STATEMENT ON REPORT PREPARATION

Prior to preparation of this report, the Interim Vice President of Instruction met with steering committee members who provided the leadership for the preparation of the 2002 Accreditation Report, as well as faculty and staff members who have contributed to the analysis and response of the visiting team. New faculty and staff members who will be joining the upcoming Accreditation Team for 2008 also contributed to this preparation. The visiting team’s report and the College’s subsequent responses were considered carefully.

Contributing members to this mid-term report include the Interim Vice President of Instruction, Vice President of Student Services, Vice President of Institutional Development and Technology, Senior Analyst, Institutional Development and Technology, Vice President of Fiscal Services, Dean of Physical Plant and Facilities Planning, Director of Computer Support Services, Curriculum Coordinator, President of the Academic Senate, Director of EOPS, Associate Dean of Student Activities, Coordinator, Distance Learning and PACE, Interim Dean, Non-Credit Programs and Community Extension, the Superintendent/President, and the Board of Trustees. These officers and team members consulted with or assigned analysis tasks to relevant individuals in their areas of responsibility. They provided input to the recommendations and planning items as well as established the validity of the responses. The broad group of participants included other administrators, faculty, and staff.

Fifty planning agendas were identified by the college as part of the 2002 self study and were disaggregated from eight planning areas. Progress updates from representatives from the planning groups were assembled and reviewed by the Interim Vice President of Instruction. The final draft of the report was reviewed by the Superintendent/President, President of the Academic Senate, the College Planning Team (CPT) as well as reviewed and approved by the Board of Trustees on October 12, 2005.
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College of the Canyons

INTRODUCTION TO THE MIDTERM REPORT

During the three years since the last accreditation visit in 2002, College of the Canyons has experienced growth in student headcount, facilities expansion and institutional development. Between 2002 and 2003 student headcount increased by almost 11.5 percent, declining slightly in 2004, as has been the trend throughout Southern California community colleges (Fig.1). However, between 2002 and 2004 FTES increased 8.7 percent.

Community Growth and Student Enrollments
The Santa Clarita Valley is one of the fastest growing communities in California, with a projected population growth of about 65 percent between 2004-2020 (Fig.3). Several new high schools have been completed since 2002, and the number of Hart District high school students is expected to increase 20 percent between 2004 and 2010. A large portion of these students attends College of the Canyons. In recent years the number of local high school graduates who have chosen to attend College of the Canyons has grown from 21 percent to 42 percent. This along with the college’s projected increase in training public service groups, and business and industry groups, increasing the number of life-long learning non-credit courses for the growing population of seniors in the community and basic skills courses to address the needs of non-English speakers will greatly impact growth in the college over the next few decades. By 2010 the headcount is projected to exceed 20,000 and to reach 27,000 headcount by 2015. In order to accommodate this growth in enrollment the college is constructing new buildings and acquiring a second site (Fig.4).
Figure 3. Projected Population of the Santa Clarita College District 2000 - 2020

Source: Southern California Association of Governments (SCAG), 2003

Figure 4. College of the Canyons Enrollments & Projections 2002 - 2015

Source: California Community College Chancellor's Office
New Faculty, Programs and Courses

The number of full-time faculty has increased from 165 in 2002 to its current number of 172, and the part-time faculty currently number 409. In addition, 14 new programs have been added to the instructional offerings of the College including (1) biotechnology, (2) audio/radio production, (3) film/video production, (4) video gaming, (5) animation production, (6) computer animation, (7) computer networking: Cisco, (8) engineering (transfer), (9) fine art photography, (10) commercial photography, (11) graphic design and Multimedia Design, (12) medical assistant, (13) athletic training, and (14) interior decorating. Since 2002, 272 new courses have been added to the curriculum in a number of disciplines and distance learning in online (hybrid and fully online courses) has greatly increased, as have opportunities for students to enjoy greater flexibility in when they can start a class (late start classes), and for how long they can take a course (e.g., 4, 8, 12 or 17 weeks), and the number of offsite locations available to them to attend classes: Canyon Country Access site, Hart District High Schools, and the Industrial Center. January 2006 will afford students the opportunity to take 5-week courses in a winter intersession that will offer over 130 sections.

New Educational and Support Services Facilities and Resources

Beginning in 2002, following the passage of Measure C that gained the college an $82 million bond, the college moved aggressively forward to construct new educational facilities, complete infrastructure upgrades and acquire the property to establish a second educational site in the community (See addendum “A”). Recently completed projects include the new Vital Express Performing Art Center and the Music/Dance building. The total assigned square footage for the College is now more than 371,600 with more on the way. Upcoming construction projects include the Science Laboratory expansion, P.E. building expansion, Business/High Tech building and University Center. In addition to new construction projects on campus to accommodate student growth, the College has established several off-campus sites including satellite facilities at Aerospace Dynamics International, a clean room at the Mann Biomedical Park, and a joint clinical education center located at the Henry Mayo Newhall Memorial Hospital, as well as the 4,500 square feet Canyon Country Access Center and 9,200 square feet Golden Valley Access Center.

In 2004 the college secured final approval of the Need study from the Chancellor’s Office and CPEC to construct the new Canyon County Access Center, northeast of the campus, in Canyon Country. The College has recently entered into escrow on the final purchase of
10 parcels located on the site and already acquired 24,480 square feet in temporary buildings at a total cost of $17,000 that will house classes and support student services for the new Center at the time of the initial opening around Fall 2006. Currently, the College is continuing with new developments in the Educational and Facilities Master Plan for the new Center.

The addition of new facilities to the campus has enabled the district to further enhance its growth factor at the state level. As a result of careful enrollment management, the college has pursued and acquired additional funding in the form of public/private resources and established of public/private partnerships that have facilitated expanding program offerings and delivery modes for students.

Growth and support resources have also been realized through many collaborative efforts of COC faculty and staff over the past five years, including increased external support through grant funding and donations. The College increased its grant revenue from $1.7 million in 2001/02 to $4.3 million in 2004/05, a 144 percent increase (See addendum “B”). In 2004, the College received a Title III grant award totaling $1.8 million spread over five years ($364,921 awarded in year 1). Title III grant funds are designated to help expand online student services and enhance faculty development opportunities. In 2004, the College formed a regional nursing collaborative which includes five colleges, seven hospitals, and $1.6 million spread over three years in funding from three foundations to produce up to 100 additional nurses per year in California. Nursing Collaborative grant funds in 2004/05 totaled $167,958.

**Expanded Distance Learning With Online Courses**

In response to the changing landscape of higher education and students’ needs, the College increased the number of online courses from 23 offered prior to 2002 to 75 and added an online Associate’s Degree option. The number of telecourses has increased from 6 to 25 over this same period of time. To promote the increased use of technology in the delivery of instruction, the Teaching and Learning Institute offers classes in instructional technology to full-time and adjunct instructors. A coordinator of Distance Learning position was established, and the College supported a Technology Center for on-going training in instructional delivery. Success rates for online courses increased 15 percent since the last accreditation team visit. The increase is likely a reflection of the increased training and support for faculty members teaching online initiated by the College’s Distance Learning Coordinator (e.g., Online Instruction Certification series; access to the
Distance Learning Coordinator, Webmaster, and Distance Learning Specialist). In addition, support for students via a student success course for the online delivery mode and access to an online program specialist was implemented at the college. The online specialist provides customer service to students (e.g., answers student emails, provides a list of frequently asked distance education questions online, and maintains the distance learning website). The Professional Development Office, Computer Support Services, and the Management Information Systems Office have all worked together to develop comprehensive training opportunities for faculty and staff on the use of technology, as well. In addition to meeting the increased demand for online education, the College implemented online student services that include the following: applications, transcript requests, registration, advisement, and communication.

**Implementing Student Learning Outcomes (SLOs)**

In Fall 2003 the College Planning Team (CPT) established a subcommittee, the Student Learning Outcomes Committee. Members of the SLO committee attended two student learning outcomes workshops sponsored by the Research and Planning Group of California in April 2004 and one hosted by Moorpark College in February 2005. Also in spring '04 the SLO committee began offering Flex workshops educating its members on what SLO assessment is, how it is being implemented at other colleges, and what is expected of community colleges in terms of meeting accreditation requirements. COC will continue participating in external workshops to gather more information on implementing SLOs. To date, five Flex workshops have focused on SLOs with more scheduled in the 2005/06 academic year. In addition, a sub-group of the SLO Committee is designated to provide additional support to faculty as they write and assess SLOs for courses and programs. The College has also created a Student Learning Outcomes Brief and website to communicate relevant SLO information, including faculty and program accomplishments, to the campus community. To date, the SLO Committee has convened 16 times in just a year and half since its inception.

**Institutional Research: Assessment, Planning, Implementation & Evaluation**

Expansion of the campus and growth has been accompanied by a steadfast commitment to excellence and student success. The College has improved its access to high quality information to inform decision making, drawing from sources including 73 faculty, staff, student, and community surveys and key college, department, and program documentation. In 2004/05, alone, the Institutional Development Office published over 40 reports (including evaluation and research briefs) and conducted over 35 surveys.
Outcome data published in 2004/05 include the following reports:

- TLC Retention and Success
- Academy of the Canyons Annual Report
- Second Annual Student Survey
- Chemistry ACS Placement Exam
- Distance Education - Fall 2000-Fall 2004
- Distance Education Evaluation Brief
- Student Equity Plan
- Academy of the Canyons Evaluation Brief
- SLO Training Needs Survey
- Title III Needs Assessment
- Fact Book
- Transfer Research Briefs
- Transfer Patterns of 2003-04 Local High School Graduates
- MESA Evaluation Brief
- Annual Academic
- Program Review

During that same year, the Institutional Development Office began providing efficiency reports by semester to help inform scheduling decisions by the College’s Instruction Office. All reports, evaluation briefs, and research briefs are made available online. The campus community is notified via email as each report and brief is published. Lastly, the College implemented a new action implications requirement for all research requests submitted to the Institutional Development Office, which is completed by the requesters and details what they plan to do as a result of the data they received.

**Fiscal Growth and Fiscal Planning**

College of the Canyons has maintained a minimum of a 6 percent reserve for all but one of the last 17 years. The adopted budgets for the three years since the Accreditation Report was prepared have been no exception to that. Since the last Accreditation Self Study was prepared in 2001, the college’s revenue budget has increased by $9.9 million, a 23 percent increase in three years. Since 1989-1990, revenue has shown a cumulative gain of $47.6 million, a percentage increase of 462 percent (Fig. 5). In the 2005-06 academic year, the college’s general fund budget grew by close to 10 percent due to the college’s high growth factor. In addition, given that the college is always conscious of using effective budget management throughout the year, the ending fund balance for 2004-
05/06 is projected at 6.02 percent. The college has set aside 1.5 percent in a sinking fund as a contingency for additional enrollment growth if, in fact, the programs are approved in a timely way through curriculum and the Chancellor's Office and can commence prior to the conclusion of 2005/06 year. The college's growth rate for 2005/06 is 17.99 percent (Fig. 6). We have budgeted revenue and expenditures according to an enrollment management plan of 10.5 percent growth.
College of the Canyons continues to augment its resource base through the acquisition of partnership funds, training funds, Foundation fund-raising initiatives and successful grant-writing endeavors, as can be seen in the charts that follow. It should be noted that the budget continues to be developed and proposed by the President's Advisory Council on Budget to the Executive Cabinet and the Superintendent-President. This is a very structured and detailed process with budget requests initiating from the departmental level and supported by their annual program plans.
So far in 2005/06 the college has been able to fund 63.8 percent of the budget requests that came in from across the campus as well as hiring seven new full-time faculty members, a winter intersession, and an expansion of course offerings to increase the FTES by 10 percent along with numerous initiatives, which include:

- Employ a number of student outreach strategies
- Increase training public service groups, and business and industry
- Increase the number of life-long learning non-credit courses for the growing population of seniors in the community
- Increase basic skills courses to address the needs of non-English speakers, which will greatly impact growth in the college over the next few decades
- Increase student retention rates
- Increase student scholarship opportunities
- Assess the needs of students with regard to time, days and types of learning and adjust course scheduling accordingly.

Maintaining the tradition established over the last 17 years, College of the Canyons continues to chart its own course. As a fast-growing district with multiple integrated planning processes, the faculty, staff, administrators and Board of Trustees at College of the Canyons work as a team to manage opportunities and minimize problems. We set targets, stay focused and achieve our goals. This results in growth-driven budget increases, a 167 percent increase in new faculty and staff in the last eight years, the ability to build and construct state-of-the-art facilities, and the opportunity to add dozens of new, innovative programs to the benefit of our students.
RESPONSE TO 2002 VISITING ACCREDITATION TEAM’S RECOMMENDATIONS
GENERAL RECOMMENDATIONS RESPONSE

With the exception of substandard 3.B.2, the accreditation team recommended that COC respond to the same “standard–specific” recommendations in 1 and 2.* In 1 the team recommended that the college demonstrate it has applied a systematic evaluation of the outcomes in evaluating planning and achievements. Recommendation 2 suggested that the college implement goal 6 of the current Beyond the Year 2000 Strategic Plan. Recommendations 1 and 2 and substandard 3.B.2 will be addressed concurrently due to the close relationship of the two recommendations and in order to avoid unnecessary redundancy.

In 2002 in the District’s written response to the accreditation team regarding outcomes, the college brought to the attention of the team that in the District’s judgment it was premature for the visiting team to have evaluated the college on conformance to these outcome measurements that had not been defined for the District prior to the team’s visit. In fact, the college had not been given guidelines to conform to these specifications prior to commencing the self-study. The college further noted in the written response, “The college had a number of processes and extensive documentation by its own definition of evaluation to note if measurable objectives of the course, program, or enterprise have been met or not met.” (See Addendum “C”).

While the Commission’s recommendation on “outcomes”, as they are currently defined, was evaluated prematurely by the team in 2002, the college has since conformed to these measurements and the 2008 visiting accreditation team will find that there has been extensive work in incorporating outcomes to all areas of the college’s planning and evaluation.

Recommendations 1 and 2

Standard 3: Institutional Effectiveness

To ensure that the progress in planning continues, the team recommends that systematic evaluation of planning activities and outcomes that document College of the Canyons’ achievements be implemented. (Standards 3.A.3, 3.A.4, 3.B.2, 3.C1, 3.C.3, 4.B.3, 4.B4, 4.B.6, 4.D.3, 5.10, 6.7, 10.A.3)

* Recommendations from the visiting Accreditation Team in 2002, forwarded to Dr. Dianne Van Hook, Superintendent/President College of the Canyons, by Barbara A. Beno, Executive Director, Accrediting Commission for Community and junior Colleges, January 17, 2003
3.A.3 The institution has developed and implemented the means for evaluating how well, and in what ways, it accomplishes its mission and purposes.

The college has developed and implemented the means for evaluating how well, and in what ways, it accomplishes its mission and purposes by establishing planning groups, professional training workshops, and research and development processes that collectively comprise an interactive and cohesive infrastructure for the purpose of effectively meeting the needs of those served by the College, and by the most efficient and productive means possible.

Primary opportunities for campus groups to engage in assessment, planning and evaluation of how well and in what ways they each contribute to the College’s mission and purpose occur in a variety of forums (i.e., established college-wide committees, operational teams, division meetings, department meetings, retreats) that meet regularly, as well as through the research work of the Office of Institutional Development and Technology in partnership with groups and individuals across the campus. Prominent examples of these venues and research projects include:

1. Institutional research surveys designed to address a broad range of institutional interests from departmental activities to community, state, and national responses.

2. Vocational advisory groups such as business and industry representatives working with the college’s VATEA funded projects, hold both regular meetings and special meetings as needed.

3. FLEX activities which are scheduled and published a semester in advance, include opportunities for faculty to discuss and evaluate a broad variety of instructional and student support services activities, programs, and educational delivery modes, e.g., online courses, short-term courses, etc.

4. Faculty, management, division deans, department chairs, and classified staff professional development retreats are regularly scheduled throughout the year.
5. The Facilities Master Plan Committee, College Planning Team (CPT), Management Advisory Council (MAC), Enrollment Management team, and President’s Advisory Committee (PAC-B). These college-wide committees which are an essential part of the decision making process regularly meet throughout the year.

6. The President’s Executive Cabinet which is comprised of educational, student services, physical services, fiscal services and the public information office administrators meets weekly. Additionally, educational administrators meet with the executive cabinet on a monthly basis.

7. The FLEX Committee, Educational Travel Committee, Curriculum Committee, Student Learning Outcomes Committee, (to name a few), meet bi-monthly or monthly.

All of these groups and committees are engaged in planning and conduct needs assessment, 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 for all the established campus-wide planning and decisions groups. The CPT, consisting of campus-wide representation, 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. Based upon these factors CPT has reviewed and made revisions to the college’s Mission Statement and goals and regularly reviews the college’s achievement in their attainment. The CPT plays an important role in setting timelines, establishing standards and identifying benchmarks by which outcomes are measured and upon which recommendations for changes are made. Recently, the CPT
has directed attention to increasing student access. Upon evaluation of the district’s changing demographics it became apparent that there is a population within the community that could be afforded a greater opportunity to enter college if their communication and written skills could be brought up to the college entry level of ESL. This assessment and evaluation supported activities in the instruction and student services areas to develop non-credit ESL courses and to offer these courses at community sites accessible to populations who could best benefit from this outreach effort.

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

The three most comprehensive documents that annually articulate the improvements the college is making in its programs and services, as a result of program evaluations are Developing the District: College of the Canyons 2005 Strategic Plan (Addendum “D”), Annual Program Planning and Review and the Annual List of Accomplishments published by the Superintendent/President’s Office (Addendum “E”). Collectively, they summarize outcomes that are the result of program assessment, planning and implementation campus-wide.

The Strategic Plan 2005 report summarizes 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 programs are published in the Annual Program and Planning and Review document compiled by the Office of Institutional Development and Technology. Non-instructional programs complete program reviews at least once every three years.

Dr. Dianne Van Hook annually provides the Board of Trustees a formal and detailed account of the status of the district’s goals and the progress towards achieving outcomes that move the mission of the college forward. In accordance with the district’s strategic plan, she identifies future goals as well as summarizes topics relevant to the state of the college and the community it serves. What improvements have been made and are to come, and by what means, are of paramount interest to the Board and the CEO.

One example from each of these three documents that are representative of outcomes that were the result of program evaluation and planning is:
**Strategic Plan**

**Desired improvement:** More timely review of courses needed and SLOs need to be infused in the curriculum development process (Sub goal of 21, 22 and 23) under Goal 1, Teaching and Learning, in the Strategic Plan document.

**Outcome:** Since 2002, all programs, courses and course revisions must include SLOs in order to receive curriculum committee approval. Between 2002-2005:

- 272 new courses were created
- 30 new programs created
- 103 existing programs revised
- 118 courses deleted
- 9 programs deleted
- Over 70 existing courses offered alternative learning modes to include CTV, online/hybrid and 100 percent online
- The Teaching and Learning Institute was developed and offers classes to full-time faculty and adjuncts in instructional technology and best practices
- A technology center for on-going training in instructional delivery established

**Program Review**

**Desired improvement:** More Nursing grads needed to pass the Nursing Comprehensive Licensing Exam (NCLEX).

**Outcome:** Objective: 5 in the Nursing Program Review: Increase NCLEX results for both RN and LVN candidates to 90 percent.

The Nursing Program developed a diagnostic test for students. Students that fail must complete a remediation guide prepared by the instructor before they can reenter the program. Also, a series of prerequisites have been identified as requirements for nursing students to better prepare them for success in and beyond the program. This is one of many actions the nursing program has taken in response to its review and planning. The result is that it remains one of the strongest and most reputable nursing programs in the state.
Annual Summary of the College’s Accomplishments 2004-05

Desired improvement: A new educational center needed to be built in a rapidly developing area northeast of the COC campus. This needed to be accomplished before the current campus becomes too impacted to meet students’ needs.

Outcome: CEO provided the vision and leadership to launch an aggressive campaign to secure land and build a new educational center in the developing area of the college’s service base.

The CEO successfully provided leadership for the passage of Measure C, an $82 million local bond to continue construction on facilities as described in the 2002 Educational and Facilities Master Plan. The site has been purchased and construction of the center will be completed before costs or needs outpace available funds.

• Submitted the Letter of Intent and Needs Assessment to the State for approval in 2003.
• Contracted with environment consultant to review potential sites and secured a conditional approval from the Chancellor’s Office in summer 2004
• Received final approval of the Need Study from the Chancellor’s Office in Oct. 2004
• Secured CPEC approval in 2004
• Reviewed and expanded curriculum plans/program plans included in Needs Study to reflect the community’s needs and capacity in new space availability
• Moved forward with a wide variety of essential details that included purchasing individual lots from the residents on the site, obtaining modular facilities for a temporary facility until the permanent facilities are completed and completing parking and landscaping for a 2006 educational center opening.

Program planning and evaluation as well as maintaining excellent communication about the college’s plans internally and in the community at large have positioned the college for great success with acquiring educational resources in the form of grants, partnerships,
and new facilities over the past ten years. In order to make sure that the internal and external community is informed, and can participate and respond to these developments, a variety of information vehicles have been made readily accessible. The Office of Institutional Development and Technology posts all institutional research and reports on the Intranet, the Public Information Office makes available The Bottom Line, a new brochure to the college community and surrounding community, and Dr. Dianne Van Hook, the Superintendent/President, periodically hosts campus-wide presentations (community members are welcome) on the state of the college. These presentations are a combination of information and discussion about new developments, programs or procedures that broadly impact the community, as well as current college accomplishments. Examples include:

1. New facilities expansion: Whom the facilities will serve and how, timelines for construction, and impact on the college routine.
2. Enrollment management strategies: Internal and external factors influencing the development of programs, scheduling of classes and impact on student services.
3. New partnerships and their implications for the college and its programs and students.
4. College outcomes and successes.

3. B.2 The Institution defines and integrates its evaluation and planning processes to identify priorities for improvement.

The college considers institutional research data, state and local reports as well as business and industry reports and other requirements of advanced degree postsecondary institutions in its planning processes and planning groups. Integral to setting priorities are external and internal key indicators that include State budget allocations, grants, gifts, and program costs. Many of these considerations that comprise the discussions and setting of priorities and timelines are exemplified in selected slides included in the Superintendent/President’s All College Staff Meetings, March 2005 (Addendum “F”) as well as in the Strategic Plan 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.

The desired outcomes for institutional planning are clearly identified in planning groups in collaboration with the College Planning Team (CPT), the Enrollment Management Team, Budget Committee, and Executive Cabinet. Instructional, student services, research and development, physical and fiscal services areas are represented in all of these institutional groups and as representatives of these areas they 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.

The office of Institutional Development and Technology annually compiles and get published, a strategic goals document that includes institutional achievements towards outcomes.

Instructional and non-instructional program reviews, along with information derived from internal and external surveys; funding resources that include state funding, grants, partnership support, and donations are all variables to be considered by the college in the goal setting and planning process. Since the major source of college financial support is state apportionment and College of the Canyons has a very high growth cap for which it can be funded, maximizing the college’s ability to serve a very wide variety of students’ needs is at the top of the list of institutional outcomes, the implications of which influence outcome priorities in all other institutional areas of the college.

Institutional outcomes are communicated to the campus and community through written documents, reports and campus-wide forums that include for example:

**Publications**
The Strategic Plan
Educational and Facilities Master Plan
Numerous surveys and reports (available in print and on the college Intranet)
Annual Planning and Program Review
Operational teams, standing committees and interest based group meetings

Operational teams
Institutional Advancement
Professional Development
Cafeteria
FLEX
Parking
Matriculation

Collegial Consultation Committees
Vocational Steering Committee
Enrollment Management Committee
College Planning Team (CPT)
Budget Committee
Technology Planning Committee
Faculty Senate

Meetings
Department Chairs meetings and retreats
Division Deans meetings and retreats
President’s All Campus Meetings
Educational Travel Committee meetings

In 2004 the College began a process of assessing and incorporating student learning outcomes in course and program development. All departments have identified student learning outcomes for their programs. Furthermore, the Curriculum Committee and Faculty Senate ensure that all new curriculum and curriculum being reviewed (all courses are to be reviewed every three years) have appropriate student learning outcomes identified.

This began with several faculty members and administrators attending Student Learning
Outcome workshops in April 2004 and February 2005 hosted by the RP Group and Moorpark College. The College formed a Student Learning Outcomes committee, co-chaired by Lea Templer, Professor of Economics, and Barry Gribbons, Vice President of Institutional Development, Technology, and Online Services, to assist faculty in understanding, development of and the use of student learning outcomes. A Faculty Student Learning Outcomes Committee comprised of faculty and staff from the instruction and student services meets monthly and committee members provide leadership for the dissemination of information and SLO workshops that take place regularly and campus-wide.

The College reviews and modifies, as appropriate, its institutional research efforts, evaluation processes, institutional plans, and planning processes. Recently the Office of Institutional Development and Technology facilitated two reviews of planning documents and outcome data. One evaluation took place in April 2005 and the College Planning Team conducted the review in June. The findings and recommendations of these groups are detailed in the spring 2005 publication, Review of Planning Documents Including Outcome Data. (Addendum “G”)

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

Degree and certificate requirements are defined, published, and effectively scheduled that meet transfer major and industry standards. Degree and certificate requirements of accomplishment and certificates of completion are clarified and a process for obtaining the certificates is established.

The Curriculum Committee and Faculty Senate review all course and program proposals, as well as program reviews to ensure that student learning outcomes (SLOs) have been appropriately incorporated in curriculum and program planning and that they are measurable.

The SLO Committee continues to develop references and resources to assist faculty and staff with understanding and applying SLOs. For example, training manuals have been developed for faculty in Instruction and Student Services. FLEX activities are offered each semester to assist faculty and staff with understanding the rationale for developing outcomes and how they are applied to planning and evaluation. A Student Learning Outcomes Brief has been written as the first in a series. Also, a website has been devel-
oped to collect the various sources of information. Subsequent data collection is in progress, designed to measure and report achievement of stated learning outcomes.

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.

All degree programs require units in general education, which includes courses that provide an introduction to various subject areas and includes a diversity requirement. The major area of study provides the focused area; the major requires a minimum of 18 units in a specified pattern of courses but typically requires from 18-35 units in the focused area. The curriculum committee, the senate, degree audit and articulations 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.

Vocational and occupational faculty and 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; for example, welding, communication information management and CISCO. The competencies are included in student tests and final exams and collectively the students’ success rates (success = “C” or above) are included in the program reviews. Mid-term and final reports are required of programs supported by VATEA grants. The Office of Institutional Development and Technology conducts surveys on nurse alumnae and their employers 6 months after nursing students graduate to determine the level at which the former students are applying competencies established by the college nursing program. Occupational Programs, Student Survey 2001-2004 Fall Terms, was published by the Institutional Development and Technology Office in March 2005.

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.

All new courses submitted for curriculum approval since the 2002 accreditation review, as well as revised courses, must incorporate the new SLO guidelines applying criteria that
meets established norms and equivalencies. These standards are also reflected in course outlines, the class schedule, and in the course catalog. Programs and student support services that have been subjects of institutional research and reports (published and also available on the Intranet) include information designed to measure levels of student success or strategies for achieving success. Also, course examinations are designed to ascertain the level of the students’ achievement of general knowledge and skills.

5. 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 2nd Annual Student Survey (Addendum “H”) analysis and report was published in Spring 2005 and surveyed in greater detail than prior COC student satisfaction surveys, students’ impressions of instructional and student support services. The results of the survey and analysis were discussed with participants in their respective committees that included the College Planning Team, Managers Advisory Committee (MAC), Executive Cabinet, the Associate Student Government, Student Services and in division dean meetings and department chair retreats. These groups utilized the data and findings to affirm or implement changes in student support services. Some of the changes that have occurred since the last accreditation visit in 2002 are:

A. Ensuring that the college infrastructure promotes campus-wide representation in planning group decision-making teams, as well as frequent communication and cooperation across service areas. For example, communication takes place among the bookstore manager, Vice President of Fiscal Services, Vice President of Instruction and Director of the Public Information to determine the adjustment in hours the bookstore should remain open on specific three-day holidays. Since new courses can be put in the schedule at almost anytime to accommodate the need for additional late start classes, supervisors of instructional and student services areas meet regularly to determine need and mutually supportive activities. In fact, the weekly instructional division deans meetings have changed to include representatives from student services in response to a variety of needs assessments that indicated better communication and collaborations between the two areas were likely to produce more effective outcomes.

B. Student surveys and focus groups have indicated that students want and are generally satisfied with the increased and more rapid accessibility they have as an option through
online registration, ability to access the Web for the latest information about classes being added and dropped, grades, counseling appointments, and counseling services. Moreover, as a result of recent student survey results, the counseling department has modified operations such that more students are served during peak periods.

C. With the assistance of the CCC Live Grant and Section 5081 guidelines, online courses have been made more easily accessible for students with disabilities.

D. Impacted parking, a traditional student complaint, has been assuaged with the addition of a new parking lot and a new road with electronic turn signal leading in and out of a main thoroughfare as well as the addition of a new turn-around at the front entrance of the campus.

E. 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, cafeteria, bookstore and parking committees, as well as in the Board of Trustee meetings. The ASG meets twice a year for regularly scheduled joint meetings with the Board of Trustees. Since the last accreditation visit the ASG has proposed a number of actions to the Board, including passage of a student health fee for student attending summer school and a voluntary student activity fee, generating about $180,000 per year in order to enhance student development programs.

F. Student surveys, campus-wide meetings and focus groups currently serve to inform the college of the instructional program and support services that will need to be implemented in the instructional center that will open before the next accreditation team makes a visit in 2008.

G. The Student Development department has conducted surveys to determine reasons why students have discontinued attending 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 reasons that 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.

Primary learning resources include the library, TLC labs and Audio-visual resources. Both the library and TLC labs have completed annual program reviews and adjustments have been made to provide students more flexible hours of access. With regard to the library, 4,742 volumes were added to its collection (a 9.6 percent increase), 1,118 Videos/DVDs were added to its collection (a 31 percent increase), library faculty conducted 113 bibliographic instruction sessions in 2003-2004, serving 2,982 students (a 54 percent increase in the number of sessions since 2001), and Circulation of Library materials increased from 49,670 in 2000-2001 to 53,936 in 2003-2004.

The library has requested a significant budget increase to purchase resources to support the growing number of new programs and courses coming on line. The director of the library is working with the Institutional Development and Technology Office to develop a funding formula to set priorities for funding requests. The Library Associates, a support group for the library has ongoing fund raising activities to support the acquisition of resources. The Audio/Visual department will have a program review this year to assess inventory and operational needs.

The areas of Public Information and Reprographics have both undergone administrative and organizational changes. Reprographics was under the supervision of the Dean of Learning Resources, who had a broad supervision area that included reprographics and audiovisual services. After his retirement in 2003, the reprographics area was assigned to the Dean, District Communication, Marketing and External Relations; and the audiovisual area was assigned to the Dean of Instruction. The Public Information Office, which reports to the Dean, District Communication was also going through an organizational transition at the time. As well, the college’s rapid expansion in instructional and the performing arts facilities that began in 2002 resulted in functional adjustments and greatly increased daily activities on these offices.

Both offices are now sufficiently adjusted to commence a program review that will be completed in 2006. The Public Information Office has continued with development of a variety of new communication venues that includes public television, radio announcements and stories, an electronic marquee, and participation in an increasing number of business
and community fairs. Institutional Development and Technology Office sends a global email to college staff about research studies and survey results that are made accessible via the college Intranet. Audiovisual services has begun to overlap some of its functions with the instructional computer support office, which is under the supervision of a different administrator. The audiovisual program review will no doubt explore the implications for these two instructional support areas.

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 has conducted a self-evaluation applying requirements and guidelines as articulated in Board Policy. The Board Policy, Section 100, was reviewed and rewritten in Fall 2005.

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, 3.D.3)

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

See 4.B.3, pages 16.

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.

See 4.B.4, page 17.

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

See 4.B.6, page 17.
4. D.3 The evaluation of students 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.

See 4.D.3, pages 17-18

**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)

5. 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.

See 5.5.10, pages 18-20.

**Recommendation 5**

**Standard 6: Information and Learning Resources**

Student services should systematically evaluate progress towards achieving annual goal and each department should participate fully. (Standard 5.10)

See 5.5.10, pages 18-20.

5. 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.

See 5.10, Pages 18-20.

**Standard 6 Information and Learning Resources**

The college developed a formula for the stable funding of library materials and tutorial services. (Standards 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 information technology systems have been greatly enhanced since the 2002 accreditation visit and the college has increased the number of technical support personnel to a level that makes it possible to provide trainers for end users, troubleshooters who can make repairs at one's desk and help-desk support. The Technology Master Plan is reviewed and revised annually. Financial support for data and information systems is an integral part of the budget formula for new construction and building renovations. Equipment campus-wide is inventoried annually to check for compatibility, to install software and security upgrades, and to make replacements or repairs. Goal 8 in the Strategic Plan provides a comprehensive list of technological achievements that have been successfully financed and projected for future implementation. (Addendum “C”).

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 Planning Agenda in section 6.7 of the 2002 Self Study: (1) Complete the non-instructional program review of Audiovisual Services and the Reprographic Center in 2002-2003. (2) Conduct annual student satisfaction surveys for Learning Resources.

(1) Audio/visual services and reprographics office, as a result of informal review, has been disaggregated into two offices under two different managers rather than one, as was the case in the last accreditation visit. Both offices will complete non-instructional program review in the ’05-06 year.

(2) Student satisfaction surveys for Learning Resources were conducted. In Spring ’04 the Institutional Development and Technology Office conducted the Library Services Student Evaluation Survey. (Addendum “I”) The TLC Lab Point of Service Surveys was conducted and the results published in Spring ’05 (Addendum “J”).
Recommendation 6

Standard 10: Governance and Administration

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.

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. Additionally, it solicits the expertise of legal services and participates in a workshop (open to the public) on ethical and legal matters relevant to governing boards.


On March 23, 2005, an attorney from Liebert Cassidy presented a workshop on Filing Statements of Economic Interests and discussed the “Conflict of Interest and the Disclosure Code”.
SUMMARY OF PROGRESS IN PLANNING AGENDA IDENTIFIED IN SELF STUDY
## Progress on Plans Completed and in Progress
for 2005 Mid-term Accreditation Report

<table>
<thead>
<tr>
<th>Number</th>
<th>Planning activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The New Faculty Orientation Committee will expand the training for new faculty to include a discussion of academic freedom. (2.2)</td>
<td>The Academic Senate is discussing this topic but no definitive position has been adopted. This item was also generally discussed at the 2005 New Faculty Orientation.</td>
</tr>
<tr>
<td>2</td>
<td>The Academic Senate will conduct a review of the college's statement on academic freedom during the 2002-03 academic year</td>
<td>The faculty senate is currently discussing this item. No definitive position has been adopted.</td>
</tr>
<tr>
<td>3</td>
<td>The college will provide more information to students regarding the PACE format and expectations of online and CTV courses. In order to increase retention rates, students must understand the overall time commitment and effort necessary to successfully complete these types of classes. Orientation letters sent to students enrolled in non-traditional classes before the start of the semester should be edited to include a brief description of the time demands and more self-directed and independent study nature of online and CTV courses. In addition, the Distance Learning Coordinator could assist in this process by providing additional direction to students. (4.D.5)</td>
<td>The College regularly provides students with appreciable information about PACE and distance learning modes. The Director of PACE maintains individual contact with prospective students almost daily, via email, telephone and in-person meetings, as well through information sessions scheduled 4 times a semester for groups of perspective students. The Distance Learning website is frequently expanded and updated, and includes a self-assessment survey with which a prospective distance learning student can assess his or her suitability for this mode of learning. As well, the Director of PACE holds information sessions on PACE and distance learning venues at least 4 times a semester for prospective students. In the online faculty training course “Strategies for Success in Online Teaching,” faculty participants are required to compose an orientation letter for their future online students, a component of which is a brief description of the time demands and self-directed nature of an online course. Also, the College has developed a one-unit Counseling class (Counseling 070) through which prospective distance learning students can acquire the skills and experiences they need in order to succeed in that learning mode. The Couns. 070 class, “Becoming a Successful Distance Learning Student” has been offered twice per semester since Fall 2004.</td>
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<td>4</td>
<td>The college should create a process of curriculum approval for the noncredit areas of the college in order to coordinate, complement, and enhance communication between the credit and noncredit curricula. Noncredit courses follow the same review and approval process as credit courses. The exception is community extension courses which are reviewed by the Community Extension office. In Fall 2005 the college began writing more curriculum to address the lifelong learning interests of seniors (exercise, art and current affairs topics), and the needs of non-English speakers by offering ESL basic skills courses.</td>
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<td>5</td>
<td>Findings of the mathematics and ESL department studies (Re: placement tests will be implemented) (5.5) The ESL department evaluated their set of courses and made changes in the curriculum to better meet the needs of the current demographics. The curriculum was implemented in 2003 and the Matriculation Office and Institutional Development and Technology Office are currently conducting validation studies. Cut scores and placement are reevaluated every few years and adjusted to ensure appropriate placement. In 2000 math cut scores were adjusted and validation studies are currently being conducted.</td>
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<td>6</td>
<td>Professional Development will work with the Director, Instructional Design and Distance Learning to determine the need for additional training for faculty interested in distance education. (6.4) The Director of Professional Development and the Distance Learning Coordinator have worked closely to provide training for faculty interested in distance learning. Beginning in Fall 2002, the Online Instructor Certificate Series of courses and workshops was launched. This series includes a 2-unit for-credit online course entitled &quot;Strategies for Success in Online Teaching&quot; taught by two faculty members. This course is followed by a 3-part Blackboard workshop, a 3-part FrontPage workshop, and a one-day accessibility/Section 508 workshop. Upon completion of these modules, an instructor receives a certificate. This series has been offered four times since Fall 2002. A Title III federal grant is providing additional support to enhance faculty training through the Institute of Teaching and Learning over the next five years, especially in the development of student learning outcomes.</td>
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<td>7</td>
<td>Information on student-athlete academic success using college measures will be published and made available by the Office of Institutional Development and Technology. (2.7)</td>
<td>The college has completed analyses that compare the grade point average of student athletes to all other students. This report has resulted in the athletic department working with the counseling office to institute a special section of the personal development class (PD 111) focused on time management to balance academic and athletics, and success seminars that have included topics such as: AA/AS Degree, IGETC, CSU/IGETC, CSU Majors, Choose a Major, Choose A Transfer School, and Private College Choices.</td>
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<td>8</td>
<td>A formal course substitution process should be created to ensure standardization and equity for students attempting to meet discipline-specific associate degree requirements when they change. (4.1.3)</td>
<td>A formal course substitution process has been implemented and is coordinated by the Office of Admissions and Records.</td>
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<td>9</td>
<td>The ASG will become more involved in high school outreach programs through coordination by the Assistant Dean for Student Development. (10.8.10)</td>
<td>In ASG students assisted with an effort to gather more information about why students who applied to attend COC but failed to complete registration, by doing a telephone survey of the student applicants. ASG will continue developing plans to increase their involvement in outreach activities.</td>
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<td>10</td>
<td>The college will incorporate new guidelines on staff diversity into the college’s strategies for addressing diversity of its faculty, staff and students once the Chancellor’s Office issues them. (2.6)</td>
<td>To date the model diversity plan has not been released from the Chancellor’s office. The college collects information voluntarily provided by applicants to evaluate the level of effectiveness in reaching a diverse hiring pool. The college advertises positions in a variety of publications that include: Affirmative Action Register, Asian Pacific Careers, Black Careers Now, The Chronicle of Higher Education, Hire.Deaf.com, Monster.com, Hispanic Hotline and others.</td>
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<td>11</td>
<td>The district will update its Faculty and Staff Diversity Plan in a timely manner consistent with state and federal statute. (7.1.2)</td>
<td>The district has a Faculty and Staff Diversity plan in place. Progress towards this plan is articulated in Goal 3: Cultural Diversity, in the progress report in the Strategic Goals 2005 publication. The district plan will be revised again upon release of the Chancellor’s model diversity plan document.</td>
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<tr>
<td>No.</td>
<td>Task Description</td>
<td>Details</td>
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| 12  | The college’s professional development program will work with various groups (CSEA, COCFA, etc.) to develop workshops that inform faculty and staff of opportunities for participation in planning processes, especially related to financial issues. (3.B.3) | Each employee group is represented in the Professional Development program.  
  - Faculty Development Committee  
  - Classified Development Committee  
  - Administrative Development Committee  
  - Professional Development Budget Oversight Committee  
  These groups meet regularly to plan and organize workshops and training sessions that promote personal and professional development. Funding is provided by the District so that these workshops and training sessions can be implemented. Professional development program activities include, but are not limited to such topics as:  
  - Leadership  
  - Technological skills  
  - Budget Planning and Management  
  - Books and Ideas  
  - Sexual Harassment Awareness and Prevention  
  - Online Learning  
  - Student Learning Outcomes |
<p>| 13  | Complete the revision of the Academic Hiring Procedures for both adjunct and full-time faculty. (7.A.2) | Revisions to the full-time and part-time faculty hiring procedures were submitted by the Academic Senate and approved by the District in Spring of 2004. |
| 14  | Develop and distribute postcards to applicants in response to receipt of application materials. (7.A.2) | An applicant response postcard was created and put into use in Fall 2004. |</p>
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<th>15</th>
<th>The Tenure Coordinator will develop a tracking system for the evaluation process and a system of prompts and reminders for evaluators and tenure committees.</th>
<th>Discussion regarding this procedure is in progress.</th>
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</table>
| 16 | Workshops for administrators and orientations for employees regarding the evaluation process will be provided. (7.B.1) | Workshops are regularly provided for administrators and employees throughout the year. Examples include:  
*Conducting Performance Evaluations:* Administrative Leadership Presenter: Ms. Diane Fiero,  
Vice President, Human Resources (November 2005).  
*Communicating with Your Staff about Classification, Reclassification, Promotions and Demotions:* Administrative Lead Presenter: Mr. Bill Benjamin,  
(Former) Director, Human Resources (October 6, 2004).  
*How to Effectively Evaluate Adjunct Faculty:* FLEX workshop, Presenter: Ms. Betty Rose, Biology Faculty, (August 14, 2003).  
*Employee Feedback, Evaluations and Discipline:* Administrative Leadership Program workshop, Presenter: Dr. Michael Wilding (September 24, 2003). |
| 17 | The FLEX Calendar Program will include annual workshops that orient and educate faculty members in the techniques and processes of faculty evaluation. (7.B.2) | The FLEX Calendar Program includes a New Faculty Orientation that takes place in August prior to the start of the fall semester. This orientation is a combination of informational meetings and teaching workshops that educate new faculty members on their roles and responsibilities, professional and institutional development, and campus resources available to them. |
| 18 | More professional development opportunities in the area of monitoring budgets conducted by the Budget Coordinator will be offered. (9.A) | The Budget Coordinator conducts 6 workshops annually for a committee that consists of administrators, faculty and staff. This office also maintains an “open-door” policy to respond to budget inquiries from staff. |
| 19 | The district identified the following areas for improvement and recommends implementation: Support for grant and categorical coordinators and segregation of duties for the hiring process between Payroll and Human Resources. (9.B) | The District has taken the following actions:  
(1) The budget coordinator works with grant and categorical managers to develop and manage their budgets throughout the year.  
(2) The Director of Fiscal Services and her staff assist managers with year-end closing and reporting.  
(3) The hiring and payroll processes are separated and are maintained in separate offices. |
| 20 | The County will be installing Peoplesoft in 2003-04. The Payroll Department will continue to input “new hire” information. (9.B) | This process is completed and maintained. |
| 21 | In response to the changing needs of the students and the community, the college will continue the practice of reviewing the Mission Statement on a regular and an as-needed basis. (1.1) | The Mission Statement is regularly reviewed. It was recently reviewed and approved Spring '05 by the College Planning Team committee (CPT). |
| 22 | The Mission Statement will be included as a part of the employment orientation process. (1.3) | The District’s Mission Statement is included in the new hire packet given to all new district employees. During employee orientations offered by the district, this information is again reviewed. |
| 23 | The Mission Statement will continue to be reviewed and, when appropriate, revised via the College Planning Team on a bi-annual basis to meet evolving community needs. (1.4) | This item is reviewed regularly and is currently under review in the College Planning Team committee (CPT). |
| 24 | Presentations will be provided to all managers via the Management Advisory Council (MAC) and to faculty via Professional Development workshops to more broadly disseminate information about the publication development and review processes and to increase understanding of the purpose and value of these processes. | Presentations in MAC and to the faculty via Professional Development are made regularly. Examples include:

In September, 2003, Professional Development presented an update on its programs and services to the Management Advisory Council.

In April 2004, the Administrative Development Committee made a presentation to the Management Advisory Council on the programs it coordinates for the administrators.

In Spring 2005, the Professional Development Budget Oversight Committee resumed its meetings, the purpose being to evaluate three professional development committees—Administrative, Classified, and Faculty—and how they can work together to meet both program and college goals.

The Public Information Office has presented workshops and discussions for administrators, staff and faculty on effective and appropriate communication procedures and methods internally and publicly. |

| 25 | An ongoing Accreditation Study Committee will be established by the college to more effectively respond to the college’s third year review and new accreditation standards. | The committee was established in 2002. This year additional members will be added to include faculty who have been hired since the last accreditation visit. |

<p>| 26 | The college will begin increasing the availability of Institutional Research Evaluation Briefs, Research Briefs, and reports to college staff and faculty by placing the documentations on the Intranet and sending an all-campus email notifying staff when reports are placed on the Intranet. The college’s Profile Sheet and other commonly requested information will be available on the college web site. (3.A.1) | The College has increased access to research reports, evaluation briefs, research briefs, ad hoc reports, and annual academic program reviews have all been moved to the Intranet. When a new report is created, an email is sent to all faculty and staff identifying the report and the link to get to it directly. Furthermore, the Fact Sheet, Fact Book, and transfer briefs are placed on the College’s website. |</p>
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<th>The office will pursue additional sources of information to inform planning (e.g., student surveys identifying areas of concern or transcripts and other records identifying patterns of student need based on prior experiences). (3A.1)</th>
<th>The College has expanded the types of data used for planning, including seventy-three surveys since 2001 (including annual student surveys), demographic studies from Claritas, NSLC transfer data, and data from professional organizations (e.g., SCAG projections, Construction Industry Research Board data, NCES, CPEC reports, and CBEDS data on local high schools, county-wide data, and statewide data).</th>
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<td>28</td>
<td>The non-instructional program review of Audiovisual Services and the Reprographic Center will be completed in 2002-2003. (6.7)</td>
<td>Audio/visual services and reprographics have completed a reorganization from one manager to two different managers. Both offices will complete non-instructional program review in this year.</td>
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<td>29</td>
<td>Conduct annual student satisfaction surveys for Learning Resources</td>
<td>Three surveys have been conducted for the TLC and Library. In the student and faculty surveys, separate questionnaires were distributed to students and faculty. These questionnaires were designed to obtain information on how the TLC Lab can improve its services for students and faculty members. The questionnaire for both students and faculty contained closed-ended and open-ended items. As a result of the findings the TLC is making changes to better inform and serve students and faculty.</td>
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<td>30</td>
<td>The new instrument for student evaluation of faculty will be tested for reliability and validity and the manner in which data are reported shall be further refined in 2002-2003. (7.B.2)</td>
<td>A new faculty evaluation instrument has been developed using optical mark recognition (OMR) technology and is being pilot tested this Fall 2005 term.</td>
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<td>31</td>
<td>The Board will review policy # 147 (Ref.10.1) to determine whether the policy should be made less specific or implemented more fully. (10.A)</td>
<td>The Board has reviewed the policy and is conducting its evaluation per the policy.</td>
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<td>32</td>
<td>Board policy and procedures and the decision-making guide (Ref. 10.2) will be updated to reflect changes in California law relative to the appointment to and participation on shared governance committees with respect to classified staff. (10.B.9)</td>
<td>The Board will incorporate recent state law mandates into the ’04-’05 negotiation agreements that stipulate that the CSEA will make decisions about who in their bargaining unit will serve on college committees.</td>
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<td>Consistent funding will be pursued for equipment replacement and network expansion at a level to ensure compatibility and provide for voice, video, and data transmissions that continue to support the curriculum. (6.1)</td>
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<td>The information technology systems have greatly increased in number since 2002 and they have been extensively enhanced to ensure compatibility between voice, video and transmissions units. Funding for technology is included as a budget line in new construction and renovations and more of the college’s general funds are allocated for its support. This has enabled the college to increase the number of technical support personnel to a level that makes it possible to provide trainers for end users, troubleshooters who can make repairs at one’s desk and helpdesk support. The Technology Master Plan is reviewed and revised annually.</td>
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<td>The district will continue the practice established in the 2002/03 budget process to set aside funds to support the maintenance, upgrade, and replacement of equipment. (8.4)</td>
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<td>This is a practice the College does annually. The funding through Measure C allows the college to provide additional support for maintenance upgrades beyond availability of State funding.</td>
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<td>Technology to allow students to check their degree and/or transfer standing online will be completed and implemented. (4.A.5)</td>
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<td>As part of a Title III grant, review and implementation of an on-line student educational plan is taking place. The ability to allow students to access their degree audit on-line is in progress.</td>
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| 36 | Student Services will develop new technologies to meet increasing demand on counseling and advising services. (5.3) | Student services added many support services that are accessible for students online or through assistive technology. They include:

**Assistive technology**

- Braille printers, adjustable tables, Jays and Kurssell programs that read text, and Dragon Natural Speak, in addition to assistive technology equipment in the DSPS lab.

**Online:**

- application for admission, registration, grades
- degree/enrollment verification.
- iDiscover online career assessment and career resources
- forms, and Associated Student Government annual elections information.

- The automated degree audit function has been implemented. The e-Sars web-based counseling appointment system is being tested and will go live in two weeks. This will allow students to make counseling appointments via the web.

The internet, as well as other means of communication, was utilized to inform students of the variety and level of services:

- The ISP has updated its website to inform potential international students of changes in tuition, immigration requirements, and F-1 visa acquisition.
- The DSPS website informed students of services and resources.
- Information is posted online regarding upcoming workshops, job fairs, etc.
- An in-house database has been developed to display job opportunities.
- The health center website link was developed to allow students to participate in on-line screening for alcohol/other drug abuse; eating disorders; depression and anxiety disorders.

A description of Student Development programs and services was placed on the College's website. |
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<th></th>
<th>The Counseling Department will develop the capability to provide online counseling services to students from off-campus locations, and, in particular, the Canyon Country ACCESS site. (5.6)</th>
<th>This procedure is still in progress. Currently, students’ questions are answered via email.</th>
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<tr>
<td>38</td>
<td>The district will implement a comprehensive records management system with individual desktop retrieval functionality. (5.9)</td>
<td>A Title III Grant has been secured and is providing funding for equipment, training and software to implement the student services automated transcript evaluation and storage.</td>
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<td>39</td>
<td>The district will document image 2.5 million historical records with a system that will include off-site scanning of all records, weekly backup of imaged records on the district’s network, and off-site CD storage of records at another facility. (5.9)</td>
<td>This is part of the process that is occurring in #38.</td>
</tr>
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<td>40</td>
<td>The district will implement an online degree audit system. (5.9)</td>
<td>The Title III grant will also be used to purchase an online degree audit system which will be compatible with the document imaging system. It is projected that the system will be in place and operational before the 2008 accreditation review. Currently, students access degree and enrollment verification online.</td>
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<tr>
<td>41</td>
<td>The use of the web registration program will be expanded to include additional services to students such as application for admission, transcripts, and semester grades. (6.1)</td>
<td>Students can now apply on-line via the College’s web page or “ccapply” to access applications, transcript requests, registration, advisement, and communication. Additional information about the College and curriculum is also available online. A committee is working to implement additional on-line services under the directions of the Director of Admissions and Records and On-line Services.</td>
</tr>
<tr>
<td>Page</td>
<td>Text</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>42</td>
<td><strong>Staff training on the use of the Intranet will be conducted and committees and departments will be assisted to maintain and expand the information provided on the Intranet. (6.1)</strong></td>
<td></td>
</tr>
<tr>
<td>43</td>
<td><strong>The purchase of help-desk management software that would allow end users to track technical support requests will be investigated. (6.2)</strong> Systems and software are currently under investigation.</td>
<td></td>
</tr>
<tr>
<td>44</td>
<td><strong>The number of computers available for student use in the library will be expanded. (6.2)</strong> The number of computers has been expanded and a wireless modem is installed so that students can easily use their personal laptop computers. The number of computer labs have expanded through the campus allowing students greater flexibility in accessing technology. Computer lab access will be further expanded as new buildings such as the High Tech building come online. Thus far, the number of computer labs available to students has increased from 29 in 2001 to 33 in 2005.</td>
<td></td>
</tr>
<tr>
<td>45</td>
<td><strong>The possibility of increasing library online catalog speed by leasing a dedicated line between the library and CalArts, which is where the server for the catalog resides will be explored. (6.2)</strong> The library has coordinated with CalArts and increased the server speed.</td>
<td></td>
</tr>
<tr>
<td>46</td>
<td><strong>As funding allows, the college will meet the TCO baseline standard for refresh rates and currency of computers, accessible computers for adjunct faculty, and accessibility for persons with disabilities; and will maintain the current status of other TCO categories. (6.5)</strong> The College provides computer systems for use by adjunct faculty in the Technology Center consistent with TCO guidelines. Computer Support Services in conjunction with the DSPS Access Coordinator is in the process of installing assistive technology hardware and software on at least 10% of the District computer systems. The college has integrated the TCO baselines into their Technology Master Plan. Ongoing funding for computer replacement has been established by the District and is regularly reviewed and adjusted. Computer upgrades and replacement are implemented each year based on available funding with a goal to achieve TCO standards.</td>
<td></td>
</tr>
<tr>
<td>Page</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>47</td>
<td>Library personnel will work with CalArts staff to determine what integrated library system will best meet the needs of the college's students and staff. (6.6)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>After several site visits and meeting with CalArts library staff, the colleges agreed to purchase Endeavor’s Voyager automated library system. The new system was implemented in Fall of 2003. COC is currently investigating the possibility of switching to our own stand-alone system, due to patron security and staff support concerns.</td>
<td></td>
</tr>
<tr>
<td>48</td>
<td>The district will continue progress toward the campus build-out as outlined in the Educational and Facilities Master Plan. (8.1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The district has completed nearly 60% of the projects in the Master Plan, with the balance forecast to be completed within the next 3-5 years. There has been no deviation from the Master Plan and work is progressing faster than anticipated on those projects. (See Addendum &quot;A&quot;)</td>
<td></td>
</tr>
<tr>
<td>49</td>
<td>The Educational and Facilities Master Plan includes improvements in the area of pedestrian and vehicular flow and it is the district’s intent to implement the plan over a 10-year period. The district will continue to work closely with the Facilities Task Force Committee to discuss and prioritize existing and future needs of the campus. (8.3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The college has incorporated in landscaping designs of the new, renovated and building extensions spaces, paths and signage that enhance the overall atmosphere of the campus and facilitate pedestrian and vehicular flow, e.g., the new south parking lot, road leading out of the south parking lot and electrical signal onto the adjacent main road from the campus; the internal and external designs for the high tech building, PE building extension, the walkways and parking lots surrounding the new performing arts center and the music and dance building. These considerations are also apparent in the architectural plans in development for the permanent University Center and the Hart District’s Academy of the Canyons high school site.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The addition of the three electrically lighted map kiosks and signage installed as new facilities are constructed is also a useful addition to improving pedestrian and vehicular flow.</td>
<td></td>
</tr>
<tr>
<td>50</td>
<td>The district will continue pursuing additional state funding for the continuation of its architectural barrier removal project as well as various scheduled maintenance and hazard mitigation projects.</td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The current state economy has curtailed the pursuit of state funding for scheduled maintenance and hazardous substance mitigation projects. The grants that were used for these types of projects in the past have been converted to Educational Equipment block grants, which, considering the state and local economies, have been used exclusively for the educational needs of the district. The state is no longer funding architectural barrier removal projects; however, with the use of local bonds and joint district/state projects, the district has been able to address and include such projects with the new construction currently planned and underway.</td>
<td></td>
</tr>
</tbody>
</table>
REFERENCES


ADDENDUM A
BUILDINGS AND INFRASTRUCTURE
UPGRADES SINCE 2002
BUILDINGS AND INFRASTRUCTURE UPGRADES SINCE 2002  
(from Strategic Goals, 2005: Goal #9, Physical Resources)

<table>
<thead>
<tr>
<th>Building Name</th>
<th>Construction Year</th>
<th>Total Room ASF</th>
<th>Total OGSF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interim University Center</td>
<td>2002</td>
<td>5,881</td>
<td>7,680</td>
</tr>
<tr>
<td>Allied Health HMMNH</td>
<td>2002</td>
<td>1,297</td>
<td>1,600</td>
</tr>
<tr>
<td>Archive Storage</td>
<td>2002</td>
<td>1,686</td>
<td>1,800</td>
</tr>
<tr>
<td>Restroom Building</td>
<td>2002</td>
<td>444</td>
<td>480</td>
</tr>
<tr>
<td>Canyon Country Access Center</td>
<td>2002</td>
<td>3,516</td>
<td>4,500</td>
</tr>
<tr>
<td>Performing Arts Center</td>
<td>2004</td>
<td>26,086</td>
<td>42,736</td>
</tr>
<tr>
<td>Warehouse Expansion</td>
<td>2004</td>
<td>8,265</td>
<td>8,867</td>
</tr>
<tr>
<td>Music/Dance</td>
<td>2005</td>
<td>13,579</td>
<td>19,401</td>
</tr>
<tr>
<td>Total since 2002</td>
<td></td>
<td>60,754</td>
<td>87,064</td>
</tr>
</tbody>
</table>

Facilities Growth

Construction projects:
- Completed construction of a new South Parking Lot which added an additional 1,600 parking spaces
- Completed construction of a Performing Arts Center consisting of a main theater with 926 seats and an Experimental Theater of 125 seats at a cost of $18.3 million
- Completed construction of a Warehouse Addition as well as an addition to the T-Building for Manufacturing Technology
- Completed construction on the Interim University Center, Archive Storage Building, and T Building expansion
- Commenced construction of a 19,000 sq. ft. Music/Dance Lab and a 58,000 sq. ft. Classroom/High Tech Center
- Obtained approval for construction of a Laboratory Expansion and PE Expansion. They are currently in construction.

Additional sites completed or in progress:
- Opened a 9,200 sq. ft. Golden Valley Access Center in August 2004 consisting of ten classrooms
- Obtained approval for a New Educational Center in Canyon Country and beginning plans for permanent buildings.

Scheduled maintenance projects that are completed include:
- Architectural Barrier Removal program
- Installation of data outlets and infrastructure for campus wide networking capability
- Removal and replacement of raised concrete sidewalks
- Removal and replacement of inoperable door hardware in the PE building
- Installation of chilled water lines
- Replacement of main domestic water line
- Replacement of shower piping and valves in the PE Building
• Reseal HVAC ductwork
• Replacement of urinals and water closets
• Replacement of underground high voltage electrical cabling

Energy conservation projects that are completed include:
• Chiller replacement
• Lighting replacement
• Energy management systems
• Room occupancy sensors
• Computerized irrigation and exterior lighting control systems

Modernization projects completed that are completed include:
• Installation of three electronic marquees
• Installation of artificial turf of Stadium field
• Resurfacing of athletic track
• Renovation of stadium restrooms
• Perimeter landscaping improvements
• Installation of three lighted map kiosks

Additional projects that are completed or are in progress include:
• The College implemented a hazardous waste program that includes containment and removal.
• The College implemented a recycling program for paper and beverage containers and exceeded State goals for reducing waste sent to landfills
• The College created a more welcoming environment through the architectural barrier removal project, improved lighting, landscaping, adding gathering places, and improving signage.
• The District developed partnerships with the William S. Hart Union High School District for use of facilities on the COC campus (such as Academy of the Canyons and Cougar Stadium) and on Hart District sites (such as at Golden Valley High School).
• Methods for increasing the efficiency of utilities was implemented including direct access electrical purchasing through membership in the State's consortium and improved energy systems described above.
• Through the EFMP and recent projects on campus, the College developed and begun implementation of a traffic flow plan compatible with construction on campus.
• The College deployed DS3, dedicated T1 lines for teleconferencing, air blown fiber connecting buildings, and network connections for 97 percent of classrooms and 100 percent of offices.
ADDENDUM B

OFFICE OF GRANTS DEVELOPMENT
GRANTS STATUS, 2004-2005
Office of Grants Development
Grants Status, 2004-2005

* Awards Granted July 1, 2004 – present *

<table>
<thead>
<tr>
<th>NAME OF GRANT</th>
<th>FUNDING SOURCE</th>
<th>AMOUNT</th>
<th>ADDITIONAL INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>CACT</td>
<td>Chancellor’s Office</td>
<td>$228,875</td>
<td>Includes $50,000 augmentation</td>
</tr>
<tr>
<td>MESA</td>
<td>Chancellor’s Office</td>
<td>$99,500</td>
<td>Includes $18,000 Special Projects</td>
</tr>
<tr>
<td>Academy of the Canyons</td>
<td>Chancellor’s Office</td>
<td>$127,000</td>
<td></td>
</tr>
<tr>
<td>CREATE</td>
<td>National Science Foundation</td>
<td>$605,602</td>
<td></td>
</tr>
<tr>
<td>University Center</td>
<td>Congressional Award</td>
<td>$397,640</td>
<td></td>
</tr>
<tr>
<td>Public Safety Academy</td>
<td>Congressional Award</td>
<td>$98,948</td>
<td></td>
</tr>
<tr>
<td>Community College Cal/Works Program</td>
<td>Los Angeles County</td>
<td>$24,080</td>
<td></td>
</tr>
<tr>
<td>ADN Regional Collaborative</td>
<td>Annenberg Foundation</td>
<td>$500,000</td>
<td></td>
</tr>
<tr>
<td>ADN Regional Collaborative</td>
<td>National Student Nurses Assoc.</td>
<td>$122,151</td>
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<tr>
<td>ADN Enrollment Growth</td>
<td>Chancellor’s Office</td>
<td>$60,722</td>
<td></td>
</tr>
<tr>
<td>University Center</td>
<td>Parsons Foundation</td>
<td>$250,000</td>
<td></td>
</tr>
<tr>
<td>Title III</td>
<td>US Department of Education</td>
<td>$364,921</td>
<td></td>
</tr>
<tr>
<td>Industry Driven Regional Collaborative (IDRC) – Welding</td>
<td>Chancellor’s Office</td>
<td>$155,255</td>
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<tr>
<td>IDRC – Manufacturing Technology</td>
<td>Chancellor’s Office</td>
<td>$277,161</td>
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<tr>
<td>IDRC – Biotechnology</td>
<td>Chancellor’s Office</td>
<td>$242,745</td>
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<tr>
<td>Closed Captioning</td>
<td>Chancellor’s Office</td>
<td>$43,071</td>
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<tr>
<td>TANF-CDC Project</td>
<td>California Community Colleges Foundation</td>
<td>$13,085</td>
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</tr>
<tr>
<td>COC Heritage Committee</td>
<td>City of Santa Clarita</td>
<td>$5,000</td>
<td></td>
</tr>
<tr>
<td>Child Development Center Grants</td>
<td>Various Sources</td>
<td>$480,741</td>
<td></td>
</tr>
<tr>
<td>Life Skills and Financial Literacy</td>
<td>EdShare 2004</td>
<td>$25,950</td>
<td></td>
</tr>
<tr>
<td>Gerontontology Mini-Grant</td>
<td>Chancellor’s Office</td>
<td>$5,000</td>
<td></td>
</tr>
<tr>
<td>Business Mini-Grant</td>
<td>Chancellor’s Office</td>
<td>$5,000</td>
<td></td>
</tr>
<tr>
<td>University Center*</td>
<td>Henry Mayo Newhall Memorial Foundation</td>
<td>$50,000</td>
<td>$250,000 over 5 years (*awarded to COC Foundation)</td>
</tr>
<tr>
<td>University Center*</td>
<td>Wells Fargo</td>
<td>$1,000</td>
<td>(*Awarded to COC Foundation)</td>
</tr>
<tr>
<td>Nursing Instructor*</td>
<td>Henry Mayo Newhall Memorial Hospital</td>
<td>$78,060</td>
<td>Sue Albert (*Awarded to COC Foundation)</td>
</tr>
</tbody>
</table>

**TOTAL FUNDING 2004-05**  

$4,261,515
### Grants Awarded for 2005-06

<table>
<thead>
<tr>
<th>Name of Grant</th>
<th>Funding Source</th>
<th>Amount</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Center</td>
<td>Congressional Award</td>
<td>$198,400</td>
<td></td>
</tr>
<tr>
<td>Academy of the Canyons</td>
<td>Chancellor's Office</td>
<td>$127,000</td>
<td></td>
</tr>
<tr>
<td>Academy of the Canyons</td>
<td>Chancellor's Office</td>
<td>$95,250</td>
<td></td>
</tr>
<tr>
<td>ADN Enrollment Growth</td>
<td>Chancellor's Office</td>
<td>$71,608</td>
<td>Sue Albert</td>
</tr>
<tr>
<td>IDRC – Welding</td>
<td>Chancellor's Office</td>
<td>$23,938</td>
<td></td>
</tr>
<tr>
<td>IDRC – Biotechnology</td>
<td>Chancellor's Office</td>
<td>$68,333</td>
<td></td>
</tr>
<tr>
<td>IDRC – Manufacturing Technology</td>
<td>Chancellor's Office</td>
<td>$248,742</td>
<td></td>
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<tr>
<td>Title III</td>
<td>US Department of Education</td>
<td>$364,087</td>
<td></td>
</tr>
<tr>
<td>CREATE</td>
<td>NSF</td>
<td>$799,994</td>
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<tr>
<td>Life Skills in Financial Literacy</td>
<td>Ed Share 2004</td>
<td>$37,197</td>
<td></td>
</tr>
<tr>
<td>Closed Captioning</td>
<td>Chancellor's Office</td>
<td>$135,000</td>
<td></td>
</tr>
<tr>
<td>MESA</td>
<td>Chancellor's Office</td>
<td>$81,500</td>
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<tr>
<td>CACT</td>
<td>Chancellor's Office</td>
<td>$178,875</td>
<td></td>
</tr>
<tr>
<td>University Center</td>
<td>Henry Mayo Newhall Memorial Foundation</td>
<td>$50,000</td>
<td>(Awarded to COC Foundation; 5 year grant)</td>
</tr>
<tr>
<td>Nursing Instructor</td>
<td>Henry Mayo Newhall Memorial Hospital</td>
<td>$78,060</td>
<td>(Awarded through COC Foundation)</td>
</tr>
</tbody>
</table>

**TOTAL GRANTS AWARDED 2005-06**

$2,557,984

### Proposals Submitted and Pending for 2005-06 (Funding begins after July 1, 2005)

<table>
<thead>
<tr>
<th>Name of Grant</th>
<th>Funding Source</th>
<th>Amount</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing High Growth Job Initiative</td>
<td>US Department of Labor</td>
<td>$613,465</td>
<td>Sue Albert ($731,561 over two years)</td>
</tr>
<tr>
<td>Oberline Dance Collective</td>
<td>National Dance Project</td>
<td>$3,750</td>
<td></td>
</tr>
<tr>
<td>Community Based Job Training Initiative – Integrated Systems Technology</td>
<td>US Department of Labor</td>
<td>$1,344,252</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL FUNDS PENDING 2005-06**

$1,961,467
Summary of Activities:

- Total Grant Awards, 2004-05 $4,261,515 (includes $129,060 in Foundation grants)
- Total Still Pending, 2004-05 $0
- Grant Total for 2004-05 $4,261,515

- Total Grant Awards, 2005-06 $2,462,734
- Total Still Pending, 2005-06 $1,961,467
- Proposals to be developed $3,043,000
- Grant Potential for 2005-06 $7,466,526 (to date)

Grant possibilities to be developed during 2005-06

<table>
<thead>
<tr>
<th>NAME OF GRANT</th>
<th>FUNDING SOURCE</th>
<th>AMOUNT</th>
<th>ADDITIONAL INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>CACT</td>
<td>Chancellor’s Office</td>
<td>$178,000</td>
<td>Renewal</td>
</tr>
<tr>
<td>Talent Search</td>
<td>U.S. Department of Education</td>
<td>$220,000</td>
<td>TRIO Program</td>
</tr>
<tr>
<td>Nursing Expansion</td>
<td>Governor’s 15% Discretionary</td>
<td>$200,000</td>
<td></td>
</tr>
<tr>
<td>Child Development</td>
<td>Various Sources</td>
<td>$450,000</td>
<td></td>
</tr>
<tr>
<td>Public Safety Academy</td>
<td>Various Sources</td>
<td>$500,000</td>
<td></td>
</tr>
<tr>
<td>CREATE</td>
<td>National Science Foundation</td>
<td>$600,000</td>
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<tr>
<td>University Center</td>
<td>Darling Foundation</td>
<td>$100,000</td>
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</tr>
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<td>Performing Arts Center</td>
<td>S. Mark Taper Foundation</td>
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<tr>
<td>Performing Arts Center</td>
<td>Goldsmith Family Foundation</td>
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<tr>
<td>Performing Arts Center</td>
<td>Knapp Foundation</td>
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<td>Performing Arts Center</td>
<td>Schwartz Fund for Education</td>
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<td>Hollis Foundation</td>
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<td>Performing Arts Center</td>
<td>Lannan Foundation</td>
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<td>Performing Arts Center</td>
<td>Tamaka Memorial Foundation</td>
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<td>Performing Arts Center</td>
<td>Favrot Fund</td>
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<td>Performing Arts Center</td>
<td>Kettering Family Foundation</td>
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<td>Performing Arts Center</td>
<td>Universal Studios Foundation</td>
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<tr>
<td>Performing Arts Center</td>
<td>Wasserman Foundation</td>
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<tr>
<td>TOTAL GRANT POSSIBILITIES</td>
<td>2005-06</td>
<td>$2,948,000</td>
<td></td>
</tr>
</tbody>
</table>
ADDENDUM C
We found the Evaluation Report remarkably accurate and reflects well on what breadth and depth of analysis was done by the Visiting Team. The entire College found the visitation experience positive, constructive and worthwhile. As the report notes we are very proud of our College and we were very pleased to see that the Visiting Team was sensitive to the core values and culture of the College. We have identified only four points on which there appear to be factual errors:

1. We note that three of the recommendations ask the College to engage in activities that center on outcomes based evaluation and/or student learning outcomes. The College appreciates the reminder that new accreditation standards are forthcoming and the College should pattern its future self-evaluation activities in light of these new standards (see page 14 of the report, "Newly adopted (effective 2004) accreditation standards............."). However this accreditation visit and report should rightly focus on the standards extant at the time the College did its self study. Another problem with these recommendations is that it calls upon the College to accomplish tasks that currently have no clear or even consensual definition. In fact the issue of how to define "outcomes" within an institution of higher education is a point of confusion and conflict in the region served by the Accreditation Commission. As the report points out the College does engage in evaluation of its activities (see page 15, "The College has a number of processes in place .........") by its own definition of evaluation which is to note if the measurable objectives of the course, program, or enterprise have been met or not (see page 12, "..... something has either occurred or not occurred.") The report seems to inform the College that these behavior measures of "outcomes" will not be acceptable under the new accreditation standards.

The problem is that the reader of these recommendations (e.g. the community, partners with the College, and other local agencies) might well conclude the College has been deficient in meeting some important accreditation standard especially since the issue is repeated in three of the five recommendations, which would be an error of fact.

To preserve the good advice that the Visiting Team provides while not misleading the reader about the College’s performance, we would suggest either relegating the statements on outcomes to a single general statement at the end of the report, or draft a clearer qualifying statement for the three recommendations in question that indicates these are thoughts for the future related to future standards rather than comments on a lack of performance in the past.

2. Page 21, paragraph 1 states the percent of minority students is 42%. The correct figure in terms of stated ethnicity is 30.9% (see Fact Book).

3. Page 7, last paragraph notes that the College’s Mission Statement does not reflect a commitment to diversity or student success. As noted correctly by the report the College’s Mission Statement must be viewed as part of a fuller statement that includes a Vision Statement, and a Philosophy/Vision Statement (see page 7, paragraph 1). These statements (see Fact Book) have goal statements that appear to have been overlooked in
this analysis since a commitment to student learning and to diversity clearly appear in the College’s comprehensive Mission Statement (see Fact Book).

4. We note that the conclusion as related to Standard Three are not factual and appear to disregard facts and documentation included in the Self-Study and as backup for the team.

- **Page 12, paragraph 3, sentence 1 states, “The college has been so busy planning and doing—it has spent little time evaluating.”**

Apparently the persons assigned to this standard did not see the 79 department program reviews, eight research reports, eight evaluation briefs, twenty-five research reports, the data contained in the Educational Master Plan, the Facilities Master Plan, Fact Book, PFE Reports and SRTK data. The entire campus spends significant time not only evaluating, but also using the results of the evaluations in identifying strategies to guide its progress.

- **Page 12, paragraph 3, sentence 3 states, “There is very little evidence of outcome-based evaluation.”**

It appears the team is holding COC to the accreditation criteria (and outcomes) that have not yet gone into effect. If that is the case, it appears it has set new standards for us to respond to in advance of our obligation to do so.

In an effort to be consistent and fair, if the Accreditation Commission chooses to support individual visitation teams doing so, I expect that such narrative and recommendations will be represented for all colleges, i.e., all colleges will be held to the same evaluative criteria in this cycle of reports.

- **Page 12, paragraph 3, sentence 4 states, “Even though things seem to be going well, there is little understanding of why.”**

This is clearly not a factual, accurate, or fair statement. Minutes form planning teams (CPT, Facilities Master Plan Task Force, PAC-B, Technology Committee) across the campus clearly convey an accurate account of what steps were taken, why they were taken, what was done, and why it succeeded. Perhaps the writers of this standard didn’t ask questions to address these issues; but that does not justify a statement of such personal conclusion that does not recognize the facts and evidence that does exist and was present for the team to review.

- **Page 12, paragraph 3, sentence 7 states, “The CPT does not provide the cohesive planning role described in several planning documents.”**
As the attached indicates, the CPT does in fact carry out all of the responsibilities related to the cohesive planning role it has at our college. As its minutes reflect, through a decentralized organizational model, excellent communication and working relationships on campus, and the various operational teams as described in the Decision-Making Guide the process works.

As the self-study indicates, College of the Canyons clearly defines its decision-making structure and appropriately involves others in the processes. As evidenced by the minutes for the past six-years of meetings of the Board, PAC-B, Facility Master Plan Task Force, CPT, as well as the Educational and Facilities Master Plan document itself, which were present in the team room, all priorities and actions are tied back to the context for planning presented in the Strategic Plan as well as through the development of institutional goals for the college. The processes used are detailed and comprehensive as CPT coordinates the input from the campus to develop the various plans. CPT then monitors the inclusion and addressing of priorities throughout these plans, which are carried out by the administrative operational units under the direction of administration and by the Academic Senate as it relates to their role as members of the team.

Having checked with numerous staff members who were in the only meeting that visiting team members had with CPT, the above, italicized statement clearly does not represent fact. Perhaps it was someone’s observation or recollection, but it is not factual. CPT members cited numerous examples of how CPT does in fact do all of its roles as described below:

✓ Reflect on what progress we have made toward our strategic goals;
✓ Identify the critical areas that need our attention as we work to improve;
✓ Continue the internal dialogue on priorities and actions;
✓ Continue to design ways to implement fundamental changes via the development of specific plans (i.e., technology, facilities, educational curriculum planning, deferred maintenance planning, etc.);
✓ Engage external audiences in the dialogue;
✓ Build internal and external coalitions for change;
✓ Identify and align financial resources allocation with our priorities for the future; and
✓ Identify how we can continue to improve.

If reviewing six-years of minutes of the CPT and the plethora of backup materials, which summarize key discussions, directions, presentations, planning outcomes retreats, analysis of outcomes, strategic discussions, internal dialogs, departmental and college-wide outcomes, the interconnection of planning processes and their coordination in the district and with external agencies was too much to do, a cursory overview of the Strategic Plan document itself presents the facts as it summarizes and highlights the critical role that CPT plays in the establishment, coordination, implementation, and evaluation of the college’s strategic and annual priorities.
• Page 12, paragraph 3, last sentence states, "Should the college choose to continue to use the CPT as a "Think Tank," then COC should look to other mechanisms, which will serve to act as the entity that holds the process together."

A clear review of the Decision-Making Guide reveals that all members of Executive Cabinet (Instruction, Student Services, Research, Facilities, Budget, and Human Resources) and representatives of the Academic Senate are on the CPT and have responsibilities for carrying back the decisions and the impetus to move forward on institutional priorities. As many members of the college team who come together in a campus focus on CPT, they "operationalize" the planning processes institution wide.

A committee can't hold anything together, but the leadership of its participants—as they carry out their responsibilities in a coordinated fashion can. And, at COC, they do.
ADDENDUM D

DEVELOPING THE DISTRICT:
COLLEGE OF THE CANYONS 2005 STRATEGIC PLAN

This is a separate, accompanying document.
ADDENDUM E

EXECUTIVE SUMMARY
GOALS 2004-05
Executive Summary
Superintendent-President Goals 2004-05
May 4, 2005

Goal One – Performing Arts Center
• Finalized construction and hosted Grand Opening event.
• Implemented operational and marketing plans and initiated external fund-raising structure.
• Secured $2 million commitment from Vital Express to rename center and establish endowment.

Goal Two – University Center
• Received $5.2 million commitment from Wm. S. Hart School District for West Wing.
• Secured Board of Governors approval for $14.4 million in capital outlay funding.
• Secured long-term lease from University of La Verne for 7,500 square feet of space.
• Assembled team and developed $3 million proposal for High Tech Business Incubator Project.
• Expanded programming with commitments for additional degrees from Cal States Bakersfield and Fresno.
• Raised $500,000 in local funds.

Goal Three – Oversight
• Conducted regular budget analysis and position control to gauge impact of fluctuations of state revenue, enrollment management, and unanticipated circumstances.
• Refinanced Measure C bonds for a savings of $2 million in capital outlay funds.

Goal Four – Connecting Across Communities
• Secured $1,016,120 in Economic Development Grant funds for biotech training, welding, and digital manufacturing.
• Acquired $250,000 from Johnson & Johnson toward ADN Nursing Collaborative Project.
• Facilitated use of campus for a variety of film industry activities.

Goal Five – Older Adults
• Initiated a number of non-credit classes that will be offered to older adults this summer.
• Began a lecture series and several course offerings at Belcaro in Spring 2005.
• Facilitated the preparation of a $100,000 grant proposal to establish an Osher Lifelong Learning Institute (OLLI) at College of the Canyons.

Goal Six – Canyon Country Educational Center
• Finalized selection of desired site.
• Secured final approval from the Board of Governors and CPEC.
• Began purchases of land.
• Continued to build student base in eastern portion of service area in anticipation of opening in Fall 2006.

Goal Seven – Foundation
• Brought forward proposal to fund consultant for University Center fund-raising efforts, as well as software to be funded by the District.
• Supported entrepreneurial efforts by meeting with the McMullens and city staff on the partnership with Java N’ Jazz to establish a drive-thru kiosk on campus.
• Continued to work with Rita Garasi to develop fund-raising structure for Performing Arts Center.

Goal Eight - VP Administrative Services Functions
• Worked with Jim Schrage to ensure we spent all of our scheduled and deferred maintenance state funds by corresponding deadlines.
• Continued to chair Advocacy Committee and initiate activities to impact state and federal decision making.
• Oversaw changes to enrollment management process and developed context and parameters to continue to move forward and adjust on variables changed at College of the Canyons and at the state level.

Goal Nine - Vice President, Human Resources
• Participated in the development of data for collective bargaining processes and proposals for AFT, COCFA, and CSEA.
• Provided input as to the development of a Professional Development Plan to acquire skills and establish network needed to be as effective as possible.
• Provided input to restructuring of Classified Staffing Committee (function and feedback).

Goal Ten – Reorganization Plan
• Began to implement the Reorganization Plans in the context of cost analysis and an implementation timeline.
• Reviewed and reassigned responsibilities of administrative vacancies to existing administrators.
• Implemented Reorganization Plan for the Facilities and Purchasing Departments.

Goal Eleven – Business Relationships
• Initiated major training partnerships that meet the particular needs of the local business community: biotech, welding, manufacturing, nursing, and re-education of laid-off engineers.
• Launched a task force of business leaders, state officials and faculty to develop cutting edge programs in nanotechnology and autonomous technology to meet the needs of the ever-increasing number of businesses in our area and respond to the expansion that is expected in the next five to ten years.

Goal Twelve – Outdoor Laboratory
• There has been no action here. This goal is on hold. One site to develop at a time is enough!

Goal Thirteen – Financial Resources
• Increased growth factor for 2004-05 by 8.65 percent which we will receive every year going forward.
• Improved the terms of contracts with Pepsi and Barnes and Noble to increase external funding.
• Brought in $4,260,596 in grant funds.
The results: no layoffs .... no midyear cuts .... no deficit spending .... and an increase
of 412 percent in unrestricted general fund revenue since 1989-90.

**Goal Fourteen - Public Safety Institute**
- Identified additional resources for public safety training submitted $1.6 million grant to state and federal sources.
- Helped to secured curriculum approval by partner agencies.

**Goal Fifteen - Professional Development**
- Expanded Institute of Teaching and Learning by incorporating it into Title III Grant.
- Initiated discussion to establish a Regional Management Training Program with participating colleges in Los Angeles County.
- Continued to support the Employee Training Institute, which collaborated with the SCV Chamber of Commerce to create Leadership SCV, a community leadership program for emerging leaders from the public and private sector.

**Goal Sixteen - Patrons of the Arts**
- Worked with key community leaders to develop enthusiasm and a framework for fund-raising efforts dedicated to supporting the performing arts.
- Met with Patrons of the Performing Arts group.

**Goal Seventeen - 35th Anniversary**
- Chaired 35th Anniversary Committee to develop plan for events throughout the year.
- Initiated steering committee to develop oral history (and video) in honor of the college’s 35 years of service to the community.
- Provided input to designing of logo, themes, holiday cards, pins, t-shirts, and note cards to support the celebration.

**Goal Eighteen - University Center**
- See Goal Two.

**Goal Nineteen - Support Interim VP of Instruction**
- Obtained approval from faculty to move forward with Winter Intersession.
- Developed and supporting non-credit options by researching and developing analysis and plan.
- Secured ten classrooms at Golden Valley High School for our use.
- Developed new program planning processes for instructional programs via College Planning Team.
ADDENDUM F

SUPERINTENDENT/PRESIDENT:
ALL-COLLEGE STAFF MEMBERS

This is a separate, accompanying document.
ADDENDUM G

REVIEW OF PLANNING DOCUMENTS INCLUDING OUTCOME DATA (SPRING 2005)

This is a separate, accompanying document.
ADDENDUM H

SECOND ANNUAL STUDENT SURVEY
(SPRING 2005)

This is a separate, accompanying document.
ADDENDUM I

TECHNOLOGICAL ACHIEVEMENTS
Goal #8 - Technological Advancement

The College has maintained and enhanced a data network that:

- Provides a gigabyte Ethernet connection between major components to support streaming video/audio and fast access to large amounts of information
- Commits to a migration toward industry standard/open systems while preserving the existing investment
- Identifies support for legacy systems
- Includes a data warehousing strategy
- Provides online access to digital printers in the reprographics center.

The College has maintained and enhanced the Management Information System (CISAR), to:

- Integrate major components (e.g. student, financial, course, and personnel databases)
- Provide more user-friendly (faculty, staff, administrator, and student) interfaces by deploying Release 17, web interfaces, and developing over 100 new screens, such as those for parking permits and athletic eligibility
- Develop a catalog of reports
- Link to other databases (e.g. PeopleSoft and Web CMS) through an upload/download process

The College’s Intranet has been further developed, including addition of district and college forms, directories, warehouse catalog, board policies, and College committee meeting minutes and agendas.

The Technology Committee continued to:

- Investigate and disseminate information about new technologies.
- Establish information technology standards and policy guidelines.
- Improve communications between departments through participation on the committee and expansion of online collaboration and electronic communications.

The Technology Master Plan was revised annually and now includes technical support, equipment replacement, procurement, MIS, student services, telecommunications, email, web sites, software, learning resources, assistive technology, facilities and annual reviews. Recommendations have been mindful of available resources, cost benefit analysis, and responsive to system and industry standards.

The College has continued to effectively and efficiently use technology to support delivery of District and College services, including but not limited to instruction (e.g., online access to class rosters, access to course information, assignments, online course discussion groups, etc.), student support services (e.g., online registration and payments, unofficial transcripts, application, creating counseling appointments, etc.), business services, research, course development and management, etc.
Professional development opportunities have been enhanced to:

Encourage faculty and staff to effectively use technology for curriculum development, instruction (including both distance learning and traditional delivery models) and providing support services.

Attend and participate in professional development using a variety of delivery methods, including flex workshops conducted in-house and by outside facilitators, seminars, conferences, and possibly retreats.

Since 2002, 728 professional development workshops / activities have been provided to faculty, staff, and administrators at the College.

Existing telecommunications/technology systems have been reviewed and enhanced, including deploying battery and generator back-ups.

The College continued to review the use of technology for ADA compliance, including Section 508 compliance of the district’s website and use of assistive technology in the DSPS lab and across campus.

The College has provided technical staff that ensures the effective implementation and support of the College’s technology including:

Support for networking, CISAR, hardware, and other district supported software

Hours of availability that are increasingly needed seven days a week and outside of the 8am to 5pm workday.

Staff and students continued to be provided with information on emerging technologies and resulting business/industry needs.

The College has standardized on PC hardware (Gateway and MAC), supported software, and Enterasys network equipment (and Fortinet firewall).

To ensure that facilities meet the technological needs of users and programs, the Director of Computer Support/Network sat on all building committees, the technology committee reviewed the implementation and use of technology each year, and surveys of satisfaction with technology were routinely administered.

The College has deployed classroom furniture (e.g. computer desks with receding monitors) that allows rooms to be used for multipurpose.

Campus-wide and remote access to national and international online databases has been promoted through 13 subscription databases, which can be used to do research in courses across the curriculum. An active program of bibliographic instruction helped ensure that students receive in-depth training in the use of the databases. In addition, the library offered “train the trainers” sessions for faculty members each
semester that shows them how they can incorporate the use of the college’s databases into class assignments. Many of the databases can be accessed at home 24/7 by COC students, faculty, and staff with the use of passwords that are distributed each semester.

The College participated in external organizations that support the use of technology and distance learning, such as CI SOA, TechEd, and League for Innovation, COMDEX, and MAC World.

Additional Accomplishments:

• The College developed software with cutting-edge synthetic models and networked virtual environments for first responder training as part of Public Safety.

• The Professional Development Office, Computer Support Services, and MIS all worked together to develop comprehensive training opportunities for faculty and staff on the use of technology. Training on common software programs, for example Microsoft Office Products, has been provided through Professional Development. More specialized training, for example new release of Datatel components, has been provided by sending staff off-campus or bringing trainers on-campus. The in-house and off-site workshops encourage staff to use technology for curriculum development, instruction, communicating with colleagues, and using information to inform decision making.

• The student photo identification system was expanded for students and staff. The identification cards are used at various points of service across campus and can track positive attendance for students using the fitness center, tutoring services and classroom open labs.

• New mailroom equipment was purchased that enabled the College to increase the volume of mail as it grew while control mailing costs by qualifying for the lowest rates and removing redundancy and invalid addresses in mailing lists.

• The STAR server was replaced.

• Random Class Add codes were programmed for Web registration.
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<td>Approximately 1,337 Networked Computers</td>
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<td><strong>12 Terminals</strong></td>
<td>24 Administrative / Instructional Servers</td>
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<td>Two T1 Lines for Campus-Wide Internet Access</td>
<td>Three T1 Lines for Internet Access, 1 T1 Line for Video and 2 T1 Lines for Voice</td>
<td>One DS-3 Line for Internet Access, 1 T1 Line for Video and 2 T1 Lines for Voice</td>
<td>One DS-3 Line for Internet Access, 1 T1 Line for Video and 2 T1 Lines for Voice</td>
<td>One DS-3 Line for Internet Access, 1 T1 Line for Video and 2 T1 Lines for Voice</td>
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ADDENDUM J

LIBRARY SERVICES STUDENT EVALUATION SURVEY

This is a separate, accompanying document.
ADDENDUM K

TLC LAB STUDENT AND FACULTY SURVEYS (FALL 2004)

This is a separate, accompanying document.