prerequisite Challenge Petitions</td>
<td>306</td>
</tr>
<tr>
<td>Enrollment and Degree Verifications Processed</td>
<td>1,186</td>
</tr>
<tr>
<td>Outgoing Transcripts Sent</td>
<td>18,101</td>
</tr>
<tr>
<td>Special Program Enrollment Completed: Fire, Sheriffs and LAPD</td>
<td>5,884</td>
</tr>
<tr>
<td>Petitions for Course Repetition</td>
<td>633</td>
</tr>
<tr>
<td>Petitions for CR/NC Grading Options</td>
<td>173</td>
</tr>
<tr>
<td>HITE, PTK and AGS Posting</td>
<td>178</td>
</tr>
<tr>
<td>Athletic Eligibility Processed</td>
<td>338</td>
</tr>
<tr>
<td>Petitions for Academic Standards</td>
<td>988</td>
</tr>
<tr>
<td>Veteran’s Certification</td>
<td>306</td>
</tr>
<tr>
<td>Transcripts Evaluated and Degree Audit Customizations</td>
<td>1,396</td>
</tr>
<tr>
<td>Law Enforcement Credit Posting</td>
<td>20,528</td>
</tr>
<tr>
<td>Documents Imaged (Jan 1- Dec 31, 2006)</td>
<td>480,800</td>
</tr>
<tr>
<td>High School Students Registered</td>
<td>3,225</td>
</tr>
<tr>
<td>Prerequisite Drops</td>
<td>426</td>
</tr>
<tr>
<td>Credit By Exams</td>
<td>11</td>
</tr>
<tr>
<td>Level Section Transfers</td>
<td>111</td>
</tr>
<tr>
<td>Reinstatements</td>
<td>611</td>
</tr>
<tr>
<td>Waitlist Management</td>
<td>356</td>
</tr>
<tr>
<td>Graduation Petitions</td>
<td>1,467</td>
</tr>
<tr>
<td>Special Registration- SCVYO, AOC, Vasquez</td>
<td>651</td>
</tr>
</tbody>
</table>
that is in accordance with District policy, as well as state and federal law. Students have access to their records upon written request accompanied by photo identification. With the exception of disciplinary records, the Admissions and Records Office maintains all documents related to students. Record keeping in categorical programs follows the same protocols as in Admissions and Records. These files are maintained in fireproof file cabinets with access granted to staff in the specific program areas.

**SELF EVALUATION**

The student records vault is located in the Admissions area and houses all active student files for the past nine years. The vault is currently at capacity with student files. In addition, there is a remote storage facility that houses paper student files back to 1969. The three internal variables that most affect records management are the growth of the College, the introduction of new program populations and the ever-changing need for technological advances.

The College converted from non-integrated legacy software to an integrated, relational database. This program has allowed Admissions and Records to streamline operations by offering services online. Online registration began in April 2002 for summer classes. Certification of veterans’ benefits has changed from type-written forms to online submission over the Internet. Admissions and Records staff have created an online form for athletic eligibility that eliminates manually typed documents and has increased ease and productivity of reporting. The Department is currently using an outside vendor to process all enrollment and degree verifications and online transcript requests. This vendor is a profit-sharing company, which allows Admissions and Records to make the money back that is spent on transcript paper, mailings and staff.

**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 document image 2.5 million historical records.

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**

The programs under Student Services currently undergo evaluation for improvement. Methods include non-instructional program reviews done on a three-year cycle, categorical program reviews required by the CCCSO (completed in 2007) and an annual review that coincides with the budget development process (Ref. E. 8, E. 109).

The results of this process are used to determine department priorities, plan new programs and alter and improve services for the near future. Additionally, IRO conducts an annual student survey. Prior to the survey, input is gathered from the various departments regarding areas of concern. The developed questions are reviewed prior to the dissemination of the survey. When completed, results are made available and have often resulted in program improvement. For example, when evaluating online services, Admission and Records used the survey to inquire about the ease of use and the availability of services. Seventy percent of the students indicated that the online registration system was “easy” or “very easy” (Ref. E. 64). With regard to availability of online services, the 2007 student survey indicated that 86 percent of the students felt that the services they needed were available online (Ref. E. 128).

Beginning in 2006, Student Services began the development of SLOs for all of its departments. Starting with the development of an understanding of SLOs, each department manager attended multiple training sessions on the development, implementation and evaluation of SLOs. The Student Services Division elected to use the five-column model developed by Nichols and Nichols as a template and have since completed
one full cycle of assessment. Several departments have completed two cycles and are actively evaluating a third. All of the information gained through the SLO initiative is incorporated into the departmental reviews as appropriate.

SELF EVALUATION
All Student Services internal program reviews, SLOs and external reviews have been completed in a timely manner. The College as a whole and Student Services departments in particular provide systematic and regular review of available student support services through a variety of planning processes, surveys and evaluation methods. The institution itself requests that departments annually assess progress toward meeting goals outlined in the College’s Strategic Plan (Ref. E. 13). The goals for Student Services departments included in the Plan are designed to provide continually better and more efficient service to the student body, College staff and the community. As a part of this process, Student Services departments review progress on activities designed to achieve the stated strategic goals. The details of this process may involve department heads meeting with their staff for review and assessment of progress and surveying of users of services including students and College staff. In addition, Student Services departments make use of annual department goals and evaluations of the extent to which goals were achieved to assess services provided to students.

Non-instructional program reviews are another tool utilized by Student Services departments to review services provided to students. The cycle for completion of non-instructional program reviews is every three years. Through these reviews departments offering student support services review and assess goals and objectives set during the previous program reviews. Methods used for assessment may include user surveys, focus groups, reviews of budget and staff requests and allocations, and facility usage. More recently, Student Services departments have engaged in the process of assessing SLOs achieved by students utilizing services provided by each department. The use of SLOs in the Student Services Division began during the 2006-07 academic year.

Each of the review and assessment processes described above provide results that are used for a variety of purposes including the following:

- continual improvement of direct services provided to students, staff and the community;
- shaping future goals and objectives for planning documents including the College’s Strategic Plan, Educational Master Plan, Facilities Master Plan, Technology Master Plan, and non-instructional program reviews; and,
- requests and allocations for budget, staff and facilities.

Student Services departments have created specific SLO processes and assessments that tie into and support the previous review processes for services provided to students as discussed above. Within the Student Services Division, each department has completed at least one cycle of assessment for SLOs. The cycle of assessment includes:

- a stated objective that supports one of the College’s strategic goals,
- a stated learning outcome to be achieved by the student through utilization of a service provided by or interaction with the particular department,
- a summary of the data collected, and,
- a stated use for the results of the assessment.

Department directors in the Student Services Division meet with their respective staff to discuss the evaluation results and develop action plans for improvement for existing programs and services (Ref. E. 129, E. 130.). In addition, evaluation results sometimes provide the impetus for departments and programs to create new opportunities to provide service to students. These meetings may take the form of weekly staff meetings, monthly division meetings or staff retreats. Examples of action to improve services taken as a result of the evaluative process afforded through the use of SLOs include the following:

- The DSP&S department developed an online application...
for its students and the DSP&S Web page was updated to provide more resources for students.
• DSP&S has also developed a new General Studies course that is a tutorial for Blackboard. This will benefit students taking online classes.

PLANNING AGENDA
None.
IIC: Library and Learning Support Services
The Library and TLC Lab have completed their non-instructional SLOs and participate in ongoing dialogue with students, faculty and staff to assess, evaluate and improve services that support student learning.
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.

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.

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

The Library, which moved into a new facility in 1997, carries a full range of materials to support the curriculum and the lifelong learning needs of our students, staff and community members. The Library collection includes approximately 55,000 volumes, 147 print periodical titles, approximately 5,000 DVDs and videocassettes, and a growing list of subscription databases for on- and off-campus use (Ref. E. 134). In addition, the Library houses an open computer lab with 16 networked-stations and another 21 stations located in open study areas. Most Library computers have access to the Internet (three stations can only be used for searching the online catalog), and 18 stations have access to Microsoft Office Suite 2003. There is seating for approximately 450 students in the Library.

Wireless access to the Internet is now available throughout the Library, adding another layer of accessibility for many of our students. The Library has nine group study rooms, most equipped with audiovisual equipment for viewing educational videocassettes and DVDs located at the Media Reserves Desk on the second floor. The Library staff includes three librarians with M.L.S. degrees from American Library Association-accredited institutions, another five adjunct librarians and five full-time support staff members. The librarians report directly to the Vice President, Academic Affairs.

Tutoring occurs in the Tutoring/Learning/Computing (TLC) Lab located on the second floor of Bonelli Hall. The Lab is student-oriented with emphasis on one-to-one and small-group tutoring. The Lab provides an atmosphere that enhances appreciation for learning and inspires confidence and success in students. The Lab provides free, walk-in tutorial assistance for students primarily in English, math and Computer Information Technology (CIT). In addition, the Lab assists students in a number of subject areas including accounting, biology, chemistry, Spanish, and other subjects based upon demand. There is also an open study area. In all there is seating for approximately 207 students in the Lab at study tables and computer stations. The Lab contains 63 Gateway personal computers. Fifty-seven of these computers are for student use; seven are used by the staff. The Lab also has two laptop computers for student use. The Lab has two computer stations that are A.D.A. compliant (including adaptive software). In addition, the Lab provides software from basic skills to more advanced skills used in CIT, computer science, English, math, ESL, nursing, and statistics courses. The Lab also houses a variety of materials (textbooks, solution manuals, etc.) and equipment (calculators and TV/VCR units) for supplementary classroom use and/or individualized instructional purposes.
All of the computers have Internet access, as well as Microsoft Office 2007. The Lab also has wireless Internet access. The Lab offers workshops to students in test anxiety, math anxiety and study skills. The Lab staff consists of one full-time faculty director, four full-time classified staff, eight adjunct faculty members and approximately 50 student tutors.

The Lab also serves faculty by providing a secure environment for make-up exams and exam proctoring (for both on-campus and online classes). Since 2005, the Lab has also arranged proctoring for distance learning students located out-of-area.

Librarians maintain a productive dialogue with teaching faculty regarding additions to the Library’s print and electronic collections. Faculty members are encouraged through printed communications (The FAQ for Faculty, distributed annually to all faculty members and also available on the Library’s Web site) and email reminders to suggest appropriate materials in any format for purchase by the Library. Faculty members are asked to prioritize their lists so that the most important materials are ordered promptly and some less important requests are held until funds are available. Librarians maintain good working relationships with discipline faculty through attendance at division and committee meetings and through personal contact in the course of day-to-day activities. These relationships encourage faculty to participate in material selection, as they feel that their opinions are valued and acted upon.

The Dean, Program Development, VTEA and Community Education advises the librarians regarding new programs of instruction that will need print, audiovisual and electronic resources to support their curricula. In the past two years, the Library has purchased substantial resources for the new Paralegal, Engineering, Surveying, and Culinary Arts Programs. Lead faculty members associated with these programs have worked closely with Library staff to choose appropriate resources.

The Library has completed two non-instructional program reviews, the latest in Fall 2004 (Ref. E. 8). Using data provided by the Library Services—Student Evaluation Survey developed with the help of the Institutional Research Office (IRO) and administered by that Office, the Library staff has been able to gauge the effectiveness of the collection and services, as the results of the survey indicate the level of student satisfaction with all facets of the Library (Ref. E. 135).

The effectiveness of the Library collection in terms of quantity is assessed through comparison with other community colleges of similar size. An annual report issued by the Library Development Services Bureau’s California Library Statistics publication has a useful chart that shows the collection size of most California community colleges (Ref. E. 136). The quality of the collection is assured by using standard bibliographic selection tools such as Choice and Library Journal and the subject expertise of our faculty members.

The services, collections and policies of the Library are developed in coordination with the College’s Strategic Plan (Ref. E. 13). Statements relating to the Library and other learning resources are located in Goal 1: Teaching and Learning; Goal 2: Student Services; Goal 3: Cultural Diversity; and Goal 8: Technological Advancement. The mission and goals of the Library reflect the commitment to excellence called for in the Strategic Plan.

The Library uses its Collection Development Policy, approved by the Academic Senate and the Board of Trustees, to guide the purchase and discard of all Library materials. The Policy specifies that materials purchased should support the curriculum offered by the College and, to a lesser extent, the lifelong learning needs of our students, faculty, staff, and the community (Ref. E. 137).

The institution can gauge whether the Library holds materials of sufficient depth and variety by looking at the satisfaction level of Library users and by using standard statistical formulas de-
developed by Association of College and Research Libraries. Such measures include ratio of books to total student population and FTE population, percentage of total library budget spent on materials and percentage of new titles purchased in relation to the growth in FTE population.

The TLC Lab 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 the Lab. For example, CIT faculty members regularly inform Lab staff of software upgrades necessary to support their rapidly changing curriculum.

SELF EVALUATION
Annual student surveys conducted by the IRO indicate that the TLC Lab is one of the most highly rated support services on campus. Student evaluations do indicate a need for increased access to tutorial services, specifically more open hours and more space for tutoring.

The Library’s non-instructional program review shows that the College is offering library services and collections comparable with those at other California community colleges of similar size (Ref. E. 8). The non-instructional review included information from a Library-specific survey of students developed and administered by the IRO. The survey indicated a high level of satisfaction with Library services and collections. The most common student suggestions from the survey indicate a need for longer library hours, more computer stations and open seating and more quiet study areas (Ref. E. 135). Annual general student surveys conducted by the IRO indicate that the Library was the highest rated campus service in both 2006 and 2007 (Ref. E. 52).

PLANNING AGENDA
• The 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.

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
The Library faculty members, working in partnership with discipline faculty, teach information competency skills through several venues. While some specialized search skills are required for certain classes, there are many core competencies that are introduced in all teaching situations. These core competencies are found in the “Checklist of Information Competencies for College Students” compiled by librarians representing the California community colleges and the California State University system. The checklist is divided into skills appropriate for lower- and upper-division students. The lower-division competencies are infused into individual teaching situations and may be taught formally in class orientations, depending on the class and on the wishes of the instructor (Ref. E. 138).

The institution’s commitment to teaching these competencies is clear as the librarian hired in 2000 has the title Librarian, Bibliographic Instruction/Electronic Databases. This librarian offers two workshops each semester to inform instructors about the resources of the Library, particularly the Library’s databases. He is also refining LMTECH 100 to be fully online and investigating ways to improve retention such as video segments for the course with help from our Instructional Technology Technician. Also, the Library Web site includes a number of discipline-specific study guides developed by librarians. Additionally, the Library through the Library/Media Technology Program offers a basic research skills class called LMTECH 100. The course has re-
recently been modified to entirely online to offer maximum accessibility to students (Ref. E. 139).

Librarians work closely with teaching faculty to design bibliographic instruction sessions and related assignments that teach the competencies in information retrieval and use that will support specific classes. Librarians receive regular feedback from faculty regarding the content and delivery of bibliographic instruction sessions. This information is used to plan improvements. Many instructors make use of a Library-developed basic research assignment that measures students’ abilities to use basic resources such as the Library’s automated catalog, ProQuest and Biography Resource Center. This assignment is regularly updated to include new search topics and new databases. Completed assignments are graded and assessed by teaching faculty.

SELF EVALUATION
Library services include an active program of bibliographic instruction for students and faculty members. Instruction occurs in many ways including one-on-one instruction at the Information Desk, instruction sessions for individual classes carried out in the Library or in the classroom, instruction through a one-unit course (LMTECH 100, Introduction to Research) which is entirely online, and through faculty training sessions which prepare instructors to share Library resources with their students and create appropriate research assignments. Annual Data Surveys prepared for the CCCSO show that the Library consistently delivers 80-120 instruction sessions each year, reaching one-to-two thousand students.

PLANNING AGENDA
None.

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
The Library (Valencia campus) is open from 8:00am-8:00pm, Monday and Thursday; 8:00am-9:00pm, Tuesday and Wednesday; 8:00am-4:30pm on Friday, and 8:00am-2:00pm on Saturday.

The Library (Canyon Country campus) is open 9:00am-2:00pm Monday and Thursday; 9:00am-7:30pm on Tuesday and Wednesday.

The TLC Lab (Valencia campus) is open from 8:00am-8:00pm, Monday-Thursday; 8:00am-1:00 on Friday, and 9:00am-1:00pm on Saturday.

The TLC Lab (Canyon Country campus) is open 9:00am-2:00pm Monday and Thursday; 9:00am-7:30pm on Tuesday and Wednesday.

All electronic databases are available from any networked computer station on the Valencia and Canyon Country campuses. The Library’s online database list includes ProQuest Academic Bundle (access to 10,000+ periodicals, many in full-text); three literary databases, Biography Resource Center, Issues and Controversies, CQ Researcher, Daily Life through History, and ArtStor (Ref. E. 140).

Many electronic databases are available from off-site computers through a proxy-server login code given to faculty and current students each semester. Students can access ProQuest and other databases from their home or office computers in addition to on-campus access.

Library services are available to all College students. Distance learners are supported by numerous databases accessible off-campus. The Librarian, Bibliographic Instruction/Electronic Resources has worked with the Distance Learning Coordinator to create a Web page geared to distance learners that explains all the Library services available to them. Last year the Library purchased the Net Library collection of 3,000+ complete electronic books through the CCI Consortium. These current titles in a
A wide range of subjects have deepened the pool of resources available to all students (Ref. E. 140). Students, faculty, and staff can also request resources not available in the Library through interlibrary loan. Over 100 requests are filled each year.

In Fall Semester 2007 the Library opened a new facility at the Canyon Country campus. This small library/TLC Lab building offers computers with access to our databases, a collection of reserve textbooks, a small reference collection, and a small circulating collection. The Canyon Country facility is staffed with an adjunct librarian during all open hours.

SELF EVALUATION
The Library's open hours are equivalent to those at most other California community colleges of similar size. The Library subscribes to many standard online databases and makes them available to faculty and students on- and off-campus. Access from off-campus is made simple through the use of the EZ Proxy server, which allows the use of one log-in for all databases. Handouts detailing the login procedure are available in the Library, in the TLC Lab and are given to all faculty to duplicate for their classes.

The new Library/TLC Lab facility at the Canyon Country campus is still developing. It has an adequate amount of seating and number of computer stations for the near future. It features a reserve section holding copies of frequently requested textbooks, a leisure reading section and the beginning of a circulating book collection. All subscription databases are available to students at the Canyon Country campus through computers in the Library and TLC Lab. The 2008 Accreditation Self-Study Survey (Ref. E. 18) indicated a lower level of student satisfaction with services and hours at the Canyon Country campus Library/TLC Lab facility in comparison with satisfaction levels at the Valencia campus (which are routinely very high).

PLANNING AGENDA
None.

1. d. The institution provides effective maintenance and security for its library and other learning support services.

The Library uses a standard 3M security system. Sensors are applied to all materials and security gates are at the building's only public entrance. Computers in the Library are protected with security cables.

Human security issues are dealt with effectively by the Campus Safety Department. On the rare occasions when Library staff members have a patron problem they cannot deal with, Safety officers respond promptly. The College recently installed security cameras at the public and staff entrances to the building, which will monitor building traffic during opening and closing hours.

College maintenance staff, following standard procedures for requesting work through the online work order system, handle library and TLC Lab maintenance.

The TLC Lab computers are maintained by Computer Support Services. Computers in the Lab are protected with security cables. Programs are updated as new versions become available, keeping the students up-to-date with current technology. Human security issues are dealt with effectively by the Campus Safety Department.

SELF EVALUATION
The Library loses less than 50 items each year, due to our security gate system (Ref. E. 141). Any human security issues are dealt with promptly by campus safety officers. The Library and TLC Lab facilities and equipment are maintained in good working order.
PLANNING AGENDA

None.

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.

The Library contracts with Ex Libris for the use of its automated library system, Voyager. The system was adopted in 2003 with the cooperation of a local private college, California Institute of the Arts (CalArts). The two institutions used site visits, user interviews and substantial reading of professional literature to make the decision to use this product. After four years of sharing the software and a common database with CalArts, we recently made the decision to move our database to a server located on our campus. This decision was based on thorough consultation with the College’s Network Manager.

The Library contracts with OCLC for the provision of cataloging records and for interlibrary loan services.

The Library uses the buying power of the CCL Consortium to purchase most of its databases. We add databases as funds are available and as needs are identified. We assess the use of the databases regularly through the usage statistics features that are included. We also assess the quality of the databases through our own daily use and in consultation with discipline faculty.

The Library belongs to a small multi-type library network (SCILNET) that allows our students to borrow materials from local high school libraries and from CalArts, which has extensive collections in the fine and performing arts.

SELF EVALUATION

Current Library contracts provide our students, faculty, staff, and community with quality service. Because of the technological nature of these services, it would be impossible for the Library or the College to provide them.

PLANNING AGENDA

None.

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 Library and the TLC Lab do periodic non-instructional program reviews to evaluate the effectiveness of current services and plan for necessary improvements. Program reviews are supported by student and faculty surveys designed and administered by the Institutional Research Office.

The TLC Lab Director and the Librarian, Public Services have both been members of the campus Student Learning Outcomes (SLO) Committee since 2006. They 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 Library completed its last full non-instructional program review in 2004 (Ref. E. 8). In 2006 after SLO training, librarians developed SLOs and added them to the program review. One SLO attempts to measure student awareness of the Library as a comfortable place to meet and do research. The SLO was measured and assessed using the results of the Fall 2007 Annual Student Survey. A second SLO measuring student ability to navigate several key databases is being measured and assessed in
Spring 2008 through use of a pre- and post-test administered to classes that participate in a bibliographic instruction session. The Lab completed its last full, non-instructional program review in 2005. The TLC Lab Director met with a faculty SLO advisor and the Lab technicians to develop SLOs, which will be included in our next program review. One measures a student’s perception of the Lab as a comfortable learning environment. The Lab will use the annual student surveys to measure this outcome. A second SLO will measure student awareness of Lab services after a set number of visits to the Lab. This SLO will be measured in Fall 2008 through student surveys and focus groups (Ref. E. 59).

SELF EVALUATION
The Library was the top-rated service in student evaluation surveys administered in 2006 and 2007 (Ref. E. 52). The 2006 survey indicated that 79 percent of students surveyed were satisfied or very satisfied with Library services. Neutral responses were indicated by 18 percent of respondents. The 2007 survey showed an increase in satisfaction levels with 82 percent satisfied or very satisfied. Neutral responses were indicated by 15 percent of respondents.

Measuring library services against California community college of similar size shows that our collection levels (numbers of print and audiovisual items) and budgets for collections fall at the low end of the range for colleges with similar FTEs. However, circulation, salary levels and reference questions answered are at the high end of the spectrum (Ref. E. 142).

The TLC Lab is among one of the top-rated services in student surveys (Ref. E. 52). The 2006 survey showed that 72 percent of students were very satisfied with Lab services with 23 percent neutral. The 2007 survey showed an increase in the satisfaction level to 74 percent with 19 percent neutral. The Lab also evaluates its services annually with its own survey. This 2007 survey showed that 97 percent of students who used tutors found them to be friendly and helpful, and 95 percent stated that tutors were patient. The survey also showed that 86 percent of students who responded thought the Lab has enough space to accommodate students. Thirteen percent were unsatisfied with the space. Eighty-nine percent of students stated the hours of operation meet their needs with 11 percent stating that the hours need to be expanded. Eighty-five percent of students rarely had difficulty getting assistance when needed, while 15 percent stated they did have difficulty (Ref. E. 143).

The Lab also surveys faculty members (Ref. E. 144). This survey showed that the majority (89 percent) of full-time faculty respondents are aware of Lab services compared to just over half (53 percent) of adjunct faculty. Eleven percent of full-time faculty respondents indicated they were somewhat aware of Lab services compared to 38 percent of adjunct faculty respondents. While all full-time faculty respondents indicated being somewhat aware of aware of Lab services, nine percent of adjunct faculty respondents indicated that they were not aware of Lab services. The survey further indicated that 94 percent of full-time faculty and 84 percent of adjunct faculty who referred students to the Lab were satisfied with the service(s) their students received. Overall, 90 percent of faculty who responded were satisfied or very satisfied with Lab services.

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.
Standard III: Resources
### Standard III Theme Guide

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Note: This grid was used to focus the attention of this standard committee on the six themes specified by the Accrediting Commission. The words in the boxes were used as prompts.
IIIA: Human Resources

Photo By Kimbra L. Harary
While the College has experienced dramatic growth, the Human Resources Department has continued to maintain the integrity of all personnel processes and procedures and is dedicated to maintaining strong institutional organization and integrity through evaluation, planning and improvements.
Standard IIIA: Human Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated learning outcomes, and to improve institutional effectiveness.

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.

I. 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

In order to ensure the integrity and quality of our District’s programs and services, positions are created based on program needs, services to be offered, duties to be performed, and the position qualifications required. Personnel needs are addressed in our District planning documents including the annual academic program reviews and three-year strategic plans developed by each academic and non-academic department. The existing administrative structure and leadership needs of the District are reviewed regularly to account for growth, program changes and the creation of positions that meet our unique needs. The administrative structure is also refined through the strategic planning process, as well as by reviewing the 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. Best practice models are reviewed and research is performed to evaluate similar programs and services at other colleges, as well as the leadership and support positions that have proven successful. Similar internal positions are also reviewed to correctly classify the duties that need to be performed. Position descriptions are developed that establish the duties, knowledge, skills, abilities, and qualifications required for the position. For example, if the duties are managerial in nature, the department/division would analyze whether the duties most closely align with the definition of an educational administrator or a classified supervisor or manager as defined in Board policy. The requesting department would submit a draft position description including the duties to be performed, required qualifications and salary proposal to Human Resources for analysis and review. Human Resources staff meet with the requesting administrator, review the proposal and verify whether the position is appropriately classified and compensated. The position is then ready to be submitted through the Classified Staffing Committee process detailed in the Decision Making guide (Ref. E. 36). For management positions, proposals are reviewed by Executive Cabinet.

Qualifications for both 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. 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 (Ref. E. 145) on an annual basis depending on programmatic needs. The Academic Staffing Committee, comprised of faculty members and educational administrators, hears presentations from all requestors as to the basis for the request. The Committee then ranks the recommended positions and forwards this recommendation to the Chancellor for review. At each level of this process, dialogue occurs with the various
groups involved, 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 for their approval.

The District has developed detailed hiring policies and procedures to ensure that all employees meet or exceed the education, training and experience qualifications required for their positions. This expertise of our high-quality staff at all levels guarantees the integrity and success of our District-wide programs and services, as evidenced by the following:

- Educational administrators must possess a master’s degree and appropriate experience related to the assignment. Additional qualifications may be determined as needed. Of the District’s 27 educational administrators, 15 possess a doctoral degree.

- The requirements for classified supervisors and managers are locally established and usually require a bachelor’s degree and experience related to the area of assignment. Of the District’s 47 classified supervisors and managers, 13 possess a master’s degree.

- Academic teaching and non-teaching faculty minimum qualifications have been established by the CCCSO and equivalencies through the collegial consultation process as prescribed by law. Whether equivalencies are accepted by each department is determined by the individual department chair. A majority of faculty positions require a master’s degree in a specific discipline. Other faculty members, such as career or vocational education, are required to possess an associate degree and six years of experience or a bachelor’s degree and two years of experience. Of our 171 full-time faculty members whose positions require a master’s degree, 42 possess a doctoral degree. Of our 18 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 and, in addition, are often practicing professionals who bring their practical expertise to the classroom.

- Classified and confidential positions have minimum qualifications, which may include a combination of education and experience that have been determined to reflect the requisite knowledge, skills and abilities of the job. The minimum qualifications are reviewed frequently to ensure that they are representative of the needs of the position and that they recognize the changes in the skill level of persons in the available labor market. Of our 219 classified and confidential employees, 64 possess educational qualifications in excess of the requirements for their positions. Most staff members possess more experience than is required by their job descriptions.

In all cases desirable qualifications are added to position descriptions to indicate the experience that would make the applicant the most qualified to be hired for the position. For each recruitment process, minimum and desirable qualifications are reviewed by Human Resources to ensure equal employment opportunity for all applicants.

SELF EVALUATION

The integrity and quality of our programs and services are ensured through our thoughtful planning, thorough analysis and timely evaluation of programmatic needs. Positions are developed based on these 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 decision makers of the District. The involvement and cooperation of District leadership, Human Resources, staffing committees and the Board, guarantees that the District recruits, selects and employs the highest qualified staff to support student learning programs and services.
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 such measure that indicates the success of these efforts is the number of students who transfer to baccalaureate institutions. The following figure compares the College’s transfer rates to that of the State of California transfer rates for the last three measured cohorts. These data clearly demonstrate that the College consistently achieves higher transfer rates to four-year institutions than the state average.

*Transfer rates are based on cohorts of first-time college freshmen with a minimum of 12-units earned who attempted a transfer level math or English course during enrollment. The three cohorts consist of first-time students in 1998-99, 1999-2000, and 2000-01. The outcome is transfer to a four-year institution within six years of initial enrollment.

Source: CCCCOTransfer Rate Study of California Community Colleges 2005-06

The following figure represents the steadily increasing number of College transfers to UC and CSU over the past seven years (Ref. E. 1).

Source: CPEC and CCCCOC (2006-07)
The advanced level of education and experience of our administration, faculty and staff give clear evidence of meeting the requirements of this standard. Provided in the document “College of the Canyons Awards, Recognitions, and Achievements 2002-2008” (Ref. E. 54) is an extensive list of recent honors that attests to the fact that the District has highly respected employees who are qualified by appropriate education, training and experience to support its programs and services.

PLANNING AGENDA
None.

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, scholarly, 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
Human Resources monitors the hiring processes for all District personnel to ensure that the established hiring procedures are followed. Board Policy 7120, Recruitment and Selection establishes the District’s hiring policies for all employees. Hiring procedures for each employee group are stated in the associated Administrative Procedures 7120 (Ref. E. 46). Hiring procedures are available on the District Intranet, as well as in Decision-Making at College of the Canyons (Ref. E. 36). All faculty must meet the standards outlined in the Minimum Qualifications for Faculty and Administrators in California Community Colleges (Ref. E. 47) or the equivalency previously established by the Academic Senate and the District. The District requires the same minimum qualifications for all full-time, part-time and substitute faculty members teaching in the same subject area.

For faculty positions department chairs and division deans draft language for incorporation into vacancy announcements. They work from a standard faculty (boilerplate) job description (Ref. E. 48) that has been established by the Academic Senate and the District and add clarification and specificity to the job description as appropriate (Ref. E. 47). Duties, responsibilities, criteria, minimum and desirable qualifications for each position are clearly stated and directly related to District objectives. Human Resources follows this same process for other District positions, pulling the same elements directly from the established job description and working with the hiring manager to develop desirable qualifications for the specific vacancy.

For faculty positions the District follows the state requirements of possession of a California Community College Instructor Credential in the appropriate area or a master’s degree in an academic discipline and, for disciplines in which a master’s degree is not generally expected or available, a bachelor’s degree and two years of experience or an associate degree and six years of experience is required (Ref. E. 47). In addition to the minimum qualifications for each position, the job announcement also details other desirable knowledge, skills, experience, and abilities. Our announcements also clarify our expectations in the areas of entrepreneurism and leadership in addition to instructional expertise. A brochure is then printed for each vacancy (Ref. E. 49). The announcement includes application instructions, documentation required, an opening date for the position, as well as either a closing date or a first review date. Applicant documentation required may include, but are not limited to, a District application, resume, cover letter, transcripts (if required by the position), letters of recommendation, and a supplemental questionnaire.

Through the use of technology, the District ensures that criteria, qualifications and procedures are made public. Human Re-
resources maintains a Web site, which gives candidates access to open positions, application instructions and direct email links to the appropriate Human Resources technician. Applicants can apply online and submit documents such as a resume or cover letter electronically through the College’s Human Resources Web page. This instant access allows candidates to obtain application materials quickly and conveniently. In addition candidates have access to a 24-hour job line. All candidate submissions are monitored through a computerized applicant-tracking system.

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, community college personnel throughout the state and online at The Community College Registry. The Human Resources Office also places open positions on the Internet and through cross-posting, advertises on hundreds of Web sites 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. A representative list of advertising sources is included for review. (Ref. E.67)

The selection committee composition for each type of employee group is detailed in their respective hiring procedures, which have been combined into Administrative Procedure 7120 Recruitment and Selection. District procedures ensure that faculty play a significant role in the selection of new faculty. A majority of a full-time faculty hiring committee is comprised of faculty both in and outside the discipline being hired, as well as the dean of the academic area. As part of each hiring committee a Selection Committee Representative (SCR) is approved by Human Resources. The SCR receives in-depth training from Human Resources staff and ensures that the committee adheres to the hiring procedures, treats all candidates uniformly and follows EEOC regulations throughout the entire process. SCRs are authorized to inform the chief human resources officer (CHRO) of any irregularities during the hiring process. Prior to the closing date for each position, the committee receives an orientation from the Human Resources 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, a review of District hiring procedures, interviewing protocol, and equal employment opportunity guidelines. Between the Human Resources 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.

Human Resources staff screen all candidate materials and evaluate whether or not the applicant meets the minimum qualifications as listed on the job announcement (Ref. E.49). Selection committee members agree upon relevant, job-related selection criteria taken directly from the job description, and then screen the qualified applications, selecting those that rank the highest for a first-level interview. A full review of the applicant’s scholarly accomplishments is part of this 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 varying learning styles. A teaching demonstration is also required to evaluate teaching effectiveness. Those interviewed who are ranked highest by the committee are forwarded to the Chancellor for a final interview. During this final interview, conducted by the Chancellor who usually invites the CIO, hiring committee chair and division dean, the applicant is 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 for faculty and their ability to perform professional responsibilities as they relate to partnering with the community and industry. Upon completion of the interviews, the Chancellor reviews the input of the other final committee members and conducts reference checks of the finalists. Once a final decision is made by the Chancellor, the position is offered to the selected candidate.
and upon acceptance, his/her name is submitted to the Board for approval.

After an offer of employment is 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. Human Resources check these degrees to ensure that they are from institutions accredited by recognized accrediting agencies as part of the hiring process. Foreign degrees are recognized if equivalency is 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 College Catalog lists the degrees held by faculty and administrators (Ref. E. 15).

SELF EVALUATION
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. The District has five different hiring procedures, one for each employee group, as stated in the Administrative Procedures for Board Policy 7120. The District is an EEO Employer, as stated on all position announcements and adheres to EEO principles as an integral part of our hiring procedures. The District also has clearly-written Board policies and complaint procedures on non-discrimination (Ref. E. 104).

The District’s selection process is strong and effective due to the following:

- Clear criteria and qualifications that are stated on the announcements for each position (Ref. E. 149). In addition to these position-specific requirements and qualifications, the job announcements also list the professional responsibilities required of all College personnel. The professional responsibilities include required professional abilities and competencies that relate directly to institutional objectives, such as a commitment to the mission and values of a community college and willingness to be a team player.
- Results of a Faculty and Staff Accreditation Survey in February 2008 (Ref. E. 18) show that 68 percent of College staff agreed that the qualifications (including selection criteria and procedures) for their positions accurately reflected job responsibilities at the time they were hired. Neutral responses were indicated by 11 percent of respondents.
- As staff and administrative positions evolve, they are appropriately reclassified.
- The College effectively utilizes technology and broad advertising to reach a wide applicant pool for each position.
- Selection committees for each position receive a thorough orientation and are made aware of the hiring goals and guidelines.
- The College uses several methods throughout the hiring process to ensure that the selection process evaluates the applicant’s knowledge of the subject matter or service to be performed, evidence of a strong work ethic and potential to contribute to the mission of the institution, such as supplemental questionnaires, interviews and writing and analytical exercises.
- The District’s faculty hiring procedures assure current faculty members have a key role in hiring new faculty. The procedures ensure that the selection committee members have sufficient avenues to assess the abilities of each candidate. Both through interviews and teaching demonstrations, committees evaluate technical expertise and teaching effectiveness.

The District has experienced exceptional growth since 2002. In the last six years we have hired 234 new employees in 166 new positions and 68 replacement positions, growing from 341 to 507 employees. By carefully following our established procedures, we have attained great success in hiring exceptional employees. Evidence that the District is successful in hiring highly qualified employees is readily apparent in that nearly every employee hired
successfully completes either the four-year tenure process for faculty or the one-year probationary period for classified employees. Over the past six years, only a very 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. Since 2002, nearly 64 percent of employees have been promoted or reclassified.

The degrees of faculty and administrators listed in College records and the Catalog have been reviewed and meet the requirements of this standard.

Although the selection process has proven to be effective, adjunct faculty hiring continues to be challenging. While departments are polled quarterly by Human Resources to evaluate their need for additional adjunct support in the upcoming semesters, there are certain disciplines that struggle to find sufficient number of qualified instructors. Many times it is because the discipline does not accept equivalencies to the minimum qualifications. Currently the equivalency policy is being reviewed by the Academic Senate and may provide some alternatives in this area. In addition, since approximately 50 percent of our full-time faculty members are hired from our adjunct ranks, it is very important to ensure rigor in the adjunct hiring process. It is vital that adjunct recruitment pools have adequate diversity and that advertising reaches a broad audience. A review of our current adjunct recruitment practices is being performed in order to identify targets for improvement in this area.

**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.

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 job description for the position and adherence to College policies and procedures. In addition, previous recommendations for improvement or additional training requirements will also be reviewed through the evaluation process.

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. Faculty evaluation procedures and criteria are part of the College of the Canyons Faculty Association (COCFA)/District agreement (Ref. E. 107). Regular faculty members are evaluated once every four years. Probationary faculty undergoing tenure review must be evaluated in semesters one, two, three, five, and seven of the probationary period, and may be evaluated in semesters four, six, and eight if the tenure review committee desires. Evaluations of non-classroom faculty are conducted in the same manner as classroom faculty. Adjunct faculty members are evaluated during the first semester of employment (Ref. E. 151). Thereafter, adjunct faculty members are evaluated at least one time during each four semesters. Classroom observations and student surveys (Ref. E. 152) of faculty performance are part of all of these evaluations, as is a self evaluation.

The criteria for faculty effectiveness are delineated in a packet of materials that facilitates the tenure review process (Ref. E. 82). Similar criteria are listed in the Faculty Handbook (Ref. E. 153). The evaluation forms correspond to the listed criteria. The eval-
evaluation process for 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.

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.

The procedures for all evaluation processes are designed to encourage improvement by giving faculty members meaningful feedback on the established criteria. By the conclusion of the semester, the evaluation team submits its findings in a signed consensus statement. Evaluatees have the option of either concurring or disagreeing with the consensus statement of the committee and having their statement filed with the evaluation in their personnel file. Should the evaluation reveal deficiencies, an improvement plan will be developed, communicated to the faculty member and filed with Human Resources.

Represented classified staff evaluation procedures and criteria are part of the California School Employees Association (CSEA)/District agreement (Ref. E. 154). 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. The Human Resources Office monitors the evaluation process. Automatic reminders are sent on a monthly basis for upcoming evaluations via the HRIS system, which notifies the supervisors at three-, two- and one-month intervals prior to the evaluations being due for their employees.

The classified staff evaluation process utilizes a formal evaluation instrument (Ref. E. 155), which covers specific performance factors such as quality, productivity and reliability to assess areas of performance and effectiveness. The instrument also allows for comments regarding examples of superior performance and areas of improvement and recommendations if the evaluation indicates a less than satisfactory performance. The supervisor meets and discusses the evaluation with the employee. Any evaluation that indicates a 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 the represented classified staff with a different evaluation form (Ref. E. 155).

Administrators and classified managers complete an annual self-evaluation report, as stated in the Administrator’s Handbook (Ref. E. 108), for submission to the appropriate vice president or the Chancellor. When a self-evaluation is due for administrators and managers, a memo from the Chancellor’s Office (Ref. E. 156) is sent listing all the evaluation criteria, and distributed through the various Executive Cabinet members to all management staff. This evaluation, as described in detail in Standard IV, is an essential element in the process of improvement. The self evaluation for both classified and administrators addresses aspects of the administrator’s responsibilities, achievements, development, and objectives. Supervisors meet with the employee, review the self-evaluation, supply constructive feedback, and provide written comments and set goals for the coming year. In accordance with the Administrator or Manager Employment Agreement (Ref. E. 157), the evaluation may include a recommendation for meritorious service and a resulting salary adjustment. Should deficiencies be revealed during the evaluation process, an improvement plan is developed by the supervisor, shared with the employee and filed with Human Resources.
As evaluations are submitted to Human Resources, anonymous data regarding professional development training needs and recommendations are compiled. These data are then shared with Professional Development so that they may ensure that training opportunities in specific subject areas are offered in a timely manner. This ensures that employees can achieve their personal professional development goals, as well as improving overall institutional effectiveness.

SELF EVALUATION
The evaluation of staff is conducted in a timely manner and follows written policies and procedures.

During Fall 2007, new evaluation instruments were developed and negotiated for non-teaching faculty such as counselors and librarians, as previous forms had been more oriented toward classroom teaching. The effectiveness of these new evaluation tools will need to be validated.

The Instruction Office has reported in the past that, in general, the deadlines for faculty evaluations are met. However, the results were not always consistent. Some peer evaluations and some tenure committees submitted incomplete paperwork or may have missed meeting deadlines. In Fall 2007 the Tenure Coordinator, the Instruction Office, Academic Affairs Office, and Human Resources worked together to gather data and a new record-keeping system was put in place by the Academic Affairs Office to ensure that deadlines are met for tenure-track, tenured and adjunct evaluations. Deans are responsible for making sure that evaluations are completed in their divisions with periodic progress meetings held between Instruction and Human Resources.

The administration and the Tenure Coordinator believe 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. However, some faculty members’ evaluations reflect that they may be poorly prepared or trained to evaluate teaching methods and to provide effective feedback to colleagues. While training has been provided in the past few years, additional training opportunities will be needed in order to improve these skills.

The issue of how to effectively evaluate online instructors has been a recent focus for the Academic Senate and the Instruction Office, as the online program has grown exponentially in the last couple of years. Recently, a student evaluation tool was developed for online courses that ensures the anonymity of the evaluating student. Currently the online observation piece of the evaluation 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. Both of these methods will require further evaluation to ensure that they are effective evaluation tools.

In general supervisors report that they are using the recently revised classified staff performance evaluation tool effectively. This process encourages improvement and gives the employee and supervisor a forum to address important performance issues, whether positive or negative.

The importance of completing evaluations in a timely manner needs to continue to be emphasized and should be seen as a priority item for all supervisors.

All staff are afforded training opportunities about how to successfully and effectively complete performance evaluations for staff.

The recent Faculty and Staff Accreditation Survey indicates that 77 percent of managers, 78 percent of faculty and 79 percent of staff feel that the evaluation process encourages improvement (Ref. E. 18). Neutral responses were indicated by 15, 13 and 7 percent of respondents, respectively.

PLANNING AGENDA
None.
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

As stated in section A.1.b., the evaluation process for faculty assesses their 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 the use of appropriate assessment methods (Ref. E. 151). 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. Student surveys of a course and the faculty member teaching the course also provide feedback on effectiveness of learning (Ref. E. 152). The results of the student evaluations are used to improve instruction.

In regards to student learning outcomes (SLOs), the role of the instructor is to evaluate and assess student learning. This is done 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 our WebCMS site (Ref. E. 90). SLOs are also being incorporated into course syllabi (Ref. E. 85). Program SLOs are also a required part of each annual program review (Ref. E. 7). As faculty members evaluate the assessment results, they can improve the content of their courses and the sequencing of the content. For example, a change in the order of lab activities in a microbiology class was implemented in order to increase practice with basic skills (Ref. E. 158). Faculty also cooperatively develop common assessments where appropriate at the departmental level (Ref. E. 85) and track and evaluate the results of the assessments. Faculty participate in discussions regarding student learning at department and division meetings and as participants at Flex workshops. Faculty are also in consultation with the Student Learning Outcomes 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) (Ref. E. 59). In addition, faculty also 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 (Ref. E. 159). This has been important since one major area of change faculty have made in teaching methodologies is to improve learning in online teaching. As more students are receptive to this method of delivery and more online sections have been added, faculty are being provided training which stresses pedagogy of online teaching and learning in order for them to be effective in this method of delivery (Ref. E. 160). Other changes to teaching methodologies may include lesson strategies and plans and emphasis on selected topics implemented based on the SLOs results and the inclusion of more useful technology, multimedia and cooperative learning exercises.

As described in Standard II, the annual academic program review serves as the vehicle for implementing SLOs into an existing assessment process at the College. As part of the SLO dialogue, programs were asked to identify at least three outcomes at the course or program level as part of their 2002-03 annual academic program review, which was also part of the 2003-04 program review. In academic year 2004-05, the Student Learning Outcomes Committee and the Institutional Development and Technology Office (IDTO) began working with faculty members to develop assessment tools to measure their stated SLOS. In the 2006-07 academic program review (currently in progress), departments were asked to complete the Nichols’ five-column model to report their course and program
SLOs. This model has an inherent feedback loop that will enable departments to use their results to improve student learning. (Ref. E. 7)

The following are also being provided as additional efforts of support to faculty performance in the area of SLOs:

- Written training materials for instructional and non-instructional programs developed by the SLO Committee are also available as reference guides on the SLO Intranet site (Ref. E. 59).
- Members of the SLO faculty committee, which is an Academic Senate sub-committee, provide one-on-one assistance to faculty in developing course SLOs throughout the year (Ref. E. 59).
- As of February 2008, the College has designated an SLO facilitator to visit departments to assist faculty with SLOs and their program reviews.
- Since Spring 2004, Professional Development has offered numerous Flex workshops each semester relating to the writing and assessment of SLOs to provide opportunities and assistance to faculty in understanding the process. These workshops have been conducted by members of the SLO Committee. The information on the workshops has been provided in Standard II.

SELF EVALUATION

The criteria related to classroom teaching are clearly delineated and emphasized in the documentation that accompanies the evaluation process. While the expectations for effectiveness in producing SLOs have not been fully incorporated into the evaluation process for faculty, the key evaluation components to ensuring that students reach these positive outcomes are currently included in the process such as clear objectives, use of a variety of teaching methodologies and use of appropriate assessment methods. Student evaluations also provide insight into the effectiveness of their learning in the course. Any additional expectations regarding SLOs, as part of the evaluation, must be negotiated between the District and the faculty collective bargaining unit. In addition, SLOs are required at the course and program level and faculty have the responsibility to address SLOs at all levels. Faculty are also supported by different committees to ensure success in implementing SLOs and to ensure proper assessment. The assessment process of SLOs and the review of the effectiveness of the results is a work-in-progress. Lastly, faculty receive many professional development opportunities in the area of developing and assessing SLOs to support satisfactory performance in this matter.

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.

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. The leadership of the District sets the example by demonstrating the above qualities in all of their interactions.

There are many different District policies and documents that reference and encourage ethical behavior.

- As part of the District’s Philosophy Statement that is published on our Web site, we include the following:
  Respect for All People
  We foster a climate characterized by civility, collegiality, and acceptance. We expect honesty, integrity, social responsibility, and ethical behavior.
- One of our District’s 11 Strategic Goals, also published on our Web site, 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 a Statement on Professional Ethics from the state-wide Academic Senate for Cal-
California Community Colleges, which is included in their Faculty Handbook (Ref. E. 153).

- 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.

- The District also has several Board policies in place that address professional and ethical behavior including the following:
  - Board Policy 142 - Board of Trustees Code of Ethics (Ref. E. 104);
  - Board Policy 145 - Board of Trustees Conflict of Interest (Ref. E. 104);
  - Board Policy 7310 – Nepotism (Ref. E. 104);
  - Board Policy 813 – Prohibition of Sexual Harassment of Employees, and Students Complaint Procedure (Ref. E. 104)
  - Board Policy 812 – Unlawful Discrimination Complaint Procedure (Ref. E. 104);
  - Board Policy 7360 - Discipline and Dismissal, Academic Employees (Ref. E. 104);
  - Board Policy 7365 - Discipline and Dismissal, Classified Employees (Ref. E. 104);
  - Board Policy 7370 - Political Activity (Ref. E. 104);
  - Board Policy 815 - Computer and Network Use for Faculty, Staff, and Administrators (Ref. E. 38);
  - Board Policy 716 - Drug-Free Workplace (Ref. E. 104); and
  - Board Policy 7220 - Academic Outside Employment (Ref. E. 104).

- Hiring procedures for each employee group refer to expected ethical behavior as part of the hiring and selection process. This includes 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 (Ref. E. 154). Also, sections of the administrator’s handbook address ethical issues and conduct expectations (Ref. E. 108).

SELF EVALUATION
Although a professional conduct policy is in place for the Board of Trustees and ethical and professional conduct is referred to in a myriad of policies and procedures adopted by the College, the District has not yet approved a code of ethics that applies to all employees.

PLANNING AGENDA
While our existing policies, Philosophy Statement 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.

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 has continued to be in direct response to the exponential growth of the College’s enrollment and is reflective of the overall growth in the organizational structure (Ref. E. 1). This hiring has included additional administrative, faculty and staff positions as new programs have been added, as well as the addition our Canyon Country campus. The organizational structure is grouped by instructional divisions and service departments, and administrative and support staff are employed to support these divisions and departments. This helps to clearly identify channels of communication within and between the divisions and departments.
Standard IIIA: Human Resources

Our entire employee population is dedicated to serving our student population of 21,300 students (Fall 2007), up from 13,543 in 2002, a 57.3 percent increase (Ref. E. 1). In the last five years, the College has also added 30 new certificate and associate degree programs. The number of students enrolled in totally online sections have increased 114 percent from Fall 2006 to Fall 2007. The number of students enrolled in both hybrid and totally online sections has increased 136 percent from Fall 2005 to Fall 2007. Noncredit students have increased 142 percent from Fall 2005 to Fall 2007. In the past five years, the number of sections offered has also increased 56 percent from Fall 2003 to Fall 2007. Many buildings have also been added to house many of our existing and new programs.

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 27 educational administrators, 45 classified administrators, 184 full-time faculty, 198 full-time classified and confidential employees, and 15 part-time permanent classified employees (a new classification as of Fall 2006) (Ref. E. 1).

In addition to regular staff, the College employs adjunct and noncredit instructors, student workers, and temporary support workers to fulfill student enrollment needs and to assist in carrying out designated functions. It should be noted that the number of student workers varies from semester to semester; and, for the other temporary workers, the number changes from year to year depending on the needs of departments and programs. The College employs approximately 431 adjunct and noncredit instructors, 265 student workers and 412 temporary support workers.

The following chart represents the growth in the number of full-time faculty, administrative and staff employees since 2002. It should be noted that many of our classified management positions have evolved due to the growth and expansion of their respective departments and of the College as a whole.

The determination for appropriate staffing levels begins at each program or department level as described in section A.1 of this Standard. The institution evaluates the effectiveness of the number and organization of its faculty and staff to support its pro-
Standard IIIA: Human Resources

Programs and services via annual program reviews. The assessment for additional faculty or staff is made and the Academic or Classified Staffing Committees assist in determining and making recommendations to the Chancellor for the hiring of additional staff.

SELF EVALUATION
Currently, the number of full-time faculty members is sufficient to meet our student needs. In fact we are well ahead of our full-time faculty obligation issued by the CCCSO. Some high-demand programs, however, can always use additional full-time staff. For example, the nursing program has experienced tremendous growth, and the District has hired nine additional full-time nursing instructors in the last five years. Continued increases in nursing student enrollment and the ratio requirements of the number of faculty to the number of students will require the District to closely monitor the situation. In general, any short-term increase in demand is met by utilizing the services of our adjunct faculty.

At this time the number of staff positions meets the needs of the institution. For the last five years, the need for additional staff has been tremendous due to additional programs and buildings opening. In an effort to keep up these hiring needs, two new positions were recently added to the Human Resources staff. There has also been a substantial increase in administrative positions to oversee and provide leadership to all the programs and services.

The College has also ensured that there are a sufficient number of faculty and staff positions to meet the needs at the new Canyon Country campus. With projected student enrollment at approximately 3,500 for the Fall 2007 Semester, the College had anticipated and prepared by staffing the new campus with 11 full-time staff members to provide a multitude of services to students and the campus. Many of the staff from the Valencia campus also spend part of their time at the Canyon Country campus to assist students and to provide key services. In addition, six full-time faculty members from basic disciplines, along with many of our adjunct faculty, teach at that Canyon Country campus. The faculty and staff are led by the Founding Dean.

PLANNING AGENDA
None.

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 a clear set of 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. In 2004 a bargaining unit was formalized for adjunct faculty and the District developed policies, rules and procedures to include these employees. Board policies were developed following the guidelines of the CCLC Model Policy (Ref. E. 161). Several key documents have been updated since our last accreditation report (Ref. E. 162), and several Board policies have been revised since 2002 (Ref. E. 104).

In addition, Decision Making at College of the Canyons was most recently updated in 2008 (Ref. E. 14) and re-distributed to reflect current policies and procedures. It discusses employment procedures and equal employment opportunity. 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.

All Board policies and negotiated agreements are available on the College’s Intranet site accessible by all employees. A Board Policy Manual is also located at the Reserve Desk of the Library. For in-
formation 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.

When hired, new employees receive a copy of an appropriate employee handbook, a copy of the appropriate negotiated agreement and other pertinent information and Board policies (Ref. E. 163, E. 168, E. 104). Administrators receive a copy of their individual employment agreement (Ref. E. 157), a copy of the Administrator’s Handbook, and Decision Making at College of the Canyons, as well as reference copies of all of the negotiated agreements and handbooks. All unit members receive a new collective bargaining agreement once it has been negotiated. 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 (Ref. E. 169).

**SELF EVALUATION**
Our District strives to provide personnel policies and procedures that are clear and administered equitably as evidenced by the relative lack of grievance and litigation. All new employees are provided with relevant policies and procedures to ensure knowledge and awareness. They are asked to sign an acknowledgement receipt of the documents and indicate that they have read them. Many of the policies, procedures and negotiated agreements are also available on the College’s Intranet to allow ease of access and viewing by all employees. During our Spring 2008 Accreditation Self Study Survey, 76 percent of managers and administrators, 57 percent of faculty and 67 percent of classified staff responded that the District’s personnel policies and procedures are equitably and consistently administered (Ref. E. 18). Many of the District’s Human Resources Board policies have recently been reviewed and revised to ensure currency and accuracy. Workshops have been offered to communicate our revised Board policies and administrative procedures to employees and supervisors.

With the implementation of an entire new agreement for adjunct faculty in 2004, there have been inquiries about the different articles and their application. In particular, the article regarding assignment and scheduling of adjunct faculty and the application of the article has been a topic of discussion. The Vice President, Human Resources has addressed this concern by having monthly meetings with AFT representatives, at their request, to discuss any specific adjunct faculty member’s issue with assignment and scheduling. This process has been beneficial to both sides in resolving issues.

**PLANNING AGENDA**
None.

**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 which adheres to state administrative regulations for equal employment opportunity (Ref. E. 170). This Policy is posted on our Human Resources Web site available to all applicants for viewing. Consistent with the law, EEO information is also present on our labor law postings across campus (Ref. E. 171). In addition the District’s employment policies and procedures ensuring fairness in employment procedures are stated in the following documents: Faculty Handbook; and the Classified Handbook; the Administrator’s Handbook; and in Board policies, which includes administrative, classified and faculty hiring policies. Furthermore, Decision-Making at College of the Canyons discusses employment procedures for all classifications of employees and equal employment opportunity. These documents are available to all staff. Faculty positions are announced nationwide in various publications, on Web sites, and these announcements are placed in publications that will help broaden the pool of potential applicants (Ref. E. 150). The purpose is to comply with Equal Employment Opportunity law and the College’s policy, which sees equal employment opportunity as critical and neces-
sary to the College’s goal of educating a student population that is diverse on many levels. Training and written material (Ref. E. 172) are consistently provided to selection committees regarding fair and equitable employment practices 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. A Selection Committee Representative (SCR), who has been trained by either the Director of Human Resources or the CHRO in equal employment opportunity practices, monitors each selection committee. A PowerPoint presentation (Ref. E. 123) has been developed for the training of selection committees and to ensure consistency of training and information being disseminated. In addition, the SCR and the chairperson of the committee are given instruction checklists (Ref. E. 174, E. 175) 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. Human Resources staff and 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 (Ref. E. 176). As mentioned in the previous section (A.3.), new employees are provided with our policies, procedures and negotiated agreements.

SELF EVALUATION
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 District is also in the process of updating its EEO plan to ensure compliance with the updated guidelines from the CCCSO. The lack of complaints filed by applicants regarding the District’s employment process is also evidence of a fair process. Since the 2002 accreditation, the District has also increased the amount of EEO training for hiring committees.

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.

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
Personnel records for all classifications of active employees are physically located in a locked and secured environment in the Human Resources Office, and only authorized personnel have access to personnel records. Benefits and workers’ compensation records are also kept confidentially in the Human Resources Office in separate files. Inactive personnel files are kept permanently in locked storage and payroll records are kept securely in the Payroll Office.

Policies regarding privacy and confidentiality of information are a matter of federal and state law and the Education Code. The District/CSEA Agreement (Ref. E. 154), District/College of the Canyons Faculty Association (COCFA) Agreement (Ref. E. 107) and the District/American Federation of Teachers Agreement (Ref. E. 90) 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 Human Resources Office on a legitimate need-to-know basis. According to all the agreements and District procedures, employees also have the right to view and access their personnel files. Access is by appointment and during normal business hours of the Human Resources Office. An authorized staff member of Human Resources shall be present to ensure the security of the file and copies of records are available upon written request.

In addition Human Resources staff notify an employee before placing anything of a derogatory nature in the employee’s personnel file. For example, when a letter of reprimand is received, a form is filled out notifying the employee that s/he has ten days to file a response to the notice before it is placed in her/his personnel file (Ref. E. 176). Any information s/he submits within that timeframe is attached to the reprimand and filed together in her/his personnel file. This ensures that the employee is aware of information being placed in her/his file and has an opportunity to respond.

SELF EVALUATION
The District is committed to maintaining a standard of record keeping which is secure, confidential, accurate, complete, and permanent. The District abides by its procedures and employee-negotiated agreements in providing employees access to their personnel files. As the number of faculty and staff increased, secured storage space of personnel files became an issue. However, since the completion of a new storage facility, which added space for non-confidential storage and allowed for increased space in our secured areas, this issue has been minimized.

PLANNING AGENDA
None.

DESCRIPTIVE SUMMARY
The College demonstrates a concern and understanding of issues of equity and diversity through a number of policies, practices and initiatives. Our commitment to equity and effectively serving a diverse community permeates all areas of the campus from the dedication to this issue by our Chancellor and Board, to our Board policies, District strategic goals, Human Resources’s policies and practices, Professional Development offerings, and finally to our adopted Student Equity Plan. In addition, we are in the process of updating our District Equal Employment Opportunity plan based on the system-wide model plan.

Our dedication is most evident in Board Policy 7100, Commitment to Diversity which 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.

The District will maintain an Equal Employment Opportunity Plan in compliance with the CCCSO model plan document.

In addition one of our District’s 11 strategic goals is “Cultural Diversity” and reads:

College of the Canyons will promote cultural diversity of the community, students and staff.

As part of its mission statement, the Human Resources Office “promotes the understanding and appreciation of the diversity of our students, staff and the community and implements the District’s Equal Employment Opportunity program.” Also, it states that it “enhances the learning and working environment at College of the Canyons by recruiting the best qualified peo-
H R S

ple, recognizing and encouraging the value of diversity, with the ultimate goal of ensuring a cohesive workforce which works toward student success."

Human Resources, working with a campus-wide advisory committee, is currently updating the District Equal Employment Opportunity plan to be consistent with the recently released CCCSO’s Model EEO Plan. Data required to complete this report should be provided by the CCCSO by the end of the year. The process is being undertaken by the EEO Advisory Committee, a cross-functional team of dedicated administrators, faculty, staff, and student representatives.

Equal opportunity and a respect for diversity are evident in the hiring policies and procedures of the College. Further, EEO guidelines are followed and emphasized at every step of the hiring process. The District’s EEO statement is prominently displayed on the Human Resources Web page and recruitment materials. Recruitment efforts are broad and include placement of advertisements in diversity publications and on diversity Web sites to encourage applicants from underrepresented backgrounds to apply for District positions. In cooperation with the various appointing authorities on campus, Human Resources strives to ensure that all hiring committees have as part of their composition members of underrepresented groups. All committees are provided mandatory orientations that review EEO guidelines. An interview question evaluating the applicant’s demonstrated sensitivity to working with students and employees from diverse backgrounds is asked of every interviewed applicant for each position.

All newly hired employees are required to read and acknowledge their awareness of the District’s discrimination and sexual harassment policies and procedures. Both policies reiterate our zero-tolerance policy toward discriminatory or harassing behavior towards employees or students.

In addition to Professional Development opportunities regarding diversity addressed in A.4.a, regular and timely training is provided to District supervisors on anti-harassment, which satisfies the requirements of AB1825. Training is made available for employees through “Preventing Harassment” sessions, where attendance is tracked for 100-percent compliance, and we will soon be offering “Discrimination and Diversity: Skills for Collaboration”. These courses are offered both as on-campus workshops and through Lawroom.com, an online software company, which can be assigned by the Human Resources Office. This online format allows us the added benefit of being able to train our adjunct faculty who are often unable to come to mandatory on-campus training sessions. Feedback received about the online training program has been overwhelmingly positive, both to the online format and the engaging and informative content of the program.

Human Resources staff stays abreast of emerging issues related to diversity and equal employment law by maintaining membership in the Association of Chief Human Resources Officers/Equal Employment Officers (ACHRO/EEO) and the Equal Employment Diversity and Equity Consortium (EEDEC). Our participation in training institutes and workshops provided by these organizations allows us to stay current and provide timely and accurate training for our employees.

The College of the Canyons Student Equity Plan Committee presented the 2005 Student Equity Plan to the Board on January 19, 2005 (Ref. E. 11). The College’s IDTO conducted a series of analyses in 2004 to identify any achievement gaps and/or inequities for various ethnic groups, males and females, age groups, and disability groups represented on campus. This series of analyses was conducted in response to the CCCSO mandate for all colleges to develop a Student Equity Plan using the guidelines of the Office. The overarching goal of the Plan is to narrow the achievement gaps between the aforementioned groups. The Student Equity Plan goals, as well as the activities undertaken by the Committee to facilitate the achievement of those goals, are detailed in the Student Equity Report (Ref. E. 11).
College of the Canyons Student Equity Plan Committee has published two progress reports (Ref. E. 11, E. 131) since the January 2005 plan was published. The progress reports provide a summary of the progress to date for each of the activities listed in College of the Canyons Student Equity Plan (July 2006 and February 2008). Although it is not a requirement by the CCCSO to provide progress reports, the Committee felt it was important to continually monitor the progress made for each activity and make necessary adjustments in response to changes on campus.

The Cultural Heritage Committee (CHC), the International Students Program (ISP), Student Development/Associated Student Government (ASG), and our Performing Arts Center (PAC) have provided regular campus-wide events that foster an appreciation and celebration of diversity. The CHC was founded in 2000 by 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. Further, the Committee strives to develop 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. The Committee has been successful at presenting at least two campus-wide cultural events per semester. Student feedback, in the form of evaluations, has always been favorable. A full listing of events is included in Standard II.B.3.d.

The ISP sponsors events that include welcome and social events for our visiting international students and fieldtrips to culturally enriching locations such as the Holocaust museum, Crystal Cathedral and Getty Museum. In the past few years, they have planned an International Festival (partnering with CHC), Japanese Cultural Festival (partnering with CHC) and co-sponsored a Language and Travel Faire with Student Development, as well as regularly scheduled activities several times a year offering foods, culture and costumes from different countries (Ref. E. 177). The ASG plans and hosts annual Black History, Women's History and Hispanic Heritage Month events; Cinco de Mayo celebrations; and supports many cultural student associations the most recent of which are the Armenian Student Association, Filipino Student Association, Persian Club, and the Gay Straight Student Alliance. Recently the Cougar Mentor Program has offered “Ask Heidi”, a German culture workshop and “Ask Antonio”, an Italian culture workshop (Ref. E. 114).

The management of our Performing Arts Center, which opened in October 2004, consciously plans each season’s offerings to include talent from performers of diverse backgrounds. Both our campus and community benefit greatly from showcasing these talented performers and the creation of a climate where differences are applauded and celebrated. (Ref. E. 178).

SELF EVALUATION

The District’s commitment to equity and diversity are evidenced in our policies, practices, initiatives, activities and action priorities. The Human Resources Master Plan includes the following goals, many of which we are already actively pursuing:

• Re-Establish the Faculty and Staff Diversity Advisory Committee as an active voice in the planning of our diversity program activities.
• Review our District EEO Plans to be in compliance with the state-wide model EEO Plan issued by the CCCSO.
• Review our adjunct and adult hourly recruitment and hiring processes to ensure highly qualified and diverse applicant pools.
• Maintain currency of our Selection Committee Representatives through frequent updates on legal issues and timely training.
• In partnership with the existing entities on campus, expand diversity appreciation programs that increase awareness and celebrate diversity on our campus and in our community.
• Continue to analyze how we can increase the diversity of our applicant pools and remove any possible barriers in our hiring process for underrepresented groups.
Since the adoption of the Student Equity Plan in January 2005, several plan goals have been accomplished including the following:

- The institution of a three-unit diversity requirement to receive any College degree. As of Fall 2007, the College has 55 approved courses meeting the diversity requirement (Ref. E. 131).
- The development of programs to promote lifelong learning for individuals age 50 and older in the community, resulting in nearly 900 students enrolling in noncredit courses designed for this age group in Spring 2007 and Fall 2007 Semesters.
- Identification of untapped areas of the community where target populations might be eligible for College support services and increase marketing efforts in these areas.
- Assessment of retention, success and persistence rates of cohorts in the Gateway program (starting Spring 2007). In response Matriculation has designed and funded a pilot project that it anticipates will have a profound impact on student success and persistence in basic skills classes.
- Identification of faculty expectations of students with disabilities and informing DSP&S of these expectations.
- The District’s online orientation is being revamped to show our diverse population. The online orientation video clips showcase faculty and students from a variety of ethnic and age groups.

PLANNING AGENDA
The Human Resources Department will continue to actively pursue our Master Plan goals listed above.

4. a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

DESCRIPTIVE SUMMARY
The College strives to promote and support the diversity of the campus community including students, faculty and staff. Policies and procedures are in place to ensure fair treatment of employees, and complaint procedures are accessible should an employee need to utilize them. Included in our Mid-Term Accreditation Report 2005 (Ref. E. 179) is a listing of our District diversity programs, practices and services that support our diverse personnel. The programs on that list continue today, as well as additional 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.

Examples of recent diversity-related opportunities in our Professional Development quarterly booklets include the following (Ref. E. 83):

- Spring 2006 The Multi-Culturally Diverse Classroom: Its Effects on Students, Teaching, and Learning in the College Setting;
- Spring 2007 Cultural Proficiency: Transforming Systems to Meet the Needs of all Students; and,
- Fall 2007 Harassment Awareness and Prevention Training (offered every two years).

At the conclusion of each offering, evaluations are collected from the participants. Reports on the compiled results of these evaluations show that employees are highly satisfied with our offerings in general including diversity focused programming. Through annual needs assessment surveys (Ref. E. 79, E. 180, E. 181) given to all employee groups, the Professional Development Committees determine what training is needed and develop workshops and programs to meet those needs. “Cultural Diversity” is included as a survey topic on each needs assessment.
SELF EVALUATION
The College has in place policies and procedures that promote and support the diversity of the campus community. The District offers extensive training programs and workshops through its Professional Development program that support its diverse personnel. The effectiveness of the institution’s practices can be seen in the Faculty and Staff Accreditation Survey where 77 percent of managers, 55 percent of faculty and 82 percent of classified staff agree or strongly agree that the District has programs and services that support our diverse personnel (Ref. E. 18). Neutral responses were indicated by 11, 27 and 11 percent of respondents, respectively.

PLANNING AGENDA
None.

4.b. The institution regularly assesses that its record in employment equity and diversity is consistent with its mission.

DESCRIPTIVE SUMMARY
The Human Resources Office annually assesses its record in employment equity and diversity for all personnel when submitting our EEO6 report (Ref. E. 182) to the CCCSO. This report includes both a workforce and utilization analysis as required by Title 5, SEC. 53003 and 53004. Human Resources reviews this data and ensures that employment recruitment efforts are reaching populations that are underrepresented in our employee demographics. An example of efforts in this area includes adding advertising sources that market to specific populations.

For a comparison of our employee demographics for Fall 2002 and Fall 2007 for gender and ethnicity by employee group at the College, consult “Just the Facts - Fact Book for College of the Canyons” (Ref. E. 1). Comparing our current gender data to 2002, we see an overall increase in the number of female faculty and educational administrators and an increase in male classified managers and staff. In regards to ethnicity demographic changes, we see that during this six-year period both the full-time faculty and classified staff have increased in diversity, while classified managers and educational administrators declined in diversity. This type of comparative data informs Human Resources decisions about recruitment and advertising especially in the area of leadership positions on our campus.

The following chart compares the ethnicity of our student body, the surrounding Santa Clarita Community and our employees (Ref. E. 1):

<table>
<thead>
<tr>
<th></th>
<th>Santa Clarita Valley</th>
<th>College of the Canyons Students</th>
<th>College of the Canyons Employees</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>3%</td>
<td>6%</td>
<td>3.5%</td>
</tr>
<tr>
<td>Asian/Asian-American</td>
<td>7%</td>
<td>10%</td>
<td>4.25%</td>
</tr>
<tr>
<td>Latino/Hispanic</td>
<td>23%</td>
<td>27%</td>
<td>13%</td>
</tr>
<tr>
<td>Native American</td>
<td>0.1%</td>
<td>1%</td>
<td>.75%</td>
</tr>
<tr>
<td>White</td>
<td>64%</td>
<td>45%</td>
<td>78%</td>
</tr>
<tr>
<td>Other</td>
<td>3%</td>
<td>4%</td>
<td>0%</td>
</tr>
<tr>
<td>Unknown/Declined to state</td>
<td>N/A</td>
<td>9%</td>
<td>.50%</td>
</tr>
</tbody>
</table>
SELF EVALUATION
Since 1988, when there was a total eight-percent employee diversity on campus, we have made significant strides to improve in this area. The College’s current diversity profile is somewhat consistent with the community it serves; however, there are several job categories that lack adequate representation. A contributing factor is that approximately one-third of our students come from outside the Santa Clarita Valley. This is significant when comparing our employee population to the student body, which is usually more diverse. Compounding this issue is the recent growth of the Santa Clarita Valley, which has increased the number of well-qualified, local residents who want to work close to home. We often find that our recruitment pools, while diverse, include SCV residents who are either well or overly qualified for our positions, but who apply because they want to reduce their commute and work locally. Due to this fact, a large majority of our administrators, classified and more than half of our faculty are local SCV residents. In addition, 50 percent of our staff are College alumni which reemphasizes our draw on the local market which is not as diverse as the student body. The College’s continuing equal employment opportunity 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 2007, our full-time faculty was 18 percent minority, as compared to a student population that is 45 percent minority. 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.

In an effort to understand how the District could improve or increase the number of hires from a diverse background in the faculty and administrative ranks, Human Resources analyzed applicant data from July 2002 to June 2006. This research focused on the success of applicants by ethnicity through the various stages of the hiring process (Ref. E. 183). While the report did confirm that we are recruiting diverse pools of applicants for our positions, it also revealed factors such as certain ethnic groups had consistent difficulty in completing applications for academic positions, while another ethnic group did not apply for faculty positions at a rate that was representative of their composition in our community. The study also revealed that while the District is recruiting a representative sample of applicants from the community, as the underrepresented groups progressed through the process, they were not forwarded for one reason or another. This could be due to a variety of reasons including, but not limited to, not meeting the minimum qualifications as set by the state, lack of an equivalency for specific disciplines, poor interview skills, lack of desirable experience, or in some cases unconscious bias.

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 data on applicant diversity.

4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

DESCRIPTIVE SUMMARY
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 Intranet, and policies regarding the treatment of students are available in the College Catalog and class schedules.

While there are many 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 in the CSEA agreement and for adjunct faculty the AFT agreement. Administrators are governed by individual employment contracts and applicable Board policy, and classified confidential employees are governed by their Memorandum of Understanding, Merit Pay Agreement and applicable Board policy. In addition, both a faculty and administrator’s handbook addresses the treatment of faculty and managers respectively.

As part of the District’s Philosophy Statement that is published on our Web site, we include the following:

Respect for All People
We foster a climate characterized by civility, collegiality, and acceptance. We expect honesty, integrity, social responsibility, and ethical behavior.

Additional policies that affect the treatment of all employees are listed below:
Board Policy 812 - Non-Discrimination Policy and Procedures (Ref. E. 104)
Board Policy 813 – Prohibition of Sexual Harassment of Employees and Student Complaint Procedure (Ref. E. 104)
Board Policy 7365 - Discipline and Dismissal, Classified Employees (Ref. E. 104)
Board Policy 7360 - Discipline and Dismissal, Academic Employees (Ref. E. 104)
Administrative Procedure 7145 - Personnel files
Board Policy 7210 - Academic Employees (Ref. E. 104)
Board Policy 7230 - Classified employees (Ref. E. 104)

The Academic Senate has developed a policy and procedure that addresses academic freedom. This policy protects the rights of faculty to express controversial subjects in the context of an academic setting without fear of reprisal (Ref. E. 105).

Both classified and academic discipline processes clearly state the rules and regulations governing disciplinary procedures, outline the causes for disciplinary action, associated timelines and allot for the full due-process rights of the employee to be protected.

The District has demonstrated its commitment to diversity and equal opportunity both in its Board Policy 7100 Commitment to Diversity and through its extensive Human Resources practices and procedures. Complaints or grievances are taken seriously and investigated thoroughly. Depending on the type of complaint, either Human Resources or an independent consultant perform these investigations.

Further, the District demonstrates the integrity of its processes by inclusion of employee groups through collegial consultation and our 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 the District’s Decision-Making guide (Ref. E. 36). This involvement engenders a feeling of ownership and pride in the policies and plans of the District by our employees.

As elaborated upon in Standard II, policies, procedures and guidelines governing student rights and responsibilities are clearly communicated in the College Catalog. The information is available on-line, in schedules of classes and available by request from the Vice President, Student Services Office. Specifically, the District has policies that govern student conduct; due process when a violation is alleged; and, as is required by law, an appeals process. The District also has approved a grade grievance process whereby students can exercise their legal right to grieve final grades. Board Policy 533 lists the criteria and process related to grade grievance. Finally, Board Policy 532 lists the process to follow when a student wishes to grieve perceived mistreatment by the College.

The policies and procedures named above include the use of hearing boards, comprised of members of the campus commu-
nity, specifically to ensure the fair treatment of students. Examples include the Student Conduct Committee and the Grade Review Committee both of which hear testimony from students, their witnesses and in some cases their legal representatives. In the last six years, no student has 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.

In addition to treating our employees fairly and equitably, we also enjoy recognizing their achievements and celebrating their accomplishments. We take pride in adding a personal touch in acknowledging our employees, from the annual issuance of team t-shirts and to personal notes congratulating them on their accomplishments. Below is a list of some of the annual events that the district plans to recognize and honor our employees:

- **Opening Day** is held on the Friday before the first day of the fall term and all employees are invited. On this day we celebrate the year that has just past, look forward to the goals for the coming year, issue t-shirts to provide a sense of team spirit, and recognize those employees who have reached service milestones of 10, 15, 20, 25, 30 and 35 years. This presentation includes the reading of personal biographies of each honoree by the Chancellor and presentation of a decorative certificate in front of the entire College and our Board.

- **Five-Year Service Luncheon** – Planned each spring, all employees who have been employed by the District for five years are invited to a luncheon hosted by the Chancellor. The supervisors of these employees attend to recognize them as well. Certificates are presented to each employee as his or her biography is read.

- **New Employee Luncheon** – As part of our new employee orientation, held four times per year, the Chancellor hosts a luncheon to meet and get to know our newest members.

- **Cougar Award Program and Statues** – Annually, employees are encouraged to nominate their fellow employees for recognition of their outstanding service to our campus community. Awards are given to faculty, administrators, departments, classified and temporary staff. The Cougar award statues are presented by a parade of employees to honor the recipient.

- **Annual Retiree BBQ & events** – At the end of each spring semester, we hold a Retiree BBQ to honor those retiring that year. Past retirees of the District are also invited to attend. Framed Board resolutions are presented at the BBQ by our Chancellor and the Board members. This is a celebration that the entire campus community attends.

- **Classified Appreciation Week** – A week of activities in the month of April dedicated to recognizing the efforts of our classified staff. Three main events include a pancake breakfast one morning, an award ceremony luncheon and an ice cream social and raffle. A committee of management staff plans these events, which usually have an elaborate theme (it was Oscar night this year).

- **Collegial Celebrations** – This reception takes place at the end of the spring term each year and celebrates the accomplishments of our faculty. They are recognized for achieving tenure, completing an additional academic degree and other academic pursuits.

- **Scholarship Fundraisers Honoring Former Staff and Raising Funds for Memorial Scholarships** – Occasionally, as employees retire from our District or we hear of their death after retirement, members of the District have honored these individuals by creating scholarships in their names and raising money to fund the scholarships.

- **Holiday Celebration** – This annual campus-wide event, held at the end of the fall semester, celebrates the impending holiday season. Recognizing the variety of ways the holidays are celebrated by our staff and students, the event includes a luncheon and entertainment featuring our student choral groups.

**SELF EVALUATION**

Evidence that the College meets this standard is reflected in the strong emphasis placed on collegial consultation in the District
planning process, committee structure and policy and procedure development. Valuing the opinions and expertise of our campus community members is vital to the effectiveness and cohesiveness of our District. Comprehensive Human Resources policies and procedures attest to our commitment to the fair and equitable treatment of faculty and staff. Clear and effective policies and procedures support the District’s commitment to the fair treatment of students.

In addition, we enjoy honoring our employee’s accomplishments and achievements. We know the significance of recognition in making all of our employees feel they are valued and important members of our campus community. This is evident in the numerous events planned year round by the District and individual recognition given employees through thank you notes and recognition at Board meetings.

PLANNING AGENDA

None.

5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

DESCRIPTIVE SUMMARY

The College has demonstrated a long-term commitment to faculty and staff development since the late 1970s, when it served as one of the six experimental California community colleges in the development of the Flex Program for faculty. Since that time the Professional Development Program has continued to provide developmental workshops, presentations and activities for faculty and staff. To encourage as many individuals as possible to participate in staff development activities following the passage of AB 1725 and the availability of state funds, the Staff Development Advisory Committee was formed in 1989-90. The Committee also provided the leadership to members of this Committee to develop a new professional development model in 1998-99. In Spring 2007 another program review was undertaken; and during Fall 2007, suggested improvements and “next steps” were approved through the collegial consultation process. The revised model was presented to the Board on March 12, 2008, along with an Executive Summary on Professional Development at the College (Ref. E. 184). This model 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 campuswide activities, allocate budgets to the development committees and be responsible for ongoing assessment of development activities; and,
- 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.

Professional development is fully institutionalized and supported by the District. The Professional Development Program was recognized by the National Council for Staff, Program and Organizational Development (NCSPOD) in Fall 2007 with its Institutional Merit Award. This Award recognizes excellence in the delivery and impact on staff, program and organizational development programs and in the promotion of outstanding programs. Also, in Fall 2007 Chancellor Dianne G. Van Hook was honored with NCSPOD’s College President’s/Chancellor’s Award, which recognizes a college president or chancellor for outstanding leadership in support of staff, program and organizational development activities.

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 both the institution’s strategic goals and the personal and professional development goals of its employees. Professional development opportunities are offered that promote technological advancement, institutional effectiveness, student support, the development of model academic and professional programs; promote and support excellence in teaching and learning; keep emphasizing the importance of creating a sense of community among students and staff; and, inspire, innovate and foster the development of leadership skills for all staff. The expectation that all employees will engage in professional development is integrated into every job description. The desired outcome of these activities 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.

Success is measured at the College using the eleven 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, and Campus Climate. The Professional Development Program aligns all offerings and activities with these established goals to ensure a meaningful and comprehensive program that is focused on achieving defined outcomes through the training of our most valuable asset, our employees.

The teaching and learning needs of the faculty and staff are identified in a variety of ways. Needs assessment surveys are conducted annually for each constituency group. The results of those surveys are used by the Faculty, Classified and Administrative Development Committees to plan the program offerings for their respective employee groups. Information on training needs is also obtained from employees’ annual evaluations. Human Resources receives the evaluation forms and extracts the data from them that lists the training needs employees plan to engage in during the next year. This information is compiled into one list of training topics and is sent to the Professional Development Director on a quarterly basis. Input on teaching and learning needs is also obtained from the various committees on campus including College Planning Team (CPT), Management Advisory Council (MAC), Educational Technology Committee, and the Student Learning Outcomes Committee. Individual faculty, staff and administrators also communicate ideas for workshops and training opportunities directly to the Professional Development Director. These ideas are then shared with the appropriate advisory committee.

In 2005-06 170 full-time faculty, 251 adjunct faculty, 132 classified staff, and 50 administrators/managers participated in one or more professional development workshops. That is nearly 100-percent participation for each group, except adjunct faculty, which is about 70 percent. Full-time faculty members are required to perform 41 hours of Flex/staff development, although many choose to do more. Although adjunct faculty members are not required to complete any Flex hours, over two-thirds of them do. Adjunct faculty 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 retreats.

The number of training sessions offered through professional development has increased dramatically. In 2005-06 245 training sessions were offered through the Professional Development Program. In 2006-07 319 were offered. In 2007-08 362 were offered.

The services and functions provided by the Professional Development Office touch on a variety of topics in an effort to bring the appropriate training to each employee group: faculty, administrators and classified staff. The Professional Development activities that constitute the majority of these services and functions include the Flex Program (Ref. E. 26), the Administrative Development Program (Ref. E. 185), Management Skills Training (Ref. E. 97), Administrative and faculty retreats (Ref. E. 186), The Southern California Community College District
Employment Relations Consortium workshops (Ref. E. 187), Classified Development Day (Ref. E. 188), Technology Training workshops (Ref. E. 189), Online Instructor Certification (Ref. E. 31), the Faculty Mentor (Ref. E. 26, the Associate Program for Adjunct Faculty (Ref. E. 30), cultural diversity training workshops, the Faculty Leadership Institute, the Teaching Topics series, Mathematical Ideas workshops, the Employee Wellness Program, Emergency Preparedness workshops, Books & Ideas, the Sociology Lecture Series, the Art Gallery Speaker Series, and sustainable development workshops and activities.

Major developments in our Professional Development Program since 2002 include:

- **LEAP – The Leadership Education in Action Program**
  - 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 our District and the community college system.
  - LEAP provides individuals who want to be leaders, at the College or elsewhere, the opportunities to identify and develop the knowledge, skill sets and confidence to be successful.
  - The inaugural session was held in Spring 2008 and had 46 participants from all employee groups. In addition to sessions with community college leaders from around the state, solution teams were formed to work on projects that required a business plan and presentation to the larger group. Several projects are being implemented this fall, and two projects in particular are directly related to professional development.

- **The Synergy Program (New Faculty Orientation Program)**
  - This focuses on revamping our new faculty orientation. The Synergy plan focuses on not only the initial orientation but additional support and informational meetings for the entire cohort throughout the entire first year of employment.

- **WeConnect (Learning Community)**
  - This LEAP solution team project focuses on developing a learning community open to all employees on our campus. Starting this fall, learning communities will be formed around topics that include Technology and Student Success; Generation Next, Identity; Our Community, Culture and Connectedness; and Community Partnerships: How to Raise Funds and Build Relationships for Student Success.

- **The GO! Program**
  - This LEAP solution team was asked to create an alternative schedule format that offered a course-a-month online. This program is being launched this fall and will offer 30+ sections of transfer-level coursework every five weeks.

- **Enrollment Management on Everyone’s Desk**
  - This team was to develop a structure through which everyone on campus gets involved with enrollment management. Through this involvement, i.e. sub-committees of the core team, there would be a greater understanding district-wide of the goals and strategies used to improve enrollment management and meet our enrollment targets.

The Professional Development Mentorship Program is offered each fall and spring for those faculty and staff who aspire to a management or leadership position. It is also for those experienced managers who want to take the next step and move into a higher-level administrative position. The purpose of the Program is to provide opportunities for employees who have a desire to develop and enhance their career development opportunities, to be paired with a mentor who will guide, advise and motivate them to continue to improve their skills and knowledge and grow with the College into a management or leadership position. The Program is open to all full-time and adjunct faculty, classified and confidential staff and administrators.

The New Online Faculty Mentorship Program is designed to provide additional support to instructors during the first semester or two of online teaching. The Program will pair new online instructors with instructors who are experienced with on-
line teaching in order to provide feedback on course design and offer ongoing encouragement and advice.

The recently updated New Employee Orientations and Lunches are provided on a quarterly basis to welcome new employees and to provide them with basic information that will assist in their daily performance. The orientations also provide new employees with the opportunity to meet staff members in key departments and helps 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. New Employee Lunches are scheduled in conjunction with these orientations. The Lunches, sponsored by the Chancellor’s Office, provide a forum for new employees to meet the Chancellor, to learn about her background, and to become aware of opportunities to become involved in campus life.

The Institute of Teaching and Learning (ITL) (www.canyons.edu/offices/tcg_inst) was established to support faculty efforts to improve and expand their teaching skills. The full-time faculty who complete the program are eligible for salary advancement or Flex credit. The Institute also serves adjunct faculty. The mission of the Institute is to enhance instruction. In pursuit of this mission, the Institute has established four overlapping goals: support and promote the development of teaching skills, strengthen the culture of teaching, serve as a symbol of the College’s commitment to teaching, and influence policy discussions in ways that support the development of an excellent teaching and learning environment.

An example of an ITL course is EDU 080: Community College Education, a survey of the development and impact of the community college in the United States, including an examination of the history, organization, programs, population served and social role of the largest institution of higher education in the world. The course focuses primarily on the California community colleges, and recently was co-taught by the Chancellor and the Dean, Early Childhood Education and Training Programs.

The Associate Program is a professional development program that focuses on improving the teaching techniques of our adjunct faculty. A select number of adjuncts are chosen each year and mentored by a full-time faculty member on a variety of teaching and presentation skills. This Program won the coveted Hesburgh Award and remains one of our most popular programs. Many other Districts have tried to replicate this model program on their campuses.

The District also offers educational incentives to our classified employees. For every approved 15 units of completed college-level work, they receive $2,000.00 cash. This benefit is very popular amongst our staff.

Last but not least, our new Dr. Dianne G. Van Hook University Center is a great source of professional development on our campus. Many employees would not have chosen to pursue their advanced degrees had the University Center not been here. This access provides an excellent opportunity not only for our students, but our employees as well.

SELF EVALUATION
Professional development activities support all segments of College staff. The majority of respondents who participated in these workshops indicated that they “Agree” or “Strongly Agree” to the following statement: “This workshop provided me with valuable or useful information that I can use on the job.” In 99 percent of workshops in the Spring 2007 report, participants agreed with these statements: “I have gained skills by participating in this workshop” and “The learning outcomes for this workshop were met.”
PLANNING AGENDA

None.

5.a. The institution plans professional development activities to meet the needs of its personnel.

DESCRIPTIVE SUMMARY

The College is committed to developing the faculty and staff to their fullest potential through the numerous training opportunities offered throughout the entire year as part of the Professional Development Program. The teaching and learning needs of the faculty and staff are identified in a variety of ways. Needs assessment surveys are conducted annually for each employee group. The results of those surveys are used by the Faculty, Classified and Administrative Development Committees to plan the program offerings for their respective employee groups. Information on training needs is also obtained from employees’ annual evaluations. All employees identify professional development goals through the evaluation process. Human Resources receives the evaluation forms and extracts the data from them that list the training needs the employees plans to engage in during the next year. This information is compiled into one list of training topics and is sent to the Professional Development Director on a quarterly basis. This list is used in planning training offerings in the coming year. Input on teaching and learning needs are also obtained from the various committees on campus including CPT, MAC, Educational Technology Committee and the Student Learning Outcomes Committee. Individual faculty, staff and administrators also communicate ideas for workshops and training opportunities directly to the Professional Development Director.

After each professional development workshop, participants are required to complete a workshop evaluation form that asks them to rate how useful the information presented at the workshop was, how knowledgeable the presenter was, whether the learning outcomes were met, and if they recommend a follow-up or advanced-level workshop.

The role of the Professional Development Coordinating Committee, whose members are representatives of each of the three professional development committees (faculty, classified and administrative) is to evaluate professional development workshops and activities to ensure that they address the teaching and learning needs of the faculty and staff. This is accomplished by reviewing the workshop evaluation forms and evaluating whether the learning outcomes were met and if a follow-up session is recommended. In addition, a program review is conducted every four years and the results are used to make changes to the program model, content, delivery method, and responsibilities of the Professional Development Director and committee members.

SELF EVALUATION

The previous section details the ways we assess the needs of our employees for professional development offerings. These programs and activities do not occur in a vacuum but reflect the needs and aspirations of all College employees. This allows the District to plan better, provide needed training and to reach our institutional, strategic and departmental goals.

PLANNING AGENDA

None.

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

Any successful model must consider the framework within which professional development occurs. Staff, program and the organization are all impacted positively or negatively by the professional development programs it has in place. Therefore, professional development activities are developed, planned, implemented, and evaluated by the Faculty Development Committee, the Administrative Development Committee, the Classified Development Committee, and the Professional Development Coordinating
Committee. Each of these Committees includes representatives from the appropriate employee groups.

A needs assessment survey is done annually in the spring for each employee group. The results of this survey are used to determine the workshop offerings and training opportunities for the upcoming year. Learning outcomes are required for each workshop. The learning outcomes are clearly identified in the workshop description, and the presenter is required to develop curriculum that meets the stated learning outcomes. Workshop participants complete an evaluation form for each session they attend, and the Professional Development Committees review these forms, evaluate whether the learning outcomes are met and determine if a follow-up session is recommended. Examples of workshop learning outcomes are included in the references (Ref. E. 190).

Every four years a thorough program review is conducted of the Professional Development Program. Representatives from faculty, classified staff and administrators meet to review and evaluate every aspect of the Program. The Professional Development Model, committee makeup and committee roles and responsibilities are reviewed. Recommendations, if any, are made to the Professional Development Director, the constituent committees, the Assistant Superintendent-Vice President, Human Resources, the Chancellor, and the Board.

**SELF EVALUATION**

An annual needs assessment survey is conducted by each employee group and the Professional Development Committees plan workshops and activities based on the results of these surveys. Participants in each professional development workshop complete an evaluation immediately after the activity. The evaluations are reviewed in an effort to provide quality workshops and activities.

**PLANNING AGENDA**

None.

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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 College’s Educational and Facilities Master Plans (Ref. E. 12) include the primary Human Resources goal of enhancing the learning and working environment at the College. This document addresses the goals and planning for Human Resources for a five-year period. The College’s Strategic Plan (Ref. E. 13) also includes the overall goal that the College will select and develop high-quality staff. The Strategic Plan is completed every three years. 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 Strategic Plan Accomplishments report (Ref. E. 13). 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 our ability to set and attain our objectives. At the department level, annual instructional program reviews (Ref. E. 7) and non-instructional program reviews (Ref. E. 8), which are completed every three years, evaluate the effectiveness of that department’s programs and identify personnel needs in order to meet their needs and objectives. Once faculty and staff needs have been identified, these needs are forwarded to and included in the academic and classified staffing process where further justification of personnel needs for programs is required. 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.

**SELF EVALUATION**

The institutional, departmental and program planning at the
College heavily influences Human Resources planning. Human Resources 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. For example, without the institutional and departmental planning, the College would not have planned appropriately to ensure that adequate new faculty and staff were employed to match the needs and timeliness of opening the Performing Arts Center and Music and Dance building. While the numbers of proposals for new personnel are greater than the actual number of new staff hired, the College has been fortunate to increase the number of faculty and staff to ensure appropriate growth and support of its programs The College also strives to meet the goal of selecting and developing high-quality staff by ensuring a fair and rigorous recruitment process and by providing numerous relevant professional development opportunities.

PLANNING AGENDA
None.
IIIB: Physical Resources

Photo By Kristi Chesley
Commitment to planning, evaluation and improvement has been strong, along with constant dialogue so that dramatic growth could be managed within a period of tremendous change.
B. PHYSICAL RESOURCES

Physical resources, which include facilities, equipment, land and other assets, support student learning programs and services and improves institutional effectiveness. Physical resource planning is integrated with institutional planning.

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 strives to develop and maintain high-quality physical resources in order to provide a positive environment to support excellence in instruction and learning. The College has been able to do this by maintaining current physical resources while planning for the future needs of its learning programs and services. Planning has resulted in the receipt of funds for a variety of projects from a multitude of sources.

Physical resource planning is integrated with institutional planning documents such as the Strategic Plan (Ref. E. 13) and the Educational and Facilities Master Plans (Ref. E. 12), which are reviewed and updated on a regular basis in order to keep current with the needs of the students we serve. The Five-Year Construction Plan uses projected growth and weekly student contact hours (WSCH) information to determine the sufficiency of College facilities through the capacity/load ratio (Ref. E. 33). The Educational and Facilities Master Plans are developed with the involvement of students, staff and faculty, as well as consultation with the District’s master architectural firm.

Based on our detailed planning processes which identify and prioritize strategies to secure the maximum in facilities funding for our District, the College maintains a close relationship and works effectively with the California Community College System Office (CCCSO) prior to submitting projects for state funds. The College maintains a regular and timely correspondence with its designated Facilities Unit representative and works closely with the state’s growth projection specialists and our own Institutional Development Office (IDO) so that we can submit new projects that achieve the highest possible eligibility, serve the maximum number of students and maximize our ability to receive state funds and stretch our local dollars further. Past projects have included partnerships with local school districts and the City, fundraising through the efforts of the Foundation, Use Tax strategies, and partnerships with private entities.

In addition to obtaining state matching funds, the College has also enlisted the assistance of multiple private entities to further our students’ educational opportunities including:

- Henry Mayo Newhall Memorial Hospital, funding for an off-site clinical education facility;
- Al Mann Industries, funding for a classroom and clean room for advanced engineering studies; and,
- Aerospace Dynamics Inc., funding for off-site training of current aerospace industry workforce employees to maintain currency of design knowledge and processes.

Since the last Facilities Master Plan was developed in 2001, the District concluded that in order to implement the building program necessary to meet student needs that reliance on state funding alone would be insufficient. Since 2001, two local bond measures were passed generating a total of $242 million for new facilities and repairs and renovation projects. (See the chart below.)
# COLLEGE OF THE CANYONS - CAPITAL PROJECTS

Completed & (Projected Future Projects)

<table>
<thead>
<tr>
<th>Date Built</th>
<th>Facility</th>
<th>Cost of Building / Source of Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Local Bond</td>
</tr>
<tr>
<td>1974</td>
<td>Building I</td>
<td>8,719,000</td>
</tr>
<tr>
<td>1974</td>
<td>Football Stadium</td>
<td>1,512,000</td>
</tr>
<tr>
<td>1975</td>
<td>Building C</td>
<td>3,370,000</td>
</tr>
<tr>
<td>1975</td>
<td>Building L</td>
<td>3,912,000</td>
</tr>
<tr>
<td>1975</td>
<td>Building S</td>
<td>4,814,000</td>
</tr>
<tr>
<td>1975</td>
<td>Building T</td>
<td>1,691,000</td>
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<tr>
<td>1976</td>
<td>Building PE</td>
<td>12,992,300</td>
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<tr>
<td>1982</td>
<td>Building A</td>
<td>0</td>
</tr>
<tr>
<td>1994</td>
<td>Remodel for Efficiency (A, C, I Bldgs)</td>
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<td>1995</td>
<td>FS &amp; ECE</td>
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<tr>
<td>1996</td>
<td>Central Plant</td>
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<td>1997</td>
<td>Building M</td>
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<td>1997</td>
<td>Building R</td>
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<td>1998</td>
<td>Scheduled Maintenance Projects</td>
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<td>1999</td>
<td>HR/Foundation/ETI/Security/Facilities/ EOPS Modulars</td>
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<tr>
<td>1999</td>
<td>Modular Village (14 classrooms)</td>
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<td>1999</td>
<td>Old Library &amp; Labs Secondary Effects</td>
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<td>2000</td>
<td>Student Center Expansion</td>
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<td>2000</td>
<td>A &amp; C Bldg Offices</td>
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<td>2001</td>
<td>South Parking Lot</td>
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<td>Parking Lot Improvements</td>
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<td>2001</td>
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<td>2002</td>
<td>“T” Building Expansion</td>
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<td>2002</td>
<td>Interim University Center</td>
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<tr>
<td>2002</td>
<td>Records Storage Building</td>
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<tr>
<td>2002</td>
<td>Scheduled Maintenance Projects</td>
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continued on page ......
## Standard IIIB: Physical Resources

### RESOURCES

<table>
<thead>
<tr>
<th>Date Built</th>
<th>Facility</th>
<th>Local Bond</th>
<th>State GO Bond</th>
<th>Local Funded</th>
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</thead>
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<tr>
<td>2003</td>
<td>Perimeter Landscaping</td>
<td>0</td>
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<td>2003</td>
<td>Access to Small Gym</td>
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<td>Artificial Turf</td>
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<td>2003</td>
<td>Seismic Retrofit I-Building</td>
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<td>1,300,000</td>
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<td>Architectural Barrier Removal</td>
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<td>Schedule Maintenance Projects</td>
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<td>Performing Arts Center</td>
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<td>10,982,000</td>
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<td>2004</td>
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<td>2004</td>
<td>Electronic Marquees</td>
<td>0</td>
<td>0</td>
<td>251,602</td>
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<tr>
<td>2004</td>
<td>Stadium Restroom Renovation</td>
<td>58,541</td>
<td>0</td>
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<tr>
<td>2004</td>
<td>Map Kiosks</td>
<td>0</td>
<td>0</td>
<td>125,000</td>
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<td>2004</td>
<td>Warehouse Expansion</td>
<td>1,884,015</td>
<td>0</td>
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<td>2004</td>
<td>Hazardous Substance Projects</td>
<td>114,000</td>
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<td>2005</td>
<td>Music/Dance</td>
<td>7,670,320</td>
<td>0</td>
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<tr>
<td>2007</td>
<td>Business/High Tech (estimated)</td>
<td>13,746,000</td>
<td>8,878,000</td>
<td></td>
<td>22,624,000</td>
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<tr>
<td>2007</td>
<td>Canyon Country Campus (land, site dev, modulars)</td>
<td>48,800,000</td>
<td>0</td>
<td>0</td>
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<tr>
<td>2007</td>
<td>Laboratory Expansion (estimated)</td>
<td>12,749,649</td>
<td>7,721,000</td>
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<td>20,470,649</td>
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<tr>
<td>2008 (proj.)</td>
<td>PE Building Expansion (estimated)</td>
<td>8,136,000</td>
<td>2,954,000</td>
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<td>11,090,000</td>
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<tr>
<td>2009 (proj.)</td>
<td>University Center (estimated)</td>
<td>6,231,667</td>
<td>20,974,000</td>
<td>9,164,346</td>
<td>36,370,013</td>
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<td>2010 (proj.)</td>
<td>Library Expansion (estimated)</td>
<td>9,002,948</td>
<td>15,471,000</td>
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<td>24,473,948</td>
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<td>2010 (proj.)</td>
<td>M Building Expansion (estimated)</td>
<td>10,000,000</td>
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<td>0</td>
<td>10,000,000</td>
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<tr>
<td>2011 (proj.)</td>
<td>Student Services/Admin. (estimated)</td>
<td>6,207,000</td>
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<td>0</td>
<td>12,414,000</td>
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<tr>
<td>2011 (proj.)</td>
<td>Canyon Country Bldg 1 (estimated)</td>
<td>2,910,500</td>
<td>11,642,000</td>
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<td>14,552,500</td>
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<td>2013 (proj.)</td>
<td>Canyon Country Bldg 2 (estimated)</td>
<td>3,600,000</td>
<td>14,400,000</td>
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<td>18,000,000</td>
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<td>2015 (proj.)</td>
<td>Canyon Country Bldg 3 (estimated)</td>
<td>4,200,000</td>
<td>16,800,000</td>
<td>0</td>
<td>21,000,000</td>
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<tr>
<td><strong>Totals</strong></td>
<td><strong>176,726,593</strong></td>
<td><strong>146,487,282</strong></td>
<td><strong>30,889,062</strong></td>
<td><strong>354,102,937</strong></td>
<td><strong>354,102,937</strong></td>
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</table>

* Local funded includes SCCCDS financing/general fund allocations other than bonds, private donations and partner contributions (City, County, other school districts).
The last District local bond election in 2006 was one of only five in the state that was successful. The local community provided unheard of support, eclipsing the necessary percentage for passing the bond in 147 out of 150 precincts. With these bond funds, we were then able to maximize the balance of need, eligibility, state support and local resources to continue the building program.

The University Center project provides an excellent example of our overall planning and processes. Working closely with the CCCSO, the College was able to obtain 75 percent state matching funds for the project. The $30-million Center is a multi-use facility designed to meet the needs of the College, as well as our four-year higher education partners and local high school district. It allows students to obtain their high school diplomas, associate and bachelor’s through doctoral degrees without ever leaving our campus. The state provided its share of the funds because it was aggressively pursuing a project that clearly demonstrated it was maximizing its available funding to provide educational opportunities in a multi-partnership public/private project. This project met the state’s needs because it also included funding from private donations, a Use Tax agreement with the City, local bond funds and funds from the local high school district.

From its inception in 1969 through its initial build-out in 1976, the College had a total of 173,702 square feet of facility space. From 1976 to 1997, we added only three buildings totaling 22,523 square feet (Administration/Student Services Building, Child Development Center and Central Plant). As can be seen below, from 1997 to the present, the College added 249,121 square feet in new facilities including a new Canyon Country campus. In the last three years, the College added more square footage than the total it had at its initial build-out. The critical factors that allowed the District the ability to move so quickly with the state can be summarized as follows:

- our growth,
- our relationship with state government,
- our ability to match funding, and
- our planning processes.
There are 17 permanent buildings and 23 modular buildings on the Valencia campus, encompassing 611,694 square feet that house a multitude of instructional programs and student/administrative services. Facilities at the Valencia campus include a state-of-the-art 926-seat Performing Arts Center (PAC), which also includes a 125-seat experimental theater; music/dance facility (Pico Canyon Hall); a 58,348 square-foot high-tech classroom/lab facility (Hasley Hall); and a newly completed 35,864 square-foot laboratory and lecture hall expansion (Aliso Lab and Aliso Hall).

At the same time that we were expanding the Valencia campus, we were addressing other high growth areas of our District. After completing a Needs Study and Letter of Intent (Ref. E. 191) for a new campus center, which included a modification of the past practices that the Board of Governors had historically followed, a new campus in Canyon Country totaling 42,420 square-feet at the eastern end of the Santa Clarita Valley was opened to students in Fall 2007. This campus consists of 25 modular classrooms including five lab spaces, an activity room for physical education, Early Childhood Education Center, Library, Bookstore and food services and an Early College High School facility. Prior to the construction of the new campus, the College obtained the necessary approvals from the state regulatory agencies. In a little more than two years, the College’s Needs Study was approved by the CCCSO, the Department of Finance and the California Post-Secondary Education Commission, the Board of Governor’s (BOG), and our Board. Along the way, the College set a new precedent for the purchase of land for campus centers. Prior to our submission, a district must have purchased a property prior to receiving approval for a center. This seemed to put a district at an extreme disadvantage, not only in the negotiation for the property with the individual property owner but also put it at risk of losing that investment if it failed to receive the necessary and mandated approvals after the purchase. Our District was successful in being the first to submit a list of three potential properties to the BOG with approval contingent on the inclusion of one of those three properties in the final approval. Based on that approval, the College was able to maximize its property negotiations and finalize the state approvals once the property was purchased, knowing that the Center...
would receive agency approvals no matter which one of the three properties was selected and knowing that our ability to negotiate (because we were not locked in to a particular property) would yield the most favorable expenditure of funds possible. This procedure is now standard with all new center requests submitted for agency approval.

In addition to adding new facilities, the District was able to renovate and repair its existing infrastructure and grounds including the installation of a co-generation plant, artificial turf at the stadium, a new voice-mail system, improved walkway lighting, replacement of underground fuel storage system, underground electrical feeders, and numerous other equipment repairs and improvements.

The Facilities Task Force, which is 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. Other committees that are involved in planning for facilities include College Planning Team (CPT), Management Advisory Council (MAC) and President’s Advisory Committee-Budget (PAC-B).

The College adheres to safety measures that are established in federal, state and local laws and regulations. Various local and state agencies regularly inspect college facilities to ensure compliance with these regulations including fire, hazardous materials and backflow prevention devices. Facilities are constructed with safety and security in mind. The College ensures all safety, security and access issues are addressed for off-site facilities. The same maintenance agenda that applies to the Valencia campus is applied to the Canyon Country campus, as well as off-campus sites.

The Facilities Department is responsible for overseeing the construction and maintenance of campus facilities including all off-site locations and 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 through continual evaluation, planning and execution of new and retrofit projects.

**SELF EVALUATION**

In support of the District’s Strategic Plan to provide facilities that are clean, efficient, safe functional and aesthetically pleasing, the District completed its fourth Educational and Facilities Master Plan in 2001 and is currently in the process of completing a new master plan for the next decade. The District has been able to complete most of the projects outlined in the 2001 Master Plan and expects to complete the balance of the projects included in that Plan by the time the new master plan is finalized.

The College was designated the fastest growing community college district in the nation (out of 1,200) by *Community College Week*. Since 1994, the College has generated more than $315 million in construction revenue from state funds, local bond measures (C and M), partnership opportunities, and local funding. A second campus was planned, approved through six state approvals, land acquired, construction planned and completed, and the campus is now open to students.

In order to meet the community’s immediate and future needs, the District has demonstrated due diligence by engaging in results-oriented planning processes. These processes allow the College to not only plan for the future, but also respond to students when they enter the College. As a result of this tradition of adhering to sound planning processes and the College’s commitment to carry out plans, the College has exhibited responsible and responsive leadership in identifying and securing resources.

The District has ensured that the planning of new facilities and the renovation of existing facilities complies with the Americans with Disabilities Act. The District has addressed access issues with the completion of an Architectural Barrier Removal project and will continue to address access issues by pursuing addi-
tional funds for future projects. Improvements in signage and pedestrian and vehicular access are planned throughout the campus. As a result of the 1994 Northridge earthquake, funds were secured for a seismic retrofit project of Bonelli Hall, which was completed in 2003.

In addition the District passed two bond measures, Measure C in 2003 for $82 million and Measure M in 2006 for $160 million, to build new facilities and renovate some of the existing facilities on the 39-year-old Valencia campus. In addition to constructing new facilities, funds from the bond measures allow for the repair and modernization of facilities, as well as replacement of deteriorated materials and finishes such as carpeting and vinyl flooring. The funds also provide for the painting of classrooms, labs and offices; for the removal and replacement of damaged concrete sidewalks; and for the removal and replacement of inoperable door hardware.

The College continues to pursue and generate funding for capital projects from a variety of different sources, in addition to state and local bonds and annual state budget appropriations. The District has benefitted from the College Foundation’s raising funds through its Capital Campaign efforts; through agreements with the local government to share Use Tax proceeds; through private, city, county, state and federal grant opportunities; through partnerships with local businesses; and via federal appropriations as a result of working closely with our elected officials on any/all available funding opportunities that are available. The College is proactive in all of these areas, searching out opportunities, making the contacts, completing the required steps and implementing the resultant awards, which have resulted in rewarding partnerships with the local high school district, local non-profits and local businesses.

Additionally, the District has been successful in obtaining matching state funds for scheduled maintenance and hazardous substances projects over the last several years amounting to $2.8 million.

The ability of the College to have scheduled maintenance funds allocated by our Board in the annual budget, 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 we now face when the state revised the grants to include instructional equipment.

The College has completed a Landscape Master Plan (Ref. E. 192) for new, renovated and building extensions spaces, as well as a Signage Master Plan (Ref. E. 193). Both Plans will enhance the overall appearance and ease of access of the campus and facilitate pedestrian and vehicular flow. The addition of three electrically lighted map kiosks was completed.

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, CPT, Food Services Committee, Health & Safety Committee, Parking Committee and MAC. In addition, the Executive Cabinet frequently reviews and discusses facility issues and comes up with creative solutions and plans.

A Web-based work orders system allows staff at both location, as well as off-campus sites, to input maintenance, custodial, grounds, warehouse, and telecommunication work orders through the College’s Web site.

The District’s Injury and Illness Prevention Plan (Ref. E. 194) is reviewed annually by the District’s risk management consultant and updated as needed. The Plan is designed to identify unsafe or unhealthful conditions, procedures and work practices so that they can be corrected in a timely manner. All Facilities Department staff receive mandatory job safety training based on the Plan.
In addition, the District’s facility is inspected annually for safety issues by the District’s risk management consultant, Keenan & Associates, as well as the Los Angeles County Fire Department and various other governmental agencies. Keenan conducts an annual hazardous materials inventory to ensure compliance with state requirements for regulated substances. This document is then submitted to the County of Los Angeles Fire Department.

The existing alarm system was upgraded and a backup generator purchased in order to provide power for emergency lighting during blackouts. An outside public address system was installed to enable the District to broadcast throughout the campus during emergencies. In addition, an emergency notification system was installed, which will provide email, text and voice messaging capabilities to the student and staff population in the event of an emergency. The College is also in the process of installing surveillance cameras campus-wide.

For the last 11 years, the College has successfully been awarded a new capital project during every year in which state funding has been available. Our planning processes are the reason for our success, which always positions us for current and future state funding support.

Completed projects on campus have received building and design awards, most recently the Performing Arts Center which garnered top votes for campus completion at the 2007 CCFC conference in Sacramento.

PLANNING AGENDA
None.

1a. 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 plans, constructs and maintains its physical resources to enhance and support student learning programs and services. Physical resource planning is integrated with institutional planning. The Educational and Facilities Master Plans serve as the primary planning documents. These documents are driven by the College’s Strategic Plans, which outline the goals and priorities for the College, which in turn are driven by our Mission, priorities and annual department plans.

The Facilities Department provides planning and construction oversight for all campus renovations, improvements and expansion, which consists primarily of the implementation of the Master Plan, as well as health and safety and ADA issues. All major internal requests, as well as new, expansion, remodel and accessibility projects are handled by this Department. The Department is also 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 who assist in planning and designing the space from the initial project proposal through the design development and construction drawing stages. The groups work directly with the architect to plan their spaces to ensure that each space meets their program needs. Each year prior to the annual submission of the Five-Year Capital Outlay Plan, the College summarizes the instructional needs as described above and, in conjunction with a room utilization report produced by the IDO, moves forward with the submission of projects that fulfill the needs of the instructional program.

SELF EVALUATION
In Spring 2007 the College began a process to update its Educational Master Plan and develop a Facilities Master Plan that would add/modify and modernize space to meet the educational program (curriculum) needs into the year 2012 and beyond.
The Educational Master Plan was developed with the assistance of Computer Aided Planning Co. (Charles McIntyre), the CPT, our IDO and extensive input by the faculty and administrators. The Educational Master Plan identifies new educational curriculum, as well as programs and services that will be added to further develop the College’s mission as a comprehensive community college to enhance transfers of our students and provide training for emerging occupations. The facilities portion of the plan, which addresses needs identified in the Educational Master Plan, was developed in coordination with Kruger, Bensen, Ziemer and all campus planning teams involved in facilities development. The 2007-12 Educational and Facilities Master Plans were finalized in July 2008 (Ref. E.12).

The current Plan identifies the anticipated build-out of both the Valencia and Canyon Country campuses. The Valencia campus will include an expansion of the existing Library, an expansion of the existing fine arts building, a new Administration/Student Services building, and a new culinary arts center. State approval for all of the projects listed, except culinary arts, has been obtained; the Library is designed and submitted for DSA approval, and the fine arts facility is designed and underway as a design/build project. State funding for the Administration/Student Services building is awaiting passage of the next state bond measure.

The College plans to build seven, multi-story buildings on the new Canyon Country campus totaling 240,000 square feet. The first building has already been state-approved and is waiting for state funding from the next statewide bond measure. In addition to the master-planned projects, the College was able to create additional building pads during the development of the site on which we are considering adding a planetarium and an advanced technology building. The planetarium will be a joint effort between the local school districts and will secure additional funding from federal grants and local efforts. The advanced technology building will be a joint effort between private funding, federal funding and local funding to house the federal Nanotechnology Grant. State approval for the first permanent building has been obtained and is awaiting funding from the next state bond measure. The Canyon Country site will serve 10,000 students at build-out, which is projected for 2015.

PLANNING AGENDA
None.

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 Facilities Department is responsible for overseeing the construction and maintenance of all campus facilities to ensure compliance with the District’s Strategic Plan to provide facilities that are clean, efficient, safe and aesthetically pleasing. The Department, in accordance with the Americans with Disabilities Act, has designed new facilities that are accessible and safe for students, faculty and staff, as well as the public.

Board Policy 724 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 (Ref. E.104).

The College plans and implements scheduled maintenance projects for the repair and renovation of existing facilities. Hazardous substances abatement projects are also planned and implemented.

The Facilities Department, in accordance with Board policy, maintains all off-site facilities in the same manner and with the same level of priority as on-site facilities. All students attending the College receive the same level of service and attention, no matter the site at which they receive their instruction.
SELF EVALUATION
The College applied for and has obtained scheduled maintenance funding, helping it keep pace with an aging infrastructure. In addition, the College completed an Architectural Barrier Removal project campus-wide and continues to address access issues by pursuing additional funds for future projects. A seismic retrofit was completed for Bonelli Hall.

The 2001 Educational and Facilities Master Plans included improvements in pedestrian and vehicular flow, and the District’s intends to complete the implementation of the Plans. The College has incorporated landscaping designs for the new, renovated and building expansion spaces, paths and signage that enhance the overall atmosphere of the campus and facilitate pedestrian and vehicular flow, e.g. the new south lot road leading out of the south parking lot and traffic signal onto the main street. The addition of lighted map kiosks and signage installed as new facilities are constructed has also been a useful addition to improving pedestrian and vehicular flow.

The new facilities that have been constructed include gathering spaces for students, staff and visitors, such as the plaza at the Aliso Lab Expansion and the planned water feature/seating area at Hasley Hall. The construction of an amphitheater at the Canyon Country campus serves as a gathering area for students and staff.

When designing new spaces, the Facilities Department coordinates program planning with all user groups, consultants, implementation and oversight of construction, budget oversight, scheduling, and the commission and personnel training of the completed projects.

The completion of an Emergency Notification System will greatly enhance the College’s ability to communicate to students and staff during emergencies via voice, email and text messaging.

In 2006 the College passed a $160 million bond measure, Measure M, which will allow the College to build new facilities and renovate some of existing facilities. Funds from the bond measure will allow for the repair of deteriorating areas, carpeting and flooring that pose a safety hazard. The College has been able to sanitize air ducts, clean and provide air conditioning equipment, and upgrade its fire alarm system.

The District’s Injury and Illness Prevention Plan is reviewed annually by the District’s risk management consultant and updated as needed. The District also employs the services of its risk management consultant to conduct an annual Property Evaluation and Inspection Report, which assesses the facilities and makes recommendations for improvements from a risk management viewpoint.

The Vice President, Facilities oversees all maintenance, grounds, custodial, and warehouse operations. This single-source responsibility and oversight provides the District the ability to respond to maintenance and safety issues in a timely manner. The College has hired additional facility staff to ensure newly constructed buildings will be adequately maintained.

The Director of Facilities oversees the overall condition of facilities and conducts building inspections to ensure buildings and equipment are adequately maintained. An online work order system allows staff to enter work orders electronically, which allows for a more efficient and timely response time. The maintenance, grounds and custodial staff work diligently to ensure that facilities are kept safe and clean.

In addition the College has implemented a recycling program, which captures all recyclable materials (paper, plastic, aluminum, etc.), as well as green waste, which assists in efforts to meet state goals for reducing waste sent to landfills. Our overall sustainability efforts, established to conserve our natural resources, as well as reduce operating and life cycle costs, are inclusive of every Leadership in Energy and Environmental Design (LEED) category presently identified and our projects have received substantial utility company and state rebates for
exceeding minimum conservation and recycling standards. Although we do not pursue LEED certifications, which could divert project capital away from construction/implementation, we have continued to place a high priority on existing as well as new and emerging sustainable technologies that are beneficial to our mission and goals.

PLANNING AGENDA
None.

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 College utilizes 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.

The Educational Master Plan is the sole driver of the Facilities Master Plan (Ref. E.12). The IDO collects all student population facts and figures and distributes them to instructional departments for completion of their annual academic program reviews. In addition, the IDO provides similar information for non-instructional departments for their program reviews. The results of these annual reviews are the foundation of the Educational Master Plan; once completed, the Facilities Master Plan is developed to meet the requirements revealed in the Educational Master Plan.

Every year the District prepares a Space Inventory Report (Ref. E.195), which details the use, square footage and assignment of campus spaces. 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 its space shortages and needs for each program. The College then uses this report to develop its Five-Year Construction Plan to plan 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 (Ref. E.33). Determination is made based on this report as to which buildings may be eligible for modernization funds from the state.

In addition to new buildings, the College also considers the effects new projects have on existing space, i.e., the secondary effects of adding space and relocating programs and services. Departments, instructional and non-instructional alike, are requested to reformulate their program and space needs within these new physical parameters; once reprogrammed, secondary effects projects are prepared and submitted to the state for funding in the same manner as new buildings.

When funding is secured and projects are begun, design committees and planning teams are formed for each new building and renovation project. These design committees meet regularly with the District’s architects to design new spaces. When complete, the final drawings are forwarded to the state for funding and approval.

SELF EVALUATION
The Educational Master Plan outlines the instructional program needs such as facilities, equipment, staffing on a departmental level based on program review, and department updates (Ref. E.12). This Plan is then used as the basis for the Facilities Master Plan to ensure the facilities are planned and constructed to meet these needs.

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 maximize all possible sources of local and state funding for any given proj-
ect by 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 our existing space utilization at the highest level assures all parties that the space being planned will yield the optimum results from the expenditure of taxpayer dollars.

New and replacement equipment needs are reviewed on a regular basis at various levels from departmental reviews, facilities review and committee reviews, such as the Technology Committee and Facilities Task Force. At the department level, each manager makes a request for replacement equipment through the annual budget process.

The Fiscal Services Department maintains an annual inventory of all equipment items per Board Policy 700. This inventory is then verified by a physical inventory, and the District completes an annual physical inventory of equipment which is conducted by an outside consultant. The results of this inventory are reviewed and compared to the previous years inventory. The Facilities Department then evaluates the list on a life-cycle basis, assessing equipment age, efficiency and state of repair. Based on that evaluation, an analysis is made regarding the need for repair and/or replacement of equipment and requests for funding of equipment are made during the annual budget process.

PLANNING AGENDA
None.

2. a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

DESCRIPTIVE SUMMARY
The District prepares Educational and Facilities Master Plans every six years to identify its long-range capital needs. This Plan is designed to prioritize capital construction and is written with the participation of administrators, faculty, staff, and students. The Plan supports the District’s goal of ensuring adequate planning based on enrollment and facilities build-out. The College also annually updates the Five-year Construction Plan. The availability of bond funds has enabled the College to leverage its state funds to expedite construction.

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 we make certain that our decisions on our initial building designs and specified equipment 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.

The College’s long-range plans include the build-out of the Valencia campus, the construction of the Canyon Country campus, the continuation of scheduled maintenance projects, and minor capital remodeling and renovations including secondary effects remodeling projects.

SELF EVALUATION
Updating the Educational and Facilities Master Plans begins and integrates a thorough review of College programs and departments, assesses external variables and trends, results in projections of growth of the curriculum and programs, and allows prioritization of goals.

The District passed Bond Measure C in 2001 for $82 million and Bond Measure M in 2006 for $160 million. Passages of these two bond measures allowed the District to acquire 70 acres of land for an additional campus in Canyon Country, as well as plan for the build-out of the Valencia campus. Since 2002, the District has added 160,358 square feet to the Valencia campus. When the Valencia campus build-out is complete, the campus will total nearly 800,000 square feet.
The College has been aggressive and persistent in securing a fair share of available state funding. In addition, it has been able to use bond funds to leverage state funding and maximize additional funds in order to expeditiously complete the build out of the Valencia campus and establish a second campus in Canyon Country.

The Facilities Task Force has done an excellent job in overseeing the development of facilities plans utilizing data and information provided by the institutional effectiveness measures such as WSCH and enrollment projections, incorporating input from College departmental program reviews, working with CPT to produce the Educational and Facilities Master Plans, land-use studies and assessment of external variables. As a result, we have plans that work and enable us to achieve desired outcomes ahead of schedule, within budget and with quality that lasts.

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 and donations/contributions from public and private sources.

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 of improvement.

DESCRIPTIVE SUMMARY
The College has been able to successfully integrate its institutional planning by utilizing departmental program reviews, Strategic Goals and Educational/Facilities Master Plans. These plans identify and prioritize new programs, 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. The construction of new facilities totaling 202,778 gross square feet over the last six years has allowed the College to expand its offerings. The new buildings are designed to integrate and promote interdisciplinary relationships. The classrooms and labs are sufficient in number to provide for 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 the flexibility for accommodating different methods of instruction.

SELF EVALUATION
The College does an excellent job of implementing state-approved projects. Our systematic process begins with the selection of a project architect and then proceeds to programming the space during the preliminary-planning phase of the project. A team is assembled (largely consisting of the representatives whose annual program reviews founded the need for the project) and, with the guidance of an Executive Cabinet member, the architect and facilities representative program the building according to the approved project parameters. This assures that the completed design will meet the intended needs and can be completed within the architectural and budgetary constraints of the state-approved project proposal.

The construction of the Performing Arts Center and Pico Canyon Hall (the music/dance building classrooms and rehearsal space) are evidence that the College met its planning commitments to provide the physical resources as outlined in the Educational/Facilities Master Plans. The addition of a new science lab and lecture hall and high-tech classroom center has helped the College meet its goal of effectively providing the physical resources to meet and fulfill its program needs. 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. Passage of Measures C and M have allowed
the College to expedite its construction schedule and complete the build-out as outlined in the Master Plan.

Within the next five years, we expect to have completed our Valencia campus build-out per the 2001 Facilities Master Plan. To accommodate instructional needs, we have already completed the Performing Arts Center, Pico Hall (music/dance laboratory and classrooms), Hasley Hall (high-tech building), Aliso Hall and Labs (laboratory expansion), PE expansion and the entire Canyon Country Campus. We have yet to complete 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 and the restoration of campus grounds. There are three major projects scheduled for the Canyon Country Campus, accounting for approximately half of the total projected build-out of that site. The buildings are yet to be fully programmed (pending the outcome of the new master plan) and will include completion of all parking, grounds and plaza spaces as currently master-planned.

PLANNING AGENDA

None.
IIIC: Technology Resources
The Information Technology (IT) Department’s growth has matched that of the College. Since the last visit, IT has completed three five-year plans and are well into a fourth.
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.

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

The College assures that the technology support it provides meets the needs of all segments of the institution. The College has a comprehensive planning process that involves all areas of the campus. Through a variety of planning documents, collegial committees and regular evaluations, the needs for technology resources are identified and addressed.

Each instructional and non-instructional department participates in a program review. For the instructional programs, this review is completed on an annual basis (Ref. E. 7). Non-instructional areas must complete program reviews every three years (Ref. E. 8). In these reviews the instructional and non-instructional departments identify the technology needed to meet their objectives.

The College’s curriculum development process is managed through curriculum management software called WebCMS (Ref. E. 67). WebCMS tracks the development of courses through various approval stages, requesting input from many campus offices (Articulation, Computer Support, Instruction, Library) The Director of Information Technology is included in 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 Ad- dendum (DLA) is completed properly.

The College’s fourth Technology Master Plan was completed in Spring 2006 (Ref. E. 32). It is an ever-evolving document, developed in consultation with the Technology Committee which includes division deans, faculty, staff, and student leaders. The Plan outlines the recommendations for technology development for the next five years and incorporates the goals identified in the Technology II Strategic Plan (Ref. E. 196) developed by the CCCSO in 2002. Since technology is constantly changing and evolving, the Plan is reviewed annually by the Technology Committee to evaluate the College’s progress and to make recommendations for modifications due to changes in either technology or the needs of the College.

The College’s Technology Committee is a collegial consultation team whose purpose, as defined by the Technology Master Plan and Decision Making guide, (Ref. E. 32, E. 36) is to facilitate the infusion of technology into our District structure and functions. The Committee has a tri-chair structure with the Assistant Superintendent/Vice President, Institutional Development, Technology and Online Services; the Director of Information Technology; and, a faculty member nominated by the members of the Committee and approved by the Academic Senate sharing the responsibilities.

The Committee is open to all campus employees and student representatives and currently distributes meeting information to over 60 people on a regular basis (Ref. E. 197). The Committee maintains a core membership of approximately 20 regular members who vote on technology issues before the Committee and provide direction for technology at the College. In addition to the three Committee chairs, the core members include the Dean, Distance Learning Programs and Training, the Instructional Design Coordinator, DSP&S Access Coordinator, and other Committee members who attend a majority of the meetings. The Committee meets at least eight times annually and discusses various technology issues affecting the campus including 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 (Ref. E. 198), which evaluates the College’s Web presence, develops policies and procedure recommendations for Web-related topics and implements design updates to the College’s Web site. The agendas for the meetings along with minutes from previous meetings and supporting documentation are posted on the District’s Intranet site (Ref. E. 45).

Since 2002, the Educational Technology Committee has served as a venue for establishing priorities, evaluating faculty needs, and developing procedural recommendations regarding online teaching and learning and uses of educational technology. The Educational Technology Committee is co-chaired by the Dean of Distance Learning Programs and Training and a faculty member, nominated by the members of the Committee and approved by the Academic Senate. The Committee is comprised primarily of faculty and support staff from Information Technology, DSP&S and the Distance Learning Office. Over 80 faculty, staff and administrators receive Committee minutes, as well as information about distance learning and educational technology research and trends (Ref. E. 199). Around 20 core members attend regular Committee meetings. The Committee meets at least eight times each year. The Dean of Distance Learning and Training provides regular reports to the Technology Committee and the Academic Senate on the issues identified by the Educational Technology Committee.

The Datatel Stand-Up Committee (Ref. E. 200) 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. The Committee meets twice per month to discuss the status of the student information system and schedule upgrades. The Committee also reviews 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 composed of end users of the system including members from Fiscal Services, Purchasing, Admissions, Student Services, Instruction, and Human Resources. The Committee is chaired by the MIS Director.

The latest Strategic Plan, Beyond the Year 2005 (Ref. E. 13), defines eleven goals for the College’s continued success. Three of these goals that deal with teaching and learning (Goal 1), student services (Goal 2) and human resources (Goal 4) specifically articulate the need to incorporate technology into these areas in order to ensure success and open access. In addition Goal #8 addresses Technological Advancement and the College’s drive to enhance programs through state-of-the-art technologies.

The Educational and Facilities Master Plans (Ref. E. 12) includes programmatic information on each academic department. Outlined by each department, it is an overview of its program, goals and objectives along with the technology it requires to maintain and grow a successful program.

The information obtained through the various planning mechanisms listed above is integrated into the overall technology support for the College. The consistent theme is that the need for 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 more opportunities to be successful.

The College evaluates the effectiveness of its technology in several ways. Each year the IDO surveys faculty, staff and students. Included in the student surveys are questions regarding the technology used in classrooms, the College’s online services and distance learning programs. Additionally, surveys conducted as part of program reviews for technology-supported areas assess the level of satisfaction with available technology. The results of these surveys are references to future planning for technology on the campus. In addition, the department and strategic goals are assessed regularly to ensure that the technology provided supports the goals of the department and the institution. Further,
Standard III C: Technology Resources

the Technology Committee and Educational Technology Committee constantly review the technology used in our instructional and administrative areas to ensure that the systems in place augment rather than detract from the operations of the College and the learning process.

SELF EVALUATION
Through extensive evaluation and College-wide planning, the College's technological needs are identified and addressed. Eighty-four percent of managers/administrators and 69 percent of faculty surveyed in Spring 2008 indicate that the technology and audiovisual equipment are adequate to support the College's programs and services. Neutral responses were indicated by 11 and 17 percent of respondents, respectively. The annual student survey conducted in April 2008 (Ref. E. 201) shows that the level of satisfaction with the quality of technology provided at the College has increased from 72 percent in 2007 to 80 percent at the Valencia campus and 84 percent at the Canyon Country campus. Neutral responses were indicated by 23, 16, and 14 percent of respondents, respectively.

PLANNING AGENDA
None.

1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

DESCRIPTIVE SUMMARY
Technology is currently maintained by two College-wide departments that report to the Assistant Superintendent/Vice President, Institutional Development, Technology and Online Services. These departments, Information Technology (IT) and Management Information Systems (MIS), provide instructional and administrative support for faculty, staff, and students.

IT encompasses Audiovisual, Computer Support, Network Support, and Online Services at the Valencia and Canyon Country campuses, as well as providing extended support to our four off-site locations (Henry Mayo Hospital, Aerospace Dynamics, Santa Clarita Chamber of Commerce, and AlMann Biomedical Park). Its core responsibilities include
- technical support;
- hardware and software installation;
- server maintenance and security;
- help-desk functions;
- technology training;
- network services;
- Web site and development including support for the Blackboard Learning System;
- audiovisual installation and support;
- email administration; and
- file, print and application serving.

The College employs two classified administrators who oversee the information technology area along with eight computer technicians (including one assigned to the Canyon Country campus), three audiovisual technicians, one network engineer, one Web programmer, one online services coordinator, and an administrative assistant.

<table>
<thead>
<tr>
<th>Staffing Levels by Department</th>
<th>2002</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Technology</td>
<td>11</td>
<td>17</td>
</tr>
<tr>
<td>Management Information Systems</td>
<td>7</td>
<td>9</td>
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</tbody>
</table>

MIS maintains the College's administrative computing system, Datatel. Datatel's Colleague software is used for student registration, accounting, human resources, and leave balance functions. Since the College is fiscally dependent on the Los Angeles County Office of Education (LACOE), some accounting, payroll and human resources functions must be entered into both systems.

The College employs two classified administrators that oversee MIS along with four programmers and two support technicians.
MIS currently has a vacancy in a software applications coordinator position.

Prior to 1997, the College’s technology staff consisted of two administrators who maintained the College’s student information system, one computer operator who performed limited technical support for the 325 computers and twelve terminals at the Valencia campus and one audiovisual technician responsible for all media services on the campus.

The College maintains an accurate and up-to-date Web presence on the Internet at www.canyons.edu. We have also registered several iterations of our Web address in the various other domains (.com, .tv, .info, etc.) to make it easier for people to locate the College’s site. The main pages of the site are reviewed on an ongoing basis by the Web Committee and Public Information Office to ensure that the content is accurate, up-to-date and that the site meets accessibility requirements. The main page was recently redesigned to provide easier navigation, incorporate an events calendar and provide additional space for content.

Employees, 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 online to college and complete an online Board of Governors Grant (BOGG) waiver that connects back to the Free Application for Federal Student Aid (FAFSA) application (Ref. E. 202). Students have the option of registering online through Web Advisor (Ref. E. 203) or through the College’s touch-tone registration system STAR. Web Advisor maintains an online schedule of classes and in addition to registering online, gives students the ability to 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 (Ref. E. 204).

Web Advisor provides faculty access to current rosters that can be printed or downloaded into the College’s grading program, Micrograde, and allows instructors to enter term grades directly into the student information system (Ref. E. 205). Further, the College maintains a site license for TurnItIn.com, which the faculty can use to check student papers for plagiarism.

All employees have access to the College’s Intranet (Ref. E. 45), which contains a current version of Board policies, staff directory and information on the College, individual departments, and various committees. In addition the College recently released an online event calendar that maintains a list of both public and private events happening at the College. The public version is accessible from the College’s home page.

The College maintains a secure, reliable and robust network that provides support for the institution’s mission. The fiber-optic network includes a ten-gigabit backbone between three core buildings with single gigabit links connecting the remaining buildings on campus. Each switch in the network is capable of supporting 10/100 Mbps speeds with switches in high-traffic areas providing support for 10/100/1000 Mbps speeds to the users desktop. Internet access is achieved via a full bandwidth DS-3 connection provided through CENIC.

The Canyon Country campus is connected via three T-1 lines. Two connections are a point-to-point link to the Valencia campus that allows for secure transmission of information between the two sites and access to resources at the Valencia campus that we would otherwise have to duplicate at Canyon Country. The third T-1 line at the Canyon Country campus provides Internet access to that site. The independent Internet access at Canyon Country ensures the reliability of our inter-campus link. The network traffic at both campuses is segmented and protected using VLAN technology, firewall rules, access control lists (ACL), Virtual Private Network (VPN) for off-site secure access, user authentication utilizing complex password requirements, Anti-Virus scanning, and an intrusion detection system.
The four remote locations at Henry Mayo Hospital, Santa Clarita Chamber of Commerce, Aerospace Dynamics, and Almann Biotech facility are connected via DSL when necessary and utilize VPN connections to connect back to the Valencia campus. The VPN connection allows the users at the remote sites to securely access Datatel, Outlook, and various other resources that are inaccessible through the regular Internet.

The College’s disaster recovery strategy is threefold. First, uninterruptible power supplies (UPS) and backup generators are connected to sensitive servers including the student information system and critical network equipment to ensure that the College is protected from power outages. Second, tape backup systems are employed in both ITD and MIS that provide regular backup of the College’s data and operating systems. The backup tapes are stored both on-site in secured rooms and off-site at an administrator’s residence. 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.

The College is in the process completing deployment of wireless access. Wireless access is currently available in most locations on the Valencia campus, while full coverage is available at our Canyon Country campus. Wireless access is provided free-of-charge to employees, students and the community. This allows students to access resources on the Internet from almost any location on either campus without having to locate College-owned computers.

IT maintains a user help desk where users can report technical problems and open a work request. The help desk is staffed by a full-time employee, and users have the option of submitting work requests via phone, email or through the IT Web site (Ref. E. 206).

The College provides multimedia classrooms, computer labs and online resources to enhance the effectiveness of our instructional delivery. These classrooms are equipped with a variety of computer and audiovisual technology to assist in instructional delivery. There are currently 25 multimedia classrooms and 35 computer labs available for instructional use. In addition there are 12 specialty computer labs including the TLC Lab, Library, MESA, Journalism, Mediated Math, Assessment Center, Career Center, DSP&S, Photography, Faculty/Staff Technology Center, and the ASG computer labs.

Multimedia rooms include classrooms and lecture halls. The definition of a multimedia room, as stated in the Technology Master Plan, includes a computer with Internet access, a projection system and audio capabilities. Updated multimedia classrooms also include a DVD/VCR player, document camera and a Pixie Pro universal control system in addition to the items listed above. The Audiovisual Department can access the Pixie Pro units remotely to assist faculty in operating equipment, as well as diagnosing equipment problems and monitoring the systems status.

The computer labs on the Valencia campus and at off-site locations are equipped with either Gateway or Apple computer systems and Hewlett Packard printers. The PC computers have a basic configuration including Windows XP professional, Microsoft Office Professional 2003, Deep Freeze and Norton Anti-Virus. The basic configuration of the Apple computer labs includes the Tiger operating system, Microsoft Office 2004, Deep Freeze and Norton Anti-Virus. 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 problems in the computer labs. Specialized software such as SPSS, Minitab, Adobe CS3 Suite, 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, etc.) At least one station in each computer lab is designated as an as-
sistive technology workstation with an electric table that can be raised and lowered as needed, a larger monitor and specialized software to support screen reading and text-to-voice technologies. Major lab deployments and standard software setups are deployed using Symantec Ghost to ensure consistency and minimize system downtime.

The College’s Reprographics Center, which is overseen by the Communications, Marketing and External Relations Department, maintains a fleet of networked copiers that are stationed throughout the College. The copiers are set up to allow direct printing from an employee’s workstation through the campus network. Additionally, the Center maintains several high-capacity digital copiers where users can submit duplication jobs in person or through an online program called Digital Storefront (Ref. E. 207). Digital Storefront provides users with a location to submit duplication jobs remotely to the Center where they can then be processed and packaged for pick-up. The technology available through reprographics provides flexible, anytime access to duplication resources from either on- or off-campus.

Our Distance Learning Office oversees the online offerings of the College. The Office is supervised by the Dean, Distance Learning Programs and Training. The Dean reports to the Assistant Superintendent/Vice President, Instruction. The Office is supported by two full-time classified employees. One full-time staff member is devoted to providing information and guidance to prospective and current distance learning students. This employee also maintains the distance learning Web site (Ref. E. 75). Another full-time staff member is devoted to providing instructional design support and educational technology training to faculty who teach in a distance learning format. The Dean co-chairs, with a faculty member, the Educational Technology Committee that discusses technology for both on-ground and online classes.

Faculty members use Blackboard as their primary online course management system (CMS). Blackboard Enterprise is run from a server housed in the IT Department and administered by the Department’s Online Services Coordinator (Ref. E. 208). The Coordinator works closely with MIS to 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 a UPS system to minimize downtime.

Student support for our online courses is provided through the course instructor, tutors in the TLC Lab and a full-time staff member in the Distance Learning Office. Support for faculty is provided through a full-time staff member in the Office and the IT Department.

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 keys that are unaccounted for. Recently, the College purchased and installed software on all our new laptops that electronically tracks the location of the laptops when they are connected to the Internet. Desktop computers are secured with case locks and cable locks to prevent the system or their components from being removed.

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 that was adopted by the Board in December 2002 (Ref. E. 104). Administrative procedures have been created to implement Policy 815 and include a confidentiality statement that all employees are required to sign. Student acceptable computer use is enforced in Board Policy 529P that was revised in February 2006 (Ref. E. 104).

Decisions about technology follow the planning processes mentioned earlier. The Technology Committee and IT Department
use the programmatic information provided by departments to ensure the technology decisions are in line with the Strategic Plan and Mission of the College.

IT and the Facilities Department maintain a close working relationship that is unique to the community college system in California. Both departments work collectively on the infrastructure design elements of new construction and remodeled spaces to ensure the areas are properly designed to support the current and future technology needs of the District.

SELF EVALUATION
Technology support staff, facilities and equipment are adequate to meet the needs of the institution. The College has increased the number of computer labs on campus from 33 in 2002 to 35 in 2008. This increase can be attributed to the need for additional computing space and the growth in the student population. In addition, 25 multimedia classrooms are in use that allow faculty to more easily integrate technology into their teaching.

In Spring 2007 the College conducted a survey of online students for the first time to evaluate the effectiveness of our online offerings (Ref. E. 64). Over 70 percent of respondents indicated that they were aware of the majority of online services provided by the College including online orientation, payment, application, and registration. In addition 85 percent of those who responded to the survey indicated that locating Online Services on the College’s Web site was easy.

The College’s Distance Learning Program is successful in part because of the technology resources provided by the College. The College provides an on-site Blackboard server as its course management system for online classes. The server has an unlimited student license and can easily respond and support the growing needs of the Program. The Blackboard system is regularly updated and is connected to an uninterruptable backup power system to protect against downtime and server failure.

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 failure 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.

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 its faculty and staff. The PDP provides training to faculty and staff for all the latest technology. Classes in technology are taught by IT and MIS staff 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 PDO performs a needs assessment of faculty and staff annually to determine their training needs and desires (Ref. E. 181). The results of the survey that pertain to technology training is then discussed with the three professional development committees and reviewed by the Technology Committee. Technology topics that receive the highest responses are scheduled as training classes throughout the year. Other topics are handled on a case-by-case basis through the PDO, IT or MIS.

The College maintains a Technology Center on the Valencia campus that is open to all faculty and staff (Ref. E. 209). The Center has 20 PC and three Macintosh computers, scanners, both black & white and color printers, fax and copier access, as well as checkout equipment such as laptops and digital cameras. The Center is open Monday through Friday for a total of 71 hours per week. In addition our Canyon Country campus recently opened a smaller version of the Technology Center that includes three PC computers, scanner, black & white and color printing, and laptops for checkout. The Canyon Country center is open Monday through Friday for a total of 60 hours per week.

The Technology Center offers drop-in training on any of the College’s supported software. Faculty and staff can receive one-on-one and group training from an IT or MIS staff member on everything from MS Office to Datatel. The Center is also available for employee training by outside vendors and for demonstrations of new products.

Training related to distance learning has two main strands. First, under the umbrella of the Institute for Teaching and Learning, the College offers two credit-bearing courses devoted to online teaching strategies: Education 090 – Introduction to Online Teaching and Learning and Education 094 – Intermediate Online Teaching and Learning Strategies. Since 2002, over 160 full-time and adjunct faculty have completed the former course; the first offering of the latter course was during summer 2007 at which time 20 faculty participants completed the course. Second, 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.

The commitment of the District to providing training for faculty involved or interested in distance learning is underscored by the addition of the full-time Instructional Design Coordinator. This position was filled in December 2007. The Instructional Design Coordinator reports to the Dean, Distance Learning Programs. He is a member of the Technology Committee and the Educational Technology Committee. Based on input from faculty members and staff involved in distance learning, he develops and delivers a calendar of training opportunities for faculty at both the Valencia and Canyon Country campuses.

DSP&S provides training to faculty on Section 508 compliance including Web site elements and closed captioning of presentations. The 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, DSP&S provides training to self-identified disabled students in the use of assistive technology to enable them to successfully complete their College courses. DSP&S 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.

Each PDP training class is evaluated through a survey handed out at the end of each class. The surveys are returned to the PDO for analysis.

**SELF EVALUATION**

Our comprehensive PDP provides extensive opportunities for faculty and staff to receive training on technology-related topics. In the survey conducted in Spring 2008, 87 percent of managers, 79 percent of faculty and 75 percent of classified staff indicated that the technology training provided by the College was of high quality. Neutral responses were indicated by 9, 18 and 17 percent of respondents, respectively.
Student technology training is provided primarily through computer courses offered by the Computer Information Technology (CIT) Department. CIT provides courses in computer operations ranging from using Windows to browsing the Internet to using Microsoft Office. In addition, Counseling 070, Distance Learning Strategies for Success, provides students with the tools and knowledge necessary to participate and be successful in their online courses.

**PLANNING AGENDA**
The College will investigate and deploy a plan to create additional opportunities for students to receive as-needed training on technology topics important to their academic success.

**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 equipment on a regular basis. The Strategic Goals for the College along with individual department plans are used to identify the need for new technology to support the College and its learning environment (Ref. E. 13). The Technology Master Plan outlines the criteria for ongoing equipment replacement. 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.

IT manages ongoing replacement equipment and software funds that are used to replace outdated technology equipment, purchase and renew software licenses and procure equipment and software that can be evaluated by faculty and staff. Ongoing District funds have been augmented with the passage of Measure M, a local $160 million bond measure that contains funds for classroom technology replacement, network infrastructure refreshing and a wireless campus initiative.

The IT Department’s online help-desk program, TrackIT 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 perform when the systems arrive on campus or are transferred to another area.

Both MIS and IT utilize a tape system to backup their 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 hard-drive failure. The server rooms for both departments are secured with the electronic locks, which can provide an audit history of who has used the lock, and access is restricted to IT Department staff.

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 10pm and 7am and the campus community and online student population are notified in
advance of any planned maintenance that may prevent them from accessing resources for their courses.

The network is managed and monitored through software application programs provided by the hardware vendor. Netsight console displays the current status of the network switches and provides a secure conduit for modifications to the switch configurations. Aruba, our wireless vendor, provides a Web-based console run through their 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 for added security. The VLANs prevent users on student workstations from accessing employee workstations or secured areas of the College’s servers. Access Control Lists (ACL) on the College’s routers enforce the VLANs integrity throughout the network. 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 called Dragon that monitors the network for suspicious activity. The system has the capability to notify IT 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 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 equipment replacement is augmented by funds from the CCCSO’s Technology Training Infrastructure Program (TTIP) and through 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.

**PLANNING AGENDA**

None.
1.d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

DESCRIPTIVE SUMMARY

Decisions about the distribution of technology resources are made through the Technology Committee in conjunction with the College planning process. Computer replacement, software installation and procurement are determined based on the curriculum requirements of the instructional programs and a program’s plan for its technology needs.

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. Computer equipment is replaced on a regular cycle 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 life. These machines are quite useful to other computer labs or employees and passed on for extended use.

The majority of the College’s technical infrastructure is less than five years old. Network equipment is replaced on a regular basis to ensure continued operations and guarantee sufficient bandwidth to support the College’s applications. Computer hardware is replaced, per the Technology Master Plan, to ensure that systems operate at optimum capacity.

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, VLANs, 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 manufactures are installed on a regular basis. The College recently purchased a network access control (NAC) appliance that will enhance the security of the wireless network and require users to authenticate and have updated security patches and virus definitions before being allowed access to the network.

The College’s budget process identifies technology in the budget guidelines as a priority for available funding (Ref. E. 210). The College maintains an ongoing general fund budget to support computer equipment and software that is augmented with categorical funds, grants and the College’s local bond, Measure M. In addition the planning process has resulted in a steady increase of technology staff to support the technology infrastructure and online programs.

The Educational Technology Committee regularly discusses the status of the College’s Distance Learning Program and the equipment used to support it. Recommendations for additional equipment or updates to equipment or software are forwarded to the Technology Committee for review and implementation. The effectiveness of the distribution and use of technology utilized by the Distance Learning Program is evaluated through the Educational Technology Committee and an annual online survey of distance learning students.

SELF EVALUATION

The College’s technology infrastructure is sufficient to support the development, maintenance and enhancement of its programs and services.

PLANNING AGENDA

None.

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 strategic planning process that incorporates a variety of planning documents and evaluation tools into its decision-making process for technology resources including program reviews, master plans, collegial consultation committees, and evaluations through the ITD to ensure that technology decisions are based on program and service needs.

The College distributes an annual survey to students that evaluates the overall satisfaction with the College’s technological programs and services. Included in these surveys are questions that pertain to available technology and how effectively it is used to meet the needs of our instructional and administrative areas. The survey results are distributed to the campus so modifications to our technology strategies can be implemented when needed.

Technology needs are prioritized based on several factors. Available ongoing funding is paramount in successfully providing for technology needs. The College has an ongoing general fund allocation for technology hardware and software that is administered by the IT Department. In addition the College passed a local bond, Measure M, that included funds for technology equipment procurement and replacement. Having these funds centrally managed allows for economies of scale and a better distribution of financial resources to technology applications.

As mentioned above and in other areas of this section, 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 program planning process and in support of the College’s Strategic Goals.

SELF EVALUATION
Through the College’s comprehensive planning process, technology needs are properly prioritized and needs are met with available resources.

PLANNING AGENDA
None.
IIID: Financial Resources
The College has become a more complex fiscal institution with the addition of a new campus, new joint ventures, multiple grants, new business partners, and new four-year-institution partners.
D. FINANCIAL RESOURCES

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

College of the Canyons is, by any measure, one of the most well-managed and fiscally healthy districts in the system because of its proactive approach to identifying funding for innovative programs and services that are developed in response to the needs of the students and community. With direction from our District Chancellor and continued support from our legislator, George Runner, District administrators have been instrumental at the state level in the development of the new SB361 funding formula, which includes a revised growth factor methodology, and we have provided critical analysis and feedback during the fight to get equalization dollars funded at the system level.

The District projects new fiscal year funding by developing realistic growth revenue estimates and adding these to prior year base funding. We are successful in achieving these revenue goals by influencing state funding formulas and growth targets. By working directly with the California Community College System Office (CCCSO), we ensure that growth data are as accurate and up-to-date as possible for the incorporated area of the Santa Clarita Valley, as well as the surrounding unincorporated areas. In addition to growth from increases in adult population, factors such as the numbers of new high school graduates and the opening of new facilities are incorporated into the overall growth factor using a weighted-average approach. This can be seen in the chart below which compares the District’s average approved growth of 13.15 percent to the system’s average growth allocation of 2.5 percent. Since 2001-02, increases in the District’s funded FTES have averaged 8 percent per year, or 229 percent over seven years. This translates into additional growth revenues of $58,320,225 above and beyond base state apportionment funding, a cumulative increase that could have been zero dollars without growth funding. By maintaining our strong working relationship with the CCCSO, we ensure the best outcomes based on the best data.
## History of System-wide and College of the Canyons Growth Funds

**Updated July 16, 2008**

<table>
<thead>
<tr>
<th>Year</th>
<th>System-wide Growth Fund</th>
<th>COC Approved</th>
<th>COC Funded</th>
<th>Growth Funds $ Valued at System-wide %</th>
<th>Received Over System-wide</th>
<th>Growth Funds $ Valued at System-wide %</th>
<th>Total Received</th>
<th>Cumulative Value of Growth Funds %</th>
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<tbody>
<tr>
<td>2001-02</td>
<td>3.00%</td>
<td>3</td>
<td>11.50%</td>
<td>7.90%</td>
<td>1,503,662</td>
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<td>2002-03</td>
<td>3.00%</td>
<td>3</td>
<td>14.22%</td>
<td>11.00%</td>
<td>2,494,097</td>
<td>3,429,384</td>
<td>3,429,384</td>
<td>3,997,760</td>
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<tr>
<td>2003-04</td>
<td>1.50%</td>
<td>3</td>
<td>12.22%</td>
<td>7.20%</td>
<td>2,104,926</td>
<td>2,658,854</td>
<td>2,658,854</td>
<td>6,102,686</td>
</tr>
<tr>
<td>2004-05</td>
<td>3.00%</td>
<td>3</td>
<td>14.02%</td>
<td>5.10%</td>
<td>1,213,224</td>
<td>2,062,481</td>
<td>2,062,481</td>
<td>6,951,943</td>
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<tr>
<td>2005-06</td>
<td>3.00%</td>
<td>3</td>
<td>17.99%</td>
<td>8.9%</td>
<td>1,441,482</td>
<td>4,276,396</td>
<td>4,276,396</td>
<td>9,786,857</td>
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<tr>
<td>2006-07</td>
<td>2.00%</td>
<td>3</td>
<td>6.81%</td>
<td>8.43%</td>
<td>1,044,282</td>
<td>4,401,648</td>
<td>4,401,648</td>
<td>13,144,223</td>
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<tr>
<td>2007-08</td>
<td>2.00%</td>
<td>4</td>
<td>15.28%</td>
<td>8.33%</td>
<td>1,165,520</td>
<td>4,854,391</td>
<td>4,854,391</td>
<td>16,833,094</td>
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<tr>
<td>Totals</td>
<td>17.50%</td>
<td>92.04%</td>
<td>56.86%</td>
<td></td>
<td>16,833,094</td>
<td>24,054,314</td>
<td>24,054,314</td>
<td>58,320,225</td>
</tr>
</tbody>
</table>

Average = 2.50%
Cumulative Effect = 73.50%

Average = 13.15%
Cumulative Effect = 365.87%

Average = 8.12%
Cumulative Effect = 229.59%

### Notes:

1. Based on Final Apportionment - Exhibit E Recalculation
2. Based on Apportionment Exhibit C - P1
3. Based on Chancellor’s Office Statewide Budget Workshop Information
4. Estimated COC Cap is based on growth rate of 15.28% constrained by Chancellor’s Office (to match state funding) to 7.69% at Second Principal Apportionment. Actual Growth is estimated at 07-08 P2 funded amount.
Our Enrollment Management Committee has developed implementing strategies that have provided the foundation for our outreach and marketing efforts, which complement and support activities associated with the incremental increase in District growth rates. As a result of these efforts, we annually increase our revenue potential, thereby producing a positive cycle that allows the District to improve institutional effectiveness by

- implementing College and department plans,
- hiring staff,
- developing new programs,
- serving more students, and
- building new facilities.

The above increase our capacity to serve the students that contribute to our growth, cumulatively increasing our revenues in the future and continuing the positive cycle.

Since 2001-02, the unrestricted general fund expense budget has increased from $41.5 million to $78.5 million, an increase of 89 percent. A fund balance of over five percent has consistently been maintained, even in 2002-03 when the state implemented mid-year budget cuts. The average fund balance over the last seven years has been 7.8 percent and has ensured fiscal stability, as well as the ability to plan for both short- and long-term contingencies. In addition to this reserve, the District has had sufficient revenues to support operational, programmatic, capital, and educational improvements. The Adopted Budget for 2007-08 expenses is $203,214,263 for all funds (Ref. E. 211). The Unrestricted General Fund comprises $78,565,429 of that amount of which 75.2 percent is budgeted for salaries and benefits.

The District develops numerous revenue streams and has been able to create opportunities that have helped increase funding beyond basic state allocations. Some of this funding has been produced through

- grant revenue;
- Foundation revenue;
- ETI/ETP/Economic Development program funds; and,
- bond revenue, including interest and refinancing from bonds.

Major strategies for developing revenues have included advocating for new legislation and/or regulations and growth formulas, increasing revenue by pursuing new grants, supporting the COC Foundation so that it can pursue fundraising that generates dollars to supplement the costs of College programs, establishing partnerships to fund and offset program expenses and developing training partnerships with business and industry.

Grant revenues are actively pursued by College staff with the support of the Grants Development and Grants Accounting Managers. The College strives to renew grants to the extent possible and then anticipates institutionalizing the related expenses in subsequent budgets. Since 2001-02, the College has generated $27,483,169 in grant revenues.
Growth in Unrestricted General Fund Revenue

Grant Revenue 1994-95 – 2007-08
Under the leadership of the Chancellor and Foundation’s Chief Operating Officer, Foundation revenues have been a constant source of funding for the College. The Foundation’s strategic plan is designed to help fund emerging priorities and since 2001-02, $11,164,756 has been raised by the Foundation for College students and programs. The following chart illustrates Foundation revenues since 1988-89. The Foundation recently hired a new Chief Development Officer who will work with the College and the Foundation to set goals for major gifts that will create endowments, scholarships and other benefits for College students and programs.

Recently, the Foundation led a University Center Capital Campaign and raised $3.1 million towards the construction of a state-of-the-art university center that will house four-year colleges and universities, which will serve our students, as well as individuals from the surrounding community who would like to complete a bachelor’s, master’s or doctoral degree without leaving the Santa Clarita Valley. This innovative Center was recently named the Dianne G. Van Hook University Center in honor of our Chancellor, who worked to bring this innovative concept to reality and who secured state and federal funding for the project through joint-use and collaborative partnerships that will exist with CSU, UC and private University Center partners.

Relative to partnering with business and industry, the College is recognized by business leaders as credible, flexible and responsive and, as a result, has become the trainer of choice for local employers. This reputation has been achieved by the Dean, Economic Development and the directors and staff of the Economic Development Division with the support of the Chancellor, as training initiatives have been developed to support existing and emerging manufacturing, technological, retail, and other types of business training needs. The Division is comprised of the Employee Training Institute (ETI), the Center for Applied Competitive Technologies (CACT), the Small Business Development Center (SBDC), and the Advanced Technology Incubator. The College recently received a five-year grant to coordinate economic development activities for the California Community Colleges.

The Economic Development Division also competes for special grants to support short-term projects in response to local and regional industry needs in various industry clusters. The Division has earned the statewide award for most innovative California community college economic development program twice (1998 and 2007). In 2007 the SBDC hosted by the College won the top award for SBDC performance in the Los Angeles County region.

The Centers and projects under the Division are funded by grants, training contracts and local matching dollars from the College, the business community and other government agencies. These Centers and projects have been institutionalized and the majority of the Division’s staff members are District employees. Over the past ten years, the Division has received grant and training contracts in excess of $9.5 million.
In 2006 the District received federal funding to open its SBDC. The funding was received as a sub-award from Long Beach City College, which is the recipient of a U. S. Small Business Administration grant. The District augments this federal funding with community business sponsors and District support. In the last year alone, the SBDC has contributed to the local economy by achieving the following:

- 28 new business start-ups,
- 35 new jobs created,
- $682,500 in loans secured,
- 485 clients counseled,
- 67 training events, and
- 771 training participants.

Our relationships with entities in our community have also resulted in the development of a number of partnerships that have provided no-cost training sites and additional funding to District programs including:

- Manufacturing Education Center;
- Clinical Education Training Center at Henry Mayo Newhall Memorial Hospital;
- Nursing instructor salary funded by Henry Mayo Newhall Memorial Hospital;
- Biomedical clean room and classroom at Al Mann Biomedical Park;
- Performing Arts Center, $2.4 million contribution from City of Santa Clarita;
- Theater Manager and Grant Writer partial funding from City of Santa Clarita;
- Department of Commerce Advanced Technology Program;
- High-Tech Business Incubator (an L.A. County partnership); and,
- Small Business Development Center
  - Chamber of Commerce and Worksource Centers cash support from business partners,
  - In-kind support from business partners.
In the last year, these alternative sources of revenues have resulted in $555,959 of additional revenue. Through these partnerships, funds are provided to fuel innovation, responsiveness and creativity on campus so that we can continue to meet our community’s needs.

During the annual budget development cycle, the resource allocation process is one way the College provides a means for setting priorities for funding institutional improvements. This process assumes that budget managers will make appropriate budget allocations between existing expense-line items based on new fiscal-year priorities that are identified as part of the annual planning process for each department in the context of the Strategic Plan and the Facilities Master Plan. This approach provides budget-neutral resources while maintaining a focus on staying current with planning and programming priorities. The entire budget development process begins each fiscal year around September with the approval of the Budget Parameters (Ref. E. 212) that establish priorities and guidelines for the process. Subsequent to that, each department is provided with a three-year history of actual line-item expenses. Faculty members provide input to department chairs who take budget recommendations to division deans. In a similar way, classified staff members give input to their managers regarding departmental budget needs. Depending on projected needs, these dollars may be reallocated to another budget line item. Otherwise, new budget requests or budget augmentations must follow a formal approval process, ending with a final review and prioritization by the President’s Advisory Council--Budget (PAC-B).

**SELF-EVALUATION**
The District’s financial resources are sufficient to support all aspects of District operations and capital improvements. The budget development process, which is a step in 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 (Ref. E. 213).

**PLANNING AGENDA**
None.

1. The institution relies upon its mission and goals as the foundation for financial planning.
   
a. Financial planning is integrated with and supports all institutional planning.

**DESCRIPTIVE SUMMARY**
The District’s budget development and financial planning processes ensure that financial resources are used to support the District’s plans. One of the main committees involved in the planning process is the College Planning Team (CPT). CPT reviews the District’s Mission and goals as part of the annual fiscal planning process. Then, goals are identified that will be accomplished through campus-wide involvement. The annual program objectives are aligned with the District’s strategic goals and influence what will be accomplished under each goal and what will be received as support through the budget process. The department budget manager will generate budget requests for staff, equipment, supplies, etc., as indicated by the annual program objectives.

During each budget cycle, the College staff identifies various goals for achievement. These include growth targets, full-time faculty obligation, 50-percent Law compliance, development of new programs, development of new business partnerships, balanced budget, and maintenance of a six-percent minimum fund balance. In the early 1990s, the District Chancellor recommended to the Board that it implement enrollment management strategies. In conjunction with these strategies, a final growth target is established for the budget based on CCCSO growth data, updated for local growth data. The full-time faculty obligation (Ref. E. 214) is always exceeded. Full-time faculty
hiring is a budget priority and is informed by enrollment management strategies and new programming (Ref. E. 215). The development of new programs is also driven forward by enrollment management strategies, based on the demand of students and local businesses, with whom the District has established partnerships for training. The 50- percent Law (Ref. E. 216) has always been achieved by the College and is typically evaluated before, during and after the annual budget process.

Many years ago, the District Chancellor recommended to the Board that each year PAC-B establish annual Budget Parameters and that one of them state that the Unrestricted General Fund Balance goal should be 6 percent, and not lower than 5 percent, which is the CCCSO’s recommended minimum prudent level. In the last seven years, the District has had fund balances ranging from 5.08 percent to 11.81 percent and has exceeded 5 percent in each of the last 16 years. Since 2001-02, a balanced budget has been achieved with actual revenues nearly equal to or exceeding actual expenses (Ref. E. 217).

The District establishes priorities among competing needs by setting Budget Parameters, which are a list of priorities established by PAC-B with input from Executive Cabinet, the Chancellor and approval by the Board. PAC-B develops the budget parameters and the Budget Calendar (Ref. E. 212), which provide the framework for the budget process. Revisions are made to update the parameters for current priorities and to reprioritize previously established priorities. Future funding projections are based on assumptions for growth in FTES, COLA, and increases in local revenues, etc. These are offset by forced costs such as negotiated salary and benefit increases, step and column increases, utilities, insurance, etc. Any funds remaining are set aside for requests made during the budget process. Again, these requests are generated through departmental planning processes via annual program reviews and goals set by each department. College-wide plans are reviewed and revised on a regular basis including the Strategic Plan (Ref. E. 13), the Five-Year Capital Construction Plan (Ref. E. 33), the Technology Master Plan (Ref. E. 32) and the Educational/Facilities Master Plans (Ref. E. 12). More specific planning occurs at the departmental level including program reviews, strategic goals and administrative unit outcomes (AUOs). These plans are linked to the budget process and referenced as support for the majority of any forced-cost budget recommendations.

The Decision-Making guide (Ref. E. 36) clearly identifies guidelines and processes for budget development including opportunities for administrators, faculty and support staff to participate in the annual budget development process.
PAC-B Budget Development

**Step I**
- Departments & programs develop proposals in light of parameters.

**Step II**
- These are forwarded to Deans/ Administrative Director

**Step III**
- Prioritize requests to Executive Cabinet Administrators, review, and come back to step 2

**Step IV**
- Executive Cabinet presents priorities to PAC-B

**Step V**
- PAC-B:
  - Reviews Priorities in light of parameters
  - Looks for coordination & congruence among requests
  - Prioritizes augmentations that exceed financial parameters
  - Prioritizes new initiatives

**Step VI**
- PAC-B recommends Budget to the Superintendent-President

**Step VII**
- Superintendent-President Reviews and recommends priorities to Board of Trustees

**Step VIII**
- Board of Trustees reviews, provides input, & approves resultant budget

**Step IX**
- Budget is Adopted

Communication to
PAC-B "Pre-Budget" Planning

**Step I**

PAC-B receives presentations from:
1. Institutional Research
2. Enrollment Management Task Force
3. Facilities Master Plan Task Force
4. Business Services (re: State Budget)
5. Superintendent-President
6. Technology Committee & IT Department
7. Facilities Department
8. Institutional Advancement
9. CPT

**Step II**

PAC-B develops a set of meaningful budget parameters & criteria & forwards to Superintendent-President

**Step III**

Superintendent-President reviews, modifies & forwards to Board of Trustees

**Step IV**

Board of Trustees reviews, modifies and approves

**Step V**

Approved priorities are sent to PAC-B

**Step VI**

PAC-B issues "Call for Budget Proposals"

Decision-Making Guide 3-15-01
PAC-B provides oversight to the development of the budget, encourages understanding of the budget on an ongoing basis and works to ensure that the budget allocation process is driven by campus-wide planning and strategic priorities.

These guidelines and procedures are followed throughout the budget development process. Not all faculty and staff are directly involved with the budget. However, all are invited and encouraged to participate through budget development workshops and attendance at the PAC-B meetings which occur regularly throughout the budget development process. Membership in PAC-B is determined by position and appointment. The CFO and a faculty representative co-chair the committee. The Academic Senate and classified union select five representatives each, in addition to one representative from the classified confidential group, and four administrators who are chosen by the Chancellor. Although these seventeen appointees comprise the official “voting” members, PAC-B meetings are open to everyone, and all employees are encouraged to participate. 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.

The Budget Development Guide (Ref. E. 218) is produced and distributed each year in September in anticipation of budget development workshops offered in November and December. This Guide offers a complete overview of the budget development process, as well as step-by-step instructions on how to complete and submit the necessary budget request forms. All forms and instructions are also available on the College’s Intranet (www.canyons.edu/intranet).

The Director, Budget Development, in conjunction with the CFO and key Business Services staff, works closely with budget managers, administrators, faculty, and staff to educate and assist in the preparation and submission of their budget requests to PAC-B. Multiple workshops are conducted throughout the year for all appropriate faculty and staff to assist individuals in completing budget-related forms, etc.

Following the timeline set forth in the budget calendar, budget managers, faculty and staff submit their budget requests (for augmentations, equipment and full-time staffing) to the appropriate administrator. These budget requests are tied to departmental annual program plans and the District’s Strategic Plan. Administrators combine and prioritize requests within their areas and submit recommendations to the appropriate Executive Cabinet administrator. Executive Cabinet administrators combine and prioritize the requests within their areas and make recommendations for augmentations and equipment to PAC-B (usually in February for the upcoming fiscal year) and to the appropriate staffing committees for full-time personnel requests. The Vice President, Instruction, oversees the most significant portion of budget dollars and is instrumental to the overall success of the budget process. 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 programs, goals and strategies of the College.

The Chancellor takes responsibility for providing the leadership crucial to developing a balanced budget that appropriately supports the Strategic Goals of the College. In a collaborative process with Executive Cabinet members, the Chancellor reviews the recommendations submitted by PAC-B and makes recommendations as needed. The CFO and Business Services staff supports this process by producing revised budget reports and additional information to facilitate timely and effective decision-making. In accordance with the Decision-Making guide, any changes are communicated back to PAC-B. Typically, 99 percent of the PAC-B recommendations have gone forward to the Board.

The Chancellor then submits a recommendation for a Tentative Budget to the Board of Trustees at the Tentative Budget
Workshop held in June. After approval by the Board by July 1, the Tentative Budget is posted to the District’s general ledger and functions as the spending authority until the Adopted Budget is approved in September. Minor changes are made to the Tentative Budget 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 to the Board for its approval. Once approved, the Adopted Budget replaces the Tentative Budget in the District’s general ledger.

**SELF EVALUATION**

The District strives to tie budget allocations and funding for staffing to program reviews and other planning documents. Planning documents are distributed to 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, Educational and Facilities Master Plans, Five-Year Capital Construction Plan, Technology Master Plan, Enrollment Management Plan, etc. During the Tentative and Adopted Budget workshops held in June and September, respectively, institutional plans are referenced as having been incorporated into the fiscal planning process. The Enrollment Management Plan identifies a growth target and an implementation strategy for achieving this target. The Strategic Plan plans for the future of the institution and informs departmental program plans for staffing, equipment and supplies. The Technology Master Plan determines short- and long-term campus needs for computers and the related infrastructure and maintenance and repair, as well as software upgrade needs for existing software and new software when new technology emerges.

**PLANNING AGENDA**

In 2008-09 department budget requests will be electronically integrated with annual program reviews and will also reference other planning documents.

1.b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

**DESCRIPTIVE SUMMARY**

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. 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. The Board receives monthly financial reports on all District funds (Ref. E. 219) and detailed explanations on changes between major expense categories, as well as changes to contingency reserves that affect the bottom line (Ref. E. 220). Typically, changes to contingency reserves are 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 (Ref. E. 221) is received in February with adjustments for growth, property taxes, etc. At its monthly meetings, the Board approves or ratifies all contracts with expense implications, as well as all purchase orders. Quarterly, the Board approves the CCFS311Q (Ref. E. 222), which reports the District’s adopted budget as compared with the District’s quarterly expenses. The CCFS311A (Ref. E. 223) is a financial report that summarizes general fund revenues, expenses and fund balance for the prior fiscal year and the state requires that it be submitted to the CCCSO at the same time as the Adopted Budget for the current fiscal year. This report is approved by the Board at the same time that the Adopted Budget is approved. The District’s Director, Budget Development is available throughout the year to support and assist budget managers with all budget issues and fiscal planning.
Revenue development and enhancement is achieved through many different avenues. As mentioned before, these include grants, business partnerships and new credit or non-credit programs with the ability to generate new FTES. Institutional planning takes into account these financial resource options when pursuing new or expanded programs or when creating contract education offerings for business training. For instance, when new grants are considered, a Grants Development and Implementation Team consisting of representatives from all key areas, meets monthly to provide feedback to the feasibility and viability of a proposed grant (Ref. E. 224). If the grant is successfully pursued and awarded, the Team ensures that the critical variables necessary for the success of the grant are in place. This may include facilities, office space, full-time staff, part-time staff, equipment, technology, District matching funds, business matching funds, etc. (Ref. E. 225).

The individuals involved in institutional planning include department managers, department chairs, division deans, grants program managers, categorical program managers, administrators, and the Board. All of these individuals have access to DataTel reports (Ref. E. 226), which can be produced by an individual after a short training session available on a one-on-one basis or through Professional Development and faculty Flex session workshops. Support staff members are also trained in printing these canned reports, which show historical expenditures, as well as Adopted Budget, Adjusted Budget, Year-To-Date Actuals, and Unspent Funds.

Funding priorities are identified in the budget parameters and evaluated throughout the budget development process by each level of authority until finally reaching PAC-B. PAC-B then prioritizes these requests. These prioritized requests are reviewed and revised by the Executive Cabinet with the Board giving final approval at the Tentative and Adopted Budget workshops. Detailed prioritized lists are provided on the College’s Intranet. Examples of priorities established in the budget parameters include student learning, student outreach, mandatory operating costs, new program costs, technology costs, new building costs, etc. Funding priorities are included in the plans mentioned above. The Education and Facilities Master Plans provide the framework for building new facilities that will support new and expanded programming. The capital funding for these facilities has been provided over the years by various sources including state Categorical Funding for Scheduled Maintenance, state appropriation for capital construction match, COPs, and Lease Revenue Bonds for capital projects. Since 2001, the District has successfully pursued general obligation bonds with the overwhelming support of the voters. Measure C, passed in November 2002 provided $82.1 million in bond funds for capital projects. When augmented by interest income and refunded bonds, the total proceeds available for capital projects are estimated at $91,798,662. The addition of state matching funds and other funding increased this amount to $148,450,238. In November 2007 the District passed a second general obligation bond in the amount of $160 million. Projections for state matching funds and interest income estimate total proceeds at almost $229 million. The success of these two bond campaigns can be attributed largely to a strong relationship between the community and the District. In addition the District has been fortunate to have an outstanding volunteer base including volunteer leadership and Foundation donors, who have helped the College succeed in these two bond campaigns less than five years apart. Following each election, the District proceeded with an equally successful bond rating and achieved a AA and AA- rat-
## Capital Projects Funding Summary

<table>
<thead>
<tr>
<th>Measure C Project Funding - $82 Million Voter Authorization</th>
<th></th>
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<tbody>
<tr>
<td>GO Bonds Issued May 2002</td>
<td>$ 21,625,000</td>
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<tr>
<td>GO Bond Issued August 2003</td>
<td>$ 17,498,982</td>
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<td>GO Bonds Issued October 2005</td>
<td>$ 42,981,087</td>
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<tr>
<td>May 2005 Refunding Bonds</td>
<td>$ 3,274,396</td>
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<tr>
<td>October 2005 Premium Bonds</td>
<td>$ 2,220,581</td>
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<tr>
<td>Interest earned on project fund thru 6/30/06</td>
<td>$ 2,654,154</td>
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<tr>
<td>Interest earned on project fund thru 6/30/07</td>
<td>$ 1,344,462</td>
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<tr>
<td>Interest estimated beginning 7/1/07 until proj fd spent</td>
<td>$ 200,000</td>
</tr>
<tr>
<td>Subtotal</td>
<td>$ 91,798,662</td>
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<tr>
<td>Projected Other Funding (Energy Incentives, COP, Hart District)</td>
<td>$ 16,124,576</td>
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<tr>
<td>Projected State Matching Funds</td>
<td>$ 40,527,000</td>
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<tr>
<td><strong>Total Estimated Project Funds Available</strong></td>
<td><strong>$ 148,450,238</strong></td>
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<table>
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<tbody>
<tr>
<td>GO Bonds Issued May 2007 (project funds)</td>
<td>$ 79,997,270</td>
</tr>
<tr>
<td>Interest Earned 2006-07</td>
<td>$ 389,027</td>
</tr>
<tr>
<td>Estimated Future Interest 07-08 (3 years)</td>
<td>$ 4,000,000</td>
</tr>
<tr>
<td>Future Issuances</td>
<td>$ 80,000,000</td>
</tr>
<tr>
<td>Subtotal</td>
<td>$ 164,386,297</td>
</tr>
<tr>
<td>Projected State Matching Funds</td>
<td>$ 64,250,000</td>
</tr>
<tr>
<td><strong>Total Estimated Project Funds Available</strong></td>
<td><strong>$ 228,636,297</strong></td>
</tr>
</tbody>
</table>
The first issuance of Measure M in 2007 resulted in $80 million in project funds. While the property for the new Canyon Country campus was funded by Measure C, a portion of the funds from the first issuance of Measure M was allocated to complete the new Canyon Country campus, approved by CPEC in 2006 and opened for its first classes in Fall 2007. Other projects scheduled to be completed with the first issuance of Measure M funds will include the Library Expansion, Media/Arts Building Design-Build Project, Canyon Country campus Building #1, and Administration/Student Services Building.

SELF EVALUATION
The College has done an excellent job establishing funding priorities that focus on student learning by including goals in the annual budget, Educational and Facilities Master Plans and other planning documents that focus on achieving funding goals in the most expeditious, coordinated and fiscally responsible way.

PLANNING AGENDA
None.

1.c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

Long-term fiscal planning and priorities are considered in every aspect of the College’s operations. 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 Chancellor with over 30 years of experience in the community college system and 20 years as CEO of the College provides planning leadership. She is supported by a knowledgeable administrative team and competent Business Services staff who utilize consultants in key areas to provide guidance when complex matters arise. The District has very few long-term liabilities, and those that it has are largely offset by identified revenues such as student parking fees and energy savings from the Central Plant.

The College is a “growth district” and has an interest in providing access to all students who choose to attend the College. In order to do this, we have ensured that sufficient funding is received to support student access. Through our involvement at the state level, we have helped to shape the formulas that have been developed to provide growth funding to the community college system. The District’s growth revenues are not just a function of the growing population in the Santa Clarita Valley but are a result of the District’s influence on state growth calculations specific to the College. The College’s administration has an intimate understanding of the growth formula and works diligently each year to ensure that the incorporated and unincorporated areas of Santa Clarita are appropriately captured in the statistics used by the CCCSO. In this way, the College receives the appropriate growth revenues to support the exploding student population who attend the College. To manage this growth, the District has instituted an enrollment management team that identifies key demographics and develops outreach plans, as well as marketing strategies. Growth in students and business partners are positive outcomes of long-term planning.

The College has an outstanding reputation in the community and the state, and its commitment to excellence is a tradition reflective of its innovative, result-oriented leadership. It is well known for its entrepreneurial approach and willingness to embrace new and different models to provide cutting-edge educational opportunities for our students.

The College has served as a gateway for our community to higher education and professional training. Nearly 200,000 people have attended the College since 1969. Thousands have graduated, and many students have returned to pursue their professional careers. Forty-five percent of the College’s staff members were once our students.
Long-term growth projections also enable the College to plan for future sections and facilities to accommodate these students, as well as to budget for the associated operating expenses. The Educational and Facilities Master Plan, 2008 cross-references the goals for new and expanded programs and the facilities needed to accommodate these. Consultants assist the College with the development of this document with coordinated input from key faculty and staff. The Plan is then tied into fiscal planning and is a priority in the budget development process.

Since 2002-03, long-term obligations have become a focus with the new GASB (Governmental Accounting Standards Board) regulations that require an annual reporting of long-term debt and other liabilities. One of these is GASB 45 that requires the District to record the ARC (Annual Retirement Contribution) on their financial reports based on an actuarial study that is 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 to engage in a pay-as-you-go approach. The College has been extremely proactive in this area having recently 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. Based on regular actuarial studies, the District makes the recommended annual contributions to a retiree benefits fund. Because the retiree health and welfare contribution is only $2,200 per year, the College is fortunate to have the lowest GASB 45 liability in the community college system, approximately $5.5 million, with almost $2 million of this liability funded (Ref. E. 227).

GASB 34 requires the annual reporting of long-term liabilities and capital assets. The District budgets for these liabilities in the form of annual debt service payments in a debt service fund. 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 expansion of the Central Plant and the refunding of previously issued Lease Revenue Bonds and COPs that were used for the expansion of the Student Center and the student parking lots, as well as various facilities improvements. The Central Plant Co-generation project provides for a reduction in utility costs that almost fully offsets the cost of debt. Also, fees assessed by the students for the Student Center remodel, as well as parking fees, offset a large part of the debt associated with these projects. In this way, the District prudently identifies revenue sources or expense reductions to mitigate its long-term liabilities (Ref. E. 228).

The Five-Year Facility Master Plan includes projections for maintenance and repair needs, which are budgeted annually. Scheduled maintenance has been funded through state matching and unrestricted District funds. However, with the passing of two general obligation bonds, Measure C in 2001 and Measure M in 2006, the District has been able to use these funds to match state funds for campus repairs and maintenance.

**SELF EVALUATION**

As can be seen from the College’s responses to the Fiscal Assessment Checklist (Ref. E. 213), the District has assured financial stability when making short-range plans by considering its long-range financial priorities 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, i.e. reduced utility costs or revenues such as those from student parking or other fees. Increases in the costs of health benefits are handled through the negotiation process and are paid through a “Total Compensation” formula The College has planned well for scheduled maintenance and because of local funding from general obligation bond funds, we have received additional state matching funds. As a result, the College is ranked as number two in the state for its proactive approach to scheduled maintenance.

**PLANNING AGENDA**

None.
1.d. The institution clearly defines and follows its guidelines and processes for financial planning and budget.

DESCRIPTIVE SUMMARY
The processes for budget development are described in the Decision Making guide. As the budget is developed, the information is recorded on the Intranet in the form of budget parameters, meeting minutes, budget requests, including those for augmentations and equipment and approved tentative and adopted budgets. Access to these documents is available to all employees and is discussed during regular meetings held on campus such as Management Advisory Council and CPT, as well as during frequent All-College meetings (Ref. E. 51) held by the Chancellor for the campus community. These planning meetings are extremely informative and provide the context for the District’s financial planning and budget process. In June and September each fiscal year, Tentative Budget and Adopted Budget presentations, respectively, are made by the District’s CFO to the Board. These presentations include the broad context for the budget development and planning process including the fact that the budget process is driven by educational planning (Ref. E. 229).

Financial management and planning oversight is provided by Business Services and facilitated through the many procedures, guidelines and controls that have been established to ensure that District financial resources are received and allocated appropriately. Training is made available to all faculty, staff and administrators to ensure a complete understanding of fiscal management resources including the Datatel financial budget and reporting system, the Datatel purchase requisition system, Datatel leave balance reports, etc. Periodic review and analysis is done by Business Services to support various department programs and services in meeting revenue and expense goals, as well as to confirm that District policies and procedures are being followed. As the District assumes responsibility for new and expanding programs, grants, training partnerships, etc., staff is added to support and monitor these activities.

SELF-EVALUATION
The District has been very successful in its budget and fiscal planning because it has incorporated educational planning and goals into the process, as well as planning methods of increasing revenue. As a result, resources have been identified and allocated in the most effective way, providing a strong financial foundation for the instructional programs and activities of the College. In addition long-term obligations are now accounted for through GASB accounting methodologies, providing even greater fiscal stability to the College.

PLANNING AGENDA
After reviewing the responses and participating in additional seminars provided at ACBO and SWACC regarding GASB 45, the District will provide a recommendation to the Board in time to finalize a plan for the GASB45 implementation in fiscal year 2008-09.

2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

DESCRIPTIVE SUMMARY
The District’s financial management system relies heavily on computer technology. 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. The Datatel system has been fully implemented in Fiscal Services, Student Business Office, Student Services, Human Resources, 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 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 the appropriate budget transfers can be made. Budget transfers are required to reallocate resources to cover the 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, our fiscal agent, to ensure the integrity of the data. The Director, Budget Development also maintains a comprehensive salary database and verifies and approves account numbers for all personnel additions and changes.

SELF EVALUATION
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 with Fiscal, Purchasing, Payroll, and Budget Department staff to disseminate dependable and timely information for sound financial decision making. Monthly fiscal reports are provided as information to the Board, which include the status of revenues, expenses and reserve levels.

PLANNING AGENDA
None.

2.a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

DESCRIPTIVE SUMMARY
The District’s financial documents indicate the budgeted allocation and in the monthly reports to the Board the percentage of funds used by major categories. Funds are allocated in a manner that will realistically achieve the institution’s stated goals for student learning. The District’s audited financial statements indicate a high level of fiscal stability and responsibility (Ref. E. 230). This is evidenced by the unqualified reports received consistently by the District and 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 or the CCFS320. Also, since 2001-02, the District has received only two minor audit findings during its fiscal audit. These findings were universal throughout the community college system and not reflective of a unique deficiency for our College.

SELF EVALUATION
In the last six years, the District has had excellent audits with no or very few audit findings. When findings are indicated, Business Services staff work with the departments that have received such findings to implement immediate resolutions and ensure future compliance.

PLANNING AGENDA
None.

2.b. Appropriate financial information is provided throughout the institution.

At least four times-a-year, the Chancellor holds open meetings for all faculty and staff. These All-College meetings provide information about the current goals and accomplishments of the
Also included in this presentation is 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 also available on the Intranet 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 future College programs and operations.

SELF EVALUATION

Information regarding the budget is presented on a regular basis and made available electronically on the Intranet, which can be easily accessed by all College employees. Business Services also provides timely updates on any changes to the budgets, whether they are as a result of a change in the state’s financial situation or to reflect the potential impact of these or other changes on the District’s budget. If corrective action is required, this timely reporting allows for the responsive and proactive management analysis and decision making.

PLANNING AGENDA

None.

2.c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

DESCRIPTIVE SUMMARY

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. The District has maintained sufficient reserves averaging 11.74 percent over 16 years with the fund balance exceeding the minimum requirement of five percent. During this time, the fund balance has ranged from 5.08 percent to 22.21 percent.

Through 2002-03 the District utilized TRANS (Tax Revenue Anticipation Notes) as a protective measure for managing its cash flow but never needed to rely on this option, even 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. 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 League 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.

The majority of the District’s revenues comes from state apportionment and is transferred by the CCCSO to the County Treasurer who then transfers it to the District’s unrestricted general fund at LACOE. With the recent change by the state to reduce the portion of a District’s budget funded by property taxes, a greater portion is direct apportionment. This has significantly improved the District’s cash flow to the point that its average cash balance is approximately $7 million. This has created fewer ups and downs in the monthly apportionments payments that previously occurred from property tax payments occurring in December and April. The District still receives a proportional benefit of almost $11 million in property taxes in December and April. Other revenues come from grants, business partnerships and business training contracts.

For over twenty years, the District’s insurance administrator has been Keenan & Associates, one of the largest companies serving K-12 and community college districts. Recently, the District went through an RFP process and, with the help of the Health
& Welfare Committee, selected Driver Alliant as the District’s new insurance administrator for health and welfare insurance. Every year, with input and direction from the District’s Health and Welfare Committee, quotes are secured from various insurance providers including the current District insurance company to provide the District with the most competitive and cost-effective rates.

All other coverage is currently self-insurance, with workers’ compensation moving to this status when the State of California forced most commercial providers out of business due to deregulation. The 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 20 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 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 40-year history.

SELF EVALUATION
The District has always had sufficient cash flows and reserves to maintain stability and has been able to enact strategies for fiscal risk management that have protected the District during years when state budget deficits impacted the College. These strategies allowed the District to develop realistic plans to deal with these unforeseen occurrences at the state level.

PLANNING AGENDA
None.

2. d. 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.

Even before the strong recommendation by the CCCSO that all districts complete the Fiscal Management Self-Assessment Checklist on an annual basis, the District routinely prepared a Mid-Year Budget update that evaluated the District’s financial position and assessed its ability to maintain fiscal stability and to meet its financial goals for the current fiscal year. The District also completed its first checklist for 2005-06 and was able to positively answer all questions. This year, in light of the current state budget issues and the portent of future shortfalls, we have completed the checklist for 2006-07 through our 2007-08 mid-year point to assess the fiscal strength of the College. Based on the fifteen criteria for fiscal health, the District scored high marks in every category, showing that we have planned well for the future and are positioned to handle budget difficulties without significant impact to staff or operations. This is a valuable tool to evaluate our situation and the wide variety of categories provides a comprehensive picture of the District’s financial strength.

The Chancellor ensures that budget planning is tied to the Mission, goals and Strategic Plan of the District. The budget shows what will be funded and, thereby, how it will move the District forward. Institutional plans are clearly linked from the departmental to the institutional level with short- and long-range budget projections.

The budget funds institutional improvements and indicates 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. Information on the budget is presented to the College as a whole (via email, All-College staff meetings and monthly Board items) and reviewed in Executive
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, systematic, planned and timely way. 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.

The Chancellor facilitates planning and advocacy at the state level to ensure that the College has sufficient resources to support educational improvements, to cover its liabilities and to handle financial emergencies. The Chancellor has worked with the CFO to complete a fiscal self-assessment checklist, which reveals that the College has the highest standard of checks and balances and fiscal stability.

The Board receives monthly reports on all District funds from Fiscal Services. The reports include detailed explanations on changes to contingency reserves and total income and expense budgets that may affect the bottom line. The Board also approves adjustments to the budget and ratifies all purchase orders at its monthly meetings. In addition the CCFS 311Q (Report) is provided to the Board on a quarterly basis. This is a financial report required by the state to be submitted to the CCCSO and is a summary of the general fund revenue, expense and fund balance.

Oversight for financial aid is accomplished through disbursement of student aid checks and monitoring the receipt of student grants from granting agencies. Program directors and appropriate deans oversee the expenditures for all categorical funds and grants. All grant expenditure reports are verified by the Grant and Categorical Accounting Manager and approved and signed by the CFO. Auxiliary organizations have a fiscal services representative who performs monthly reconciliations and year-end close of the general ledger.

Department chairs, program directors, division deans, managers, deans, and senior administrators have oversight and control responsibilities for segments of the budget assigned to their areas. Multiple levels of approval are required for progressively larger expenditures. The Executive Cabinet monitors the overall annual budget and initiates corrective action if revenue or expenditure patterns undergo unanticipated changes.

A formal presentation of the annual audit is done in January to the Board. The District’s external auditors make the presentation with the CFO and Fiscal Services staff on hand to answer any questions from the Board or members of the audience. The audits are also available from the Business Services Department upon request. These external audits provide positive feedback about the fiscal management of the District. The District received only two audit findings during the last six years and has not received any negative reviews. (Ref. E. 231).

SELF EVALUATION
The District’s exemplary audits over the last six years are due to the effective oversight and/or direct involvement of Business Services and the addition of a Grant and Categorical Accounting Manager to the Business Services staff. Every department on campus has contributed to these positive audits, as the audit guidelines require review of all the main District functions such as Human Resources, Payroll, Admissions and Records, Financial Aid, Fiscal Services, apportionment reporting, etc.

Our financial statements have received an unqualified opinion for each of the last six years. District programs, grant and categorical funded programs and financial aid programs have all received positive audit reviews with no audit adjustments or material findings.
The following two findings were not considered material weaknesses and were quickly corrected by the District.

- In 2005-06 a state finding was received regarding proof of student eligibility for CalWORKs services from the Department of Public Social Services. The District immediately instituted a new procedure and form to ensure compliance.
- In 2006-07 a federal finding was received regarding the need to include debarment language in any contracts expending federal funding and the need to retain proof of verification that vendors have been checked or have certified that they are not debarred or suspended from receiving payment from federal funds. The District has instituted processes to verify vendor status and has added debarment language to standard contracts including purchase order terms and conditions.

SELF EVALUATION

Because several new Statements on Auditing Standards were issued for 2007-08, the District’s external auditors were required to obtain a more in-depth understanding of our processes and internal controls in order to assess risks and how we mitigate potential risks. The District’s auditors held an informational meeting for management staff regarding these new statements, and the District is including them as we prepare for the annual audit in October 2008. The District will continue to focus on compliance and sound financial management. As the District receives additional grant funding, employees will focus on effective monitoring and expenditure of these federal and state grant funds.

PLANNING AGENDA

None.

2.e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

The College’s Associated Student Government (ASG) is funded by an optional $10-per winter/summer or $15-per fall/spring semester student service fee that supports student clubs and co-curricular activities and provides students with organizational leadership experience that enhances their academic experience. The ASG budget is developed by established processes in accordance with the ASG Constitution (Ref. E. 232) and is monitored and controlled by the ASG Senate under the general supervision of the Assistant Superintendent/Vice President, Student Services and the Dean, Student Services (Ref. E. 233). An ASG officer may initiate a requisition for approved ASG budget expenditures, which must be approved by the Student Senate and Assistant Dean, Student Development and Retention. Each month the ASG reconciles monthly transactions to the Fiscal Services records that parallel the records maintained on behalf of the ASG by the College.

The COC Foundation is a 501(c)3 organization and raises funds for student scholarships and College programs, fosters community relationships and partnership and accepts donations from businesses and individuals on behalf of the District. The Chancellor, CFO and Assistant Superintendent/Vice President, Instruction are ex-officio voting members on the Foundation Board of Directors, and the Chancellor and CFO are members of the Foundation Executive Committee. The Foundation Strategic Plan (Ref. E. 234) is updated during annual retreats attended by a majority of the Foundation’s Board members and ties into the College’s mission 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 assist the Foundation and auditors by reconciling income to Foundation donor records, preparing a cash summary for all bank accounts, as well as a balance sheet, income sheet and revenue and expense analysis.

As a 501(c)3 auxiliary organization, the Foundation is considered a discrete component unit of the College and is audited as...
of the College. In addition the Foundation also has a separate contract with the auditors to have a full financial audit performed on an annual basis (Ref. E. 271). As required by regulation, the Foundation has established a separate audit committee to oversee this process and provide direction to the audit and feedback to its full Board of Directors. The Foundation has received a clean bill of health during its last two audits. Prior to that, the Foundation received a Management Letter indicating deficiencies that required immediate resolution. These issues were resolved by the next fiscal year after the Foundation contracted with the College to provide full accounting services to the Foundation, using the District’s Datatel software and related reporting.

Other special funds are audited and/or reviewed by funding agencies. These include federal grants such as NSF (National Science Foundation) and Title III, as well as the Small Business Development Center (SBDC).

SELF EVALUATION
The financial resources including those from 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 outstanding audit reports, as well as internal reports presented regularly to the Board.

PLANNING AGENDA
None.

2.f. 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 CFO reviews and approves the language in all contractual agreements and ensures that all contracts have “hold harmless” clauses and other language to minimize exposure to potential financial liabilities. In addition contractual relationships are monitored by Los Angeles County Office of Education, which requires appropriate documentation in the form of certificates of completion, proof of insurance, and ten percent retention on construction contracts held 30 days following completion of the contract. The Board approves all contracts in open meetings. 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.

The District has established a number of agreement templates that have been reviewed and approved by District counsel including Professional Services Agreement, Personal Services Agreement, Facility Use Agreement, Allied Health Agreement, etc. (Ref. E. 236) These agreements are typically used for independent contractors who provide instructional services to our 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), Coffee Kiosk that support the institutional mission and goals of the College. Joint Use Agreements have also been negotiated with appropriate public entities such as the high school district and City of Santa Clarita, allowing for longer terms and additional contract terms that address the complex nature of the arrangement.

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. “Out” clauses are always included in every contract, keeping in mind
the five-year term limitation for regular contracts. These clauses usually include breach for cause and for no cause, with the specific types of cause typically listed so as to avoid confusion.

SELF EVALUATION
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 institution 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 our contracts in the last six years.

PLANNING AGENDA
None.

2.g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

DESCRIPTIVE SUMMARY
The CFO monitors the accuracy of revenue estimates in the adopted budget and brings any variances to the attention of the Chancellor and Executive Cabinet, as necessary, taking appropriate action if revenue estimates need to be adjusted. If there is a significant change in student enrollment, estimates are adjusted and a corresponding adjustment is made to the expenditure budget. Each administrator, manager, program coordinator, and academic department chair can print hard copy reports or view them online in summary or in detail. Actual expenditures are monitored by reviewing these program specific reports, comparing them to the adopted budget, and adjusting budgets through budget transfers, as necessary.

Since 2001, the District has contracted with Vavrinek, Trine and Day to perform audits of the District’s financial condition. The firm also audits both of the District’s general obligation (GO) bond funds with both a performance and a financial audit. The COC Foundation audit is incorporated into the District audit and is also provided as a separate audit to the Foundation’s Board of Directors. In total, the District has received six audit documents in the last two years, two more than in previous years due to the addition of financial reports for the GO bond audits. In the last six years, the results of these audits have been exemplary. The auditors have acknowledged that fiscal oversight and appropriate controls have contributed to outstanding audits.

Audit guidelines have recently been influenced by new laws and regulations such as GASB and SAS that have been developed to bring public education financial reporting more in line with private industry.

The District anticipates new developments. Recently, in anticipation of the new SAS regulations being implemented during upcoming audits, the Chancellor, based on information provided by the CFO, initiated a presentation by District auditors from Vavrinek, Trine and Day. The presentation provided an overview of the new regulations and the role and responsibility every manager had in ensuring controls, compliance and fiscal oversight.

In the absence of their own audit team, the CCCSO utilizes external auditors to implement audit programs that will highlight specific areas of interest or concern. Often, the result is that the entire community college system is reminded of a forgotten, obscure or recent development that needs to be revisited or updated such as the reporting of eligibility by the county for CalWORKs recipients. In this case the District immediately implemented the correct procedures and established training for key staff to ensure future compliance. Because of the quick response and coordination facilitated by the District’s Controller, an audit finding was mitigated.

Past fiscal planning is a good template for the future and provides a framework for procedures and controls. The District en-
Standsd IIID: Financial Resources

RESOURCES

Courages those who have fiscal oversight for an area to take a direct role in ensuring future compliance. Fiscal needs are evaluated as planning is done and brought forward as part of the budget process. If resources are not immediately available or if the need can be deferred without consequence to a subsequent budget period, documentation to this effect is made so that the funding can be established at the appropriate time.

SELF-EVALUATION

The District regularly evaluates its financial management processes with the goal of providing feedback that can be used to improve financial management systems. Training on financial management systems enhances the usefulness of management reporting. Also, the District’s external auditors are regularly involved in reviewing processes and procedures, especially with new or developing programs.

PLANNING AGENDA

None.

3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

DESCRIPTIVE SUMMARY

The assessment of the effective use of financial resources occurs at many levels and happens at regular intervals or at regularly scheduled meetings. For instance, at the beginning of the budget development process, departmental program reviews should determine the level of staffing, supplies, equipment, etc. that are necessary to support the stated goals of the department. Instructional department goals should be tied into the enrollment management plan with FTES identified for each department. These FTES targets should be supported by full-time faculty assignments and adjunct and overload support, as needed. Setting efficiency goals of an average of 30 students per class will become a focus, adjusted as necessary for the type of course and classroom availability. Budget requests are made and funded after being reviewed and evaluated by PAC-B, the administration and the Chancellor.

At the end of the year, the annual program reviews are evaluated to determine the outcomes of the departments and how effective each department has been in achieving its stated goals. Based on these evaluations, 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.

During Measure C and Measure M GO Bond Oversight Committee meetings, the District has the opportunity to provide updates to the groups on the progress of capital construction, as well as how well the District has performed in the area of compliance and fiscal responsibility. At these meetings, it is often highlighted that the District has been extremely successful in attaining state matching funds at or beyond the estimated level based on effective requests to the CCCSO. Also, strategic refunding of bonds and interest income provide additional resources which have extended the original funds and provided for additional projects. Also, each year, during the Tentative and Adopted Budget presentations to the Board, the District reviews its previously stated goals for FTES growth, faculty hiring, new program development, business training partnerships, grants development, etc. and provides statistical and graphical analysis of how each of these areas has succeeded financially.

SELF-EVALUATION

The District provides regular updates to its various committees and constituents as a method of assessing the effective use of financial resources. This feedback is incorporated into its planning processes to evaluate the use of resources and the impact of planning.

PLANNING AGENDA

None.
Standard IV: Leadership and Governance
## Standard IV Theme Guide

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Note: This grid was used to focus the attention of this standard committee on the six themes specified by the Accrediting Commission. The words in the boxes were used as prompts.
The College prides itself on its multiple avenues of communication to enable participatory decision making and collegial consultation.
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.

A. DECISION-MAKING ROLES AND PROCESSES

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.

DESCRIPTIVE SUMMARY
The College recognizes that ethical and effective leadership throughout the organization enables the District to identify and strive to function within its institutional vision, mission, philosophy, and strategic goals, and it also fosters continual development and improvement from its students, staff and partners to the benefit of its programs and the students served. This leadership enables the District to identify and achieve goals in a positive environment. In its Strategic Plan, innovation is stated as a Strategic Goal (Ref. E.13), by stating, “College of the Canyons will dare to dream and make it happen!” Action priorities that address each goal are submitted from across the campus to meet the Strategic Goals.

Along with the other ten Strategic Goals, the College sets the stage for and clearly creates expectations for setting and achieving goals across the institution, as well as learning and improving on a continual basis. Within the framework of the District’s mission, vision and philosophy, as well as structures and processes described in Decision Making at College of the Canyons (Ref. E.36), the District promotes collaboration, innovation, ethical values, and leadership.

1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, 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 assure effective discussion, planning, and implementation.

DESCRIPTIVE SUMMARY
The College values input, participation and leadership from all departments and job categories as essential to enabling our College to be the best it can be. As a result, a majority of the staff serves on committees, task forces and other groups where they offer their ideas and use their leadership talents.

Anyone at the College can propose a new idea by using the Access and Success Idea form available on the College’s Intranet. Filling out the form and sending it to the Chancellor’s Office automatically puts it on the next Chancellor’s Executive Cabinet agenda for consideration/implementation. Staff members are asked to look at how they can continually improve and do so across departments in “cross-functioning” teams that focus on outcomes. The teams augment our traditional departmental operations and our established committee structure.

The tone that is set for institutional innovation and personal leadership has resulted in many “firsts” being achieved in the last six years. From the establishment of a Sustainable Development Committee, to the addition of a High-Tech Incubator Project, to the development of the Cougar Award Program for staff recognition, to Foundation grants to support innovation, to carillon chimes, to an Institute for Teaching and Learning, to the LEAP Program, to the Cougar Mentor Program, to green building standards, to online counseling tutorials, to a food bank for students, to a high-tech business incubator, everywhere there
are new ideas that are proposed, new leaders who emerge and outcomes that are achieved.

Decision making at the College is clearly summarized and the functions of all staff in governance are described in Decision Making at College of the Canyons (Ref. E. 36). A review of processes is made every two to three years, and changes in the College-wide structure are made as needed. Operational committees evolve and change as necessary. The Decision Making guide is widely distributed and serves as a reference for all staff.

The following are the three types of committees:

- **Standing Committees.** These are permanent parts of the internal governance processes of the College and are identified as such in Board policy.
- **Ad Hoc Committees.** These are temporary committees formed by the Chancellor to address a specific issue important to College governance. They cease to exist upon accomplishment of their specific charge or at the end of the academic year (June 30) and continue only with the specific direction of the Chancellor.
- **Program Advisory Committees.** These are permanent committees composed primarily of persons outside of the College with a specific interest and/or expertise in a specific program area.

Task forces can also be created as temporary operational teams to meet specific purposes relating to broad-based, College-wide issues and/or professional matters. When task forces complete studying and handling their particular issues, they are disbanded. Each task force is composed of representatives from appropriate parts of the College community, which helps to make it as functional as possible. Task forces can be created by any collegial consultation committee, at the direction of the Chancellor or Cabinet or at the request of the College Planning Team. Recommendations from task forces are forwarded to the Chancellor, the College Planning Team (CPT) and/or other appropriate bodies.

Advisory teams exist to provide input and technical assistance to staff members who are responsible for program implementation. Legal mandates require some of these committees (DSP&S, EOPS), while others exist at the discretion of the department. Unless otherwise proscribed by law, these advisory groups are formed under the leadership of the program coordinator/manager/administrator who desires the input and advice of persons who have expertise in and/or connections to external entities with related interests.

Managers and administrators have the responsibility for overseeing the day-to-day operations of the District, implementing Board policies and administrative procedures and working with staff via operational teams, staff meetings and advisory teams. In the spirit of collegial consultation, teams are representative of their constituencies. In addition, in order to ensure open processes within the College community, an individual or group can submit ideas and agenda items to the chair(s) of any team for consideration. With the exception of grievances or other confidential matters, all operational teams keep minutes and forward them to the Library, Faculty Center and the Chancellor’s Office.

The Economic Development Division has fostered partnerships in the private and public sectors, creating initiatives like the Small Business Development Center (SBDC), the Center for Applied Competitive Technology (CACT), the Employee Training Institute and the i3 Advanced Technology Incubator. These business units within the College actively create synergies among the units, their respective clients, partners, College faculty and programs. To include community and industry perspectives, each of the units has an advisory board consisting of community, industry, and academic representatives to assist in setting direction and evaluating outcomes. Utilizing this approach has allowed the Division to create services and programs meeting the needs of 467 companies and 807 employees in the past year. Additional details, including numbers of businesses and employees served, are provided in Standard III.D.
A guide, *Decision-Making at College of the Canyons* (Ref. E. 36), clearly details the role of all staff in governance, and states:

Effective decision making is enhanced by purposeful communication of needs by and to those who are charged with making decisions, as well as those who are held accountable for the results of decisions. Dedication and good-faith efforts on the part of all involved in decision making are critical to enhancing the College’s ability to respond to opportunities.

The guide is reviewed every three years by the CPT to incorporate changes that will enhance the functioning of the governance structure. The guide was last revised in 2007-08, and changes were made regarding the scope and responsibility of the committees, their connection to the planning process and their coordination with each other.

The Board fosters an institutional climate conducive to ongoing planning and evaluation. It establishes the institutional direction by adopting policies that define the mission, the vision and the philosophy of the College. Board members represent broad-based community interests in setting policies.

The faculty plays a central role in determining the content and delivery of student learning through ongoing dialogue, assessment and action, especially through curricular, program and professional development. In addition, as individuals and members of 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;
- develop student learning objectives (SLOs) for courses, certificates and programs, either independently or with the assistance of the SLO Committee;
- update and revise department planning goals through the annual program review;
- provide input to the annual budget development process through departmental requests and as participants on PAC-B;
- propose additional faculty through the Academic Staffing Committee; and,
- design and participate in professional development programs and activities.

The faculty also plays a central role in the governance of the College and does so primarily through the Academic Senate. Its governance role is described in Board Policy 345 (Ref. E. 104) and is supported legally by state statute AB1725. Every year the Senate reviews this policy and discusses how the Senate has been, or has not been, able to meet its rights and responsibilities. Based on these discussions, it modifies its procedures as appropriate.

The Senate participates in institutional governance on a regular basis through collegial consultation and formal representation at Board meetings and has a place on the Board’s agendas. The Senate takes a leadership role in the development of curriculum and instructional policies and in the writing of specific faculty policies, which include hiring, tenure and evaluation. Additionally, faculty members are appointed by the Senate to College-wide committees, hiring committees and other ad hoc committees as needed. Currently 76 percent of the full-time faculty members serve on department, Senate, Instruction, Facilities, Staffing, and Student Services committees, as well as in numerous local, state and national organizations and associations. Adjunct faculty members also participate in a variety of professional groups, professional development opportunities, department meetings, and College-wide committees.

The role and membership of the Senate are outlined in its Constitution (Ref. E. 81), which was reviewed and rewritten in 2002 and 2004 to reflect changes in the College’s organizational structure and to reflect the growth of the College and the faculty. These changes are particularly evident in the inclusion of at-large senators, the expansion from one to three adjunct senators and a soon-to-be-formalized noncredit representative.

For full-time faculty, the College of the Canyons Faculty Association (COCFA) ensures that policies and procedures related
to wages, hours and working conditions are observed and codified in a formal contract (Ref. E. 107). The American Federation of Teachers (AFT) similarly represents the adjunct faculty in these matters (Ref. E. 86).

Classified staff members also play an integral role in College leadership and decision making. Based on Board Policy 245, Sections A, B and C (Ref. E. 104) and Decision Making at College of the Canyons (Ref. E. 36), the institution clearly states and publicizes the role of staff in institutional development. Classified staff members have opportunities to participate in all aspects of College governance. They are exclusively represented by the California State Employees Association (CSEA) for the purpose of collective bargaining and, in the past, have shared representation with the Classified Coordinating Council on collegial consultation committees. (Ref. E. 154). With the implementation of the provisions of California State Senate Bill 235 (California Education Code §70901.2, effective January 1, 2002), the role of the Classified Coordinating Council changed. CSEA has taken on the responsibilities mandated by state law with regard to collegial consultation. CSEA seeks recommendations for collegial consultation committee appointments from the newly reorganized 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.

In Fall 2007 classified staff members worked to develop a Classified Senate to replace the Classified Coordinating Council. The Chancellor supported its creation and co-facilitated a retreat, which initiated the development of a three-year (2008-2011) strategic plan and a constitution for the Classified Senate (Ref. E. 237). The Senate and the related collegial consultation committees (Health and Welfare, Safety and others) recently re-formed and met with the strong support of our administration and Board (in support of 88003 (1a) Ca. Ed. Code). The Senate also has the support of our local CSEA organization for appointments to any of the collegial consultation committee positions with which classified staff may wish to become involved.

Classified staff members have opportunities to participate in all aspects of College governance. Currently 40 classified staff serve on College-wide committees and play an integral role in generating ideas and moving their departments forward, as well as helping the College achieve its stated goals. Since 2002, 80 classified staff members have been added to the College. Thirty-three percent of the classified staff possesses associate degrees, 28 percent bachelor’s degrees and four percent master’s degrees. While 20 percent of the classified staff has received their associate degree from the College, 41 percent have actually taken classes at the College.

The Classified Senate and the CSEA will continue to complement and support each other and will draw membership from a common source of classified staff. Nearly 18 percent of classified staff members serve on a committee. More than 80 percent of the College’s classified staff participate in professional development activities on a regular basis and 26.5 percent have been upgraded to new positions since 2002.

Administrators and managers provide vital leadership, which includes cultivating an environment in which human dignity thrives, maintaining a productive campus climate, fostering the development of human potential, and maintaining a sense of community on campus. Their responsibilities include the following:

• Provide effective leadership and support in planning.
• Implement and evaluate District objectives related to their area.
• Be guided by the principles and policies established by the Board.
• Take responsibility for the creation of a stimulating learning environment for students and staff.
• Oversee the effective use of institutional resources.
• Make recommendations concerning the hiring of personnel.
• Make contributions to the development and improvement of all College functions.
Perform duties as outlined in their job descriptions and agreed upon by managers and their supervisors.

Work in support of the philosophies and goals of the District.

Administer the policies and procedures adopted by the Board and the Chancellor.

Adhere to legal requirements.

Execute District policies and procedures.

Receive recommendations from College teams, staff meetings, task forces, and work units.

Implement best practices and courses of action.

Make appropriate decisions within their respective areas of responsibility.

Assume responsibility for ensuring implementation of activities based on applicable recommendations and College goals.

Evaluate the effectiveness of activities in order to support and facilitate the educational process and ensure the institution's effectiveness.

Initiate new ideas, improvements and promote quality and responsiveness in District operations.

Lead the units for which they are responsible.

Facilitate the completion of curriculum updates and revisions.

Facilitate the submission and collection of adjunct, non-tenured and tenured evaluations.

Review department planning and course scheduling.

Monitor section enrollment numbers and engage in enrollment management.

Serve on tenure committees.

Foster community outreach and partnerships.

Students provide a key leadership role with regard to decision making. The collegial consultation process guarantees that students may voice their concerns and participate in the College community’s decision making. Student input regarding the impact of policies and procedures on student access and success is made possible through active participation on College committees and through the Associated Student Government (ASG).

The ASG is just one way students can participate in collegial consultation. Since the last accreditation, the Board recognized the importance of the ASG’s role by approving a classified part-time permanent employee to help administer services to students. The ASG adheres to Board Policies 514-519 and its own constitution, bylaws, financial code, and the Brown Act. It is a goal of the ASG to not only look at student concerns but also to maintain focus on short- and long-term College goals when establishing and representing students in the collegial consultation process. The ASG is responsible for establishing membership criteria, electing its officers, developing its own budget, overseeing a thorough program of activities, and supporting day and evening students at both the Valencia and Canyon Country campuses every year.

To encourage students to participate on committees that enhance their success and develop their leadership skills, the College publicizes the role of the ASG in schedules of classes, as well as on the College Web site, the campus electronic marquee and the Student Center monitors and televisions. Additional publicity is found in the Student Development Weekly Bulletin (distributed to faculty on a semester basis) (Ref. E. 238), Your College Experience Advocacy Guide (Ref. E. 239) and the ASG PAWS publication (Ref. E. 240).

Committee involvement is crucial to the ASG. A student representative is appointed by the Association to serve on 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 hiring committees on occasion.

In addition to committee work, the ASG has taken a particularly active role in monitoring the expansion and remodel of the Student Center, as well as providing assistance with community-
related events, including numerous student voter registration drives and the 2006 Measure M bond campaign. Most recently, the ASG adopted a Green Resolution # 2007/08-15 (Ref. E. 241) in support of environmental studies and sustainability. In addition, the ASG meets in open session with the Board biannually, focusing strictly on student matters. 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 provide complete lists of activities, concerns and ideas.

Complete details on student activities, Service Learning and student participation in College activities such as HITE/Honors, clubs and organizations are provided in Standard IIB; however, it is valuable to know that at the end of the Fall 2007 semester, 1,372 students participated in the 38 clubs and organizations that were active at the College. Clubs/organizations require the participation of a faculty advisor, are required to hold meetings and must maintain a minimum enrollment status.

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. In addition, community representatives participate actively with the College on advisory committees, partnering initiatives, etc.

SELF EVALUATION

The College is composed of a complex, ever-changing and developing system of interdependent units (e.g. departments, divisions, councils, committees, and cabinets) that make and implement decisions and set into motion action priorities in their own areas and District-wide. A team approach is critical and is used to encourage widespread participation in problem solving and the pursuit of innovative, effective solutions.

The College regularly updates the scope and processes of its committees and communicates widely to constituent groups about their role in designing and implementing plans, initiating new ideas and discussing them in formal and informal arenas within the District and the community. Communication is thoroughly documented across campus.

While many students find it difficult to reserve the time to participate on committees, the College is fortunate to have involved student leaders who contribute to the College’s operation by creating a sense of community and by effectively maintaining communication between the ASG, departments and individuals on campus.

Administrators and staff have worked to ensure that students know where they can go to ask questions and receive answers, as well as to make suggestions on College improvements. The Chancellor meets frequently with student leaders and encourages students to visit her during open office hours and to share ideas and suggestions, as well as to request additional information and clarification on College matters that impact them. Overall levels of student activity and committee participation vary greatly, depending on the topic and the scope of the committee, as well as on the priorities of the ASG.

The College administration and the Board of Trustees are committed to the Mission and have a track record of identifying opportunities for enhanced involvement both on campus and in the community. The Board receives recommendations from committees via the Chancellor as defined by the decision-making structure and acts on these recommendations from the Chancellor at its meetings.

In a survey conducted in Spring 2008, the majority of managers (96 percent), faculty (63 percent) and staff (71 percent) indicated that they feel encouraged to pursue ideas on making improvements at the College. Neutral responses were indicated by 0, 21, and 18 percent of respondents, respectively (Ref. E. 18).
In a community survey in Spring 2008, 88 percent of respondents felt that community members and business partners have been given the opportunity to give input into the development of courses, programs and training opportunities. Neutral responses were indicated by 13 percent of respondents (Ref. E. 242).

PLANNING AGENDA
None.

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.

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 in its development.

Board Policy 345 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 (Ref. E. 81). 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. Currently the Senate provides representation on the following committees: PAC-B, College Policy Council, CPT, tenure committees, Facilities Master Plan Task Force, Technology Committee, and the Professional Development Committee. The faculty is well represented on campus committees with 76 percent of the 190 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.

Another important avenue for faculty to provide input for staffing, physical, technological, programmatic, curricular, and budgetary needs is through the departmental annual planning process. Faculty members also meet monthly in academic divisions to share interdepartmental information and open communication and dialogue to find solutions to common challenges.

For example, the faculty and the College understand that for important and controversial issues to be discussed in the classroom and on campus, there must be clarity on what academic freedom is. After two years of discussion, the Senate reviewed and updated its academic freedom principles and guidelines. This policy, in concert with the AAUP Statement of Professional Conduct and Board Policy #614 is listed in the Academic Senate Website and the College Catalog. The Policy outlines that when a problem arises the Senate will convene an ad hoc committee to review the problem.

Students provide governance input through the Associated Student Government (ASG), the Student Trustee and other less formal means. The ASG is governed by Board policy, by its own constitution and bylaws and by the Brown Act. The ASG’s goal is to not only look at student concerns but also to maintain focus on short- and long-term College goals when representing students in the collegial consultation process. The student perspective is invited on District committees such as CPT, Facilities
Master Plan, Advocacy Team, Vocational Steering, PAC-B, Academic Senate, Curriculum, Enrollment Management, etc. ASG has taken a particularly active role in student voter registration drives, participating in the Measure M Bond campaign, monitoring the expansion and remodel of the student center, and maintaining a visible presence on College committees.

With the recent implementation of Web 3.0 for online services to students in Fall 2007, focus groups of students were held to ensure that the service changes met students’ needs and were easy to use. Student recommendations for improvement have been forwarded to MIS programming staff for future implementation.

The Board and the ASG meet biannually and focus exclusively on student matters. The agenda is constructed to address student concerns and ideas with the intention of creating common solutions, developing programs and inspiring vision. (See Section IV.A.1.)

Key partners for policy planning and decision making make up the various levels of our organizational structure. Governance structure is further defined in face-to-face meetings between administrators via Cabinet, MAC, Executive Cabinet, Institutional Advancement Team, division management teams, and one-on-one meetings between the Chancellor and constituency leaders. These also include monthly meetings between the Academic Senate president and the Chancellor, as well as the COCFA president and the Chancellor.

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 20 years, there have been no incidences when the recommendations of the College-wide committees have not been taken to the Board.

All of the groups listed in the Decision-Making guide actively participate in the decision-making process. Of central importance are the CPT, PAC-B, Academic Senate, Educational and Facilities Master Plans Team, College Policy Council, Technology Committee, Enrollment Management Team, Management Advisory Council (MAC), and Professional Development Committee. (See charts in “Comprehensive Planning: Ongoing Processes” in Decision Making at College of the Canyons Ref. E. 36.)

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 ASG and CSEA to obtain input, to discuss the impact of the changes to their constituencies and to suggest recommendations for implementation. Faculty, students, divisions, and departments will be notified as policy, procedure and process modifications are made to accommodate recently adopted changes to Title 5 regulations.

Board Policy 345 (Ref. E. 104) stipulates that the Board will rely primarily on the recommendations of the Academic Senate or will come to mutual agreement with the Senate. The District has processes to review existing academic programs and to initiate new programs. (See Standard II.)

Faculty members identify instructional needs (human, physical, technological, programmatic, and budgetary) through the annual program planning processes at the departmental level. In addition, faculty and staff often provide, with administrative guidance and institutional support, the ideas and staffing for innovative staff development programs. An example is the Hesburg Award, which was won for the Associate Program for Adjunct Instructors and the Institute for Teaching & Learning.

Faculty members also find innovative solutions to 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, staff development, one-on-one dialogue, annual departmental planning processes, Access and Success forms, and individual professional development plans.
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. Successes include:

- meeting the demands of our continued enrollment growth;
- adding a Dean of New Programs position, which has supported the innovation and the development of programs that offer new opportunities to students, while the addition of a noncredit program is serving populations previously underserved by the College;
- expanding noncredit opportunities for our students and community to provide approximately 75 sections. Noncredit programs are offered primarily in the areas of English as a Second Language (ESL) (including Citizenship Education) and older adult programs, which are designed to meet the lifelong learning needs for adults. Other than the TLC Lab, the bulk of our noncredit offerings began in 2005. We are also working on basic skills classes for next year.
- increasing instruction offerings with new courses, certificates and programs (see IV.A.2.b);
- opening of a second campus in Canyon Country;
- adding of the Early College High School;
- increasing grant revenue from $1,748,395 in 2001-02 to $6,751,087 in 2007-08 which has enabled ideas to become realities and services/programs for students to expand;
- passing a $160-million bond Measure M to support facilities and equipment and to ensure that technology remains current (Measure M was approved in 147 of 150 precincts);
- developing and revising the College structure and organization to meet the College’s 67 percent growth since 2001 in order to support the strategic goals, action plans and priorities, which enable the College to serve students in the best ways possible;
- responding quickly and collaboratively to changes in structure and functioning in order to meet the needs of its students, staff and the community.
The District hires administrators expecting that they will be entrepreneurial, committed to partnerships (on- and off-campus), committed to professional growth, demonstrated risk-takers, and innovators. Therefore, the College has an obligation to support them to evaluate and to adjust the College’s organization to best serve students, the College and the community. (See also Standard IV.B.2.a)

Growth and change is established through systematic program and staff evaluation, staff development, leadership training, and adjustments to the organizational structure’s work units, which maximize our ability to take advantage of opportunities and continue to improve upon our department and College-wide planning processes. In addition, departmental three-year plans include projections for additional staff to support program and service expansion at the departmental level and are updated yearly through the internal program review process. At an average growth rate of nine percent per year for each of five years in a row, changes occur frequently and are monitored carefully.

The College’s flexibility to adapt quickly provides opportunities for staff to learn new skills, apply them in the workplace and grow and develop 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 enhancement between programs and services. The College adjusts its organizational structure to meet the needs of a fast-growing District with resulting complexities. Since 2001-02 more than 40 major changes have been made to administrative positions.

SELF EVALUATION

Through the organizational structure and established processes, the Board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate the development of ideas, effective communication, and cross-departmental cooperation among constituencies and have resulted in numerous significant outcomes. The roles of all constituencies are clearly defined in the Decision-Making guide.

The College leadership maintains an environment that is characterized by flexibility, open-mindedness and a commitment to teamwork and leadership. The College staff acknowledge that this environment enables the College to be successful, to stay current and to be an educational pioneer and community leader.

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. Continuing evaluation of employee performance is conducted annually as stipulated in agreements. The administrative structure has been modified and has easily adjusted to enable the College to manage its day-to-day business, plan for the future and provide for the leadership required to meet the community’s and the College’s needs, as its complexity, purpose and size evolve.

PLANNING AGENDA

None.

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

Decision-Making at College of the Canyons (Ref. E 36) details the role of the faculty in institutional governance. The Academic Senate has a legal role in the areas mandated by State of California Statute (AB1725) and the District’s Board Policy 345. The Senate, through its Curriculum Committee, takes a leadership role in the development of curriculum and student learning programs and services. The annual program planning process is discussed and modified in the Senate with input from academic administrators.
The Senate and the Curriculum Committee work closely together to meet the curricular demands of the College. The Curriculum Committee is a subcommittee of the Senate, and all curriculum proposals must be approved through the curriculum approval process with final approval by the Curriculum Committee. Once courses are approved, they are submitted to the Senate for review. If the Curriculum Committee rejects a course proposal, a faculty member can bring the issue to the Senate for discussion. In this case, the Senate serves as a sounding board; however, in the history of the College, this situation has only occurred once. At the current time, the Curriculum Committee is chaired by a faculty member who serves as a Senate member and additionally by an administrator who is the College's Articulation Officer. Once the Senate accepts curriculum proposals, they are given to the Assistant Superintendent/Vice President, Instruction who forwards them to the Chancellor for review. She then places them on a Board agenda for review.

Each academic division has a Curriculum Committee representative who is required to attend all Committee meetings. The Senate approves representatives. Representatives are voting members and are elected by their respective divisions during spring semester to serve for a one-year term and include the divisions of Allied Health, Fine and Performing Arts, Humanities, Mathematics and Sciences, Physical Education and Athletics, Social Sciences and Business, and Student Services (Ref. E.66).

The process for development of curriculum is described in detail in Standard IIA. The following is a synopsis. New courses, certificates or programs appear in each department's annual program review. This document is the essential planning tool of the department and helps members address subject area trends and developments, especially curriculum. When new courses are proposed in an existing or new field, proposals are usually written by faculty members only. However, if a new program or area is in need of development and available faculty members do not exist, administrators can propose and create curriculum. The curriculum approval process is designed to address course, certificate and program development based on need, purpose and feasibility. The overall curriculum process is both informal and formal. At the informal level, a faculty member who proposes a course must abide by the four stages of the curriculum process as described in the College's Curriculum Handbook (Ref. E.66). First and foremost, the faculty member must consult with the department chair, division dean, Articulation Officer, Dean of New Programs (if appropriate), Library Director, as well as with other campus departments or offices potentially affected by the course (Ref. E.66). If these consultations are successful and supportive, the formal process begins with the faculty member creating a course proposal in WebCMS on the College's Intranet. Once written, proposals move through seven stages of the curriculum approval process. At each stage, the proposal is evaluated further. If assistance is needed, instructional division deans and Curriculum Committee representatives are available to move the proposal through the course development process. In addition, several faculty members provide assistance to authors in developing student learning outcomes (SLOs) for course proposals.

At stage seven the document is ready for evaluation and discussion by the Curriculum Committee. The Committee meets twice-a-month. However, to expedite the curriculum process, especially when scores of proposals are up for review, a subgroup known as the Technical Review Committee, critiques many proposals before they reach the public forum of the full Committee. In doing so, those proposals in need of additional revision or modification are returned to authors for further work. Proposals that meet the criteria of the Curriculum Committee are placed on its agenda as consent items and, once formally approved by the Committee, are considered acceptable and do not require discussion by the full Committee. Once approved, all new and revised curriculum proposals, certificates and degree programs are made accessible to the public through WebCMS via the College's home page under “Public Access”. Processes and procedures are reviewed yearly at the Curriculum Com-
committee retreat. At this time procedures are modified or changed as needed. In addition, the Curriculum Committee Handbook (Ref. E 66) is also reviewed. The Handbook's last revision occurred in October 2007.

During the past three years, the Academic Senate in collaboration with the administration has worked to strengthen and streamline the procedures for the approval of academic programs and courses. The Curriculum Committee recently rewrote and revised the curriculum approval process.

Since our last self-study, the Committee reviewed and approved 661 new courses, 27 new academic programs and 42 certificates. Additional associate degree programs in psychology and sociology have been submitted to the state and are awaiting approval.

The Curriculum Committee approves student learning outcomes. The IDO also plays a role in working with faculty and departments in addressing SLO concerns, as well as collecting data. Faculty members, individually and as members of departments, work with department chairs and academic deans to create, implement and evaluate SLOs. The SLO Committee and the faculty SLO Subcommittee provide support for this endeavor through Flex presentations on SLOs and through individual assistance, when needed. Sixty-three percent of classes have SLOs at the time this study is being written. SLO awareness and development are also addressed in advisory boards related to career/tech programs like Computer Information Technology, Paralegal, Administration of Justice, etc.

Student Services has also been actively working on SLOs. The division and all departments have aligned their goals to that of the College, and departmental SLOs have been created and assessed in relationship to these goals. As a result, departmental processes have been strengthened and improved to assist students in reaching their goals. The Student Services SLO master document is available (Ref. E. 115).

At the administrative level, the Assistant Superintendent/Vice President, Instruction, Vice President, Academic Affairs, Dean of New Programs, and Associate Dean, Instructional Support provide additional leadership for the development of curriculum, long-term planning for instructional programs and academic services. As part of the curriculum review process, division deans evaluate, modify and edit new and existing curriculum submitted by faculty using WebCMS.

The development of online courses, educational travel courses and the noncredit program are good examples of the Academic Senate working with academic administrators and staff to develop new programs, which serve a previously unserved or underserved student population. A faculty member, serving as distance learning coordinator, initially guided the growth of the online program. Since 2006, the supervision of the online program has been overseen by the Dean, Distance Learning Programs and Training.
Another significant development has been the formation of an online associate of arts degree program. The College has seen a 631 percent increase in 100% online courses to 2,217 and a 537 percent increase in students taking these courses in the past two years. The need for expanding distance learning offerings to increase student access has been discussed in the Academic Senate, Flex presentations, CPT, Management Advisory Council, dean’s meetings, and presentations to the Board. With the assistance of a Title III grant, the College has created a comprehensive suite of online support services for students seeking an online degree.

Since 2002, the Educational Technology Committee has served as a venue for establishing priorities, evaluating faculty needs and developing procedural recommendations regarding online teaching and learning and uses of educational technology. The Committee is co-chaired by a faculty member and an administrator. The Committee reports to both the Technology Committee and the Senate.

The Educational Travel Advisory Committee assists with the development of processes to encourage and facilitate faculty and student involvement in educational travel opportunities across departments and divisions; serves as a resource to ensure the success of educational travel projects; assists with assessing needs, acquiring support, and evaluating educational travel activities; assists with program expansion and improvement; and reviews and recommends for approval proposed educational travel courses. Membership is open to faculty, classified staff and administrators. The Committee is co-chaired by a faculty member and an administrator.

SELF EVALUATION
It is clear, through a review of its structure, practices and activities, that the College relies on the faculty, the Academic Senate and academic administrators to manage the robust number of new learning programs. As evidenced by the significant increase in courses and programs approved since the last self-study, these groups collaborate to initiate, develop and monitor new courses and programs. Although they work in concert, each group fills a specific role. Together these groups are responsive to the needs of all students, especially those who have been unserved or underserved.

The Academic Senate is continuously monitoring its operational procedures described in Board Policy 345 (Ref. E. 104). As such, modifications, if needed, occur once-a-year during the fall semester to assure that the Senate is adhering to these rights and responsibilities.

PLANNING AGENDA
None.

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.

DESCRIPTIVE SUMMARY
The College has a clear governance structure that encourages its staff to participate in a positive atmosphere throughout the College. All College personnel are committed to working together to serve students and the community.

From the Board setting the tone in its approval of the mission, vision and philosophy 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 and the community.

Students actively participate in the ASG and the major College-wide committees such as CPT, College Policy Council (CPC),
Academic Senate, Enrollment Management Team, Facilities Master Plan Task Force, PAC-B, Technology Committee, and accreditation teams.

CSEA and the newly established Classified Senate represent classified staff members. CSEA makes appointments to collegial consultation committees.

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 and the American Federation of Teachers (AFT) for adjunct faculty. Faculty members are also represented by division deans, department chairs and through their participation in the College-wide committees described above. Furthermore, the Academic Senate president attends Board meetings and sits at the Board table.

The administration provides input and leadership by participating in weekly/monthly meetings such as division deans, 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.

All constituents (students, staff, faculty, and administrators) attend and participate in open sessions of the Board meetings and are encouraged by the Board to provide input.

SELF EVALUATION
The College community focuses on working in a collegial manner for the benefit of the students, the community and the institution. This endeavor generates goodwill and with our team approach to problem solving, what we have been able to accomplish is remarkable. The passage of Measure M in Fall 2006 and the opening of the Canyon Country Campus are two significant results of these collective efforts.

Communication plays a vital role at the College, providing opportunities for every constituency to participate in the discussion of ideas to contribute to the successful achievement of the institution’s mission and goals. From Board meetings, to task forces, to standing committees, to departmental interactions, the commitment to communication and access to information is ongoing and clearly visible.

The Chancellor and the administration communicate frequently to all groups through a variety of means including the Opening Day Letter, All-College Meetings, the Monday Report, the Breaking News (Ref. E. 54) tabloid newspaper and the Bottom Line newsletter. In addition, the College Intranet is an increasingly popular tool used by staff to post meeting agendas and minutes (i.e. Board and PAC-B meetings); communicate important information to the entire College; and make forms, instructions, and other relevant documents accessible to staff members 24-hours-a-day. Faculty and staff are encouraged to share ideas through participation 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 submitting new ideas using the Access and Success form (Ref. E. 14).

In a survey conducted in Spring 2008, 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. Neutral responses were indicated by 4, 16, and 20 percent of respondents, respectively (Ref. E. 18).

PLANNING AGENDA
None.

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 dis-
Standard IVA: Decision-Making Roles and Processes

LEADERSHIP AND GOVERNANCE

closure, 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.

DESCRIPTIVE SUMMARY
The College is involved with many external agencies including, but not limited to, the Board of Registered Nurses, Western States Athletic Conference, National League for Nursing Accrediting Commission, 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 Associations of Food Chains, and California Post-Secondary Education Commission.

Many of these agencies require that the College meet their guidelines and standards, which requires 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 correct and timely.

All self-studies related to accreditation are completed in a timely manner. We recognize that self-study processes are evaluative and diagnostic tools that will assist in the improvement of programs at the College. The College pays particular attention to the policies and guidelines in the Accreditation Commission standards, as evidenced by the Mid-Term Accreditation Report submitted in 2005 (Ref. E. 179). This Report is currently used as a model by the WASC for training staff from colleges throughout the state on matters of accreditation.

The District has worked with several federal, state and private agencies such as the U.S. Department of Commerce, U.S. Department of Education, U.S. Department of Labor, Health and Human Services, Funds to Improve Post Secondary Education (FIPSE), and the CCCSO and has received millions of dollars in new revenue that enable us to expand access and enhance our ability to pursue our mission effectively and expediently.

These agencies also have stringent reporting requirements that the College diligently works to meet. Our ability to garner funds from these agencies testifies to our honesty and integrity.

SELF EVALUATION
In part because the College takes seriously the role of public disclosure and public approval of substantive changes, we have been able to develop many close partnerships with local, state and federal agencies.

There has never been an audit exception or material finding relative to funds received from any outside agency.

In Fall 2001 and Fall 2006, the community supported the passage of Measure C and Measure M, respectively. As part of the community’s review, the citizens’ oversight committees have commissioned seven financial and performance audits. Minutes of the committees’ meetings in which they approve the audits are posted on the College’s Web site for the public to see (http://www.canyons.edu/offices/pio/mminutes.html and http://www.canyons.edu/offices/pio/mcmminutes.html) (Ref. E. 243, E. 244). Without exception, the results have been positive and indicate strong management and leadership in the use of these funds.

In a community survey conducted in Spring 2008 (Ref. E. 242), 89 percent of respondents felt the College was doing an excellent job at meeting the community’s needs. Neutral responses were indicated by 11 percent of respondents. In this survey 97 percent of respondents agreed that the College is responsive to and instrumental in moving toward opportunities beyond the state standard mission for public two-year community colleges in California. Neutral responses were indicated by 3 percent of respondents.
PLANNING AGENDA

None.

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 those evaluations and uses them as a basis for improvement.

DESCRIPTIVE SUMMARY

The College planning process is clearly established and evaluated. Program planning is described in the Decision-Making guide (Ref. E. 36) and in all planning documents, where the decision-making process is both described and charted. A clear easy-to-read flowchart outlines the comprehensive planning process and shows how all bodies/committees interact and carry out their roles and responsibilities. The College continuously communicates findings and makes necessary adjustments to processes. Research and survey results, available on the Web, are contained in many publications, used in planning at all levels and highlighted in the College-wide staff meetings conducted by the Chancellor two-to-four times per year (Ref. E. 51).

Since 2002, the IDO has conducted 135 surveys of staff, students and the community. The results are posted on the Web, displayed in the College’s many publications and used in planning at all levels of the College. Procedures that guide individual committees and operational teams are updated on an ongoing basis.

The CPT, which includes members of all constituent groups, conducts a retreat at least every year to evaluate the decision-making structure. Adjustments are made depending on the findings, and the Decision-Making guide is updated every two years.

SELF EVALUATION

The CPT consistently dedicates a significant portion of its meetings and retreat time to review the College’s current planning processes. All planning documents and relevant outcome data are reviewed on a regular cycle. The outcome data drive decision making, and the planning strategy for each document is also reviewed for process improvements. The numerous research reports and briefs provide the Team with a wealth of information to assist in decision making and foster an atmosphere of questioning whether or not the planning process is relevant to the goals being set. The College embraces opportunities to review the direction we are taking to ensure that we are following the correct path for student access and success.

Planning processes are constantly challenged and are evaluated regularly by Team members. CPT has worked diligently to connect the various planning processes so that planning documents are ultimately tied to budget augmentations, staffing and facility needs. All major College committees review their mission, purpose and outcomes every other year and readjust accordingly to become more effective. The easy-to-read Decision-Making guide contains a flowchart of the comprehensive planning processes and how each body/committee interacts with and impacts others to carry out their roles. The planning documents recently updated include the Educational and Facilities Master Plans, the Technology Master Plan, academic and non-instructional program reviews and an institutional commitment to SLOs and administrative unit outcomes. The Strategic Plan will be updated in our next review cycle (Ref. E. 13).

In Spring 2005 the IDTO undertook a review of planning documents and outcome data (Ref. E. 245), which facilitated two reviews, one with the CPT and the other with small focus groups. (For a full description, see the Response to the Previous Accreditation Team’s Recommendations in the Introductory Material section of this Self Study.) Those involved with the CPT indicated that the types of data currently used were comprehensive and that there was no lack of information.

The second part of the review focused on changes to planning processes. Participants recommended that our description of
how processes fit together be reviewed and simplified. That has been done in our Strategic Plan. Based on the results of this study, several recommendations were made and acted upon. Additional data were gathered and used in developing future research priorities, new processes were developed to help integrate the planning processes and a new academic program review template was developed with processes added to include peer review. In terms of academic planning, the annual academic plan template was redesigned by the CPT, presented by the chair of CPT and the Chancellor and approved by the Academic Senate.

In a survey conducted in Spring 2008, 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. This compared to only eight to 13 percent for each group who indicated that they disagree or strongly disagree. Neutral responses were indicated by 15, 13, and 7 percent of respondents, respectively (Ref. E. 18).

PLANNING AGENDA
None.
IVB: Board and Administrative Organization
The Chancellor and the Board maintain open communication with the community at large and encourage dialogue at every level.
B. BOARD AND ADMINISTRATIVE ORGANIZATION

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 and are in compliance with Education Code Section 70902 (Ref. E. 104). 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 his/her duties and evaluate his/her 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; and 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; and,
- 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 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 (Ref. E. 104), 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 (Ref. E. 104), 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/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 and provide leadership in developing and understanding institutional goals and objectives;
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.

**SELF EVALUATION**

The College has benefited from the stability of a Board that is comprised of members who are committed to the success of the College, its future and the role it plays in the larger community. With four of the Board members having served longer than ten years, the stability the Board provides a force that enables the College to move forward in an energetic and seamless way towards its future goals and preestablished plans. The Board takes the role of setting policy very seriously and values the input provided through the decision-making processes of the College. The Board’s experience, perspective, involvement in the local community and long-range view of the support needed to turn vision into reality sets the stage for the Chancellor to effectively manage the institution.

Key to its success is the excellent working relationship the Board has 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 20-year tenure of the current Chancellor, which has contributed to the College’s achieving and surpassing its stated goals.

The Chancellor’s style is interactive, positive, flexible, direct, ambitious, accountable, big-picture oriented, and can-do. She is energetic; committed to the College, its staff, students and community; and actively supports the development of a campus climate that attracts, retains and develops staff who are entrepreneurial, innovative and action-oriented. In addition, she initiates and maintains effective working relationships with outside organizations at the local, regional, state, and national levels.

The Chancellor’s sound management of the College and her fiscal acumen is validated by a number of third-party evaluations and reports. In 2006-07, the District and Foundation audits contained no findings, which marked the fourth consecutive year there were no findings in the District audit. We received an unqualified audit, and our auditors noted how exceptional it was that we had no adjustments and how proactive the staff of the College is in implementing internal controls to ensure full compliance. The six audits of the Measure C funds and the one audit of Measure M funds also contained no findings. The District has always been reaccredited with commendation. The District has not been cited for any violations of the Brown Act with regard to Board meetings and agendas. The District is financially stable and has thrived and grown consistently for each of the last twenty years. It is evident that the Chancellor is effective, entrepreneurial, accountable, and responsible for the effective operation of the institution.

**PLANNING AGENDA**

None.

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.

   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.
DESCRIPITIVE SUMMARY
The Board members are elected representatives of the public who govern the Santa Clarita Community College District. The Board sets such policies as are necessary to govern the conduct of the District as outlined in Board Policy 2200 (Ref. E. 104).

The Board derives its authority from the Education Code of the State of California. 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 (Ref. E. 104). The policies adopted by the Board are consistent with the provisions of law but do not encompass all law relating to the District’s activities.

The Chancellor has the responsibility for carrying out the policies established 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 designed to implement the policies, as well as all provisions of law pertinent to their activities. Complete copies of the Board Policy Manual are accessible to students, employees and members of the community. Copies of the Manual are posted on the College’s Web site and are on file in the Library. They are also available to review in the Chancellor’s Office during normal business hours.

The Board is committed to fulfilling the responsibilities outlined in Board Policy 2222 (Ref. 104), which are to represent the public interest; establish policies that define the institutional mission; and set prudent, ethical and legal standards for College operations. The Board also hires the Chancellor, delegates power and authority to the Chancellor to effectively lead the District, assures fiscal health and stability, monitors institutional performance and educational quality, and advocates and protects the District. 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 (Ref. 104). In addition, the Board evaluates the Chancellor yearly and evaluations of other administrators are shared with the Board each year. Merit-based salary and contract decisions are made in consort with these evaluations.

SELF EVALUATION
The Board has experience and familiarity with the functions and possibilities of community colleges; and, the Board members commitment to and visibility in the local community enables the College to expand its reach, identify partners and explore possibilities with support and energy.

The Board has a good reputation on campus, enjoying excellent 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. Effective communication among Board members is evident in the way they get along and conduct Board business on behalf of the District.

As true public servants, each Board member is involved in the community, actively representing the College at local civic, social, philanthropic, and policy-making gatherings and other events throughout the community. This serves to open up and facilitate the development of effective communication between the College and the community.

PLANNING AGENDA
None.

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.

DESCRIPITIVE SUMMARY
The Board maintains broad oversight of the College educational program through Board policies that establish standards for graduation, sets policies for curriculum and program development
and details the faculty role in accreditation and professional matters. 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. The Mission Statement is printed in the College Catalog and provides guidance for actions of the Board. It defines the College’s role in and commitment to intellectual, cultural and economic vitality and affirms the focus of providing an accessible and effective learning environment and promoting standards of excellence. Posters highlighting the mission, vision and philosophy of the District appear in offices and classrooms across the campus.

Policies of the District are reviewed by the Board systematically, as well as on an as-needed basis. The Chancellor oversees the review of Board policies and their review through the College Policy Council and related bodies. A two-thirds majority vote of the seated Board is required for adoption of new or amended policy. Policies are brought to the Board for review and discussion (first reading) and returned for a second reading (with any additions, deletions or corrections made by the Board at the time of the first reading) and adoption. The Chancellor’s Office prepares a Board packet that includes all background and supplementary information on the policies needed to support discussions at the meetings. The Board may require additional readings before adopting or amending any policy. The Board formulates its own operational policies.

The curriculum approval process further 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. These are approved by the Assistant Superintendent/Vice President, Instruction, the Chancellor and ultimately the Board, per Board Policy 102-O (Ref. E. 104). These policies are consistent with requirements of the CCCSO. Board Policy 345 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.

At its regular meetings, the Board reviews reports and presentations on what is new and different in Instruction and Student Services, campus operations, strategic planning updates, and formal budgets. The Board gives approval for all educational programs and construction of all facilities. The Board 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. As a result of recent Title 5 changes, new curriculum standards have been adopted that expand the Board’s role in approving stand-alone programs and classes.

In the absence of applicable policy, the Chancellor is authorized by the Board to establish needed procedures. If these procedures need to be approved as policy, they will be presented for formal approval at the next regularly scheduled Board meeting as amendments to the Board Policy Manual (Ref. E. 104).

The function of providing procedures and other implementing documents to carry out the intent of Board policies is delegated to the Chancellor. However, the Board itself will formulate procedures when it relates directly to the manner in which the Board operates (Section 100 of the Board Policy Manual). Such rules and implementing documents will constitute the procedures governing the District (Policy 106.2).

ACCREdITATION 2008

Standard IVB-5
Annually updated program reviews ensure the relevancy and quality of our educational programs. The College’s Strategic Plan and Educational and Facilities Master Plans are developed through institutional dialogue and provide the context for policy and funding decisions made by the Board.

SELF EVALUATION
The Board has demonstrated its interest in supporting the continuing development of the curriculum/programs at the College by requesting regular presentations during open-session meetings. These “Up Close and Personal” presentations allow the Board to hear from departments firsthand about new initiatives and innovations, and informal reports enable them to understand how student learning programs meet student and community needs.

The Board periodically reviews and approves the mission, philosophy and vision statements as recommended by the College Planning Team (CPT). Updates are initiated by the CPT, which undertakes a biannual review of the statements. The most recent one occurred during the current spring semester when a subcommittee created multiple versions of the Mission Statement and shared it with others on campus. The CPT then reviewed the versions and also updated the language of the Vision and Philosophy Statements. The Board reviewed the changes in open session at its March 12 meeting and unanimously voted to approve the new Mission, Vision and Philosophy Statements. During the meeting, the Board noted their appreciation and support of the changes.

The Board is committed to the ongoing professional development of faculty as it relates to improving classroom teaching. They consistently allocate funds to sustain the continued growth of the Institute of Teaching and Learning (ITL), a program unique to the College that gives faculty the opportunity to explore and improve their teaching skills in a peer-led setting. The Board also approves funds for the Associates Program, which is similar to ITL, but was created for adjunct faculty to assist them in developing their teaching skills.

In an on-campus survey conducted in Spring 2008 (Ref. E.18), the majority of managers, faculty and staff indicated that they were familiar with the College’s Mission Statement. The percentage of managers, faculty and staff indicating that they strongly agree or agree with the statement was 94, 88 and 78 percent, respectively, compared to only two, eight and seven percent who indicated that they strongly disagree or disagree. The remainder of respondents provided a neutral response (4, 5, and 15 percent of respondents, respectively).

In the same survey, the majority of managers, faculty and staff indicated that the Mission Statement, Vision Statement and Strategic Plan provide a framework for the College. The percentage of managers, faculty and staff indicating that they strongly agree or agree with the statement was 98, 86 and 87 percent, respectively, compared to zero, four and four percent who indicated that they strongly disagree or disagree. The remainder of respondents provided a neutral response (2, 10, and 9 percent of respondents, respectively).

In the survey, the majority of faculty (89 percent) indicated that training opportunities were available to them, and the majority of staff (81 percent) indicated that they have adequate training opportunities. Neutral responses were indicated by 5 and 14 percent of respondents, respectively. The majority of managers (79 percent) indicated that the evaluation process for managers holds individuals accountable for results. Neutral responses were indicated by 17 percent of respondents. The majority of managers (88 percent), faculty (77 percent) and staff (81 percent) indicated that the College represents itself clearly, accurately and consistently to students and the public through its publications. Neutral responses were indicated by 8, 18, and 11 percent of respondents, respectively.

PLANNING AGENDA
None.

1. c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.
Standard IVB: Board and Administrative Organization

LEADERSHIP AND GOVERNANCE

DESCRIPTIVE SUMMARY
Board Policy 102 and Education Code Sections 70902, 72200 et.seq., 72283, and 72125 et. seq. (Ref. E. 104) address the Board’s primary functions, which include approval of curriculum, decisions regarding legal matters, financial and personnel issues. The Board is directly responsible for ensuring the College’s institutional integrity and financial health. It periodically reviews and approves the College’s Mission Statement, 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 the presentation of the District’s tentative and adopted budgets. In addition, while meeting requirements set by law, the Board reviews the District’s fiscal stability via monthly financial reports presented as a part of public Board meeting agendas.

To facilitate academic excellence, the Board maintains established hiring standards in Board policy and ultimately approves the hiring of all instructors, administrators and classified personnel, per Board Policy including 102, 296, 301, and 302 (Ref. E. 104). Since 2002, the Board has approved 42 new full-time faculty members, 77 new classified staff members and 36 new administrators.

The Board is kept apprised of the College’s growth, outcomes, development, and issues in numerous ways. Trustees are regularly provided information on current issues, new activities and program changes in communications from the Chancellor and in Board meetings via presentations and Board agenda items for both information and action.

The Board assures the fiscal integrity of the District by requiring a minimum five percent ending fund balance through Board Policy 6305 and a six percent reserve as standard practice. Legal matters of the District are allowed 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.

SELF EVALUATION
As evidenced by Board items and minutes, the Board embraces and exercises its responsibilities with ultimate diligence and commitment. It does so by periodically reviewing and approving the College’s Mission, Vision and Philosophy Statements; approving a budget that funds the key components of the Strategic Plans; reviewing annual department plans and the Educational and Facilities Master Plan; reviewing monthly financial status reports; commissioning annual audits of all the District’s funds; and reviewing the fiscal stability of the District via the Fiscal Stability Checklist, the presentation of the District’s tentative and adopted budgets, and monthly financial reports presented on Board agendas.

PLANNING AGENDA
None.

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
Board Policy 108 (Ref. E. 104) 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 2007, Trustees in seats two, four and five were up for reelection. No candidates filed to run against the incumbents, so an election was not held.

Board Policies 108, 109 and Education Code Section 72023.5 (Ref. E. 104) also call for a student trustee to be elected by the Associated Student Government (ASG) for a one-year term. The student trustee casts an advisory vote on agenda items but does not participate in closed sessions or on personnel matters.

The Chancellor and Board president confer to compose Board meeting agendas and develop strategies to work with commu-
nity 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 (Ref. E. 104). Only those matters, which qualify to be discussed in closed session, are allowed 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 (Ref. E. 104), the Board posts its agendas 72 hours prior to meetings.

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, 2345 and 2350, (Ref. E. 104). Minutes from each meeting are recorded and published in accordance with Board Policy 2360 (Ref. E 104). As outlined in Board Policy 2385 (Ref. E. 104), an audiotape is made of each meeting. 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 (Ref. E. 104).

Board members meet 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 our service area), with the Santa Clarita City Council, and one time per semester with the ASG. With the opening of a Canyon Country campus, Board meetings are held once per semester at that campus.

In addition to Board meetings, Board members attend faculty, staff and student events upon invitation; represent the Board at College-wide activities; host a session during Flex Week; attend Classified Appreciation Day and Opening Day; and throughout the year participate in celebrations, conversations and represent the College at community events in an energetic and visible way.

**SELF EVALUATION**

In compliance with established standards, the Board reviews and publishes policies and procedures, which are readily available to the campus community on the College Web site (http://www.canyons.edu/info/BoardPolicies/default.asp) (Ref. E. 104), in the Library and in the Chancellor’s Office during normal business hours.

The Board’s operation with regard to size, duties, responsibilities, structure, and operating procedures is consistent with established policies.

**PLANNING AGENDA**

None.

1. 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**

The Board evaluates its policies and practices, rewrites them as necessary, and has developed a process for review of all policies and practices on a regular basis with revisions made as necessary. Procedures and policies are assigned to appropriate administrative offices to monitor their accuracy and currency.

**SELF EVALUATION**

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 stated Mission in accordance with the Brown Act and state and federal regulations. 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) “Policy and Procedure Service,” the Board elected to adopt 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.
In a survey conducted in Spring 2008, the majority of managers (95 percent), faculty (67 percent) and staff (77 percent) indicated that the Board acts in accordance with its policies. Neutral responses were indicated by 5, 24, and 20 percent of respondents, respectively (Ref. E. 18).

PLANNING AGENDA
None.

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 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 and perform services directed by the Board. Details are contained in Procedures for Implementing Board Policy 190.

In addition, the Trustees are members of professional organizations such as CCLC, Santa Clarita Valley Trustees Association, Valley Industrial Association, and have opportunities for personal education and development. Also, some members attend CSBA meetings and attend functions of other college professional associations.

The Board conducts Board retreats and study sessions on topics of interest in their scope of responsibilities. 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. 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 League Legislative Conference.

Board Policy 108 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. A student trustee is elected each year by the ASG for a one-year term.

SELF EVALUATION
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. Since the last accreditation, one of the College’s current Board members served as president of the California Community Colleges Trustee Association during which time she provided a great deal of information, as well as a statewide perspective to her fellow Board members in our District. Two Board members also served different terms on the ACES Committee.

The Board has been very stable with only a few changes in membership during the last 20 years. Consequently, the new member orientation process has not been used very often, although the student trustee position changes each year.

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.

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
The Board’s Policy 102 outlines its annual self-evaluation. The Board meets annually and establishes Board goals as appropriate and necessary. These goals are aligned to the College’s Strategic Plan and reviewed in open session (Ref. E. 104). The 2007-08 goals focus on measuring and improving student suc-
cess, measuring and improving fiscal and infrastructure stability, supporting organizational development, and continuing to enhance the sense of community on campus.

SELF EVALUATION
The Board conducts a self-evaluation on an annual basis in an open session meeting. During this session, members evaluate their own performance and discuss areas for potential change. As needed, the Board conducts study sessions, reviews reports and information and is well prepared to describe and carry out its role.

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.

1. b. 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 Santa Clarita Community College District Governing Board Code of Ethics was originally adopted in 1989 and was used by CCCT and CCLC as a model policy in the orientation and training for new trustees throughout our system. It delineates the ethical standards that the members are expected to follow. There is also a detailed Board policy for the disclosure of any conflicts of interests. In addition, the Board has conducted conflicts-of-interest and Brown Act compliance discussions/training with legal representatives in open session meetings.

SELF EVALUATION
The Board follows its statement of ethics and holds each of its members to this standard. Rare violations of the Code are addressed per Board Policy 142.

PLANNING AGENDA
None.

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 through review of and input to the applicable standards. In addition, Board members attend seminars at statewide conferences access information available to College staff on accreditation and attend Flex sessions. 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 received a presentation in open session on the Mid-Term Accreditation Report. A Board member is a member of the Accreditation Steering Committee as the Board’s liaison to the process, served on the Standard IV Team, and reviewed the Standard as it was drafted, refined and finalized.

SELF EVALUATION
Board members along with all College employees have access to the Accreditation 2008 Intranet Web site and have been given both oral and written updates on the accreditation process at Board meetings. They have also approved mid-term reports submitted to the Commission.

PLANNING AGENDA
None.

1. j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often 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.
DESCRIPITIVE SUMMARY
This is a single-college, two-campus District. The College’s Chancellor (CEO) assumed her duties July 1, 1988 after a candidate search process that was thoughtfully and thoroughly developed by the Board. The Board 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 influence from the Board as a whole or from individual Board members. The Board holds her accountable for the operation of the College District and its two campuses and evaluates her performance annually in a thorough evaluation that is based on objectives established in accordance with the District’s Mission, Vision and Philosophy Statements; its Strategic Plan; and the Educational and Facilities Master Plans.

The Board delegates responsibility and authority to the Chancellor to implement and administer Board policies and the work of the District without interference. The Chancellor's leadership, entrepreneurial skills and commitment to innovation have resulted in

- continued development of the College’s resource base from $42.6 million in 2001-02 to $75.4 million;
- the building of the College’s physical plant including classrooms and laboratories buildings ($206 million in funds since 2001-02);
- the addition of a second campus;
- the passage of a second bond measure that passed in 147 of the 150 local precincts;
- the development of numerous community partnerships, initiatives and shared-use facilities that either offset costs and/or generate more revenue to the College District;
- an increase of 145 percent in grant revenue since 2002;
- compilation of $36.4 million in revenue to build the University Center;
- recognition of the College District for plans and development of a strategic plan with specific financial goals;
- formation of a number of partnerships that have resulted in bringing new revenue to the College District since 2002; and,

- sustaining the College’s 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.

SELF EVALUATION
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 and effective in her role with state and federal policy makers. She is optimistic, energetic, “can-do”, visionary, flexible, accountable, and courageous. She follows through, never gives up and inspires others as she goes. As a result, the College has capitalized on emergent opportunities and entrepreneurial ventures and forged beneficial partnerships in the community and throughout the state.

The current Chancellor is respected in the state, the community and on the College campus. Given her 20 years in her current role, she is regularly called on to provide assistance to other community college CEOs in California and the CCCSO Chancellor’s Office in Sacramento along with community groups and civic leaders.

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 in her honor. The University Center, a facility on the campus where leading four-year colleges and universities offer bachelor’s, master’s and doctoral degrees, was named the Dr. Dianne G. Van Hook University Center.
PLANNING AGENDA
None.

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 2002 accreditation, the Chancellor has continued to co-chair (along with the Head Librarian), the College Planning Team and has chaired the College Policy Council, providing leadership to both. In both of these committees, and on a daily basis, she has ensured that planning has occurred, that plans were revisited and that progress towards stated goals and objectives is measured and outcomes stated. Highlights of the outcomes of leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness in pursuit of the College District’s stated goals are summarized in the following:

- The Decision-Making guide has been rewritten twice to accurately reflect the redesign of committees, their scope, breadth, and processes used to conduct their business.
- A Classified Senate has been established and a three-year strategic plan for the Senate was developed so that classified staff members participate and their visibility will be enhanced.
- The College’s Strategic Plan has been updated twice to include changes to the goal structures and action priorities aligned with each goal (as submitted by all departments).
- The annual planning process (program review) for academic programs, as well as non-instructional program reviews have been modified so they are outcome based and more clearly connected to the other planning processes that impact budget, technology, facility planning, curriculum and program development, and staffing priorities.
- The College’s organizational structure has been modified to accommodate an average nine percent increase in students (FTES) each year, an expansion in the scope of our offerings and services and to reflect new technological capacity and facilities expansion.
- A letter of intent, a needs study and a proposal were developed to establish a Canyon Country Educational Center; and, after six reviews by DOF, CPEC and CCCSO, approval was received.
- A new Educational Master Plan was developed for the College as a whole and the Canyon Country campus as a separate location. The facilities component of this plan is being written at the present time. Ninety-nine departments provided input to drive these plans.
- The Technology Plan has been revised twice since 2002, as the goals established in 2002 and 2006 were achieved years ahead of the target dates.
- The professional development model underwent a comprehensive review and was revised and enhanced to expand leadership training options through the Teaching and Learning Institute. The Institute gives faculty the chance to hone their teaching skills in a peer-led environment.
- Measure C bond funds ($82 million bond passed in 2001) were expended in a timely way and yielded an additional $60 million in revenue from state matches, interest and refunding. That enabled the District to place a second bond
measure, Measure M, on the ballot in November 2007. It passed in 147 of the 150 precincts in the District and was approved by voters with a 63.4 percent overall pass rate. This has yielded an additional $160 million to support the building of new facilities, renovation and secondary effects in existing facilities, technology, infrastructure, and equipment at the Valencia and Canyon Country campuses.

- Numerous three-year strategic plans were developed and implemented to guide the development of the Interim University Center, the Canyon Country campus, the College of the Canyons Foundation, and the Classified Senate.
- Economic impact studies were developed to showcase the College’s involvement in promoting the economic development of our region.
- Plans were developed to guide the opening and initial operation of the Performing Arts Center. The result is that the Center was utilized 69 percent of the time in 2006-07, 74 percent of the time in 2007-08 and the commercial events were in the black in the third season of operation (2006).
- Numerous new facilities were added to the Valencia campus, including the Performing Arts Center, the Music Dance Building, the modular village (14 classrooms), the North County Sheriff’s Academy, Science Laboratory and Lecture Hall, High Technology Classroom and Lab Building, and the P.E. facility addition. Off campus, a clean room and a classroom were added at the Al Mann Biotech Facility, a facility for nurse training was added at Henry Mayo Newhall Memorial Hospital and the Canyon Country campus was opened, which served 3,500 students in its first semester of operation.
- $36.4 million was brought together to fund the permanent University Center, which is under construction.
- Additional facilities that are in the works are
  - Library, 52,000-square-foot addition, construction to begin in 2008-09;
  - Media Arts building expansion, 20,000 square feet, construction to begin in 2008-09;
  - Culinary Arts Lab (will be added to the Student Center), construction to begin in 2008-09;
  - Cafeteria renovation that includes the seating and serving areas, along with the staff lounge;
  - Administration and Students Services building, design to begin in 2008-09; and,
  - A number of secondary effects projects.
- Curriculum has been revised and expanded (see Standard II) with 27 new programs being added and 661 new courses developed. SLOs will be integrated into 734 courses (67 percent of the curriculum).
- To obtain feedback on students’ experiences and in an effort to determine whether students’ needs are being met (e.g., programs and services offered), 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. This survey is conducted annually during the spring semester to a random sample of classes. The information obtained from the student responses provides information for programs and services offered to students and will be beneficial for a variety of committees such as Executive Cabinet, Cabinet, the CPT, Management Advisory Council (MAC), Student Equity Plan (SEP), Matriculation, etc.

Since the last accreditation, the Chancellor has continued to co-chair the CPT, the College Policy Council (CPC) and Management Advisory Council (MAC), as well as the Institutional Advancement Team, which all coordinate planning and policy throughout the College. The Chancellor provides the leadership to these bodies. Selected accomplishments since 2002 include:

- The guide, Decision Making at College of the Canyons (Ref. E. 36), has been rewritten, committees restructured and governance relationships clarified. A Classified Senate has been created and incorporated into the structure of the College.
- The Strategic Plan (Ref. E. 13) has been reviewed every two to three years with goals being reviewed, added and deleted, as well as a list of outcomes and accomplishments published each year.
• The annual planning process (program review) was updated for academic departments in 2006-07 and a non-instructional program review format completed for use by other campus-wide departments. Components include projections of staff, budgeting and facilities needs, as well as plans for changes in services, curriculum or structure. Student learning outcomes and administrative unit outcomes have been included at all levels of the planning process, beginning at the institutional level and moving down to the individual course level. All components are interdependent and necessary to trigger resource allocation.

• The organizational structure has been aligned and redesigned as needed to accommodate 67 percent growth since 2001.

• In addition, the organization has expanded to include
  - a fully functioning Performing Arts Center,
  - a Fine and Performing Arts academic division,
  - a Small Business Development Center,
  - a High Tech Business Incubator Program,
  - 27 new academic programs, and
  - 115 new Student Services functions.

• An Educational Master Plan (Ref. E. 12) was completed in order to provide the framework for developing funding strategies, maximizing growth and serving our ever-increasing enrollment.
  - The Technology Plan (Ref. E. 32) was updated twice since the last accreditation visit and remains ahead of schedule.
  - The Professional Development Model, implemented in 1999, has been updated, revised and expanded.
  - A second bond measure was passed ($160 million with 63 percent pass rate and passing in 147 of 150 precincts) in November 2007.
  - Plans are implemented each year to add staff, programs and services, and resources have grown accordingly.

• The Chancellor:
  - Served on the CEO Board of Directors for 12 continuous years;
  - Served on and has been president of the CEO Board, CCLC and ACCCA;
  - Served on or chaired over 40 statewide policy committees;
  - Served on CCCSO Chancellor’s committees to develop funding formulas;
  - Chaired the Commission on Innovation Facility Task Force; and
  - Serves on the CCCSO Chancellor’s Economic & Workforce Development Program Advisory Committee (EDPAC)

• Developed both a big-picture view and a network of contacts that enables the College to get things done and be prepared.

• Has been recognized by many different organizations in the last six years including
  - 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; and,
  - Recipient of the SCV Press Club 2002 Newsmaker of the Year Award.

SELF EVALUATION
The College and the District are well organized, financially stable, growing, outcomes-oriented, integrated into the community, and highly represented in the community. The Chancellor provides the vision, the oversight, the insight, and the leadership that inspires a belief that the College can do what it aims to do and, as a result of that confidence, it does. The results of this leadership and the sense of teamwork the Chancellor inspires have resulted in new funds, new programs, an expanded student base, new buildings, partnership training initiatives, leadership across the campus, and a staff that is highly regarded in the community by the constituents it serves.
Standard IVB: Board and Administrative Organization

LEADERSHIP AND GOVERNANCE

PLANNING AGENDA

None.

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 an administrative structure that is led by Executive Cabinet members who report directly to her, including

- Assistant Superintendent/Vice President, Instruction;
- Assistant Superintendent/Vice President, Student Services;
- Assistant Superintendent/Vice President, Institutional Development, Technology & Online Services;
- Assistant Superintendent/Vice President, Business Services;
- Assistant Superintendent/Vice President, Human Resources;
- Vice President, Facilities, Planning, Operations and Construction;
- Vice President, District Communication, Marketing & External Relations;
- Founding Dean, Canyon Country Educational Center; and,
- Special Assistant to the Chancellor/Director of External Relations.

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 and
- Chief Development Officer, College of the Canyons Foundation.

A review of professional resumes, performance and experience reveals that administrators are highly qualified to perform their responsibilities. The published job announcements clearly state the required training and experience for each position. Upon being hired, administrators are given written contracts to sign that are then published in the Board agendas. The Chancellor and each administrator’s immediate supervisor evaluate each administrator yearly and review the accomplishments of each administrator focusing on the following:

- 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 needs to be looked at; and
- input as to the overall workability and quality/effectiveness of departments supervised.

In addition through individual meetings with the Chancellor or appropriate vice president, each administrator is asked what support he/she needs to be more successful as goals are developed for the next year (see Ref. E. 156). The results of each evaluation may be reflected in merit pay and/or change in job title and scope of responsibilities. Contracts reflecting these changes are approved on the Board agendas as part of the public meeting. The results of each evaluation may be reflected in merit pay and/or a change in job title and scope of responsibilities. Contracts reflecting these changes are approved on the Board’s agendas as part of its public meeting. As the scope and breadth of the College’s programs have expanded, so has its leadership team, as 63 positions have been created, modified or filled since the last self study.

In an effort to develop the administrative structure and its participants to the fullest, the Chancellor has mentored two staff
members per semester, has encouraged individuals to pursue their leadership potential, has taught a leadership course and started the LEAP program. Her motto is, “If you can dream it, you can do it; if you can imagine it, you can become it,” and they have. Since the 2002 accreditation
- 25 managers (33.4 percent) (21 managers and four classified staff members) have moved into positions of more responsibility,
- nine faculty members (12 percent) have moved into administrative positions,
- 16 managers (21.3 percent) have been promoted from the classified staff,
- 61 classified represented employees (26.5 percent) have been promoted, and
- all of the existing department chairs (except one who was hired for a one-person department) have been promoted from faculty positions.

The Chancellor provides the leadership and has the responsibility for ensuring that the College serves its students and the community with the highest quality, greatest flexibility and in the most current 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, moment-by-moment basis. For example, the new organizational structure in Student Services was created to provide better operational efficiency and emphasize focus, coordination and collaboration in specialized areas of enrollment services, categorical programs and student services to improve student learning, access and success.

SELF EVALUATION
Since form should follow function, we respond quickly to change organizational structure to meet internal and external demands. Since 2002, we have added one new division, Fine and Performing Arts, and disbanded the Applied Arts Division with departmental input. The departments from that division were moved into other more appropriate divisions, in collaboration with the faculty in those departments. We also developed an organizational structure for operation of a second campus in Canyon Country, which opened on August 27, 2007 (Ref. E.246).

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 what is ahead. The entrepreneurial nature and predisposition to partnership development, combined with the dedication of the members of the leadership team, enable individuals, the team and the College to thrive as risk-takers and innovators. As the College District develops and new positions are created to support the 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.

An on-campus survey (Ref. E.18) conducted in Spring 2008 revealed the following:
- 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. Neutral responses were indicated by 15, 13, and 7 percent of respondents, respectively.
- The majority of faculty (72 percent) indicated that they have a clear understanding of their role in departmental planning. Neutral responses were indicated by 14 percent of respondents.
- The majority of managers (90 percent) indicated that they knew where to access personnel policies and procedures when needed. Neutral responses were indicated by 4 percent of respondents.
- About half of managers (49 percent) indicated that they could benefit from additional professional development opportunities in the area of monitoring budgets and expenditures. Neutral responses were indicated by 32 percent of respondents.
- The majority of faculty (89 percent) indicated that training
opportunities were available to them. Neutral responses were indicated by 5 percent of respondents.

- The majority of managers (89 percent), faculty (61 percent) and staff (68 percent) indicated that their departments’ budget requests are based on the College’s overall Strategic Goals in response to new opportunities to serve the community. Neutral responses were indicated by 7, 24, and 17 percent of respondents, respectively.
- The majority of managers (96 percent), faculty (63 percent) and staff (69 percent) indicated that they collaborate with other departments and staff to achieve the College’s Strategic Goals. Neutral responses were indicated by 2, 24, and 19 percent of respondents, respectively.
- All managers indicated that they fulfill their role in ensuring that their departments work towards continuous improvement.
- All managers indicated that the College supports the involvement of administrators in the community and in leadership roles at the state level, as opportunities become available.
- All administrators indicated that the College is well regarded in the community.

**DESCRIPTIVE SUMMARY**

The Chancellor establishes a strategic planning process overseen by the 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 resource allocation (budget) is driven by departmental planning processes that are designed to support student access, success and learning outcomes. The Chancellor also ensures that processes to evaluate the outcomes of institutional policy and implementation efforts are conducted on an annual basis.

Every two years, CPT creates a College-wide theme to give individuals and departments a way to focus, develop, acknowledge, and celebrate new activities and programs. Choosing a new theme every two years gives everyone a chance to refocus and think creatively about the direction in which their departments are moving. The current theme is “Access and Success.” It was a favorite of the Team because it encompasses activities in almost every department of the College. The access and success of our students is of paramount importance to everyone. Previous themes selected by the CPT were Expanding Opportunities and Connecting Communities.

All College evaluation and planning efforts rely on surveys, studies and reports conducted and published by the IDTO. More than 160 such reports have been produced since 2002. In an on-campus survey conducted in Spring 2008, the majority of managers and faculty indicated that they use institutional research in their departmental planning. The percentage of managers and faculty indicating that they strongly agree or agree with the statement was 79 and 76 percent, respectively. Neutral responses were indicated by 15 and 13 percent of respondents, respectively (Ref. E. 18).

In the same survey, the majority of managers and faculty indicated that there was an adequate amount of information available for planning purposes. The percentage of managers and
Each academic department completes an annual program review designed to forecast enrollment and what will be offered to students (Ref. E. 7). These program plans are then used to develop the Educational Master Plan, which is updated every five years (Ref. E. 12).

The Chancellor has provided leadership in the development and expansion of the research and analysis functions that underscore effective planning at the College. The College annually assesses the impact of the past year’s efforts, as well as the cumulative impact on achieving the Vision and Strategic plans, which have resulted in financial stability and flexibility, exceeding our established target for fulltime faculty hiring each year since 1996, meeting and exceeding double digit enrollment targets in six of the last seven years (see chart), expanding the organizational structure to meet student and community demands, establishing dozens of partnerships to meet local community demands, creating a climate of innovation on campus, evolving into a leading technologically oriented institution, initiating exemplary professional development programs for all staff, enhancing the strong sense of community and celebration on campus, promoting a strong sense of collegiality and a positive working environment.

In a survey conducted in Spring 2008, the majority of managers and faculty indicated that they use institutional research in their department planning. The percentage of managers and faculty indicating that they strongly agree or agree with the statement was 79 and 76 percent, respectively, compared to only six and eleven percent who indicated that they strongly disagree or disagree. The remainder of respondents provided a neutral response (15 and 13 percent of respondents, respectively). The majority of managers, faculty and staff indicated that there was an adequate amount of information available for planning purposes.
The percentage of managers and faculty indicating that they strongly agree or agree with the statement was 91 and 66 percent, respectively. The percentage who indicated that they strongly disagree or disagree was four and 16 percent for managers and faculty, respectively. The remainder of respondents indicated neutral (5 and 18 percent of respondents, respectively). The majority of faculty (72 percent) indicated that they have a clear understanding of their role in department planning. Fourteen percent of faculty indicated neutral and disagree/strongly disagree, each. The majority of staff (64 percent) indicated that they know how to get involved with College-wide planning and decision-making. Twenty-five and 11 percent of staff indicated neutral and disagree/strongly disagree, respectively. The majority of managers (96 percent), faculty (65 percent) and staff (84 percent) indicated that their department’s planning is aligned with the College’s Strategic Goals. No managers indicated strongly disagree or disagree. Only 8 and 5 percent of faculty and staff indicated strongly disagree or disagree, respectively. Neutral responses were indicated by 4, 27, and 12 percent of respondents, respectively. The majority of managers (89 percent), faculty (61 percent) and staff (68 percent) indicated that their department’s budget requests are based on the College’s overall strategic goals in response to new opportunities to serve the community, compared to 5, 15 and 15 percent who indicated that they strongly disagree or disagree, respectively. Neutral responses were indicated by 7, 24, and 17 percent of respondents, respectively.

In a survey conducted in Spring 2008, the majority of managers (93 percent) and faculty (83 percent) indicated that computer hardware and software support teaching and learning. Neutral responses were indicated by 3 and 6 percent of respondents, respectively (Ref. E. 18).

SELF EVALUATION
The Chancellor’s leadership, oversight, tenacity, involvement, ability to obtain resources, and ability to collaborate have significantly expanded and strengthened the teaching and learning environment, expanded opportunities for instructional and student services and enhanced student access and achievement at the College.

The Chancellor ensures that the institution’s projects and development of resources are grounded in sound research and thorough planning analysis. The College annually assesses the effectiveness of the past year’s efforts, as well as their cumulative impact on achieving the Vision and Strategic Plans. Her leadership and professional oversight have resulted in the institution’s financial stability and flexibility, the ability to exceed our target for hiring fulltime faculty, and to exceed the double-digit enrollment targets in six of the last seven years. The Chancellor’s leadership, oversight, personal commitment and collaborative style has significantly expanded and strengthened the College’s ability to meet student needs and achieve student outcomes.

PLANNING AGENDA
None.

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 annual staff performance reviews, and addressed repeatedly in a variety of meetings from the department level through College-wide staff meetings.

SELF EVALUATION
The Chancellor makes it a priority to communicate the District’s statutes, regulations and Board policies with staff, students, faculty, and administrators. Through several groups such as the CPT, the Advocacy Team, the College Policy Committee, Executive
Cabinet, Cabinet, and the Management Advisory Council the alignment between institutional practices and the Mission Statement, Strategic Goals and Board policies is maintained. In addition, she hosts semiannual All-College Staff Meetings, makes numerous other presentations on campus and visits classrooms, as well as hosts open office hours each month in which the College’s Educational Master Plan, Strategic Goals and policy processes are emphasized. As evidenced by a lack of findings in annual audits, no mid-term visits from the Accrediting Commission in 20 years, commendations by external bodies, local, state, and national recognitions, the College’s institutional practices are consistent with and supportive of its mission and policies. The Chancellor spends a considerable amount of time enthusiastically communicating the mission, values and philosophy of the College, works to inspire others and persistently assists them in planning their goals and in facilitating change processes in their departments.

PLANNING AGENDA
None.

2. d. The president effectively controls budget and expenditures.

DESCRIPTIVE SUMMARY
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 what it will fund and 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 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. Information on the budget is presented to the College as a whole (via e-mail 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.

The Chancellor facilitates planning and advocacy at the state level to ensure that 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 a fiscal stability checklist, which reveals that the College has the highest standard of checks and balances and fiscal stability.

In January 2008 the Chancellor, the Board, the Measure C Citizens Oversight Committee, and the Measure M Citizens Oversight Committee received the audit findings for the fiscal year ending June 30, 2007. These findings confirmed the College District’s long history of fiscal stability. After six audits, one each for the District and the College Foundation and two each for the two bond measures, no exceptions or adjustments were found indicating that funds had been handled and spent properly. Also, 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 CCCSO to impact formulas at the policy level so the College is not adversely affected. She also provides leadership to the development of ex-
ternal revenue (grants, private and Foundation funds) so that the District generates 7.4 percent more revenue in external support than it receives through state apportionment, and she engages in fundraising and partnership development (for example, bringing $36 million in resources to fund the College’s University Center), and has assisted the CCCSO in its fiscal analysis. She has overseen (during the last 20 years) the growth of the District’s revenue. As a result of her leadership

- training revenues and new grant revenue increased from $500,000 per year to more than $8 million per year;
- Foundation revenue increased to over $1 million per year, and the endowments have been built up to $1,046,775;
- contract education revenue grew 110 percent between 2002 and 2007;
- the District general fund budget grew from $42.6 million in 2001-02 to $75.4 in 2007-08; and,
- general fund reserves have been at five percent or greater for 15 consecutive years.

The Chancellor 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) and the Alfred E. Mann BioMedical Park (clean room and classroom).

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

- trained the current CFO;
- influenced the development and formulation of policy at the state level;
- enhanced revenue from the state to our District because of consistent advocacy efforts;
- overseen the regular reviewing of expenditure plans on a regular basis;
- helped set parameters for PAC-B; reviewed the Committee’s recommendations and made recommendations to the Board for spending (budget) plans;
- aggressively pursued and promoted external resource generation, resulting in cost savings for the district;
- networked with community groups/business partners and other community college districts to avoid duplication of effort;
- brought together $36.4 million to fund the University Center;
- lead the reorganization of the Foundation and hiring of a major gifts officer; and,
- reported on the financial status of the District on a monthly basis at every Board meeting and with community groups.

The Chancellor’s leadership and acuteness in financial matters between 2001-02 and 2007-08 have resulted in

- an increase from 161 to 197 full-time faculty Spring 2008,
- an increase from 24 classified administrators to 47,
- an increase from 17 educational administrators to 27,
- an increase from 168 to 198 full-time classified staff (as of 12/3/07 plus 19 hired in Spring 2008),
- an increase from 1,466 to 2,295 class sections (Fall 2007),
- an increase from 44 plus eight pending to 64 plus three pending certificate programs,
- an increase from 56 to 61 plus 5 pending disciplines/majors,
- an increase from 281,706 to 661,694 square feet of space,
- an increase from $82,491,166 to $216,048,677 annual adopted budget,
- an increase from 9,301 to 14,404 (estimated) funded FTES,
- an increase from 31 to 59 computer labs (including 6 mobile labs), and
- an increase from zero to two noncredit certificates of completion plus two pending.

SELF EVALUATION

The accomplishments detailed herein have occurred strategically because of vision and planning and have supported the development of the District and its credibility as a fiscally stable organi-
Standard IVB: Board and Administrative Organization

LEADERSHIP AND GOVERNANCE

ization, a leader in economic development and a major player in the development of the ever-changing Santa Clarita Valley.

The District is fiscally sound and has increased its unrestricted revenue by 77 percent since 2001-02 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 District to maximize revenues, minimize risk and remain in a consistent growth mode.

As evidenced by the last several District audits, the Chancellor effectively controls the budget and expenditures.

In a survey conducted in Spring 2008, the majority of managers (89 percent), faculty (71 percent) and staff (79 percent) indicated that the College does provide information about the budget and College’s finances to the campus community. Neutral responses were indicated by 7, 16, and 14 percent of respondents, respectively.

In a community survey conducted in Spring 2008 (Ref. E. 242), 94 percent of respondents felt that the College is financially sound and 98 percent felt the College is resourceful when it comes to generating revenue other than state apportionment. Neutral responses were indicated by 6 and 2 percent of respondents, respectively.

PLANNING AGENDA
None.

2. e. The president works and communicates effectively with the communities served by the institution.

DESCRIPTIVE SUMMARY
From leading teams of faculty and staff to explore sustainable development, biomedical program options, Open-Education Resources, and the development of noncredit programs, to conducting leadership workshops during Flex for faculty to teaching a leadership course, to establishing a Leadership Training Initiative (LEAP), the Chancellor has made professional development a priority. Through open office hours, All-College meetings (each semester), attending division and department meetings, visiting classrooms, organizing celebrations to recognize department achievements, initiating the Opening Day luncheon to celebrate the beginning of a new academic year, hosting luncheons to meet new employees, and celebrating five-year employee service anniversaries, the Chancellor looks for opportunities to bring people together to celebrate their successes and to encourage people to lead, to take risks and to pursue their professional development goals. 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 an annual basis.

The Chancellor also has as one of her top priorities the building of strong relationships with the local community. The Santa Clarita Valley Chamber of Commerce and Valley Industrial Association recently agreed to support Proposition 92, despite the conservative nature of our community. Perhaps the most visible demonstration of support was in the bipartisan, Valley-wide support of the Measure received in the November 2006 Measure M bond campaign in which virtually all community groups and boards, political parties and a large number of community leaders not only endorsed Measure M but actively promoted the Measure. The result was that Measure M passed in 147 of 150 precincts in the Santa Clarita Valley because local voters knew the College would be a good steward of the community’s resources, as demonstrated by its use of the resources generated by Measure C.

The IDTO conducted a survey of community members in Spring 2008 (Ref. E. 242) in which community members confirmed that they feel they do have opportunities to provide input to the development of courses, programs and training opportunities. Of the respondents, 88 percent agreed or strongly agreed that the College provides community members with opportu-
nities to give input. The remaining responses were neutral. No community member disagreed or strongly disagreed with the statement.

The Chancellor keeps the community informed via 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 Santa Clarita Community College District. She also sends out the Bottom Line, a newsletter designed to keep business partners and community stakeholders informed about news, issues and events in the District.

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 the following community organizations: Michael Hoefflin Foundation, Henry Mayo Newhall Hospital Governance Committee, Santa Clarita Valley Disaster Coalition, Betty Ferguson Foundation, and the College Foundation.

Since 2002, this community interaction, combined with a can-do attitude, doable plans and tenacity, has resulted in forming dozens of new initiatives such as the following:

- PAC partnerships with community groups and the City of Santa Clarita,
- partnership with the AT&T Professional Golf Association golf classic,
- partnering with the Los Angeles County Workforce Investment Board to establish a workforce-training center,
- founding an advisory committee of community leaders to support the formation and development of the Canyon Country campus,
- advocacy partnerships with the Chamber of Commerce and KHTS radio station,
- establishment of the Early College High School, funded by the Bill and Melinda Gates Foundation,
- establishment of an award-winning Small Business Development Center,
- partnerships with Los Angeles County to establish a high technology business incubator, and
- partnering with the Department of Commerce to establish an Advanced Technology Institute.

Since the College’s last accreditation, Dr. Van Hook has been recognized locally for her leadership with the Newsmaker of the Year award and the Boy Scouts Leaders of Character award (with her husband).

She has also served on numerous boards in the Santa Clarita Valley including Red Cross Board of Directors, Henry Mayo Newhall Memorial Hospital Governance Committee, United Way Executive Committee, Girl Scouts Joshua Tree Council, University Center Fundraising Committee, Building Technology Foundation Advisory Committee, and the Michael Hoefflin Foundation.

She 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 (Ref. E. 241).

The Chancellor has provided the leadership to reorganize the College Foundation and expand its Board of Directors. She also takes an active role in guiding the growth and development of the President’s Circle, the Foundation’s highest profile support group. Started in the early 1990s, the President’s Circle is a group of prominent philanthropists, business leaders, alumni and community members whose support significantly enhances
the quality of education at the College. Members of this prestigious group enjoy a special relationship with the College, which includes invitations to College events and special communications concerning important issues. 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 “President’s Report” updating the Foundation Board on the involvement of the College and community happenings, grants, special events, new partnerships, business relations, and much more is prepared for distribution to Board members at their meeting (Ref. E. 248).

Having served on the California Community College Chief Executive Officer (CEO) Board of Directors for 12 years; as the President of ACCCA, the CEO Board, and CCLC; a Chairperson of the Commission on Innovation Facilitates Task Force and the Consultation Council, as well as over forty statewide commissions relative to growth factors, professional development, finance and legislation (including AB-1725 and 75/25), and as a member of the Network of California Community College Foundations, the Chancellor 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, statewide funding formula, loan default rates, as well as strategic relationships with members of the legislation, Congress, the CCCSO 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 that network better than most. The communication to advocacy partners and decision-makers is ongoing, not just when it is needed. From having California legislators visit our campus several times a year to participate in classroom visits, ribbon cuttings and groundbreaking ceremonies, and in our efforts to pass local bond measures, to our Congressman co-chairing a capital campaign and assisting us in securing millions of dollars in federal funding for our University Center, a Homeland Security Institute, Emerging Technology Institute, and more, to serving as the host for visits from federal officials for events including Sandy Baruah, Assistant Secretary of Commerce, January 4, 2008, U.S. Secretary of Education, Margaret Spellings, May 4, 2007, and U.S. Secretary of Education Rod Paige, November 29, 2004, our ability to connect and provide feedback that is received and acted on has been extremely successful with regards to outcomes and hosting Board of Governors meetings and members of the CCCSO Chancellor’s staff.

SELF EVALUATION
The Chancellor is recognized in the community and statewide as an entrepreneurial leader whose enthusiasm and optimism are stellar and 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. In a survey conducted by Bregman and Associates in July 2006, 600 randomly called individuals in the community rated the College performance as follows (Ref. E. 249):

• 90 percent stated they felt the College was doing an excellent or good job of providing a quality education for its students;
• 80 percent stated the College was doing an excellent or good job of preparing its students for the job market;
• 76 percent stated they felt the College was doing an excellent or good job of providing students with specialized vocational and technical training;
• 79 percent stated they felt the College was doing an excellent or good job of providing the community with quality actual programs and event;
• 81 percent stated they felt that the College has high-quality instructors for its students.
• 84 percent stated they felt the College was doing an excellent or good job of preparing students to move on to a four-year college;
Standard IVB: Board and Administrative Organization

LEADERSHIP AND GOVERNANCE

- 80 percent stated they felt that the College was doing an excellent or good job of saving taxpayers money by providing quality education at a lower cost;
- 89 percent stated they felt that the College was doing an excellent or good job of allowing high school students to get a jump start on college courses; and
- 80 percent stated they felt that the College was doing an excellent or good job of providing training so local businesses can upgrade and expand their work forces.

Further, 80 percent of the persons surveyed rated the College as doing an excellent or good job generally as compared to the high school district (60 percent), all community colleges (72 percent) or their local elementary school district (73 percent).

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 as to 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. This community support was a key to the College’s passing a second bond measure in 2006.

In an on-campus survey conducted in Spring 2008 (Ref. E. 18), all managers indicated that they take their responsibility as a manager seriously and work hard to be the best they can be. The majority of managers (94 percent) indicated that they consider themselves to be a leader on campus and committed to developing their capacity to be as effective as they can in their role.

In a community survey conducted in Spring 2008
- 94 percent stated they felt the College was partnering with other businesses and/or nonprofit institutions on common causes,
- 91 percent stated they felt that the president of the College communicates effectively with representatives of the community and local business leaders,
- 93 percent stated that they felt the College represents itself clearly, accurately and consistently to the public,
- 85 percent stated that they felt the College is flexible and open to ideas,
- 89 percent stated that they felt the College strives to meet the community’s needs,
- 93 percent stated that they felt the College anticipates what is ahead,
- 94 percent stated they felt that the College plays a pivotal role in the economic development of our area,
- And 90 percent stated that they felt that the College embraces the formation of partnerships with energy and follows through.

PLANNING AGENDA

None.

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 we operate as a single college with multiple campuses.
Summary of Planning Agendas
**STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS**

**Standard IB: Improving Institutional Effectiveness**

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.

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.

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.*

**Planning Agenda**
See Planning Agenda for Standard III.D.1.a.

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.

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.*

**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.

**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.

1.c. *The institution 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.

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

Planning Agenda
The noncredit program will complete an analysis of the structure of the curriculum and the need for standardized evaluation.

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 program SLOs available to current, future and prospective students via the Catalog, as well as the College’s Web site beginning with the publication of the 2009-10 Catalog Addendum to be published in Summer 2009.

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.

Planning Agenda
The Academic Senate, in conjunction with the Vice President, Instruction, will develop a policy and procedure for program elimination.

7. b. The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.

Planning Agenda
The College Web site will link information related to academic integrity through various online portals 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 schedules of classes.

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 & Records Department, with support from CCC Apply, will provide an application for admission in Spanish within the next three years.

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.
By Spring 2009 the Counseling Department will develop an interactive, user-friendly student educational plan that students can access and develop online.

The Counseling Department will expand the counseling Web site to include career-related information with appropriate links by Spring 2009.

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 document image 2.5 million historical records.

Standard IIC: Library and Learning Support Services

1.a. 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.

a. Educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Planning Agenda
• The 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.

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.

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.

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, scholarly, 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.

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.

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.

1.d. The institution upholds a written code of professional ethics for all of its personnel.

Planning Agenda
While our existing policies, philosophy statement 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.

3.a. The institution establishes 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.

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).

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 data on applicant diversity.

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 and donations/contributions from public and private sources.

IIIC: 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 failure 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.

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.
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.

STANDARD IV: LEADERSHIP AND GOVERNANCE

IVB: Board and Administrative Organization

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.

1.g. The governing board’s self-evaluation processes 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.
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Photo By Rachel Denis
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      Procedures June 30, 2007; Measure C General Obligation Bonds
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<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tr>
<td>AAUP:</td>
<td>American Association of University Professors</td>
</tr>
<tr>
<td>A.D.A.:</td>
<td>Americans with Disabilities Act</td>
</tr>
<tr>
<td>AFT:</td>
<td>American Federation of Teachers</td>
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<tr>
<td>AOC:</td>
<td>Academy of the Canyons</td>
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<tr>
<td>ARCC:</td>
<td>Accountability Report for the Community Colleges</td>
</tr>
<tr>
<td>ASG:</td>
<td>Associated Student Government</td>
</tr>
<tr>
<td>ASL:</td>
<td>American Sign Language</td>
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<tr>
<td>ASSIST:</td>
<td>California articulation database</td>
</tr>
<tr>
<td>AOU:</td>
<td>Administrative Unit Outcome</td>
</tr>
<tr>
<td>Board:</td>
<td>Santa Clarita Community College Board of Trustees</td>
</tr>
<tr>
<td>BOG:</td>
<td>CCC Board of Governors also</td>
</tr>
<tr>
<td>BOG:</td>
<td>Basic Opportunity Grant</td>
</tr>
<tr>
<td>CARE:</td>
<td>Cooperative Agencies Resources for Education</td>
</tr>
<tr>
<td>CCC:</td>
<td>Canyon Country campus</td>
</tr>
<tr>
<td>CCCSO:</td>
<td>California Community College System Office</td>
</tr>
<tr>
<td>CCL:</td>
<td>College Chief Librarians</td>
</tr>
<tr>
<td>CENIC:</td>
<td>Corporation for Education Network Initiatives in California</td>
</tr>
<tr>
<td>CFO:</td>
<td>Chief Financial Officer</td>
</tr>
<tr>
<td>CHRO:</td>
<td>Chief Human Resources Officer</td>
</tr>
<tr>
<td>CCLC:</td>
<td>Community College League of California</td>
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<tr>
<td>CIT:</td>
<td>Computer Information Technology</td>
</tr>
<tr>
<td>COCFA:</td>
<td>College of the Canyons Faculty Association (CTA)</td>
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<tr>
<td>CPT:</td>
<td>College Planning Team</td>
</tr>
<tr>
<td>CSEA:</td>
<td>California School Employees Association</td>
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<tr>
<td>CSUGE:</td>
<td>California State University General Education</td>
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<tr>
<td>CSUN:</td>
<td>California State University at Northridge</td>
</tr>
<tr>
<td>CWEE:</td>
<td>College Work Experience Education</td>
</tr>
<tr>
<td>Datel:</td>
<td>Information management system</td>
</tr>
<tr>
<td>District:</td>
<td>Santa Clarita Community College District</td>
</tr>
<tr>
<td>DSL:</td>
<td>Digital subscriber line</td>
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<tr>
<td>DSP&amp;S:</td>
<td>Disable Students Programs and Services</td>
</tr>
<tr>
<td>ECE:</td>
<td>Early Childhood Education</td>
</tr>
<tr>
<td>EOPS:</td>
<td>Extended Opportunity Program and Services</td>
</tr>
<tr>
<td>ESL:</td>
<td>English as a Second Language</td>
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<tr>
<td>Flex:</td>
<td>Faculty professional development activities from “flexible” calendar</td>
</tr>
<tr>
<td>FTES:</td>
<td>Full-time Equivalent Students</td>
</tr>
<tr>
<td>GAIN:</td>
<td>Greater Avenues for Independence</td>
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<tr>
<td>GED:</td>
<td>General Education Development</td>
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<tr>
<td>HITE:</td>
<td>High-Intensity Transfer Enrichment</td>
</tr>
<tr>
<td>HR:</td>
<td>Human Resources (Personnel)</td>
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<tr>
<td>IDO:</td>
<td>Institutional Development Office</td>
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<tr>
<td>IDTO:</td>
<td>Institutional Development and Technology Office</td>
</tr>
<tr>
<td>IGETC:</td>
<td>Intersegmental General Education Transfer Curriculum</td>
</tr>
<tr>
<td>IRO:</td>
<td>Institutional Research Office (Note: The IDO, IDTO and IRO operate from one office)</td>
</tr>
<tr>
<td>ISP:</td>
<td>International Students Program</td>
</tr>
<tr>
<td>IT:</td>
<td>Information Technology Department</td>
</tr>
<tr>
<td>ITL:</td>
<td>Institute of Teaching and Learning</td>
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<tr>
<td>JPA:</td>
<td>Joint Power Association for property and liability insurance</td>
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<tr>
<td>LEAP:</td>
<td>Leadership Education in Action Program</td>
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<tr>
<td>MAC:</td>
<td>Management Advisory Council</td>
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<tr>
<td>Measures C and M:</td>
<td>Local general obligation bond measures</td>
</tr>
<tr>
<td>MESA:</td>
<td>Mathematics, Engineering, Science Achievement</td>
</tr>
<tr>
<td>NCLEX:</td>
<td>National Council Licensure Exam (nursing)</td>
</tr>
<tr>
<td>OCLC:</td>
<td>Online Computer Library Center</td>
</tr>
<tr>
<td>PAC-B:</td>
<td>President’s Advisory Council-Budget</td>
</tr>
<tr>
<td>PACE:</td>
<td>Progressive Adult College Education</td>
</tr>
<tr>
<td>PDP:</td>
<td>Professional Development Program</td>
</tr>
<tr>
<td>SARS:</td>
<td>Scheduling and Reporting System</td>
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<tr>
<td>SBDC:</td>
<td>Small Business Development Center</td>
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<tr>
<td>SCCCD:</td>
<td>Santa Clarita Community College District</td>
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<tr>
<td>SDO:</td>
<td>Student Development Office</td>
</tr>
<tr>
<td>SLO:</td>
<td>Student Learning Outcome</td>
</tr>
<tr>
<td>STAR:</td>
<td>Telephone registration system</td>
</tr>
<tr>
<td>TLC Lab:</td>
<td>Tutoring/Learning/Computing Lab</td>
</tr>
<tr>
<td>TTIP:</td>
<td>Telecommunications and Technology Infrastructure Program</td>
</tr>
<tr>
<td>VLAN:</td>
<td>Virtual Local Area Network</td>
</tr>
<tr>
<td>VTEA:</td>
<td>Vocational and Technical Education Act</td>
</tr>
<tr>
<td>WebCMS:</td>
<td>Online curriculum management system</td>
</tr>
<tr>
<td>WSCH:</td>
<td>Weekly student contact hours</td>
</tr>
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</table>
College of the Canyons
CANYON COUNTRY CAMPUS
17200 Sierra Highway, Canyon Country, CA 91351-1622
(661) 476-3800 • (661) 476-3806 Fax

QUAD 1:
1-A Administrative Offices,
  Counseling and Financial Aid
1-B Student Health Center,
  Student Services (Career,
  DSPS, EOPS, Student
  Development, etc.)
  Assessment Center and
  Computer Lab
1-C Admissions & Records and
  Student Business Office

QUAD 2:
200-201 Early Childhood Education (ECE)
202 Large Classroom
202A Small Classroom
203 Activity Room
204 Student Lounge
205 Faculty Offices/
  Tech Support

QUAD 3:
300-301 Classrooms
302 Bookstore
303 Marketplace Café
304 Computer Lab
305 Computer Lab
305A Faculty Offices
306 Tutoring/Learning/
  Computing Lab (TLC)
307 Library
308 Classroom
309-310 Science Labs
311-312 Classrooms

QUAD 4:
400-401 Classrooms
402-403 Classrooms
404-405 Classrooms

QUAD 5:
500-501 Classrooms
502 Classroom
502A Switchboard/
  Campus Safety
503-504 Classrooms
505-506 Classrooms
507 Faculty Offices
508 Classroom
509-510 Classrooms