College of the Canyons' Mission Statement

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

Program Description

Describe the Department's Mission (e.g. services offered and functions performed by this department).

The mission of the Admissions & Records (A&R) department is to enhance educational goals and lifelong learning by creating a supportive and encouraging atmosphere. The A&R staff is dedicated to providing exceptional service to a diverse community to facilitate, assist and ensure student success.

Who are the customers/recipients of the services and functions?

A&R serves prospective, new, returning and continuing students, residents and non-residents, veterans, athletes, transfer students, reentry students, former students, community members, graduates, LAPD, Fire, Sheriff, Lifeguard, high school students, departments and other educational institutions.

Administrative Unit Outcomes

Administrative Unit Outcomes (AUOs) Assessment Model:
The purpose of this assessment process is to improve the unit's service.

<table>
<thead>
<tr>
<th>Department Goals (Overarching AUOs)</th>
<th>Specific Objectives</th>
<th>Means of Assessment and Criteria for Success</th>
<th>Summary of Data Collected and Number of Cycles</th>
<th>Use of Results</th>
<th>Next Assessment Cycle (Month, Year)</th>
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Chart #1: A&R Org Chart- April 2014.doc

Provide a short description of the history of your department, including how it has changed over the years.

The history of the A&R department is filled with technological advancements and innovations. The purchase of Datatel in 1999 has allowed student and office functionalities to be streamlined. Currently, over 85% of the student population, including high school students, registers and completes student service transactions online. In 2008, a Degree Audit component of Datatel was implemented; permitting students to run their own program evaluations through My Canyons. These advancements represent only a small portion of our current reliance on technology. Additionally, A&R relies heavily on third party software systems, databases, My Canyons, electronic transcripts, a new automated phone queue, and a completely revamped website, which incorporates a Live Chat feature. The A&R office has increased its efficiency and productivity by re-engineering workspace and employee job duties. The advancements and innovations over the last twelve years are indicative of the spirit of change found in the A&R staff and represent continued and future growth for decades to come.
The Admissions and Records office surveyed the student body on the Spring 2012 Annual Student Survey produced by the Institutional Research office. The survey questions were directed to inform the A&R office of student perceptions of what factors should be included in determining a priority registration grid. The Admissions and Records office must comply with new Title 5 section 58108 regulations. The survey gave student input to using local discretion as prescribed in the new regulations.

The Spring 2012 Annual Student Survey produced by the Institutional Research office included 8 options for students to agree or disagree with regards to proposed registration changes. *Students with over 100 units should register last.* *Students graduating this term should register first.* *First time students should register after continuing students.* *All college units (from COC and other colleges) should be used in calculating total units for registration priority.* The majority of respondents from both campuses agreed that the following changes should be made to the registration process:

*Students in good standing (not on probation or dismissal) should get priority over those on probation or dismissal.* *Students graduating this term should register first.* *First time students should register after continuing students.* *All college units (from COC and other colleges) should be used in calculating total units for registration priority.*

The majority of respondents from both campuses disagreed that the following changes should be made to the registration process:

*First time students should register before returning students.* *Students in the Honors Program should have priority over all other students.* *Students with higher GPA’s should have priority over those with lower GPA’s.* *Students with over 100 units should register last.*

We pulled the data from Spring 2009 to show how many students processed their registration via My Canyons. Roughly 68% of students registered via My Canyons for the Spring 2009 term. Since the new system of helping students during registration helped to increase student’s use,

Notes We will not use all college units in determining registration priority because we do not have the staff to evaluate all incoming transcripts and this will create an unfair practice for non-transfer students. Title 5 Section 58108 stipulates students with over 100 units must register last. Based on data collected we will create an appeals process for students with over 100 units to retain their original date. (SLO 2011/12)
Admissions & Records will facilitate student success by providing a more effective and efficient means for students to register.

The Admissions and Records office formed a registration committee to focus on providing students access and ease to services available through Admissions and Records and My Canyons with greater efficiency. During Spring 2010 registration, the committee implemented a computer kiosk area to introduce and assist students with online registration, develop a “check-in” process and information desk to answer questions. The “check-in” process was implemented to determine which students needed to meet with someone and receive further assistance at the counter and identify those that needed online assistance. The committee also put stanchions and signage up to help direct students to the proper area for assistance.

To ensure that College of the Canyons (COC) continues to provide quality and efficient service, the Admissions and Records office will survey students receiving services at the information desk and computer kiosk during the Spring 2011 registration period to determine if Admissions and Records’ goals have been met. The survey will consist of 5 closed ended questions that students will complete at the time they receive services from the Admissions and Records office. The five questions relate to quality of service and usefulness for the information desk and computer kiosk and overall satisfaction with Admission and Records office.

Students who reported very satisfied, satisfied, or neutral for each of the five questions are listed below. Usefulness of having the information table to assist the student was 94%, Usefulness of having the computer kiosk to assist the students was 97%. Quality of service provided to students at the information table was 95%. Quality of service provided to the students at the computer kiosk was 96%. The overall satisfaction with the Admissions and Records office was 95%.

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The Admissions and Records office has reviewed survey results and believe we have met the level of success we set to reach. However, this is an ongoing interest of the Administration in Admissions and Records. When conducting our next Program Review, the staff will determine if this is the focus for our 2011-2012 Student Learning Outcome. (SLO 2010/11)
| The Admissions and Records staff will receive cultural proficiency training annually to keep up-to-date on how to provide excellent services to our students. | There will be an evaluation done at the end of each workshop to assess the value of the training and to receive feedback to improve the workshop each year. | Overall, the staff enjoyed and learned from the workshop. We will continue to have a workshop each year. Please see the printed AUO for full results. | The results have shown better customer service, awareness of the students they are interacting with and have brought the staff closer together to work as a team. We will continue this AUO next year as well. (AUO 2007) | 1 | - - 2013 |

| The Admissions and Records staff will receive customer service training annually to keep up-to-date on how to provide excellent services to our students. | There will be an evaluation done at the end of each workshop to assess the value of the training and to receive feedback to improve the workshop each year. | Overall, the staff enjoyed and learned from this workshop. Please see the printed AUO for full results. | The results have shown better customer service, awareness of the students they are interacting with and have brought the staff closer together to work as a team. (AUO 2008) | 2 | - - 2013 |

| The Admissions and Records office will conduct a staff retreat to discuss and learn the new Student Support and Success Program services and how it affects new students. | A before and after survey asking 5 questions was administered at the retreat. The questions below were answered with Yes or No. 1. I know the three core services of the 3SP program? 2. I understand how a student earns registration date for fall 2014? 3. I feel comfortable informing students about the steps needed to become a new student. 4. I feel I need more training on the 3SP steps to Before survey results: Question 1: Yes, 5 No, 8 Question 2: Yes, 11 No, 2 Question 3: Yes, 12 No, 1 Question 4: Yes, 6 No, 7 Question 5: Yes, 8 No, 5 Suggestions for training included: Any new training Generations (differences) Explain how registration dates are assigned I would like a thorough training on Online Virtual Advisor Updates on new, returning and continuing student registration dates | The staff enjoyed and learned from the retreat. The staff is now comfortable with the information and confident in speaking to students regarding the information. Ongoing trainings will be done in the weekly staff meeting. | The staff enjoyed and learned from the retreat. The staff is now comfortable with the information and confident in speaking to students regarding the information. Ongoing trainings will be done in the weekly staff meeting. | 1 | Spring 2015 |
becoming a new student? 5. I would like to have more trainings throughout the year. We would like to see all employees answer yes to questions 1, 2, and 3, on this survey.

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
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<tr>
<td>Question 1:</td>
<td>13</td>
<td>0</td>
</tr>
<tr>
<td>Question 2:</td>
<td>13</td>
<td>0</td>
</tr>
<tr>
<td>Question 3:</td>
<td>13</td>
<td>0</td>
</tr>
<tr>
<td>Question 4:</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>Question 5:</td>
<td>10</td>
<td>3</td>
</tr>
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</table>

Suggestions for training included:
Whenever new information is introduced, it would be helpful if we were all on the same page.

The Admissions and Records staff will receive customer service training annually to keep up-to-date on how to provide excellent services to our students.

There will be an evaluation done at the end of each workshop to assess the value of the training and to receive feedback to improve the workshop each year. We will determine success by having high satisfaction ratings on our student satisfaction surveys each year. We will have a satisfaction rate of at least 85% each year.

19 staff attended the Customer Service Workshop (with an emphasis on generational differences) during the Spring 2009 staff retreat. Staff were given a before and after survey to gauge their knowledge of generational differences and its relationships to customer service before and after undergoing generational customer service training. 19 evaluations were collected for each survey. Before the training, 58% of staff agreed that generational differences exist. After the training, 89% of staff agreed. Before training, 16% of staff could give specific examples of generational types. After reading the evaluations, the A&R office will continue to hold customer service workshops at least once a year and will pursue a follow-up training on generational traits. The staff evaluations show better customer service, awareness of the students they are interacting with, and consolidated staff team identity in dealing with students. On the last student...
After the training, 68% could give specific examples. Before training, 53% disagreed that one customer service approach was sufficient to meet student needs. Afterward, 74% of staff disagreed. 79% of staff wanted to learn more about generational types and their use in customer service training. Please see the attached survey for full details of staff responses. The staff thoroughly enjoyed the presentation and believed that it was helpful to their dealing with students in the A&R office. This training environment was designed to be a safe environment for all staff members to be able to express themselves, share their experiences and their beliefs.

| The Admissions and Records staff will attend the annual A&R retreat in April 2012. At the retreat, the focus was on customer service, A&R office culture, and team building. | After the training, 68% could give specific examples. Before training, 53% disagreed that one customer service approach was sufficient to meet student needs. Afterward, 74% of staff disagreed. 79% of staff wanted to learn more about generational types and their use in customer service training. Please see the attached survey for full details of staff responses. The staff thoroughly enjoyed the presentation and believed that it was helpful to their dealing with students in the A&R office. This training environment was designed to be a safe environment for all staff members to be able to express themselves, share their experiences and their beliefs. | satisfaction survey (2009), 62% of students were satisfied with the services they received in Admissions and Records. This is down 4% from the previous year. We will continue to work on our customer service trainings to raise this number each year to eventually meet the 85% satisfaction rate. We are also conducting and online and in person survey to determine why the rates have dropped. We will also hold a focus group in Spring 2010. (AUC 2009) |
| The data from the survey indicates the following: Question Average Score from all 11 participants I feel heard: 8.73 I feel valued: 8.64 My opinions count: 8.18 My contributions are appreciated: 8.23 I feel safe sharing my ideas: 8.59 I feel like I belong on the team: 8.45 Things the team does well: The majority of respondents, 9 of 10, stated that the team shares, listens, and respects one another. Things the team needs to improve upon: There were 8 respondents with 8 |
| At the end of the retreat, each staff member, including the managers, will answer an 8 question survey assessing the progress of teamwork and culture within the A&R office. The survey is a way to determine if each member of the A&R office feels heard, valued, believes their opinions count, knows their contributions are appreciated, feels safe sharing their ideas, has a sense of belonging to the team, noted the strengths of the team, and saw areas the team needed to improve upon. We |
| Based on the results of the feedback, the managers in the A&R office will continue to develop a sense of openness, trust, and respect within the A&R office. The use of humor will need to be brought to everyone’s attention as a reminder of showing respect and cultural awareness as | Spring 2014 |
Admissions and Records will conduct cultural proficiency and customer service workshops for all full time staff members annually.

The Admissions and Records staff will attend the CACCRAO Regional Workshop held in April 2011 at College of the Canyons. The following workshops will be available for attendance; Evaluators Workshop, Athletes and Residency, Student Learning Outcomes, Time Management, Desk Chair Yoga, Meet with counterparts, and Work/Life Balance.

There will be a session held after the regional workshop for all participants to report out on the effectiveness of the workshop. The participants will provide verbal feedback on the workshops they attended. We will determine success by having high satisfaction rating from the participants. The participants will verbalize the relevance of the workshops to their daily work.

During the session, feedback was given from each of the participants. The overall consensus was the workshops were valuable and enhanced their daily work. The Evaluators workshop was a success and the evaluators felt the information and connections made were very helpful. The Desk Chair Yoga was also very popular to help employees with stress management while at work. This was the first time for these two workshops to take place and they were well received by all participants. They were held based on the request from the staff. Overall, the workshop provided timely information to assist the staff while working with students.

Based on the results of the feedback, we will continue to attend CACCRAO regional workshops held near our College. The staff enjoyed the training and networking that took place. The workshop also gave the staff a sense of pride in the work they do each day.

(AUO 2011)
<table>
<thead>
<tr>
<th>Service Area</th>
<th>Workshops, met their counterparts at 7-8 different colleges, and received training on customer service.</th>
<th>A sense of pride in the work they do each day. (AUO 2010)</th>
<th>Spring 2014</th>
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<tbody>
<tr>
<td>Admissions and Records will ask students, via the Annual Student Survey-Student Services, about the ways in which they learn about College of the Canyons policies and procedures.</td>
<td>The Fall 2013 Annual Student Survey produced by the Institutional Research office included 10 options for students to choose from. 1. College catalog 2. Instructors/Counselors 3. Flyers 4. Schedule of Classes 5. Mailings from College of the Canyons 6. Specific College office 7. Emails from College of the Canyons 8. College of the Canyons website 9. Word of Mouth 10. Other</td>
<td>The majority of respondents from the Valencia and Canyon Country campus indicated the College of the Canyons website, Instructors/Counselors, and Emails from College of the Canyons as the top three ways they learn about College of the canyons policies and procedures.</td>
<td>1</td>
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<tr>
<td>Admissions and Records will determine the ways in which students learn about College of the Canyons Policies and Procedures.</td>
<td>Once the Admissions and Records Office has provided clear instruction on the registration process, students will be able to register using one of the ways in which they can register; 1) Online, 2) Telephone (STAR), and 3) In Person.</td>
<td>In order to assess this learning outcome, data will be pulled from Datatel to determine the means by which students registered and how and when students were able to register. A determination will be made to see if students registered successfully.</td>
<td>1</td>
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<tr>
<td>Admissions and Records will facilitate student success by providing clear instruction on the registration process.</td>
<td>The Admissions and Records office, in conjunction with the MIS department, has created web access for students to To ensure that College of the Canyons (COC) keeps pace with technological change,</td>
<td>As part of that process, COC contracted with an outside consultant, Out of Chaos Consulting, Inc., to</td>
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</table>
Admissions and Records will facilitate student success by providing easy and accessible web access for students to register. In October 2007, the A&R office upgraded the web to the new Datatel version Web Advisor 3.0. The Office of Admissions, Records, and Online Services recently redesigned and upgraded its existing online registration system. Conduct three focus groups with current students for the purpose of gathering input about their experiences using the new system. See report. The Office of Admissions, Records, and Online Services recently redesigned and upgraded its existing online registration system. Conduct three focus groups with current students for the purpose of gathering input about their experiences using the new system. See report.

Objectives

Status of Objectives. (Review College Strategic Goals)

Open Objectives

1). Provide faculty and staff with the resources needed to conduct college business.
   - Goal: Institutional Effectiveness
   - Status: In progress

2). Through research, continually enhance service quality and processes to meet the needs of our students.
   - Goal: Student Support
   - Status: In progress

3). Continually improve staff cross training within the Admissions and Records office.
   - Goal: Human Resources
   - Status: In progress

4). Encourage and support ongoing professional development and training, including the pursuit of networking opportunities with other colleges in the local area for the A&R staff.
   - Goal: Institutional Advancement
   - Status: In progress

5). Assess departmental goals annually during the staff retreat.
   - Goal: Institutional Effectiveness
   - Status: In progress

6). Increase student service efficiency through implementation of new technology.
   - Goal: Technological Advancement
   - Status: In progress

7). Continue to expand communication, relationships, and awareness with Valencia and Canyon Country campus departments.
   - Goal: Campus Climate
   - Status: In progress

8). Image all student records from 1969 to present - Accreditation
   - Goal: Student Support
   - Status: In progress

9). Stay up to date with federal, state and local laws and regulations regarding Admissions and Records.
   - Goal: Institutional Effectiveness
   - Status: In progress
10). Ensure the Admissions and Records office hires and retains quality staff to help with the increasing number of students.
   
   **Goal:** Human Resources
   **Status:** In progress

11). Foster culture of innovation that anticipates and is responsive to the changing needs of students and staff.

   **Goal:** Innovation
   **Status:** In progress

12). Develop and implement web forms and workflow functionalities to improve services to students and faculty.

   **Goal:** Technological Advancement
   **Status:** In progress

13). Continually enhance technology processes to progress toward a paperless office.

   **Goal:** Technological Advancement
   **Status:** In progress

14). Develop and implement the acceptance of electronic transcripts from other institutions.

   **Goal:** Student Support
   **Status:** In progress

15). The A&R office will implement the Student Success Task Force recommendations for enrollment priorities by the Fall 2014 deadline.

   **Goal:** Student Support
   **Status:** In progress

   **Add'l Comment:** This will be run on July 1, 2014.

16). In order to implement the Student Success Task Force recommendations, the A&R office needs to work with Counseling, Matriculation, and the Dean of Enrollment Services, to ensure we have appropriate staff and technology needed.

   **Goal:** Student Support
   **Status:** In progress

   **Add'l Comment:** This will be evaluated after the fall 2014 term. This is an ongoing project working with many entities throughout the campus.

Completed Objectives

1). Track admission and records functions annually to ensure quality service.

   **Goal:** Student Support
   **Status:** Completed

2). By 2013, the Admissions and Records office at the Canyon Country Campus will be able to print official transcripts for students.

   **Goal:** Student Support
   **Status:** Completed

3). Provide on demand transcripts to students.

   **Goal:** Student Support
   **Status:** Completed

4). In 2013 and 2014, The A&R office will require each employee to attend a training seminar in the areas of sexual harassment prevention, dealing with difficult students, and training to assist distressed students.

   **Goal:** Human Resources
   **Status:** Completed

   **Add'l Comment:** The staff were trained through the Economic Development department in 2013. The staff appreciated the training and felt it was important and worth the time.

5). Canyon Country Admissions and Records office will assist and expand in the document imaging of student records.

   **Goal:** Institutional Effectiveness
   **Status:** Completed
6. Maintain current level of service and effectiveness during transitional phases of new building for Admissions and Records during the move from current location to swing space to new permanent area.

**Goal:** Physical Resources  
**Status:** Completed

### Additional Accomplishments. (Review College Strategic Goals)

1. The high school registration process moved from in person to online registration. This reduced lines and improved service to our high school students and their parents. (Goal: Student Support)

2. Increased efficiency by reorganizing the Valencia Campus Admissions and Records cubicle area. (Goal: Physical Resources)

3. Implemented new desktop phone system and Meebo (online instant chat) which resulted in fewer emails. (Goal: Student Support)

4. In June 2011, the A&R office implemented on demand transcripts for students. We also opened a separate window for students to process requests and pick up transcripts outside of the admissions and registration line. (Goal: Student Support)

5. Over the past 2 years, the A&R office has developed multiple innovation teams to meet the needs of the office and our students. The innovation teams have addressed issues in the areas of registration, residency, culture, technology, and program review. (Goal: Innovation)

6. The A&R office started a Twitter account and is working with PIO to push information to students through the use of social media. (Goal: Technological Advancement)

7. In 2010, the A&R office improved residency reclassification and appointments by having students meet with one person in the office, make appointments online or in person, and providing drop in hours for students to meet with the residency specialist. (Goal: Institutional Effectiveness)

8. The A&R office used feedback from research projects to improve the petition forms and processes for students. (Goal: Student Support)

9. Within the last year, the A&R office has developed flex workshops, visited division meetings, and created newsletters all to improve communication with the faculty. (Goal: Institutional Effectiveness)

10. In 2010 and 2011, the A&R office hosted the CACCRAO Region 5&6 annual workshop for classified A&R staff. These workshops provided training and networking opportunities for over 70 A&R professionals across the state. (Goal: Human Resources)

11. Improved communication and information regarding other departments on campus by having managers from other offices around campus present at weekly A&R staff meetings. (Goal: Institutional Effectiveness)

12. Worked with other departments to streamline their registration processes i.e. PACE, PAL, FYE and Online Learning Communities. (Goal: Institutional Effectiveness)

13. Increased student awareness through the addition of the information desk and the kiosk where students were trained on My Canyons. (Goal: Student Support)

14. Through the use of technology, such as Meebo and twitter, and restructuring staff hours, have maintained student contact. The A&R office expanded the hours of operation beyond those of other student services office and improved communication through social media and our website. (Goal: Technological Advancement)

15. Created and implemented the noncredit positive attendance database to improve collection of positive attendance hours throughout the semester for all noncredit courses. Worked collaboratively with IT to create and enhance this product. (Goal: Institutional Effectiveness)

### New Objectives.

Please list new department objectives. These should follow from the needs listed above. Also, they should be specific and measurable. Also, identify the Strategic Goal to which the objective relates.

1. Hire permanent part time employees to replace the adult hourly staff. (Goal: Human Resources)

2. Work on making the transcript process more efficient through technology and services from outside vendors. (Goal: Technological Advancement)

### Other External/Internal Factors

**Positions in your department.** What changes have occurred in the last three years and what changes are expected in the next three years within your department/program?

The A&R office changed personnel in the last three years. In 2008, 16 full time staff members and 18 part time staff
members worked in the A&R office. The office was open Monday through Thursday 8am to 7pm, Friday 8am-4:30pm, and Saturday 9am to 1pm. The A&R office also included the Veteran's Program and the Student Business Office which included two full time managers, 4 full time staff members, and two part time staff members. As the budget was reduced, so was the staff. Over the next three years, we had 2 retirements, opened the Reentry and Veteran's Center, added the Continuing Education office, moved the Student Business Office to a new location, reduced hours, eliminated the Saturday position, and dramatically changed the A&R office at the Canyon Country Campus (CCC). The continuing education office is responsible for both the Admissions and Records aspect of noncredit, but also includes the instructional aspects, such as book ordering, collection of syllabi, and instructor absences.

Currently, the A&R office consists of 14 full time staff members and 11 part time staff members. There is one full time staff member and 3 part time staff members in the Continuing Education office. Our hours are currently reduced to Monday through Thursday 10am-7pm and Fridays 10am-2pm. During the first week of school we open at 8am to assist students.

The CCC opened in 2007 with 3 full time coordinators all responsible for multiple areas including the A&R office. In 2010, one coordinator was moved back to the Valencia campus. One coordinator assumed responsibilities for the A&R office and the other assumed responsibilities for the Student Business Office.

In the next three years, the A&R office needs to return to 16 full time and 18 part time staff members. This will alleviate the extra work load each person in the office was assigned when the reduction in staff occurred and provide the staff needed for the influx of students to the College. Although we have fewer students attending courses due to the reduction in sections, we have more students applying and using the services within the A&R office. The A&R office would also like to add the following positions: 1 full time document imaging staff member and one additional residency specialist.

**Technology.** How is technology being used for service delivery? What specific changes in the use of technology should be implemented? Please indicate the hardware and software (including version if known) needs for department. Also, indicate if a budget augmentation is needed.

The A&R office has implemented a multitude of technology resources in order to deliver services that allow students, faculty and staff to access information in a more efficient manner. The technologies currently delivering services using an online platform are: My Canyons (registration system), Credentials (transcript requests, pdf transcripts and degree verifications), Hyland (imaging software), Clearinghouse (enrollment verifications), Xap (admissions application), Meebo (instant messaging), and Twitter (instant texting). In addition, the A&R office uses Datatel to manage student records, SARS to schedule appointments, OneNote for storing A&R office documents, ACD for incoming and outgoing phone calls and has developed its own databases using various MS Office products.

The following technology should be implemented to enhance office operations and services: Workflow (allow documents to transfer from one department to another for approvals, signatures, etc by sending files from within Hyland), Catapult (allow all imaged records for a student to be viewed once a student's ID is entered into Datatel), Assist upload (upload all CCC equivalents to be entered into Datatel), Web UI Datatel (online SIS platform), Informer (new query reporting tool for data), web-based forms (allow students to submit A&R forms online and be sent directly to the responsible party), and EDI (electronic transcripts to and from all colleges).

With the ever increasing advancements in technology, the A&R office continues to adapt to the changing demands by providing ongoing education and training to ensure staff is proficient in using new processes for office functionality.

**Interdisciplinary Collaboration.** Describe any relationships with other departments/programs.

The A&R office is in a unique position to collaborate with every other department on campus. The staff of A&R works continuously to provide information about, and referrals to, other areas of COC by direct interaction with students. Additionally, the A&R office seeks to build strong relationships across campus by inviting other departments to attend and present information on new developments and processes, and discuss mutual interests and benefits, at our weekly staff meetings. The committee feels that this referral function and spirit of collaboration are strengths of the office as well as reasons why A&R is a hub for the campus.

The A&R office has also reached out to other Student Services offices to help with the reduction of staff. When other offices are short on staff, the A&R office has worked hard to help fill in by absorbing job duties done by other offices in the past to ensure the service to students is maintained.

**Challenges.** Please indicate any challenges your department or program has faced which may affect services. Also, please indicate how you plan to address these challenges.

The A&R office is faced with many challenges that, ultimately, affect services. Due to the current economic landscape, many community members and students are turning to College of the Canyons for solutions. Compounded by state budgetary restrictions resulting in limited class offerings, the influx of potential and current students is at an all-time high. This influx of students has overwhelmed the A&R office by increasing student service demand. The challenge is to maintain a high level of customer service while at the same time keep pace with workload demands-which are ever increasing. This proves especially challenging with the current staff shortages. In an effort to combat these challenges, the A&R staff remains vigilant and always strives to stay abreast of current trends and best practices through continuing...
professional development, and attending relevant workshops and conferences locally and throughout the state.

**Department/Program Changes.** Please describe any changes (institutional or within the broader academic discipline/program area) that require changes in the department or program structure, focus, or emphasis.

The field of A&R as a profession within the broader scope of Student Services plays a unique and specialized role. The A&R department must balance the legal and technical rules and regulations mandated by state legislative policy, which are often unfunded, while at the same time, realize these changes in a seamless and student friendly capacity. The A&R office at College of the Canyons adopts these changes in a creative and innovative manner often through the use of technology. In fact, the A&R department relies heavily on technology and is constantly implementing new technologies into its daily arsenal. Other department changes on the horizon include transitioning into temporary facilities as a new Student Services building is constructed, developing a Call Center, and transitioning into a paperless work environment.

**Canyon Country Campus and a possible Westside Campus.** Please describe your department’s services that are available at the Canyon Country Campus and any plans for changes. Also, please include plans for offering services at a possible Westside Campus.

The A&R office provides a full service A&R counter delivering all front line services for credit and non-credit students at CCC. There is one full time coordinator that reports to the Assistant Dean of Student Services. This person provides supervision and support for part time college assistants and part time staff and, is responsible for sharing and implementing all updates, changes and new policies that occur on the Valencia campus, and at State and Federal levels. The CCC coordinator attends weekly A&R staff meetings and semi-annual trainings. Open communications are essential between the two campuses to ensure all information provides a seamless practice and is given to our students accurately.

As an added strategic function, CCC A&R recently received a printer designated for producing on-demand transcripts and re-structured their offices to create a workroom specifically for the storing and imaging of documents. The CCC office has acquired two document image machines for the imaging of A&R archived documents. In addition, all admissions documents received or generated at CCC are imaged to ensure that documents are not lost in transit between campuses.

**Connection to Educational and Facilities Master Plan.** How is the department progressing in implementing plans identified in the Educational and Facilities Master Plan? Also, please list any 10-year goals your department has created.

The A&R office reviews the Educational and Facilities Master plan to ensure annual objectives and three-year department plans align. Each objective and all plans are generated with the original Master Plan's objectives in mind. The student learning outcomes developed each year align with the strategic goals of the district and the A&R department.

The A&R office has five over-arching objectives listed within the Educational Master Plan:

• to provide resources in a positive environment to support excellent teaching and student learning;
• to provide student support services to facilitate student success and maximize student opportunity;
• to promote diversity of the community, students, faculty, and staff;
• to select and develop high quality staff; and;
• to generate support, resources, networks, and information to enhance the college's success.

**Other Information.** Summarize any other relevant information. This could include, but is not limited to, the following: surveys, general trends in how people do business that might have implications for your department; Comparison of your department with similar departments, including strengths and weaknesses; Externally imposed regulations; Partnerships with industry, community-based organizations, government, or other entities.

The A&R office has always been responsive to the needs of our students and quick to adapt to changes in both internal procedures and external demands. For example, as the need for more online services for a tech-savvy population became apparent, A&R responded with online applications, registration, and transcripts, and built into our daily business practices which supported the education for all students on the use of this technology.

Since the completion of our last Program Review, there have been numerous developments within the state and federal budgets which have had a direct and indirect effect on the way A&R conducts business. In a sense, we are experiencing a distrust of the current online technology. In the current economic climate, we have seen an increase in the number of students returning to school. Some of these students do not have the same technical skills as other students and express frustration at their inability to navigate our online system as well as others. Also, the subsequent increase in demand for classes, combined with fewer class offerings, has led to anxiety in some students both new and old, who simply want to make sure they get into their desired classes. As such, they are choosing to complete their A&R transactions in person rather than online, amplifying A&R's need to provide both "high tech" and "high touch" customer service. We will need to continue to refine our online presence to make our services available to all students, but may need to emphasize and create more user friendly interfaces to accommodate the less tech-savvy student, while at the same time, reinforcing our face-to-face customer service skills.

Economic changes will also dictate the need for A&R to work more closely with other departments on campus. Rising college costs will increase the need for financial aid, which in turn affects our transcript evaluation and enrollment verification processes. The new same-day payment policy will necessitate closer communication with the Student Business Office and the Veterans Center to ensure students are not erroneously dropped in populations whose enrollments are paid by third parties.
The personnel in the A&R office are confident that with our culture of responding to student needs with innovative, creative solutions, we will again meet these challenges in a way that is student-centered, and forward-thinking.

**Use of Data.** Describe department trends, including measures identified in the Administrative Unit Objectives and other data described above. What are the specific implications of the data collected? State each result and the implication.

<table>
<thead>
<tr>
<th>Data Result</th>
<th>Implication</th>
</tr>
</thead>
<tbody>
<tr>
<td>1). The College is facing an increase in Financial Aid fraud. The A&amp;R staff needed to be informed of the Financial Aid process to help prevent Financial Aid fraud.</td>
<td>The director of Financial Aid gave a presentation and went to divisions to inform them regarding the effects of verifications and evaluations.</td>
</tr>
<tr>
<td>2). The College carries student debt because students are able to wait before paying their student bill.</td>
<td>Student Services implemented the policy of payment is due at the time of registration. The Director of Admissions and Records presented the data to the Board of Trustees and Associate Student Government to explain and promote the new policy.</td>
</tr>
<tr>
<td>3). The Registration Team in the A&amp;R office wanted to improve the long lines during registration.</td>
<td>The A&amp;R office opened a separate transcript window for students to process requests without having to stand in a long registration line.</td>
</tr>
<tr>
<td>4). Students would return to the A&amp;R office multiple times to handle residency issues.</td>
<td>The A&amp;R office designated one person to complete residency paperwork and instituted drop in and appointment times for students using SARS.</td>
</tr>
<tr>
<td>5). In the A&amp;R Case Study conducted in spring 2011, the administrators wanted to improve customer service and trainings for A&amp;R staff.</td>
<td>The CACCRAO annual workshop was hosted at College of the Canyons in 2011. The administrators would like to have staff attend the CACCRAO regional workshops annually, provide customer service trainings, and seek online trainings for multiple staff to participate.</td>
</tr>
<tr>
<td>6). The A&amp;R office receives over 1,000 calls a day during registration periods. We needed to upgrade the phone system to handle the volume of calls.</td>
<td>The ACD phone system was implemented to provide increased and improved phone service for our students.</td>
</tr>
<tr>
<td>7). Students did not know they could request a Program Evaluation, declare a major, and change their major through My Canyons.</td>
<td>To promote this information, A&amp;R utilized a counseling intern to visit counseling classes to inform students of the products available in My Canyons.</td>
</tr>
</tbody>
</table>

**Departmental Strengths.** Describe the department’s strengths or unique features. This should principally include information from the data summarized above.

In October of 2009, the office of A&R began implementing innovation teams to ensure the flow of communication between administrators and the community. As the innovation teams have streamlined the processes in A&R, a new way of assessing and implementing technology has changed the cultural dynamic within on-campus departments, faculty, and student populations. In addition, the availability to enhance student and public awareness has increased through the use of live chat, email, online postings, Twitter, texting, Facebook, phone and in person communications. Increasing our interdepartmental relationships has created a culture of innovative, risk taking personnel who are open to new ideas.

**Departmental Challenges.** Describe the department’s challenges. This should principally include information from the data summarized above.

Budgetary restrictions and employee staffing continue to stifle office functionality while technological advancements and ever changing policies demand growth and innovation. The A&R department is continuously asked to do more with fewer resources. This trickledown effect has the potential to hinder student support services—especially as the volume of students served continues to increase. In an effort to combat this shortcoming, A&R staff continues to train and attend professional development workshops to streamline processes and stay abreast of current trends and best practices.

Lastly, the new regulations put forth by the Student Success Task Force will have a dramatic impact on the A&R office. The focus for students to have a student educational plan on file will require all transcripts from external colleges to be evaluated in a timely manner. With close to 22,000 students/applicants in a given year, 2 evaluators are not enough to keep up with this demand of the new regulations. We will also be responsible for producing more completers. The College currently has one person responsible for conferring degrees and certificates. This is not enough people to complete the recommendations in a timely manner for our students.

**Budget Planning**

Program Needs

Describe the needs in each of the following areas that will be necessary to meet the program objectives described above:

**Supplies and Services**
The A&R office does not require any special supplies; although, there is a need for many different services to meet program objectives. The services must include training, working with department specialists, and contract services provided by our vendors. With the ever-changing regulations and roles of the A&R office, the staff will attain necessary training through attendance at CACCRAO workshops and conferences, web seminars, and annual staff retreats.

The following technical and/or contracted services will be needed:

- Credential’s Services for electronic transcripts and EDI.
- Hyland for Workflow and Catapult
- Assist.org database upload (upload all California Community College course equivalencies into Datatel), Web UI Datatel (online SIS platform), Informer (new query reporting tool for data), web-based forms (allow students to submit A&R forms online and be sent directly to the responsible party).

**Equipment**
The A&R office will need the following equipment to reach the desired goals and objectives over the next three years.

- Document imaging/scanners
- Television for A&R lobby to provide information to students
- ACD phone system for Non-Credit department
- Computer solely dedicated to SARS where students can check themselves in for appointments.

**Facilities and facility modification**
The A&R office is currently located in the Administrative Building. In summer 2012, the Administration building will be torn down to make way for a new Student Services and Administration building. At that time, the A&R office will be relocated to swing space. In that swing space, we will need adequate storage for all student records, space for all employees to continue their work, a counter for students to conduct regular business, and meeting space.

The new building has been designed by the architects and has space for all functions of A&R. The A&R office would like to make sure there is a kitchen, eating area, and conference room available to the A&R staff. We will also need a secure area in the new building for the safety of staff and confidentiality of student records.

**Personnel**
Over the last few years the A&R staff has reduced in size due to budget cuts, retirements, and people promoting to new positions. The A&R office needs to return to the staffing levels it was at five years ago, for both full-time and part-time employees. The A&R office would like to refill vacant positions and hire more staff with increased student population. To be able to implement the Student Success Task Force Recommendations, the A&R office will need addition staff to keep up with the legislation and student demand. The current need includes one additional graduation technician, one additional residency specialist, two additional evaluators and one to two additional staff dedicated to document imaging. As non-credit offerings increase, they will need one additional full time staff person to handle the amount of students the program will encounter. As the Canyon Country campus increases in student population, an additional staff member in the A&R office will be needed.

Who do you need to coordinate with to make this happen? (e.g. other departments on campus, four-year college, high school, local business or other community colleges)
The A&R office will need to coordinate with many departments and vendors to reach the goals and objectives set for the next three years. The following list is not exclusive; there may be other areas not yet identified.

- All existing vendors
- Credential’s Solutions
- Hershey/Hyland
- SARS
- ACD Phone Systems
- Human Resources

The following staff participated in conducting this program planning and review.

Jasmine Ruys, Noelia Borcherding, Debbie Sall, Robynn Fridlund, Andrea Varney, Steve Erwin, Michelle Augustine, and Anna Avila. 10/01/11 - 02/01/12
Update by Jasmine Ruys and Noelia Borcherding 02/25/13

Jasmine Ruys, April 2014

Upload additional files.
College of the Canyons Program Planning and Review

Year(s): 2011/2012 to 2013/2014

<table>
<thead>
<tr>
<th>Program Information for: Counseling</th>
<th>Year(s): 2011/2012 to 2013/2014</th>
</tr>
</thead>
</table>

College of the Canyons' Mission Statement

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

Program Description

Describe the Department's Mission (e.g. services offered and functions performed by this department). The mission of the non-instructional Counseling Department is to provide educational, career, and personal counseling and program advisement. Our purpose is to empower students by providing program information and by counseling students to establish goals, evaluate options, develop an educational plan, and learn to study effectively so they may reach their educational and career goals. Counseling faculty are trained to meet with students individually in private counseling appointments for educational counseling, career counseling, and personal counseling; they help students develop educational plans, they facilitate group counseling workshops, and they teach Counseling courses. Counseling involves self-awareness, establishing goals, exploring alternative plans of action and possible consequences, considering possible challenges and how to overcome them, establishing a support network, and evaluating actions. Counselor-counseled interaction leads to exploration of immediate alternatives or options that will assist in decision making.

Who are the customers/recipients of the services and functions?

All new, continuing, returning, and prospective students as well as members of the general public have access to information regarding counseling services, educational programs and their requirements. All students have access to educational planning resources through the comprehensive website and by calling or e-mailing the Counseling Office. They have access to program advising M-Th, 10am - 7pm. Currently enrolled students have access to individual private counseling appointments, workshops, and counseling courses. The recipients of our services and functions reflect the enrollment patterns for the college and range in age, gender, ethnicity, educational preparation, interests, and work.

Provide a current organizational chart for the department, including all full-time and part-time staff. Show the full-time equivalent of each staff member. Also, you may want to include a proposed organizational chart if you are proposing changes.

Chart #1: 2012-2013 Counseling Office Organizational Chart.docx
Chart #2: 2013-2014 Counseling Office Organizational Chart.docx
Provide a short description of the history of your department, including how it has changed over the years.

From 2004-2009, the department added a full-time classified counseling assistant in Valencia and a full-time counselor at the CCC, increased the use of technology to deliver services, hired 7 adjunct counselors, and increased student contacts. Unfortunately, the state budget crisis in 2009-2010 resulted in a 27% decrease in the Counseling budget, resulting in a decrease in adjunct counseling faculty. In 2009-2010 there was a decrease in counseling appointments and drop-ins. Conversely, there was an increase to 2822 students in workshops and to 1798 in online contacts. In 2010-2011 we experienced a surge in appointments to 9032 and a decrease in drop-in to 3906. The classified full-time counseling assistant position which became vacant in 2009-2010 remains unfunded and the 2 full-time counselor positions approved by the Academic Staffing Committee for hiring in 2008 were never funded. In addition, online counseling services ceased in 2009-2010. The Counseling Department reduced its hours to M-Th, 10am - 7pm. The adjunct counseling faculty was reduced from 7 to 2 adjuncts in 2011, and in 2013 the adjunct budget was reduced by 30%. We have experienced reductions in budget, hours, faculty, and staff while at the same time experiencing unprecedented growth in students, both applicants and those enrolled. Since 2007, despite reduced funding, the Counseling Office has grown from one main office to a second office at the CCC and a third for student athletes. From Spring 2011 to Spring 2012 counselors met with 10,476 students in individual appointments and developed 5,224 student educational plans. There were also 2,438 students who attended group workshops, 5,288 students seen at the drop-in desk and 2,022 online tutorial contacts. A reduction of Department staff has impacted our ability to serve students: since June 2012 four full-time counselors have retired, with only two approved for replacement. In spring 2014, the Department will also lose a program advisor to reclassification. Two counselors also receive release time to serve as Chair (40%) and Academic Senate President (50%), and one counselor teaches at 60% of total load. The result has been an increasing demand for counseling services that cannot be met with limited personnel. The Counseling Chair continues to advocate for new and replacement Counseling faculty and classified staff through presentations to the various Academic and Classified Staffing Committees.

### Administrative Unit Outcomes

**Administrative Unit Outcomes (AUOs) Assessment Model:**
The purpose of this assessment process is to improve the unit's service.

<table>
<thead>
<tr>
<th>Department Goals (Overarching AUOs)</th>
<th>Specific Objectives</th>
<th>Means of Assessment and Criteria for Success</th>
<th>Summary of Data Collected and Number of Cycles</th>
<th>Use of Results</th>
<th>Next Assessment Cycle (Month, Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2009: The Counseling Department will provide counseling services to our diverse student population.</td>
<td>The Counseling Department will review statistical reports on the number of counseling contacts with students broken down by demographic</td>
<td>Statistical reports captured by the SARS Counseling Appointment System and reported to MIS revealed that the Counseling Department had 6.6% of its counseling contacts with African-American</td>
<td>1st Assessment Cycle</td>
<td>The Counseling Department was pleased to find that the number of counseling contacts with students of various ethnicities and gender are proportional to the number of</td>
<td>2012</td>
</tr>
</tbody>
</table>
Provide Counseling Services to Our Diverse Student Population

Data on ethnicity and gender show that counseling contacts are proportional to the ethnic and gender demographics of the total student population. For example:

- 4.82% of the total student population are Asian students, and they represent 6.99% of counseling contacts with Asian students.
- 25.60% of counseling contacts are with Hispanic students, and they represent 27.56% of the total student population.
- 4.41% of counseling contacts are with Filipino students, and they represent 4.36% of the total student population.
- 0.77% of counseling contacts are with Native American/Alaskan Native students, and they represent 0.57% of the total student population.
- 0.53% of counseling contacts are with Pacific Islander students, and they represent 0.61% of the total student population.
- 44.23% of counseling contacts are with White/Caucasian students, and they represent 44.94% of the total student population.

56% of counseling contacts were with female students.

The Department will consider assessing this AUO in 3 years to monitor whether counseling services are provided proportionally to all segments of our diverse student population. The Department will consider whether counseling contacts are contacts with students and they represent 0.57% of the total student population. The Department will consider whether counseling contacts are contacts with students and they represent 0.57% of the total student population. The Department will consider whether counseling contacts are contacts with students and they represent 0.57% of the total student population.
<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
<th>Department Comments</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td><strong>Student education plans</strong> which include educational goal(s) and correct sequence of courses to achieve stated goal(s). From Spring 2011 to Spring 2012, Counseling Faculty met with 10,476 (duplicated) students in individual counseling appointments and out of those appointments, 5,224 developed an individualized student education plan that identified their educational goal(s) and listed a sequence of appropriate courses to achieve stated goals. In addition, we developed 382 1-semester educational plans in the New Student Advisement and FYE workshops. The total is 5,606 student educational plans developed or 54%.</td>
<td>The Counseling Department did not achieve its target for success with 54% of students that developed student education plans. One contributing factor to the low % may be a result of using duplicated student appointments and an educational plan may have not been produced during a second or subsequent visit. The department will continue to analyze the data and study the other contributing factors affecting this outcome.</td>
<td>Spring 2014</td>
</tr>
<tr>
<td>2012-13</td>
<td><strong>Student education plans</strong> which include educational goal(s) and correct sequence of courses to achieve stated goal(s). From Fall 2012 – Spring 2013, Counseling Faculty met with 5,877 (duplicated) students in individual counseling appointments and out of those appointments, 2,428 developed an individualized student education plan that identified their educational goal(s) and listed a sequence of appropriate courses to achieve stated goals. In addition, we developed 382 1-semester educational plans in the New Student Advisement and FYE workshops. The total is 3,810 student educational plans developed or 54%.</td>
<td>The Counseling Department did not achieve its target for success with 54% of students that developed student education plans. One contributing factor to the low % may be a result of using duplicated student appointments and an educational plan may have not been produced during a second or subsequent visit. The department will continue to analyze the data and study the other contributing factors affecting this outcome.</td>
<td>Spring 2015</td>
</tr>
<tr>
<td>Teach students how to identify their educational goal(s) and develop an educational plan to meet their goal(s)</td>
<td>Counseling Faculty in person will develop an individualized education plan that identifies their educational goal(s) and lists appropriate COC classes to achieve their stated goals.</td>
<td>6,253 (duplicated) students in individual counseling appointments and out of those counseling appointments, 3,628 developed an individualized student education plan that identified their educational goal(s) and listed a sequence of appropriate courses to achieve stated goals.</td>
<td>success, with only 58% of students developing student educational plans in individual appointments. This may be explained by the general reduction in counseling resources, specifically the loss of counselors to retirement, the reduction of adjunct faculty funding, reassigned time of counselors, and reduced full-time load of counselors. Another contributing factor to the low percentage may be a result of using duplicated student appointments—an educational plan may not have been produced during a second or subsequent visit. The department will continue to analyze the data and study the other contributing factors affecting this outcome.</td>
</tr>
</tbody>
</table>
Objectives

Status of Objectives. (Review College Strategic Goals)

Open Objectives

1). Advocate for the hiring of three new additional counseling faculty as recommended by the Academic Staffing Committee which include a VA Counselor and two Generalist Counselors.

   **Goal:** Human Resources  
   **Status:** In progress  
   **Add'l Comment:** In October 2013, the Counseling Chair gave presentations on the need for new Generalist and Veterans Counselor positions to the Academic Staffing Committee. At the conclusion of staffing committee deliberations, the committee chose to recommend for immediate hire the Veterans Counselor position, and elevated to "urgent" from "strongly recommended" the Canyon Country General Counselor position. The leaves two new General Counseling positions on the Academic Staffing Committee "urgent" list. The Veterans Counselor position was approved for hire by the Chancellor and Board of Trustees in December 2013, and is currently slated for a spring 2014 hire.

2). Update the Counseling Department website.

   **Goal:** Technological Advancement  
   **Status:** In progress  
   **Add'l Comment:** In fall 2013, the District redesigned the College website and began rollout of this project with Student Services departments. In October, the Counseling Chair participated in SharePoint training--the new website management program used by the District--so to learn how to create and maintain the Department Website. The Chair worked with Computer Support Services to create the new Department website, edit existing pages, links, and documents, and then move all content to the new location. Both Counseling faculty and staff were involved in the design of the new website, and used this opportunity to create a website that would be easier to navigate by students. In spring 2014, the Counseling Department website will undergo another redesign as statewide mandates from the Student Success Act of 2012 are nearing implementation in fall 2014. The website will communicate matriculation and enrollment priority requirements to new and continuing students in a well-organized and efficient manner, and will be created in coordination with the Admissions & Records and Student Success and Support Program offices.

3). Develop capability for real time on-camera online counseling services.

   **Goal:** Technological Advancement  
   **Status:** In progress  
   **Add'l Comment:** The Counseling Department has equipped each Counseling office with an external video camera attached to the computer monitor. When a dedicated online Counseling appointment system is established, these cameras will allow counselors to view and speak to students in real time during the appointment. The Department has also begun exploring options for video conferencing software, and is currently experimenting with several products that may be used to connect students and counselors across the internet.

4). Create a master calendar of Counseling Office annual operations and procedures.

   **Goal:** Institutional Effectiveness  
   **Status:** Yet to be started

5). Hire an additional adjunct counselor at 20 hrs/week to provide online counseling which includes
managing the “Ask a Counselor” feature on the Online Advisor software.

**Goal: Human Resources**

**Status: On hold - pending funding**

**Add'l Comment:** We anticipate an influx of student contacts due to the implementation of the Online Advisor tool to meet the state-wide mandate of SB 1456. This part-time counselor would also assist with creating and facilitating workshops throughout the year to assist students with how to choose a major and related career topics.

6). Advocate for the hiring of a Counseling Technician to provide technical support as it relates to SB 1456 to the Counseling Department.

**Goal: Human Resources**

**Status: On hold - pending funding**

**Add'l Comment:** This position has been vacant for three years and has never been replaced. Counseling is in dire need of a Counseling Technician to provide support in the daily technical duties of the office in response to the implementation of mandates imposed by SB 1456. This Counseling Technician would be responsible for maintaining data on educational plans, reports on student contacts and related technical functions, and will aid the Counseling Department in managing the expected increase in student contact caused by the use of the Online Advisor program, which provides a one-semester student educational plan to all new students. As it stands, our Program Advising staff is unable to adequately manage the volume of phone calls received by the department. We expect the number of calls and student inquiries to increase as we approach the fall 2014 implementation of SB 1456 matriculation guidelines, and the Counseling Technician position will provide much needed assistance in fielding these student requests.

Completed Objectives

1). Ensure that Counseling faculty and staff continue to improve their career counseling and advising knowledge and skills by participating in training opportunities and to take the opportunity provided by CTE funding to visit industries in the community to meet with employers, observe first-hand the various work settings, and learn about new and emerging occupations.

**Goal: Teaching and Learning**

**Status: Completed**

2). Continue to provide educational, career, and personal counseling to students on demand via individual counseling appointments, counseling workshops, and Counseling classes and provide advisement at the Drop-in-Desk via Program Advisers.

**Goal: Student Support**

**Status: Completed**

3). Meet with students, who are mandated by their involvement in other services such as veteran services and financial aid, to develop an educational plan.

**Goal: Student Support**

**Status: Completed**

4). Ensure participation in MediCal Administrative Activities (MAA) program so as to educate students on the subject of health insurance opportunities in California.

**Goal: Student Support**

**Status: Completed**

5). Counseling will continue to advocate and will make a presentation to the staffing committee for the replacement of two full time Counseling Faculty to replace retirees.

**Goal: Human Resources**
Status: Completed

Add'l Comment: In April 2013, and again in October 2013, the Counseling Chair presented to the Academic Staffing Committee on the acute need to replace four vacated Counseling positions: two vacated in June 2012 due to retirement, and two imminent retirement/resignations in December 2013. The two positions vacated in June 2012 were not replaced, and funding is no longer available due to the 1-year expiration of all replacements in the District. Replacements were approved for the two positions vacated in December 2013. One of these has been replaced through internal departmental transfer, and one is still pending replacement for the 2013-14 academic year.

6). Ensure that Program Student Learning Outcomes are reviewed and assessed annually.

   Goal: Institutional Effectiveness
   Status: Completed

7). Tap into existing grant funded programs on campus and outside sources such as MAA to supplement the Counseling budget to purchase supplies and materials and maintain counseling services to students.

   Goal: Institutional Effectiveness
   Status: Completed

8). Participate in professional development opportunities to maintain up-to-date counseling knowledge and skills.

   Goal: Institutional Effectiveness
   Status: Completed

   Add'l Comment: Counselors attended the On Course National Conference and a 3 day On Course Training to enhance interactive learning strategies for self-regulated learners.

9). Purchase Online Advisor Software to meet the state-wide mandate imposed by SB 1456, which states that to be fully matriculated, new students (8900 new, unduplicated students enrolled 2011-2012) must have a one semester educational plan on file prior to registration.

   Goal: Technological Advancement
   Status: Completed

   Add'l Comment: Endorsed by Dean of Enrollment and the VP of Student Services.

10). Participate in planning efforts in preparation for relocation to a new Counseling Office space upon completion of a projected new Student Services building at the Valencia campus, a projected permanent building for Student Services at the Canyon Country Campus, and any new third campus.

   Goal: Physical Resources
   Status: Completed

   Add'l Comment: The planning efforts for the relocation of Counseling Services was completed in January 2013. For CCC and any new third campus is yet to be determined.

Canceled Objectives

1). Use SARS Grid to track the number of students who cannot schedule counseling appointments due to high student to counselor ratio.

   Goal: Technological Advancement
   Status: Canceled

   Add'l Comment: SARS Grid was used to create a waiting list, but unfortunately it did not serve the intended purpose and did not assist in keeping track of students who were unable to make an appointment with a counselor. Other alternatives will be explored.

Additional Accomplishments. (Review College Strategic Goals)
1. Designed a How to Choose A Major and Educational Planning Workshop offered throughout the academic year to students undecided on a major. (Goal: Student Support)

2. Participated in the design and implementation of the Freshman Year Experience (FYE) program. (Goal: Student Support)

3. Participated in the design, scriptwriting, and filming of videos for the Virtual Learning Lab. (Goal: Technological Advancement)

4. Collaborated with Career Services to design and implement Career-on-the Go Workshops. (Goal: Innovation)

5. The Counseling Department formed an Internship Committee in 2012 to pilot a program in Fall 2012. We selected two interns enrolled in a graduate program in Counseling from local universities such as CSUN, Cal Luthern, and the La Verne University. Interns worked 10 hours a week for one semester and had the opportunity to shadow program advisors, observe Counseling faculty in counseling appointments, observe counseling classes, attend and co-facilitate workshops, and visited with other student resource areas such as DSPS, EOPS, and the Career Center. The interns worked on creating an internship manual. The committee seeing the value in contributing and preparing graduate students to enter the counseling profession decided to continue the program in Spring 2013. In spring 2014 the program is being redesigned, and summer 2014 new interns will be selected for the 2014-15 academic year. (Goal: Innovation)

6. Designed a workshop program targeting new students. This workshop series will focus on topics relevant to the new student experience and will be conducted by staff from a number of student service departments. The workshops will be available year-round, and will begin April 2014. (Goal: Student Support)

7. Participated in the design of the new FYE program for fall 2014. Counseling courses will be offered in learning communities of various educational tracks. Each student cohort will take the same courses through the 2014-15 academic year, and Counseling faculty will collaborate with the instructional faculty in their learning community. The FYE learning community will also be part of a Common Intellectual Experience through the academic year, for 2014-15. This new design is part of the AAC&U grant awarded to the college in 2013. (Goal: Student Support)

8. Collaborated with the Student Success and Support Program (3SP) and Student Development to create the Canyons Peer Advisors (CPA) program. This program places student advisors at strategic locations throughout the Valencia and Canyon Country campuses to assist students with campus navigation, connection to campus resources, and with use of educational planning tools located on various Student Services websites. (Goal: Student Support)

9. Design of the new Academic Probation workshop. This workshop is part of the redesign of the intervention program for students in academic standing difficulty, and will be implemented June 2014. (Goal: Student Support)

10. Redesigned the Counseling Department website with the intent of providing a site that is easy to navigate and current with the most relevant information needed for the educational planning of COC students. (Goal: Technological Advancement)

11. Collaborated with Math, Science, and Engineering faculty and administrators in the writing of an National Science Foundation ENGAGE grant proposal. Counseling Faculty were instrumental in the definition and inclusion of Faculty Mentors as a component of the grant proposal. (Goal: Institutional Advancement)

12. Collaboration with 3SP on creation of the Online New Student Advisor program. Slated for implementation in April 2014, the storyboard, script, and organization of the program was created by Counseling Faculty, and all content approved by the Counseling Department. The Online New Student Advisor fulfills the final matriculation step for new students in line with the fall 2014 mandates imposed by the Student Success Act of 2012. (Goal: Student Support)

13. Collaboration with the office of Academic Affairs and William S. Hart High School District on
development of the College and Career Readiness program. This program seeks to connect students to majors and careers beginning in junior high school through concentrated modules and content focused on career assessment and exploration. (Goal: Student Support)

New Objectives.  Please list new department objectives. These should follow from the needs listed above. Also, they should be specific and measurable. Also, identify the Strategic Goal to which the objective relates.

1. Reorganize the Counseling Department curriculum to emphasize key courses: Counseling 110, 120, 142, and 150. Increase the section offerings of each course beginning fall 2014. (Goal: Teaching and Learning)

2. Certify all full-time and part-time Counseling faculty to teach online. (Goal: Teaching and Learning)

3. In collaboration with the office of Instruction and Academic Division Deans, connect a Counseling Faculty member to each Division to serve as Counseling representative. The Counseling representative will attend Division meetings, serve as a conduit of information from Student Services to that Division, and partner with Division faculty to create programs and services that meet the institutional goals of Student Services and Instruction. (Goal: Campus Climate)

4. Increase the online course offerings of the Department beginning fall 2014. (Goal: Teaching and Learning)

5. Develop online tutorials that mirror the on-ground workshop series created for newly matriculated, first-time students. (Goal: Student Support)

6. Require students returning to College of the Canyons after sitting out one semester due to Academic or Progress Dismissal to take Counseling 142 as a condition of their enrollment during the next semester. (Goal: Teaching and Learning)

7. Collaborate with 3SP on the creation of an online Academic CPR workshop. This online workshop will replace the on-ground Academic CPR workshop currently used as an intervention for students that are Academic or Progress Subject-to-Dismissal. (Goal: Student Support)

8. In conjunction with the Health Center and the Behavioral Intervention Team, develop a regular training program for full-time and part-time Counseling Faculty focused on assessment and referral of students in personal and emotional crisis. (Goal: Student Support)

9. In conjunction with the Health Center and Emergency Management, develop a training program for full-time and part-time Counseling Faculty to assist with student and staff emotional support and counseling in the event of a campus-wide crisis. (Goal: Campus Climate)

10. Advocate for the hire of new full-time and permanent part-time Program Advisors through proposals submitted to the Vice President of Student Services and presentations to the Classified Staffing Committee. These positions are for both the Valencia and Canyon Country campuses. (Goal: Human Resources)

11. Advocate for the hire of a full-time, 100% Online Counselor through presentation to the Academic Staffing Committee. (Goal: Human Resources)

12. Continue to advocate for the hiring of additional adjunct counselors to support Counseling services, implementation of Student Success Act initiatives, and to serve the new student population. (Goal: Human Resources)

13. Continue to advocate for the hiring of College Assistants to support Program Advisor and Counseling staff in service to the COC student population. (Goal: Human Resources)
**Positions in your department.** What changes have occurred in the last three years and what changes are expected in the next three years within your department/program?

In Fall 2011, the Department advocated to the Academic Staffing Committee the hiring of two full-time counselors and both were recommended, but not hired. In fall 2013, the Department continued to advocate for these two positions, and the Academic Staffing Committee raised their status to “urgent.” Still, they remain unfilled, as do the replacements for two Counseling Faculty retired in June 2012. These retirements brought the department from 12 full-time general counselors to 10, with one counselor assigned to CCC, and one exclusive to student athletes. In addition, two counselors are on release time to serve as Chair (40%) and Academic Senate President (50%). Counseling currently employs 3 adjunct counselors, though their funding was cut 30% during the 2013-14 academic year. Additional personnel deficiencies include: the full-time Counseling Technician position has remained unfunded for the last 3 years; we have experienced a reduction in adult-hourly staff in the Valencia office; CCC has yet to staff a full-time Program Advisor; and the Department will lose one full-time Program Advisor to reclassification and reassignment in spring 2014. In light of these staffing shortages, the Counseling Department is bracing for a challenging future. The Counseling Department continues to be impacted by student demand, including the continued growth of the veteran student population and students seeking counselors to create SEP’s for financial aid appeals (1300 during the spring 2014 semester). Counseling faculty have also experienced a change in the complexity of counseling appointments as students attend multiple colleges, have gaps in attendance, and develop transfer plans to apply to multiple universities. The statewide mandates of the Student Success Act, which includes the provision that new students must possess a first-semester educational plan to be fully matriculated, is set to begin Fall 2014. The Counseling Department in collaboration with 3SP has created an interactive on line tool to meet this new demand: the Online New Student Advisor. The Department anticipates that this new tool, while providing students with a first-semester educational plan, will also create an influx of student traffic and will burden our already overextended support staff and counselors. For these reasons, the Counseling Department requires a vigorous and persistent advocacy for new and replacement positions of faculty and staff.

**Technology.** How is technology being used for service delivery? What specific changes in the use of technology should be implemented? Please indicate the hardware and software (including version if known) needs for department. Also, indicate if a budget augmentation is needed.

The Counseling Department uses technology to deliver information and counseling services to students. Students have access to counselors via e-mail, live chat, and online counseling. Through our Department website, they access information on associates degree, certificate, transfer requirements, counseling forms, learning resources, counseling appointments, registration for workshops, articulation agreements, and program evaluations. In the office, SARS Track has increased efficiency as students check in for their counseling appointments via the computer which then notifies counselors immediately and saves students from having to wait in line for program advisors to check them in manually. A specially-trained program adviser scans all student documents in the Counseling Office, which improves efficiency and contributes to campus-wide sustainability efforts. In the last three years, a dramatic increase of student emails to counselors requesting appointments and advisement via email has occurred. To help reduce this, online counseling was made available on a limited basis since fall 2012. A full-time counselor dedicates a few hours a day to this task. She receives approximately 50 inquiries a day if not more and this is with limited access. In addition, a live chat feature was also added and managed by the same counselor. The Department seeks to increase the availability of online counseling through the hire of both full-time and part-time faculty devoted exclusively to this role. Counseling is also looking to implement a video conference program to allow counselors and students to see and speak with each other in real-time.

**Interdisciplinary Collaboration.** Describe any relationships with other departments/programs.

The Counseling Department is involved in collaborative efforts with many programs on campus. We work collaboratively with other student service departments including Veteran Services, Financial Aid, Admissions & Records, Career Services, Health & Wellness, Honors, Career Technical Education and 3SP as we refer students to one another for complimentary services. In the last three years, Counseling Faculty have worked with 3SP to develop the Virtual Learning Lab, and have taken an active role in
developing content for this internet-based student success tool. In addition, we collaborate with 3SP to
develop and implement intervention workshops required of students in academic standing difficulty.
Current 3SP collaborations also include the Canyons Peer Advisors program, the Online New Student
Advisor, and the New Student Workshop series. The Counselor to Student Athletes also works closely
with the Athletics Department and Admissions & Records to coordinate services. Counseling has also
coordinated with the Nursing Department in their funding of an adjunct counselor to meet exclusively
with nursing students. A Counselor was a team member awarded the AAC&U grant to develop high-
impact practices at the college, which includes the First Year Experience Program, Common Intellectual
Experience, and a Freshman Seminar Course. Counselors have been an integral part of the
Skills4Success program, which oversees the implementation of the Basic Skills Initiative grant at
College of the Canyons; a counselor served as co-coordinator of the program from 2011-13. A majority
of the Counseling Faculty have been involved in the design and implementation of the First Year
Experience Program which involved leading campus orientations, facilitating New Student Advisement
Workshops, providing career assessment, and collaborating with instructional faculty from all divisions
to assist students in the transition from high school to college. Skills4Success is one of the largest
interdisciplinary committees on campus, and enjoys campus-wide faculty and administrative support.
The Department has collaborated with the Math, Science, Engineering Division in the writing of an NSF
grant proposal in fall 2013. A Counselor also serves as Academic Senate President and is currently
serving her second term in office.

Challenges.  Please indicate any challenges your department or program has faced which may affect
services. Also, please indicate how you plan to address these challenges.
The Counseling Office is challenged to provide services to a growing student population. We are
challenged to field the large volume of phone calls and provide services to the large numbers of students
who visit the office in person hoping to schedule a counseling appointment or to speak to a program
advisor in person. We created a phone tree with new messages to assist directing and answering their
questions more efficiently. More students are visiting the counseling website to find the information they
are requesting; in fall 2013 we seized the opportunity in moving our website to SharePoint to reorganize
and streamline the Department website to ease navigation and availability of information. The
Counseling Department is participating in the Intelliresponse System newly adopted by the college. We
have requested three new full-time and three permanent part-time program advisors in presentations to
the Classified Staffing Committee. General counselors are needed to decrease the counselor:student ratio
in order to meet the demand for more individual appointments; to provide online counseling; to meet the
demand by special programs for counseling services attached to special student populations; and to
provide an equal level of service at CCC. As of Fall 2013, the counselor:student ratio is 1 counselor for
every 1,799 students based on a 16,052 unduplicated headcount. This is taking into account the number
of full-time counselors minus the Counselor to Student Athletes (athletes also removed from student
headcount), release time of 2 counselors, the reduced load of two counselors, and the percentage of part-
time counselors. The ratio does reflect students from DSPS, EOPS, ISP, and Veterans, as students from
each of these populations seek out the services of the Counseling Department in addition to the support
of their respective programs. The Counseling Faculty are challenged by an increasing number of students
whose academic standing requires mandatory counseling workshops and individual appointments for
students returning from academic dismissal. The Counseling Faculty are also challenged by an
increasing number of students whose academic performance is affected by personal crisis. In response,
Counseling Faculty have attended a mental health symposium that provided the opportunity to learn
about and meet with mental health practitioners. As a result, the department updated its Manual of
Referral Agencies. In spring 2014, the Department will also collaborate with the Health Center to
provide trainings on mental health assessment and referral.

Department/Program Changes.  Please describe any changes (institutional or within the broader
academic discipline/program area) that require changes in the department or program structure, focus, or
emphasis.
The Counseling Department is acutely aware of the California Community College Chancellor's Office
emphasis on basic skills, career technical education, and transfer and as such, we endeavor to keep
abreast of current trends in these three areas. Counseling faculty are members of the Skills4Success
Committee, First Year Experience Program, serve on CTE advisory committees, and attend annual transfer conferences. As a result of the mandates dictated by the Student Success Act of 2012, the Counseling Department will find itself in even greater demand. Currently, the department is structuring individual counseling appointments to address increasing complexities, a greater focus on career exploration and development, and an emphasis on regulations imposed by other program areas, changes in Title V, and new legislation. The Department is currently undergoing a reorganization of its curriculum, with the intent of focusing on key courses that emphasize transition to college, learning strategies and science, career exploration, and transfer planning. The Counseling Department is also determined to increase the number of online courses offered beginning fall 2014, and seeks 100% certification of Counseling Faculty to teach online.

**Canyon Country Campus and a possible Westside Campus.** Please describe your department’s services that are available at the Canyon Country Campus and any plans for changes. Also, please include plans for offering services at a possible Westside Campus.

The Counseling Department has one full-time counseling faculty at CCC to hold individual appointments, teach courses, and facilitate workshops so that a full complement of counseling services are available to students on that campus. The office is also staffed the same number of hours Monday through Thursday as the Valencia campus with two adult hourly program advisers. In addition we have 2 adjunct counselors who work an average of 15 - 20 hours per week to help offer more appointments at the Canyon Country Counseling office. As CCC continues to grow we will need additional counseling and support staff in the counseling office. The Department requested that the Academic Staffing Committee recommend the hiring of a second full-time generalist counselor who may be assigned to CCC, as well as one full-time and one permanent part-time program advisor. Though we currently have two part-time adult hourly program advisors who work 20 hours a week, they often struggle to provide full coverage in the office. The size of the two offices for counseling faculty at CCC has never been adequate so the problem of insufficient space for counseling offices at CCC continues to pose a challenge. The offices do not properly accommodate a counselor and student, much less a third person if a spouse, child, or parent accompanies the student. Any counseling services offered at a possible Westside Campus will depend on appropriately designed and sized confidential space for counseling services and the hiring of additional counselors and program advisors to provide these services.

**Connection to Educational and Facilities Master Plan.** How is the department progressing in implementing plans identified in the Educational and Facilities Master Plan? Also, please list any 10-year goals your department has created.

The Counseling Department ambitiously listed 18 goals in the 2007-2012 Educational & Facilities Master Plan and achieved 13. Three goals we were not able to achieve because of insufficient funds to hire additional full-time counselors for special populations such as veteran students, students needing extensions on their financial aid, and a mental health counselor. Two other goals we were not able to achieve because of limited staff to provide online counseling services. Our ten-year goals for 2012 to 2022 include goals for personnel, equipment, and facility improvement. We will be moving into larger facilities at the Valencia campus and the goal is for the new space to accommodate additional individual counseling offices, a work area for clerical staff, a conference area for meetings and trainings, a large waiting area for students waiting for counseling appointments and services, and ample designated computer lab/classroom space for counseling workshops. An additional 10-year goal is for the department to pursue the capability for instant on-camera online counseling services. The same needs are true at the CCC campus when we move to permanent buildings and at any new campus locations.

**Other Information.** Summarize any other relevant information. This could include, but is not limited to, the following: surveys, general trends in how people do business that might have implications for your department; Comparison of your department with similar departments, including strengths and weaknesses; Externally imposed regulations; Partnerships with industry, community-based organizations, government, or other entities.

The Spring 2011 Annual Student Survey indicated an increase in student satisfaction with Counseling services at both the Valencia and Canyon Country Campus over Spring 2010. The lowest satisfaction rate continues to be with the availability of individual Counseling appointments. Externally imposed...
regulations from such programs as Veterans Services, Financial Aid, MESA, EOPS, and the new state mandates from the Student Success Act of 2012 will impact Counseling Services as those programs demand student – counselor contact at a time when the Department is experiencing reduced funding. The Department anticipates additional pending regulations as a result of the Student Success Act, including the implementation of an online comprehensive educational planning tool. We will be facing new challenges and will need the support of the college and the District to move forward in meeting the new demands placed on Counseling. We will continue to advocate for additional counselors for both campuses. In Fall 2012, the Annual Student Survey received the highest level of agreement on both campuses for receiving educational, personal, and program advisement in a courteous and supportive manner: 74% for Valencia and 73% at CCC. We also received a high score for overall satisfactory services from the Counseling office to assist students in preparing for their academic goal: 67% for Valencia and 69% for CCC. The lowest level of agreement on both campuses was in obtaining useful information on the counseling website pertaining to program requirements, transfer information, articulation agreements, and other resources to help prepare in educational goals. The Counseling Department has redesigned the website to address just this issue, and will continue to explore other means of increasing student access to educational planning resources.

### Use of Data

Describe department trends, including measures identified in the Administrative Unit Objectives and other data described above. What are the specific implications of the data collected? State each result and the implication.

<table>
<thead>
<tr>
<th>Data Result</th>
<th>Implication</th>
</tr>
</thead>
<tbody>
<tr>
<td>1). AUO</td>
<td>The Department will see an increase in the percentage of students who develop a first-semester student education plan as a result of fall 2014 mandates imposed by the Student Success Act of 2012. The development of new student resources, including the Canyons Peer Advisor program, New Student Workshop Series, Online New Student Advisor, and continued service by Department Program Advisors will allow counselors to focus energies on the continuing student population. More appointments available for continuing students will also increase the number of comprehensive student education plans created. While the Counseling Department is committed to complying with new statewide mandates, any increase in the development of student education plans will also require the hire of additional counseling faculty.</td>
</tr>
</tbody>
</table>

### Departmental Strengths

Describe the department’s strengths or unique features. This should principally include information from the data summarized above.

The Counseling Department’s strengths are many, but the most evident one is resilience. Given the current budget climate that has affected our department in the last few years we have continued to move forward in providing the best possible service to our students without compromising quality and professionalism. Our staff are exceptional: they possess a strong work ethic, enjoy collaboration with the campus community, and seek out innovation in the embracing of new ideas and strategies to better serve our students. We pride ourselves in being proactive in offering continuous training and professional development opportunities for all Counseling Faculty, in particular in the areas of study strategies, educational planning, career development, and personal growth.

### Departmental Challenges

Describe the department’s challenges. This should principally include information from the data summarized above.
The Department’s challenges experienced during 2009 – 2012 continue during the 2013-14 academic year. The Department continues to be impacted by the increase in student population who request our services despite budgets that have prevented us from hiring additional faculty and staff. We are challenged by the insufficient number of Counseling faculty relative to growth in student enrollment. As of Fall 2013, the counselor:student ratio is 1 counselor for every 1,799 students based on a 16,052 unduplicated headcount. This is taking into account the number of full-time counselors minus the Counselor to Student Athletes (athletes also removed from student headcount), release time of 2 counselors, the reduced load of two counselors, and the percentage of part-time counselors. The ratio does reflect students from DSPS, EOPS, ISP, and Veterans, as students from each of these populations seek out the services of the Counseling Department in addition to the support of their respective programs. This ratio does not take into account applicants or students not yet enrolled, but only enrolled students that counselors meet with to create student educational plans. We foresee increasing demand for counseling services, especially for the development of student education plans given the recommendations of the Student Success Task Force and the Student Success Act of 2012. Our Department also faces the possibility of full-time faculty retirements in the next three years, which will further impact the counselor:student ratio.

### Budget Planning

Click Here for Budget Planning

### Program Needs

Describe the needs in each of the following areas that will be necessary to meet the program objectives described above:

**Supplies and Services**

The hiring of additional counseling faculty and staff will require additional commensurate office supplies. With the implementation of the Student Success Act of 2012 mandates for the 2014-15 academic year, and the subsequent increase in student educational plans for all new incoming students, the Department anticipates the increased demand placed upon office supplies and services for both the Valencia and Canyon Country campuses.

**Equipment**

The hiring of additional counseling faculty to provide comprehensive and coordinated services commensurate with the increase in student population will require the following equipment: computers with double screens, a combination printer, fax, and scanner for each new employee. Any new offices will also require the purchase of office furniture such as appropriate desks, a file cabinet, and bookcase. The Counseling Department needs to continue to improve its capability to provide online counseling service to distance learners and other students. The Counseling department with funding from MAA purchased 10 web cameras and have been installed in each of the Counselors desks. Our hope is to be able to utilize them in the near future and provide more live chat and online counseling to our students. To achieve this goal we need to secure additional counselors and staff. The same equipment needs are true for the CCC.

**Facilities and facility modification**

The Counseling Department is in dire need of office space for adjunct counseling faculty. It has become challenging when sharing an office with a full-time counselor. When we hire more full-time and/or adjunct counselors we will need additional private offices at both campuses with appropriate sized desks, comfortable chairs, filing cabinets, and a bookcase in each office. We also need a storage area, a conference room for department and training meetings, storage space for materials & supplies, full-time
classified and part-time adult hourly employee work areas, and designated classrooms equipped with a computer for each student for workshops. For CCC we need Counseling faculty offices large enough to comfortably accommodate the counselor, the student, and a third party with proper sound attenuation to provide privacy, and individual climate controls. At both locations we also need large and esthetically appealing student waiting areas with comfortable sitting, coffee table, and bulletin board and racks for handouts as well as supply and work room with sufficient storage space for all workshop materials and handouts, as well as a well-stocked break room with a table and chairs.

**Personnel**
Additional full-time counseling faculty to reduce the counselor:student ratio. This includes a full-time Veterans Counselor, two new Generalist Counselors (one each for the Valencia and Canyon Country campuses), a new 100% Online Counselor, and two Counselors to replace two positions vacated to retirement in June 2012. The Department needs to restore our current part-time Counselors to 100% funding, and hire additional Counselors to meet the student demand placed on the Department by the mandates of the Student Success Act of 2012. An adjunct Counselor is also required to serve 100% online to meet the needs of our distance learning students. The Department also needs a full-time Program Advisor for CCC, an additional full-time Program Advisor for Valencia to replace one lost to reclassification and reassignment to 3SP, and permanent part-time Program Advisors to support both the Valencia and Canyon Country campuses. We also require additional funding to hire a Counseling Technician which has been vacant for more than three years.

**Who do you need to coordinate with to make this happen? (e.g. other departments on campus, four-year college, high school, local business or other community colleges)**
To acquire equipment, facility modification, and personnel, the Counseling Department will need to coordinate with the following departments: Facilities, Purchasing, Computer Tech Support, and Human Resources. To meet these program needs, we will need the support of the Dean of Enrollment Services, the Vice President of Student Services, and the District.

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**The following staff participated in conducting this program planning and review.**

Full-time and part-time Counseling faculty as well as Program Advisors reviewed and provided input on this program review: Edel Alonso, Kerry Brown, Garrett Hooper, Albert Loaiza, Connie Perez, Liz Shaker, Susan Ling, Diane Solomon, Julie Visner, Julie Jacobson, Aivee Ortega, Jennifer Anthony, Debbie Morlett, Saideh Behbood, Kelle Warren.

Upload additional files.
Program Information for: Institutional Development
Year(s): 2011/2012 to 2013/2014

College of the Canyons' Mission Statement
College of the Canyons offers an accessible, enriching education that provides students with essential academic skills and prepares students for transfer education, workforce-skills development, and the attainment of learning outcomes corresponding to their educational goals. To fulfill its mission, College of the Canyons embraces diversity and engages students and the community in scholarly inquiry, creative partnerships, and the application of knowledge.

Program Description
Describe the Department's Mission (e.g. services offered and functions performed by this department). Institutional Development, Technology and Online services helps advance the college using data-driven planning, accessing grant resources, using technology, and making advanced degree programs and training available in Santa Clarita.

Who are the customers/recipients of the services and functions?
Every instructional and non-instruction office, local businesses and community members, state, federal, and private funding agencies, and the System Office are customers/recipients of services.

Provide a current organizational chart for the department, including all full-time and part-time staff. Show the full-time equivalent of each staff member. Also, you may want to include a proposed organizational chart if you are proposing changes.

Provide a short description of the history of your department, including how it has changed over the years. Institutional Development is approximately 20 years old, beginning with a single full-time manager. The research staff peaked with 2 full-time staff members five years ago and now includes one-full-time and two part-time staff members. The grants office now includes two full-time staff members. The technology functions, structure, and staff have increased significantly over the past 10 years (see program reviews for MIS and IT). The administrator over this area has had four titles over the past nine years as responsibilities have evolved.

Administrative Unit Outcomes
The purpose of this assessment process is to improve the unit's service.

<table>
<thead>
<tr>
<th>Department Goals (Overarching AUOs)</th>
<th>Specific Objectives</th>
<th>Means of Assessment and Criteria for Success</th>
<th>Summary of Data Collected and Number of Cycles</th>
<th>Use of Results</th>
<th>Next Assessment Cycle (Month, Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assure that the campus community has access to and is aware of the data available for planning.</td>
<td>Document the number of reports produced each academic year. Success is defined as an increase in the number of available reports / requests processed for planning over the prior academic year. The criteria for success for the number of completed requests for 2013-14 is 85. The criteria for success for the number of reports and briefs is 39.</td>
<td>Overall, the Research Office completed 77 requests related to data and planning needs in 2012-13 (down from 96 in 2011-12). The number of reports and briefs produced in 2012-13 was 34. In addition, the office updated the Fact Book and Fact Sheet bringing the total to 36. This is consistent with the number produced in 2011-12 but down slightly from 2010-11 when the office produced 39. Over the past three years, the number of reports and briefs available to the campus has increased 44 percent (36 reports in 2012-13)</td>
<td>6 The Research Office staff reviewed the current list of projects for 2013-14 and have developed a plan to complete at least 35 of the projects that are in progress or yet to be started by the end of the fiscal year.</td>
<td>Spring 2015</td>
<td></td>
</tr>
<tr>
<td>1. The Institutional Research Office will provide campus-wide access to data for planning.</td>
<td>Assess use of and satisfaction with access to data through a survey. Success is defined as 60 percent of respondents accessing data for planning purposes and satisfied with availability of data for planning.</td>
<td>Overall use of institutional research data was 69 percent, which is up from 65 percent in Fall 2012. Use was lowest among full-time faculty respondents, 61 percent (30 percent indicated &quot;neutral&quot;), and classified staff, 59 percent (up from 49 percent a year ago). Overall satisfaction with data for planning was 79 percent, which is up from 77 percent on the Fall 2012 survey. If the &quot;neutral&quot; responses are included, the overall satisfaction on the Fall 2013 survey was 96 percent.</td>
<td>The Research Office has reviewed the results and has successfully met this AUO.</td>
<td>Spring 2015</td>
<td></td>
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<tr>
<td>2. Assist departments with understanding the data available to help inform decision-making.</td>
<td>Assess changes made as a result of data usage through action implications submitted for</td>
<td>The percentage of requestors completing action implications increased significantly from 44% in</td>
<td>The I.R. office will work more closely with requestors to integrate their action implications within their program reviews. This will allow the college to know which</td>
<td>Spring 2015</td>
<td></td>
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<tr>
<td>Department Objectives</td>
<td>Description</td>
<td>Year</td>
<td>Goal</td>
<td>Action Plan</td>
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<tr>
<td>Making departmental processes.</td>
<td>Data that will lead to changes in departmental functioning/operations.</td>
<td></td>
<td>Completed reports. Success is defined as 80% of requestors submitting action implications for their research requests.</td>
<td>2010-11 to 77% in 2011-12 but decreased 24% in 2012-13.</td>
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<tr>
<td>Bring in grant awards from various funding sources increasing current grant levels.</td>
<td>Identify and research potential funding sources. Manage the grant development process.</td>
<td></td>
<td>Track grant amounts awarded each year. Success will be a 10% increase each year.</td>
<td>Brought in grant revenue of $5,098,265 for 11/12. For 2013/2014, we have brought in grant revenue of $5,499,897 (as of April 7, 2014). This is an increase of 8%.</td>
<td></td>
</tr>
<tr>
<td>Increase grant revenue 13/14.</td>
<td></td>
<td>5</td>
<td></td>
<td>Fall 2014</td>
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<tr>
<td>Continue providing quality service and assistance</td>
<td>Consult with administrators, managers, faculty and</td>
<td></td>
<td>Survey the campus community to gauge overall satisfaction.</td>
<td>Per the Faculty and Staff survey of fall 2013, 72% of respondents were satisfied.</td>
<td>5</td>
</tr>
<tr>
<td>Objective</td>
<td>Action Plan</td>
<td>Expected Outcomes</td>
<td>Timeframe</td>
<td></td>
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</tr>
<tr>
<td>Increase familiarity with the support/process for applying for a grant, specifically for full-time faculty and classified staff.</td>
<td>Increase the number of full-time faculty and classified staff who are aware of the support/process by Grants Development Office.</td>
<td>According to the Fall 2013 Faculty and Staff Survey, 69% of full-time faculty and 68% of classified staff were familiar with the support/process for applying for a grant.</td>
<td>1 - Will present a grants workshop to Classified Staff on Classified Development Day in 2015. Email campus more frequently about opportunities available. - - - 2014</td>
<td></td>
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</tr>
<tr>
<td>Increase awareness to the campus community about funding opportunities.</td>
<td>Attend Division Dean, Student Services and Economic Development department meetings as well as Curriculum Committee meetings every 1-2 months to update departments on grants.</td>
<td>Attend at least 6 meetings per year in each area.</td>
<td>2 - Completed. Will continue to attend. Discussed with the department. Fall 2014</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase awareness to project managers and potential grant seekers through the Office of Grants Development.</td>
<td>Provide fiscal and programmatic support to project directors.</td>
<td>Provide fiscal and programmatic support to project directors.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Success will be 80% awareness.

- Increase revenue for the strategic areas of the College.
- Ensure that all grant applications are linked to a strategic goal.
- Number of grants funded that are linked to a strategic goal.
- All applications were linked to a strategic goal.
- Completed and will continue. Discussed with department.
- Fall 2014

### Objectives

**Status of Objectives.** ([Review College Strategic Goals](#))

#### Open Objectives

1. Pursue grant funding for ideas initiated in department program reviews.
   - **Goal:** Institutional Advancement
   - **Status:** In progress

#### Completed Objectives

1. Host an annual Meet the Grant Maker workshop with foundation presenters who are key prospects for College initiatives.
   - **Goal:** Institutional Advancement
   - **Status:** Completed
2. Increase the dissemination of grant information.
   - **Goal:** Institutional Advancement
   - **Status:** Completed
3. Continue to expand relationships with private foundations.
   - **Goal:** Institutional Advancement
   - **Status:** Completed
4. Provide an annual training on grants development to faculty, staff and administrators.
   - **Goal:** Institutional Advancement
   - **Status:** Completed
5. Continue to expand relationships with private foundations.
   - **Goal:** Institutional Advancement
   - **Status:** Completed
6. Improve communication on grant opportunities and new research with the campus community.
   - **Goal:** Institutional Advancement
   - **Status:** Completed
7). Engage more faculty and classified staff in the grants development process.
   **Goal:** Institutional Advancement
   **Status:** Completed

8). Increase communication to departments and divisions by attending department and division meetings.
   **Goal:** Institutional Advancement
   **Status:** Completed

9). Use institutional learning outcomes to inform planning and improvement efforts at the department, program, and institutional level consistent with the proficiency level identified by WASC/ACCJC.
   **Goal:** Institutional Effectiveness
   **Status:** Completed

10). Integrate literature reviews into research publications.
    **Goal:** Institutional Effectiveness
    **Status:** Completed

11). Create a website for the Grants Development Office to assist with dissemination and process.
    **Goal:** Institutional Effectiveness
    **Status:** Completed

12). Secure subscriptions to PsycInfo and PsycLit.
    **Goal:** Institutional Effectiveness
    **Status:** Completed

13). Present at conferences on the need for and operation of Institutional Review Boards at community colleges.
    **Goal:** Institutional Effectiveness
    **Status:** Completed

14). Develop a partnership with the Santa Clarita Valley Economic Development Corporation.
    **Goal:** Institutional Effectiveness
    **Status:** Completed

15). Develop a mechanism for expanding use of the online IRB submission process to external investigators.
    **Goal:** Institutional Effectiveness
    **Status:** Completed

16). Engage in state and national dialogues on the development of empirically based strategies to improve instruction and help with the application of them at COC.
    **Goal:** Institutional Effectiveness
    **Status:** Completed

17). The Institutional Research Office will provide campus-wide access to data for planning.
    **Goal:** Institutional Effectiveness
    **Status:** Completed
<table>
<thead>
<tr>
<th>Number</th>
<th>Task Description</th>
<th>Goal</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>18)</td>
<td>Assist departments with understanding the data available to help inform decision-making processes.</td>
<td>Institutional Effectiveness</td>
<td>Completed</td>
</tr>
<tr>
<td>19)</td>
<td>Increase the use of labor market data in planning, such as data from EDD, Burning-Glass/Labor Insight, and EMSI.</td>
<td>Institutional Effectiveness</td>
<td>Completed</td>
</tr>
<tr>
<td>20)</td>
<td>Increase the use of institutional data, in general, for department planning, including staffing requests.</td>
<td>Institutional Effectiveness</td>
<td>Completed</td>
</tr>
<tr>
<td>21)</td>
<td>Develop a new indicator system that connects progress on outcome measures to the Strategic Plan and program reviews.</td>
<td>Institutional Effectiveness</td>
<td>Completed</td>
</tr>
<tr>
<td>22)</td>
<td>Collaborate with the Hart District on joint research projects.</td>
<td>Institutional Effectiveness</td>
<td>Completed</td>
</tr>
<tr>
<td>23)</td>
<td>Evaluate the planning processes at the college.</td>
<td>Institutional Effectiveness</td>
<td>Completed</td>
</tr>
<tr>
<td>24)</td>
<td>Work with the Aacdemic Senate in reviewing the online academic program review and identify improvements to the system.</td>
<td>Institutional Effectiveness</td>
<td>Completed</td>
</tr>
<tr>
<td>25)</td>
<td>Increase the use of institutional data for planning, especially among full-time faculty and classified staff (Rpt #277).</td>
<td>Institutional Effectiveness</td>
<td>Completed</td>
</tr>
<tr>
<td>26)</td>
<td>Provide data and analyses to support for the Accreditation Self Study</td>
<td>Institutional Effectiveness</td>
<td>Completed</td>
</tr>
<tr>
<td>27)</td>
<td>Conduct analyses in support of implementing the Student Success Act.</td>
<td>Institutional Effectiveness</td>
<td>Completed</td>
</tr>
<tr>
<td>28)</td>
<td>Bring in grant awards from various funding sources increasing current grant levels.</td>
<td>Financial Stability</td>
<td></td>
</tr>
</tbody>
</table>
29). Secure new funding to support the College in pursuing the strategic goals of the College, in particular the areas of culinary arts, skills 4 success and arts education.

   **Goal:** Financial Stability  
   **Status:** Completed

30). Secure new funding to support the College in pursuing the strategic goals of the College.

   **Goal:** Financial Stability  
   **Status:** Completed

31). Expand advocacy efforts at the state level that increase opportunities for students.

   **Goal:** Innovation  
   **Status:** Completed

32). Update college planning processes and documents to encourage innovation.

   **Goal:** Innovation  
   **Status:** Completed

Canceled Objectives

1). Create a department website to disseminate information.

   **Goal:** Institutional Effectiveness  
   **Status:** Canceled

2). Develop an online repository for data charts and tables on the intranet.

   **Goal:** Institutional Effectiveness  
   **Status:** Canceled

3). Convene a Student Success Council.

   **Goal:** Institutional Effectiveness  
   **Status:** Canceled


   **Goal:** Institutional Effectiveness  
   **Status:** Canceled

5). Engage faculty in research and literature reviews focused on improving teaching and learning.

   **Goal:** Institutional Effectiveness  
   **Status:** Canceled

6). Improve the timeliness of response to data needs.

   **Goal:** Institutional Effectiveness  
   **Status:** Canceled
**Additional Accomplishments. (Review College Strategic Goals)**

1. Deployed Online Leave System. (Goal: Technological Advancement)
2. Developed a new Long-Term Enrollment Forecast system used by the Chancellor's Office statewide. (Goal: Leadership)
3. Developed a comprehensive training program for the District's Incident Command Team. (Goal: Innovation)

**New Objectives.** Please list new department objectives. These should follow from the needs listed above. Also, they should be specific and measurable. Also, identify the Strategic Goal to which the objective relates.

1. Look for new opportunities for the College's Advancement (Goal: Institutional Advancement)
2. Advance key projects at the college, including comprehensive planning (Goal: Innovation)
3. Develop automated indicator system updated daily and disseminated to key constituents. (Goal: Institutional Effectiveness)
4. Support the accreditation process. (Goal: Institutional Effectiveness)
5. Train and cross-train staff on key processes. (Goal: Institutional Effectiveness)
6. Further develop ICS training. (Goal: Innovation)
7. Expand Basic Skills research. (Goal: Institutional Effectiveness)
8. Expand Performance Indicators research. (Goal: Institutional Effectiveness)
9. Implement the research request form. (Goal: Institutional Effectiveness)
10. Conduct research informing the Student Success and Support Program (SSSP) efforts. (Goal: Institutional Effectiveness)
11. Conduct research informing efforts related to the Student Equity Plan. (Goal: Institutional Effectiveness)
12. Expand the data available for program planning and review. (Goal: Institutional Effectiveness)
13. Host an annual Meet the Grant Maker workshop with foundation presenters who are key prospects for College initiatives. (Goal: Institutional Advancement)
15. Increase funding to support the College in pursuing the strategic goals of the College. (Goal: Institutional Advancement)
16. Increase participation in professional groups and associations, such as the Council for Resource Development. (Goal: Leadership)
17. Increase campus community participation in the grants development process. (Goal: Institutional Advancement)

**Other External/Internal Factors**

**Positions in your department.** What changes have occurred in the last three years and what changes are expected in the next three years within your department/program?

The office includes Research, Grants, IT, MIS, and University Center and is led by the A.S/V.P. of Institutional Development, Technology and Online Services and has one administrative assistant. Led by the
Director of Institutional Research, the research office added two part-time staff in 2008-09 with one becoming permanent part-time in 2011-12. One assistant provides specialized assistance with all research projects and the other is dedicated to basic skills and other institutional research projects. A third part-time staff member was added in Spring 2011 and is funded by basic skills funds. This funded position will end in July 2012. Permanent staff plans include a full-time research analyst within three years and a permanent part-time research analyst.

There are two (2) positions in the grants office. The Director of Grants Development oversees all aspects of the grant proposals and the Grant Writer works to secure funding for all areas.

**Technology.** How is technology being used for service delivery? What specific changes in the use of technology should be implemented? Please indicate the hardware and software (including version if known) needs for department. Also, indicate if a budget augmentation is needed. The IR office collaborates with the Information Technology Office to deliver services online including surveys, Institutional Review Board submission process, program review processes and posting research reports and planning documents on the intranet. The IR Office also uses analysis software, principally SPSS.

Technology is used to share information about grant competitions and awards and to submit applications online. Changes in technology for the Grants Office include a website to keep the campus community up-to-date on grants.

The program review process is now completely online and integrated with budget development, Strategic Planning, and development of the Master Plan.

**Interdisciplinary Collaboration.** Describe any relationships with other departments/programs. The IR Office collaborates with nearly all departments and serves on many campus committees to ensure research needs are being met, to coordinate data collection for external requests / mandates and for the delivery of IR services.

The Grants Review Committee has representatives from almost every division. In addition, we have strong relationships with Allied Health, Economic Development, the Performing Arts Center, Welding, the Art Gallery, Student Services and Business Services.

**Challenges.** Please indicate any challenges your department or program has faced which may affect services. Also, please indicate how you plan to address these challenges. As the College grows and external mandates are enacted IR needs to respond in a timely manner and provide high quality data. At times there is a back log due to limited staff. In order to maintain the quality and high level of performance expected from IR, part-time research assistants will continue to be needed. The current permanent part-time research analyst will need to increase in hours and an additional permanent assistant will be needed within three years. This increase in staffing will not only help accommodate the growing research requests in terms of number and complexity, but also the increasing number of requests processed through the IRB.

It is still a challenge to engage the faculty in grants development. We have created a website and send updates to the campus community for new grant opportunities. We attend the Division Deans' meeting once a month to keep them updated on grants.

**Department/Program Changes.** Please describe any changes (institutional or within the broader academic discipline/program area) that require changes in the department or program structure, focus, or emphasis. Over the past few years the IR office has expanded its focus to include leadership for mandates including Gainful Employment, ARCC, SLOs, IPEDS, and Perkins-IV data verification in coordination with the V.P. of
Academic Affairs. In addition, the Director is co-chair of the District’s IRB which requires additional time to ensure compliance with federal regulations and education of the campus community regarding the IRB’s role.

There are no changes needed in the Grants office at this time.

**Canyon Country Campus and a possible Westside Campus.** Please describe your department’s services that are available at the Canyon Country Campus and any plans for changes. Also, please include plans for offering services at a possible Westside Campus.

Institutional Research services will be coordinated from the Valencia campus.

All services of the grants development office are available to the Canyon Country Campus. We do not have any plans for an office in Canyon Country. We anticipate having to help raise funds for a possible Westside Campus.

**Connection to Educational and Facilities Master Plan.** How is the department progressing in implementing plans identified in the Educational and Facilities Master Plan? Also, please list any 10-year goals your department has created.

IR has achieved the goals stated in the 2007-2012 Master Plan. Specifically, all instructional and non-instructional program review processes have been moved online including integrating the budget processes within the program reviews.

The Grants Development Office has implemented many of the plans identified in the Master Plan including increasing campus communication with a grants website, identifying campus priorities and working with private foundations.

**Goals moving forward:**
- Develop innovative planning models, processes and tools that advance the college as serve as exemplary resources to other colleges statewide.
- Engage stakeholders in authentic ways to ensure that planning leads to specific and improvements on outcomes.
- Implement new outcomes systems that are integrated with college-wide and department planning.
- Work with regional and statewide entities to implement systemic changes that help the college and other community colleges make improvements, especially as related to research, planning, technology, and grants development.

**Other Information.** Summarize any other relevant information. This could include, but is not limited to, the following: surveys, general trends in how people do business that might have implications for your department; Comparison of your department with similar departments, including strengths and weaknesses; Externally imposed regulations; Partnerships with industry, community-based organizations, government, or other entities.

The continued move towards providing services and online processes necessitate that more planning processes be provided online. The Research Office has seen an increase in the number of surveys being administered online, specifically through SurveyMonkey. The Office will need to stay abreast of the latest trends and technologies for online surveys. The volume and quality of research available at COC is equal to or surpasses the research available at peer institutions that participate in the C.A.M.P. Research regional research group. Many of the report formats, action implications and Fact Book have been modeled by peer institutions. The IR office responds to externally imposed regulations by state and federal agencies including Gainful Employment (Department of Education), IPEDS, ARCC, SLOs, Basic Skills Initiative, Perkins IV, Pre-Requisite and Placement Validation, and CalPass (required for CTE grants).

Proposed changes for IRBs could result in an increase beyond what we are already experiencing from internal
The IR office provides data to support advocacy efforts for legislators and system-wide Chancellor’s office. In addition, the office provides data to support the Hart School District Annual Report Card and articulation meetings for math and English faculty from the College and local high school district.

### Use of Data

Describe department trends, including measures identified in the Administrative Unit Objectives and other data described above. What are the specific implications of the data collected? State each result and the implication.

<table>
<thead>
<tr>
<th>Data Result</th>
<th>Implication</th>
</tr>
</thead>
<tbody>
<tr>
<td>1). The Fall 2011 Faculty/Staff survey results showed that the use of institutional research data was 69 percent, which is up eight percent from the Spring 2010 survey. Use was lowest among full-time faculty respondents, 63 percent.</td>
<td>Continue to keep the campus informed of new research reports through campus-wide committees and division deans (monthly basis). Continue to meet with requestors to review reports prior to publishing them. Also, reach out to full-time faculty to assess their data needs and notify them of data/reports that may be of particular interest to their specific discipline.</td>
</tr>
<tr>
<td>2). Survey results from the fall 2012 Faculty and Staff survey showed 71% of respondents agreed or strongly agreed they were familiar with the grant process and support available.</td>
<td>Continue to identify ways to improve communication to the campus community, including emails identifying grant opportunities.</td>
</tr>
<tr>
<td>3). Survey results from the fall 2012 Faculty and Staff survey showed 70% of respondents were aware that the Grants Development office has a website.</td>
<td>Continue to email the campus as the website is updated and funding opportunities become available.</td>
</tr>
<tr>
<td>4). Survey results from the fall 2012 Faculty and Staff survey showed 77% of respondents were aware that the Grants Development office had resources available to research external funding sources.</td>
<td>Continue to communicate with the campus community on how the Grants Development office can assist in securing funding.</td>
</tr>
<tr>
<td>5). The Fall 2011 Faculty/Staff results showed that overall satisfaction with data for planning was 70 percent, which is up four percent from the Spring 2010 survey.</td>
<td>Continue to keep the campus informed of new research reports through campus-wide committees and division deans (monthly basis). Continue to meet with requestors to review reports prior to publishing them. Assess needs through monthly division deans meetings and college-wide committees (e.g., CPT and S4S).</td>
</tr>
<tr>
<td>6). Satisfaction with the online program review was lower than is expected. 48 percent of faculty and staff indicated that they were satisfied and 35 percent were neutral.</td>
<td>Work with faculty and staff to identify ways of improving program review.</td>
</tr>
</tbody>
</table>

### Departmental Strengths

Describe the department’s strengths or unique features. This should principally include information from the data summarized above. The IR office is responsive to the data needs of the campus community as evidenced by the availability of data. The Office maintains a customer service oriented philosophy and assists users with interpreting and using data.
The unique feature of the grants office is a comprehensive review process that ensures every proposal is reviewed by a critical reviewer, a budget expert and the administrative staff who will oversee the project.

**Departmental Challenges.** Describe the department’s challenges. This should principally include information from the data summarized above.

At times the department has experienced a backlog with research requests and has helped alleviate this backlog by hiring a permanent part-time research analyst and part-time research assistants to help with institutional and specialized projects. Funds secured from Basic Skills and Grant Evaluations help support these positions. While the backlog has improved over the past 1-2 years, there is still a large volume of requests that continue to increase in complexity. The department needs to work with division deans and department chairs to prioritize the numerous requests from their respective areas.

The grants office needs to continue to explore ways to improve communication between Grants Development and the faculty that require support for monitoring grants and develop additional guidelines and procedures for faculty and staff that wish to apply for a grant.

### Budget Planning

[Click Here for Budget Planning]

### Program Needs

Describe the needs in each of the following areas that will be necessary to meet the program objectives described above:

**Supplies and Services**

**Equipment**

**Facilities and facility modification**

**Personnel**

The IR office will need funds to support additional staff to assist with specialized research projects, including those specific to basic skills, CTE, state and federal mandates and the Student Success and Support Program per SB1456. In addition, the department needs $50,000 to increase the permanent part-time research analyst hours to full-time in 2014-15. Securing funds from the Student Equity funds as part of the Student Success and Support Program. In addition, the office will move forward with hiring a permanent part-time research assistant to accommodate the growing data needs of the campus community in 2014-15.

**Who do you need to coordinate with to make this happen? (e.g. other departments on campus, four-year college, high school, local business or other community colleges)**

IDT will need to coordinate with all offices and departments on campus, especially offices involved with institutional advancement and executive cabinet members. The IR office will coordinate with the Skills4Success committee to secure funds to support basics skills research staff. Lastly, the Office will...
coordinate with the Grants Director to ensure evaluation expenses are included in all applicable grants. Funds secured for grant evaluations will help support adult hourly and permanent part-time staff in the IR office. Funds to increase the part-time research analyst to full-time will be secured from the Student Equity funds to support implementation of the Student Success and Support Program. We will also need to identify funds that can partially fund assistance with IRB related activities.

The following staff participated in conducting this program planning and review.

Daylene Meuschke, Theresa Zuzevich, Barry Gribbons, Elana Helgesen, Alicia LeValley and Catherine Parker

Upload additional files.
<table>
<thead>
<tr>
<th>College of the Canyons Program Planning and Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year(s): 2011/2012 to 2013/2014</td>
</tr>
</tbody>
</table>

### Program Information for: Math Science Division

#### Year(s): 2011/2012 to 2013/2014

### College of the Canyons' Mission Statement

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

### Program Description

Describe the Department's Mission (e.g. services offered and functions performed by this department).

The Division of Mathematics, Sciences, and Engineering offers courses for fulfilling requirements in its own degree and certificate programs as well as programs that are offered by other divisions.

Who are the customers/recipients of the services and functions?

All College of the Canyons students interested in the STEM (Science, Technology, Engineering, & Mathematics) fields are recipients of services from the division. In addition, non-STEM majors looking to fulfill General Education requirements are also served through courses such as the new Intermediate Algebra for Statistics.

Provide a current organizational chart for the department, including all full-time and part-time staff. Show the full-time equivalent of each staff member. Also, you may want to include a proposed organizational chart if you are proposing changes.

Chart #1: [Org Chart MSE Division Spring 2014.pdf](#)

Provide a short description of the history of your department, including how it has changed over the years.

The Division consists of 8 departments/programs that include: Biological Sciences, Chemistry, Computer Science, Earth/Space/Environmental Sciences (or Astronomy, Environmental Science, Environmental Studies, Geography, Geographic Information Systems, Geology, and Physical Science), Engineering & Physics (which also includes Nanotechnology), Mathematics, MESA, and...
Upward Bound. The Mathematics, Sciences, and Engineering Division is currently staffed by 40 full-time faculty members and directors in a variety of academic areas including two student support programs, MESA and Upward Bound. At least two full-time faculty positions (i.e., both in Mathematics) should be replaced due to retirement and resignation. In addition, due to the exponential growth in laboratory offerings in both the Biological Sciences and Chemistry, additional classified staff support is needed.

**Administrative Unit Outcomes**

**Administrative Unit Outcomes (AUOs) Assessment Model:**
The purpose of this assessment process is to improve the unit's service.

<table>
<thead>
<tr>
<th>Department Goals (Overarching AUOs)</th>
<th>Specific Objectives</th>
<th>Means of Assessment and Criteria for Success</th>
<th>Summary of Data Collected and Number of Cycles</th>
<th>Use of Results Next Assessment Cycle (Month, Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhance Basic Skills instruction</td>
<td>Integrate new technologies into the teaching of Basic Skills curriculum, including more use of online educational tools and mediated math work in the newly expanded TLC.</td>
<td>Students completing MATH 026 and MATH 059 will perform better than students completing MATH 025 and MATH 058. Furthermore, if the MATH department agrees to offer a MATH 026/059 PAL sequence, then students in this sequence will perform better than those enrolled in either the MATH 025/058 PAL sequence</td>
<td>To be completed in Spring 2015 and beyond. MATH 026/059 will be offered for the first time in Fall 2014.</td>
<td>0 To be completed in Spring 2015 and beyond.</td>
</tr>
</tbody>
</table>
Integrate new technologies into the teaching of Basic Skills curriculum, including novel teaching methods and different class scheduling options in order to expedite Basic Skills and STEM course sequences through new innovations (e.g., Intermediate Algebra for Statistics/PAL Math 102/104).

Fast track and innovative courses designed to expedite basic skills for both STEM and non-STEM majors. Students enrolling and completing Math-140, having completed Math-075, will perform as well or better than students that completed Math 060/070 sequence. Students enrolling and completing the Calculus sequence, having completed the PAL Math 102/104 sequence, will perform as well or better than students that completed the aforementioned courses in regular

<table>
<thead>
<tr>
<th>Description</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
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<tbody>
<tr>
<td>To be completed in Fall 2014 and beyond</td>
<td>0</td>
<td>To be completed in Fall 2014 and beyond</td>
</tr>
</tbody>
</table>
Students completing the Math 025/058 PAL sequence, followed by the Math 075/140 PAL sequence, will perform better in this proposed 1-year sequence and more successfully than students that enrolled in each respective semester-long course over the course of 2 years.

| Increase transfer opportunities and degree completion | The Division will support the Honors Program, learning community cohort groups, MESA and Upward Bound, as well as college level articulation and matriculation efforts, to help students achieve college-preparedness quickly and efficiently. | Students participating in MESA, Upward Bound, and other cohort model groups (e.g., PAL, Honors Program, GEOL/ENGL, other learning communities) will be encouraged to declare their degree intent early on in an effort to efficiently complete their course work. | To be completed in Fall 2014 and beyond | 0 To be completed in Fall 2014 and beyond | Spring 2015 |
| **Support programs and curriculum development to enhance educational effectiveness, taking into account data results from Student Learning Outcomes assessment results across the departments and division** | **Increase the number of A.S. degrees sought by students in the STEM fields.** | **With the curriculum revisions of the Division's A.S. degrees in Biological Sciences, Computer Science, Engineering, Math, as well as new transfer model curricula in Math (AS-T), Physics (AS-T), Geography (AA-T), Geology (AS-T), Computer Science (AS-T), and propose Chemistry (AS-T), a greater number of students will graduate with AS/AS-T/AA-T degrees across the Division compared to** | **To be completed Spring 2015 and beyond** | 0 | **To be completed Spring 2015 and beyond** | **Spring 2015** |
Objectives

Status of Objectives. (Review College Strategic Goals)

Open Objectives

1). Increase Transfer opportunities for our students
   Goal: Student Support
   Status: In progress

2). Support seeking external grant funding to support various instructional programs and new technologies
   Goal: Institutional Advancement
   Status: In progress

3). Enhance Basic Skills Instruction
   Goal: Teaching and Learning
   Status: In progress

4). Establish aggressive outreach and pursue additional community partnerships
   Goal: Leadership
   Status: In progress

5). Support programs and curriculum development to enhance educational effectiveness as well as support further economic and workforce development
   Goal: Institutional Effectiveness
   Status: In progress

6). Develop Workforce Training Programs (e.g., GIS)
   Goal: Human Resources
   Status: In progress

7). Support and plan for a proposed planetarium/science center capital campaign at CCC.
   Goal: Teaching and Learning
   Status: In progress

Additional Accomplishments. (Review College Strategic Goals)
1. B.S. in Manufacturing Engineering and B.S. in Biological Sciences through the College's University Center, in collaboration with CSULA, have both been WASC approved. (Goal: Teaching and Learning)

2. Speakers Symposium Series, featuring current research in the STEM fields, premiered during spring 2012, is continuing again for its third consecutive year this spring 2014, and will be offered annually, where the college community will have an opportunity to meet renowned research scientists, learn about their areas of expertise, and explore career options in emerging technological fields, culminating in an open forum discussion. (Goal: Institutional Effectiveness)

3. Division website has been created and updated regularly. (Goal: Technological Advancement)

4. STEM students can now participate in the Honors program through curriculum approved honors courses such as BIOSCI 107H, CHEM 151H, CHEM 201H, GEOG 101H, and MATH 140H, which serve to enhance instruction and provide additional opportunities for students to excel. (Goal: Teaching and Learning)

5. Associate degrees for transfer in Mathematics, Physics, Geography, Geology, Computer Science, and Chemistry to the California State University System (as per SB-1440) have been developed. (Goal: Student Support)

6. In collaboration with the William S. Hart Union High School District and supported by the Department of Education, the Division has successfully entered into partnership with Golden Valley High School (GVHS) to initiate an Upward Bound Program at College of the Canyons, designed to increase the number of low-income, first generation minority GVHS students who earn a diploma and move on to pursue their education at a college or university. (Goal: Cultural Diversity)

7. The Elementary School Science Initiative in Physics and Electronics (ESPE), now in its third year, is designed to provide outreach to grades 3 - 5, where MESA students serve as classroom mentors to local elementary schools, illustrating hands-on concepts in physics and electronics to both teachers and students. (Goal: Cultural Diversity)

8. The Enrichment to Gain Achievement and Gain Excellence (ENGAGE) in STEM project is designed to decrease the average length of time it takes a student to complete a STEM program (BIOSCI, CHEM, CMPSCI, ENGR, GEOL, MATH, PHYSIC) and increase the number of students, with special emphasis on financially disadvantaged and/or historically underrepresented, who: receive an associate’s degree in one of the STEM disciplines, transfer to a baccalaureate degree program in one of the STEM disciplines, and participate in STEM industry internships and undergraduate research. A five-year NSF IUSE grant proposal for $2 million has been submitted. (Goal: Student Support)

New Objectives. Please list new department objectives. These should follow from the needs listed above. Also, they should be specific and measurable. Also, identify the Strategic Goal to which the objective relates.

Other External/Internal Factors

Positions in your department. What changes have occurred in the last three years and what changes are expected in the next three years within your department/program?
1. Omar Torres became the Division Dean of MSE on August 12, 2010.
2. Since spring 2011, 7 total new faculty have been hired that include one Physics, one Chemistry, two Biological Sciences, and three Math for various retirements/resignations.
3. Joe Gerda was appointed interim CIO Beginning January 2012 thru August 2013 and returned to the classroom during fall 2013.
4. Reduced grant funding for MESA will require additional revenue sources sought and awarded to support the center.
5. Additional retirements in Math will require immediate replacements, as historically the Math department continues to have the lowest FT/PT ratio college-wide.
6. Extend STEM outreach through MESA support, Upward Bound Program, elementary school science initiative, and Enrichment to Gain Achievement and Gain Excellence (ENGAGE) in STEM project for incoming freshmen students.
7. CCC permanent science building will require extensive planning (and pending interjected potential suggestions) of facilities (re)design, needs involving instrumentation, equipment, and personnel (including at least 3 new laboratory technicians in BIOSCI, CHEM, and ENVRMT/GEOG/GEOL/PHYSCI/PHYSIC, respectively), as well as curriculum considerations involving scheduling (in an effort to minimize duplicating Valencia efforts and maximize instructional opportunities for students).
8. Once district-wide culinary arts campaign is completed, promote for a shift in our district's emphasis to a CCC Planetarium/Science Center Capital Campaign.
9. Begin offering a Bachelors degree in Manufacturing Engineering and Biological Sciences through the DVH University Center.
10. Solicit support and funding for full-time classified staff members in the laboratory to support daily division functions when setting up for labs.
11. Solicit support and funding for a 100% MSE Division full-time Administrative Assistant that would also assist with the Upward Bound Program.
12. Once the state budget improves and equalizes, develop a GIS Certificate.
13. Continue to support the yearly spring Speakers Symposium Series by scheduling innovative and inspiring guest lecturers to discuss the latest in the STEM fields.
14. Once the state budget improves, solicit additional professional development funding to support STEM faculty travel to conferences to cultivate and enhance their skills with respect to emerging and changing fields.

**Technology.** How is technology being used for service delivery? What specific changes in the use of technology should be implemented? Please indicate the hardware and software (including version if known) needs for department. Also, indicate if a budget augmentation is needed.

1. For the mediated math room in the expanded TLC, we will need additional PLATO (and relevant) licenses for MATH 026 and MATH 059, as we continue to expand these course offerings.
2. For the MATH 075/140 room in the expanded TLC, we will need additional statistics-based licenses, as we continue to expand these course offerings.
3. Tablet PCs for FT MATH faculty (to enhance instructional delivery).

**Interdisciplinary Collaboration.** Describe any relationships with other departments/programs. This division works actively with other departments/divisions to establish cross-disciplinary learning communities.

**Challenges.** Please indicate any challenges your department or program has faced which may affect services. Also, please indicate how you plan to address these challenges.

1. In view of the recently acquired equipment via Chemistry laboratory, cleanroom, NANO room,
and Engineering University Center lab, along with inherent lab equipment and instrumentation aging/malfunctions in disciplines such as BIOSCI, CHEM, ENGR, and PHYSIC, the division requires urgent access to fund-11 equipment maintenance/repairs budget line item to address any encountered technical difficulties on a yearly basis.

2. Classified Staffing need for the Division as well as departments (i.e., 100% MSE Division full-time Administrative Assistant that would also support the Upward Bound Program) at the Valencia campus. As the division continues to increase course offerings and expand (i.e., CCC new science building, proposed Newhall Ranch location), full-time support for the dean and division is already required. This will be continually addressed via discussions with the CIO, Classified Staffing Committee, and requested via budget augmentations until filled.

3. Classified Staffing need for 100% full-time laboratory technician to support the various equipment related to Chemistry, Engineering (including University Center lab), Physics, Nanotechnology, cleanroom, and Physical Science labs. As the division continues to offer approximately multiple sections of labs (both wet and dry) without technical assistance and support, this makes it extremely difficult for both FT and PT faculty members teaching these courses to focus their full attention on student needs and learning deficiencies. This will be continually addressed via discussions with the CIO, Classified Staffing Committee, and requested via budget augmentations until filled.

4. Full-time faculty needs in view of upcoming retirements and low FT/PT ratios in disciplines such as MATH and BIOSCI, along with growing departments such as CHEM, already require additional FT faculty members to be hired. This will be continually addressed via discussions with the CIO, Academic Staffing Committee, and noted via the Program Review as well as the Educational & Facilities Master Plan 2012-2018.

5. In view of depleting grant funding and revenue for MESA, Upward Bound, Elementary School Science Initiative, as well as Emerging Technologies, will need to identify other funding sources to support instruction, student success, and technological innovation. This will be continually addressed via discussions with CIO and Grants Development.

6. 3 full-time laboratory technicians in BIOSCI, CHEM, and ENVRMT/GEOG/GEOL/PHYSCI/PHYSIC will be needed for the new CCC science building once constructed and operational. This will be continually addressed via discussions with CIO and Academic Staffing Committee.

Department/Program Changes. Please describe any changes (institutional or within the broader academic discipline/program area) that require changes in the department or program structure, focus, or emphasis.

Streamline paperwork duties to a 100% full-time Administrative Assistant for the MSE Division to assist the dean, Upward Bound Project Director, and department chairs to become more efficient. Streamline technical laboratory duties to a 100% full-time classified staff member to assist with Chemistry, Engineering (including University Center lab), Physics, Nanotechnology, cleanroom, and Physical Science labs. The MSE Division is the largest FTES-generating division at the College (1665.56 FTES fall 2013; 1660.01 FTES spring 2014, accounting for 30% of the generated apportionment revenue for the College) and thus requires additional support to continue to function.

Canyon Country Campus and a possible Westside Campus. Please describe your department’s services that are available at the Canyon Country Campus and any plans for changes. Also, please include plans for offering services at a possible Westside Campus.

The division currently offers courses in ASTRON, BIOSCI (with limited lab), ENVRMT (with limited lab), GEOG (with limited lab), GEOL, MATH, PHYSIC (with limited lab), and PHYSIC at CCC. Once the new science building is enacted, the division plans to offer a wide-range of laboratory-based courses in ASTRON (once curriculum is developed), BIOSCI, CHEM, ENVRMT,
GEOG, GEOL, PHYSCI, and PHYSIC; MATH will be scattered throughout the rest of the campus. While the goal is not to duplicate Valencia (lab-based) classes, certain popular courses with extremely large waitlists (e.g., BIOSCI 107 and CHEM 151) will inevitably be offered at both Valencia and CCC. The Newhall Ranch campus might possibly feature more learning-community based courses (non-laboratory) involving various disciplines across the division as well as a possible NANO laboratory (to accommodate 30 students).

**Connection to Educational and Facilities Master Plan.** How is the department progressing in implementing plans identified in the Educational and Facilities Master Plan? Also, please list any 10-year goals your department has created.

During the 2007 Educational and Facilities Master Plan, two primary objectives were identified: (1) to establish an interdisciplinary lecture series and (2) to support community outreach to local elementary and secondary schools. Both objectives have been accomplished and will be continually met. Currently, the division goals include: (1) to continue seeking external grant funding to support community outreach through programs such as the Upward Bound, the Elementary School Science Initiative, and Biotechnology outreach to multiple districts/schools in Santa Clarita, (2) develop additional MATH PAL sequences (e.g., MATH 026/059 PAL) as well as PAL sequences in the sciences (e.g., BIOSCI 106/107 PAL and CHEM 151/201 PAL), (3) support a proposed Planetarium/Science Center Capital Campaign for CCC as well as passing of a third bond measure for the district, (4) develop transfer courses in Nanoengineering/Nanotechnology, transfer Associates degree in NANO, as well as build a permanent lab room (for 35 students) in NANO (either at CCC or the Newhall Ranch site), (5) invite and host guest lecturers for the Speakers Symposium Series that include internationally-acclaimed guests, (6) develop laboratory courses in ASTRON, GIS, Biochemistry, and increase Biotechnology certificate course offerings to support the workforce, (7) continue to support and track students transferring into the workforce that have encountered equipment purchased through the Department of Commerce Emerging Technologies grant, and (8) advocate for additional 100% full-time classified staff members (i.e., laboratory technicians) for both Valencia (1 - 2 staff), CCC (3 staff), and Newhall Ranch (1 staff) as well as 100% classified staff for the MSE Division.

**Other Information.** Summarize any other relevant information. This could include, but is not limited to, the following: surveys, general trends in how people do business that might have implications for your department; Comparison of your department with similar departments, including strengths and weaknesses; Externally imposed regulations; Partnerships with industry, community-based organizations, government, or other entities.

Research Briefs conducted by Institutional Development have confirmed that students enrolled in MATH PAL courses are overall more successful than those taking traditional semester-length courses. Survey conducted by Institutional Development of approximately 1000 Biological Sciences students (during fall 2011) confirmed an overwhelming interest in offering a B.S. in Biology through the University Center in partnership with CSULA. Two Advisory Board meetings in Nanotechnology (both academic and industry) during spring 2012 confirmed that major overhaul is needed in the Division's currently offered GET LAB TECH (General and Emerging Technologies Laboratory Technician) Certificate in order to better meet industry needs. Biological Sciences is currently working with Institutional Development to determine whether or not Chemistry should be a mandatory prerequisite for BIOSCI 107. A GIS Certificate as well as accompanying courses needs to be developed.
Use of Data. Describe department trends, including measures identified in the Administrative Unit Objectives and other data described above. What are the specific implications of the data collected? State each result and the implication.

Departmental Strengths. Describe the department’s strengths or unique features. This should principally include information from the data summarized above. Superb and extremely qualified faculty and dedicated staff, largest FTES-generating division across the District, impacted enrollments across the division, state-of-the-art equipment, highly successful transfer rates of STEM students enrolled in MESA, grant funding (e.g., Department of Commerce, California Connects, HSI STEM with CSUN, Elementary School Initiative, Upward Bound), innovative course offerings and sequences (e.g., PAL, MATH 075), Board of Trustees, Chancellor, and district commitment to enhancing STEM education.

Departmental Challenges. Describe the department’s challenges. This should principally include information from the data summarized above.
Staffing (FT faculty, laboratory technicians, 100% administrative assistant for MSE Division), funding for equipment repair, maintenance, and consumables, as well as facilities (computerized MATH courses, NANO instrumentation room, impacted laboratory courses).

Budget Planning

Click Here for Budget Planning

Program Needs

Describe the needs in each of the following areas that will be necessary to meet the program objectives described above:

Supplies and Services
Funding resources will be needed to establish training facilities for providing hands-on experience in Emerging Technologies workforce training, consumables and equipment maintenance/repairs for cleanroom/NANO/BIOSCI/CHM/ENGR/PHYSIC, for equipment used in our programs (~ $10,000/year). This should include a fund-11 equipment maintenance/repairs budget line item for the division.

Equipment
Tablet PCs (MATH; ~ $10,000), probe technology equipment (PHYSIC and CHEM; ~ $25,000), extended software licenses (PLATO, Minitab, AutoCAD, Solidworks, and ArcGIS).

Facilities and facility modification
BYKH-207 remodel (BIOSCI), suggested redesign of digital projectors in SMART classrooms so that they face the corners and not the center of the whiteboard, additional SMART classrooms, new CCC Science Building and temporary portables, proposed CCC Planetarium/Science Center, new NANO lab (Newhall Ranch).
Personnel
(1) 100% FT laboratory technician for CHEM/ENGR/PHYSIC/NANO/PHYSCI/cleanroom in Valencia, (1) 100% FT Administrative Assistant for MSE Division, (3) 100% FT laboratory technicians for the new CCC science building, (2) FT MATH faculty, (1) FT BIOSCI faculty, (1) FT CHEM faculty, and (1) FT ENVRMT faculty.

Who do you need to coordinate with to make this happen? (e.g. other departments on campus, four-year college, high school, local business or other community colleges)

The following staff participated in conducting this program planning and review.

Omar Torres, Dean of the MSE Division, conducted this program review along with requested input from the MSE Division FT faculty members.

Upload additional files.
File #1: District-wide FTES Generation by MSE Division, Fall 2013 and Spring 2014.pdf
College of the Canyons' Mission Statement

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

PROGRAM INFORMATION for: HLHSCI
Year(s): 2011/2012 to 2013/2014

MISSION/DESCRIPTION:
Included in the Health Science Department are two separate areas: The EMT Program and associated classes and Health Science. Describe the primary goal or mission of the program. The Health Science Department includes nutrition, medical terminology, women’s health, CPR and the EMT program. The goals of the Health Science Department include: •Offering students a variety of prerequisite and co-requisite courses for Allied Health degrees and certificates including Medical Assistant, and Nursing. The goals of the EMT Program are: •To prepare students to provide basic life support to patients in the prehospital care setting within our community. •To prepare students for certification at the national level.

Degrees/Certificates Offered: Emergency Medical Technician Certificate of Specialization
Age of Program: EMT started 1972

<table>
<thead>
<tr>
<th></th>
<th>2011/2012</th>
<th>2012/2013</th>
<th>Change</th>
<th>Comment (optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degrees Awarded</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificates Awarded</td>
<td>77</td>
<td>10.0</td>
<td>-67.0</td>
<td>Completion certificates for the EMT Program for 2011/2012 =164, for 2012-2013=143</td>
</tr>
<tr>
<td></td>
<td>2011/2012</td>
<td>2012/2013</td>
<td>Change</td>
<td>Comment (optional)</td>
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<td>--------------------------------</td>
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</tr>
<tr>
<td><strong>Number of Overdue Courses</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(older than 5 years)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Students with declared major</strong></td>
<td>445</td>
<td>496</td>
<td>51</td>
<td></td>
</tr>
<tr>
<td><strong>Majors (3 or more courses)</strong></td>
<td>N/A</td>
<td>12</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td><strong>Department Student Headcount</strong></td>
<td>880</td>
<td>813</td>
<td>-67</td>
<td>Health Science 151 Class size was decreased to 35 to improve student learning. Additionally, one Winter Health Science 153 was cancelled due to budget constraints.</td>
</tr>
<tr>
<td><strong>Number of Sections Requested (CCC) by Academic Affairs</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Number of Sections Requested (VC) by Academic Affairs</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Number of Sections Requested (Online) by Academic Affairs</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Number of Sections Offered Total</strong></td>
<td>29</td>
<td>29</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Number of Sections CCC Only</strong></td>
<td>5</td>
<td>5</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Number of Sections VC Only</strong></td>
<td>24</td>
<td>24</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Number of Sections Online Only</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Average Class Size</strong></td>
<td>35</td>
<td>35</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Average Class Size CCC Only</strong></td>
<td>36</td>
<td>36</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Average Class Size VC Only</strong></td>
<td>35</td>
<td>33</td>
<td>-2</td>
<td></td>
</tr>
<tr>
<td><strong>Average Class Size Online Only</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>FTES Generated</strong></td>
<td>137.21</td>
<td>127.88</td>
<td>-9.33</td>
<td></td>
</tr>
<tr>
<td><strong>Cost per FTES ($)</strong></td>
<td>$1,532.88</td>
<td>$1,739.73</td>
<td>$206.84</td>
<td></td>
</tr>
<tr>
<td><strong>Success Rate (%)</strong></td>
<td>75</td>
<td>76</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Retention Rate (%)</strong></td>
<td>90</td>
<td>86</td>
<td>-4</td>
<td></td>
</tr>
<tr>
<td><strong>Instructional Load</strong></td>
<td>536</td>
<td>464</td>
<td>-71</td>
<td></td>
</tr>
<tr>
<td><strong>RESOURCES INVESTED</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Number of Full-Time Teaching Faculty</strong></td>
<td>1</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>
Number of Adjunct Faculty  6  6  0
Number of Support Staff  0.0  0.0

Supplies Funds  5000.0  5000.0

Fund 11 Health Science $400, Fund 12 -EMT $4600

Equipment Funds
Grants Obtained
COC Foundation Donations

We have an active volunteer force within our Department who donated 333 hours to the EMT Program for 2012-2013.

Other Resources

Level 1 user additional comments / dialogue about the information provided if desired.

The future job forecasts cites Health Care Careers growing. The largest gains are projected for healthcare, hospitals, physician offices and home health care. Other jobs such as childcare workers are required to be certified in first aid CPR, thus affording jobs for Health Educators. A recent internet search for health related jobs resulted in over 400 jobs in the LA area in a variety of settings.

The job opportunities for EMTs is increasing due to the economy. Several fire departments in our area are restructuring in order to reduce costs. Instead of staffing all the ambulances with firefighter/EMTs, departments are using civilian EMTs. Glendale FD has civilian Ambulance Operators (AOs) staffing their FD Ambulances. Long Beach Fire Department is piloting a new 1:1 program, one firefighter/paramedic and one civilian EMT in their ambulances. Other departments are investigating the possibility of contracting with private ambulance companies in an effort to reduce costs. This new chapter in EMS affords our students with even more job opportunities besides the traditional private ambulance jobs, studio set medic jobs or emergency department ER Tech jobs. EMTs are also finding jobs in private industry such as amusement parks, construction and special event.

Level 2 user comments / dialogue about the information provided if desired.

The Health Sciences and EMT programs continue to attract students and provide multiple opportunities upon completion. As described above job opportunities are anticipated to grow. Completion of the EMT certificate, passing the the National Registry, and obtaining the County certificate often allows students workplace opportunities and experience which allow them to bridge to other careers and options. Health Science offerings support students entering allied health programs and completing remediation plans building their knowledge base as they prepare for success in programs.

Level 3 user comments / dialogue about the information provided if desired.

Student Learning Outcomes
The new WASC accreditation standards require colleges to identify student learning outcomes for courses, programs, degrees, certificates, assess progress towards achievement of the identified student learning outcomes, and use assessment results to make improvements (Standard II: Section A 1.c). Student learning outcomes (SLO) are written statements that represent what a student is expected to know or be able to do as a result of a learning process. Additional Student Learning Outcomes training will be provided during Flex workshops.

Beginning in Spring 2007, WASC began requiring colleges to complete an annual inventory of student learning outcomes for courses and programs. The information you provide in the tables below will be used to complete the annual inventory in Spring 2013.

<table>
<thead>
<tr>
<th>Program(s)</th>
<th>SLOs</th>
<th>Means of Assessment and Criteria for Success</th>
<th>Summary of Data Collected and Number of Cycles</th>
<th>Use of Results</th>
<th>Next Assessment Cycle (Semester, Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please indicate any programs that have been deleted, archived or for which courses have not yet been offered.</td>
<td>Please identify the corresponding Program SLOs as listed in CurricUNET.</td>
<td>Please indicate the means of assessment and criteria for success for the program SLOs listed in the column to the left.</td>
<td>Please indicate the # of students who took the assessment and the # of students who passed the assessment.</td>
<td>Please indicate how the department has used results to implement change or strengthen what is working well.</td>
<td>Please enter the semester &amp; year for the next assessment.</td>
</tr>
<tr>
<td>EMT Program</td>
<td>The EMT Program will minimally meet the national standard pass rate for the NREMT exam.</td>
<td>Our assessment is based on student results from the NREMT exam. The national EMT pass rate for the National Registry of Emergency Medical Technicians is 70%.</td>
<td>School year 2012-2013 113/121 =93.4% Pass rate on NREMT. (data reflects Fall 2012, Spring 2013, Summer 2013) - data may change slightly as more students take NREMT. As noted in the 2011-12 review, we implemented an 80% minimum passing grade in the classes and saw dramatic improvement in our NREMT pass rates.</td>
<td>6 The results have been shared with instructors and TAs during department retreats, informal meetings and emails. All instructors and even the TAs have encouraged students to take test as soon as possible after the class is completed.</td>
<td>Summer 2014</td>
</tr>
</tbody>
</table>
During Spring 2012, we also incorporated a minimum passing grade of 70% on the final. We continued to increase our emphasis in all sections on the EMS Agency curriculum modules and have incorporated them as required reading, not just supplemental reading. It should also be noted that the NREMT implemented a new exam in January 2012, including concepts taught in 4th semester nursing classes. We also reviewed our comprehensive exam on an item by item basis for additional areas of concern and emphasized those concepts to students throughout the program. Our program surpassed the minimum thresholds in all classes throughout the time period reviewed.

We had a total of 143 students who successfully completed the EMT course during this period, however not all students elect to take the NREMT exam. 121/143 = 85% Students have
Please indicate any courses that have been deleted, archived, or not offered due to budget constraints or cancellation due to low enrollment.

Health Science 045 has been archived. Health Science 051 is being archived as due to changes at the State Chancellor's office it can longer be offered. Last offered and assessed Fall 2012.

### Student Learning Outcomes Assessment Model - Courses:
The purpose of this assessment process is to improve student learning.

<table>
<thead>
<tr>
<th>Course(s)</th>
<th>SLOs</th>
<th>Means of Assessment and Criteria for Success</th>
<th>Summary of Data Collected and Number of Cycles</th>
<th>Use of Results</th>
<th>Next Assessment Cycle (Semester, Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Science 045 (Emergency Medical Services Career Prep)</td>
<td>The student will be able to apply critical thinking and ethical attitudes towards pre-hospital care.</td>
<td>Written exams and scenarios The threshold is 70% pass rate.</td>
<td>This course has been archived and there is no data for this time period.</td>
<td>Please indicate how the department has used results to implement change or strengthen what is working well.</td>
<td>- - - 2014</td>
</tr>
<tr>
<td>Health Science 046 (Emergency Medical Responder)</td>
<td>Lab: Demonstrate the assessment of pulse, respiration and blood pressure on an adult.</td>
<td>The EMR students must demonstrate a pulse, respiration and blood pressure on a adult. Skill sheets are maintained for each student. Skills are pass/fail. Criteria for success: All students completing the</td>
<td>100% (88/88) of the students who completed the class with 70% or better, successfully achieved the SLO.</td>
<td>1 Results were collected by instructors and collated by Department Chair. Discussion was held on one to one basis with Department Chair and adjunct faculty. Discussion was also held</td>
<td>Summer 2014</td>
</tr>
</tbody>
</table>

Please enter the semester & year for the next assessment. Courses should be evaluated at least every 2 years.

This course has been archived and has not been offered during this time period.
<table>
<thead>
<tr>
<th>Class/Assignment</th>
<th>Assessment Details</th>
<th>Outcome</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Science 051 (CPR)</td>
<td>Students will successfully perform adult, Direct observation and skill check list</td>
<td>21/21 (100%) students successfully</td>
<td>Results were shared with faculty and adjuncts.</td>
</tr>
<tr>
<td>Lecture:</td>
<td>Compare and contrast the roles of the Emergency Medical Responder.</td>
<td></td>
<td>Summer 2014</td>
</tr>
<tr>
<td>Written exam - all students</td>
<td>Written exam - all students taking the final exam answer this question. Criteria for success: A minimum of 70% of the students taking the final exam will answer this question correctly.</td>
<td>100% (88/88) of the students who completed the class with 70% or better, successfully achieved the SLO.</td>
<td>Results were collected by instructors and collated by Department Chair. Discussion was held on one to one basis with Department Chair and adjunct faculty. Discussion was also held during the Fall 2013 Retreat with adjunct and fulltime faculty. Additionally, the results were shared with the Department via email and input was requested from all adjuncts. No changes recommended at this time - we will continue to assess the SLO on an ongoing basis.</td>
</tr>
<tr>
<td></td>
<td>during the Department Retreats with adjunct and fulltime faculty. Additionally, the results were shared with the Department via email and input was requested from all adjuncts. No changes recommended at this time - we will continue to assess the SLO on an ongoing basis.</td>
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</tbody>
</table>
### Historical Data:

Only two students since CPR classes (Fall 2006) began were unable to demonstrate adult, child, and infant CPR. These two students were both offered remedial training—one student did not return, the other student received remedial help and went through a second class and was still unable to successfully demonstrate CPR on adult, child, and infant.

### Results

- **Health Science 101 (Introduction to the Health Professions)**
  - Differentiate the roles and responsibilities, scope of practice, and educational requirements associated with various health occupations.
  - Students achieved the SLO through a written project.
  - 79% (37/47) students achieved the SLO through a written project.
  - Results were collected by instructors and collated by Department Chair. Discussion was held on a one-to-one basis with Department Chair and adjunct.

<table>
<thead>
<tr>
<th>Course</th>
<th>Evaluation Method(s)</th>
<th>Achieved SLO Percentage</th>
<th>Additional Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Science 101</td>
<td>Written exam, Written project</td>
<td>79% (37/47)</td>
<td>Results were collected by instructors and collated by Department Chair. Discussion was held on a one-to-one basis with Department Chair and adjunct.</td>
</tr>
<tr>
<td>Health Science 149 (Nutrition for Fitness and Balanced Living)</td>
<td>Upon completion of HlhSci 149, students will be able to evaluate specific, realistic strategies to overcome barriers and/or facilitate positive behaviors and attitudes in each of these three areas: eating, physical activity, and body/self image behaviors and attitudes.</td>
<td>Tool: Successful completion of the Body-Mind Wellness Project (specifically the Behavior for Change Contract and Pre-Post BMW Assessment). Criteria for Success: - At least 80% of students who pass HLHSCI149 and complete the BMW project, will score 7/10 on the Behavior Change Contract and will show a positive improvement from pre to post assessment on BMW behaviors/attitudes.</td>
<td>Year total 91% (63/69) scored equal to/better than 7/10 on Behavior Change Contract.</td>
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<tr>
<td>The student will show increased body/self acceptance and place greater</td>
<td>Tool - Pre &amp; Post &quot;Body Mind Wellness Behavior &amp; Attitude Questionnaire&quot; Criteria for Success:</td>
<td>SLO was assessed during the Spring 2013 semester. 24/27 saw improvement from pre to post on</td>
<td>5 Results were shared with department at the Fall Department Retreat and through email.</td>
</tr>
<tr>
<td>Health Science 150 (Nutrition)</td>
<td>All students successfully completing the nutrition course will &quot;examine different nutritional components of a diet and the relationship that each component plays in the role of health promotion and disease prevention throughout the human life cycle.&quot;</td>
<td>Written exams</td>
<td>Data has been collected for Fall 2012 through Summer 2013. Total of 10 sections have been reviewed. A total of 361 students were enrolled in the classes, 92% (333) successfully completed the SLO. The 8% (28) students who did not successfully complete the SLO either failed the class with a D or F or simply stopped coming to class.</td>
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<td></td>
<td>All students successfully completing the nutrition course will &quot;analyze current dietary issues and the challenges they present in relationship to health, disease prevention and the quality of life.&quot;</td>
<td>Written Project</td>
<td>Data has been collected for Fall 2012 through Summer 2013. Total of 10 sections have been reviewed. A total of 361 students were enrolled in the classes, 92% (333) successfully completed the SLO. The 8% (28) students who did not successfully complete the SLO either failed the class with a D or F or simply stopped coming to class.</td>
</tr>
<tr>
<td>Health Science 151 (Emergency Medical Technician)</td>
<td>Demonstrate patient assessment of the medical and/or trauma patient and provide care based on assessment findings.</td>
<td>Scenario based skills testing using LA County EMS Agency skills sheets. The skill sheets are updated through the skills/curriculum committee of the EMS Agency on an ongoing basis. College of the Canyons is one of the first schools to implement the latest skills on an ongoing basis.</td>
<td>All students completing the course successfully completed the skills exam. SLO has been met 100% for the 12-13 school year. A total of 9 sections were reviewed. 100% (217/217) students completed the course and met the SLO. Additionally 143/217 (66%) of the completing students achieved 80% or better in the course.</td>
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<tr>
<td>Demonstrate, at an acceptable level, the EMT skill set as</td>
<td>The EMT students must demonstrate a list of skills. Skill sheets are maintained for each</td>
<td>All students successfully completing the course successfully completed the</td>
<td>8 Data was shared with EMT instructors during Department retreats and</td>
</tr>
<tr>
<td>Required by state and local regulations</td>
<td>Student. Skills are pass/fail</td>
<td>Skills exam for the school year 2012-2013. SLO has been met 100% (217/217) for school year 2012-2013. Additionally 143/217 (66%) of the completing students achieved 80% or better in the course.</td>
<td>Informal conversations. Data was also shared with teaching assistants. Input was requested from faculty, adjuncts and teaching assistants. The LA County skill testing sheets continue to be used to maintain consistency during skills testing. It was further agreed that no changes to the SLO are necessary at this time.</td>
</tr>
<tr>
<td>Define and analyze the roles and responsibilities of the EMT.</td>
<td>Written exam - all students taking the final exam answer this question.</td>
<td>The data is compiled from 9 sections of EMT students over Fall 2012, Spring 2013 and Summer 2013. 100% of 217 students taking the final answered the question correctly. The question was included in the operations section of the final exam. Due the ever changing regulations, instructors emphasized the changing roles and responsibilities of the EMTS with a direct correlation in outcome data.</td>
<td>8 Shared results with EMT instructors (both faculty and adjuncts) at Department Retreats and informal meetings. All instructors provided with 2013 EMT Forum update CD and kept abreast of changing regulations through emails, and their own mandated training. Faculty and adjuncts agreed there is no need for change in SLO at this time.</td>
</tr>
<tr>
<td>Health Science 153 (EMT Refresher)</td>
<td>All students successfully completing course will demonstrate</td>
<td>Scenario based skills testing</td>
<td>100% of the students completing the course, also met the SLO. We assess</td>
</tr>
<tr>
<td>Patient assessment of the medical and/or trauma patient and provide care based on assessment findings.</td>
<td>This data on a continuing basis. Winter 2013 - no course was held due to the state budget constraints. Summer 2013 - 100% (18/18)</td>
<td>Throughout the semester. We are continuing to use the revised LA County patient assessment skill testing sheet to maintain consistency during skills testing. Currently no need for change in the SLO.</td>
<td></td>
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<tr>
<td>Perform EMT skills as required by state and local regulations.</td>
<td>Skills checklist; skills are pass/fail</td>
<td>100% (18/18) of the students completing the course, also met the SLO. We assessed this course Summer 2013, as there was no class held during Winter 2013 due to state of California budget constraints.</td>
<td>8</td>
</tr>
<tr>
<td>Health Science 243 (Women and Health)</td>
<td>All students successfully completing the Women's Health course will &quot;examine various health issues specific to women and the modes of treatment for each.&quot;</td>
<td>Written project on any women's health issue. Written exams.</td>
<td>A total of 2 sections were reviewed for 2012-2013. Overall - 78% (53/68) students successfully accomplished the SLO.</td>
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</table>
## Health Science 249 (Medical Terminology)

<table>
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<tr>
<th>All students successfully completing the course will compare and contrast past, present, social and ethical issues relevant to women.</th>
<th>written exam</th>
<th>A total of 2 sections were reviewed for 2012-2013. Overall - 78% (53/68) students successfully accomplished the SLO.</th>
<th>5 Results were shared with faculty and adjuncts at Department Retreats and during informal meetings. Upon review, faculty concludes that no course content or SLO changes are needed at this time.</th>
<th>Spring 2014</th>
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</table>

| Evaluate medical words to determine their correct meaning and component parts. | Written exams, quizzes and verbal reports. Completion of course with an overall grade of 70% or better. | Data is compiled from a total of 5 sections of Health Science 249 spanning Fall 2012, Spring 2013 and Summer 2013. 95% (114/120) of the students successfully completed the SLO, exceeding the minimum threshold. | 5 Shared with instructors, both faculty and adjuncts at Department Retreats and through emails and phone conversations. Faculty has decided at this time that there is no need to change the curriculum or SLO. Faculty continued to work with new learning strategies using different components that are incorporated into the text. | Summer 2014 |

### Level 1 user additional comments / dialogue about the information provided if desired.

All of our course SLOs have exceeded their minimum threshold. As courses are up for their 5-year curriculum review, we will address each course and it's SLOs and make modifications as needed.

### The Health Science 151 - EMT course has a 66% successful course completion rate. Several factors impact this rate - first and foremost - student must achieve an 80% in class and a minimum of 70% on the final. Student expectation is a minimum of 30 hours a week of outside study. We developed the Health Sci 046 course to improve student performance. Many students elect not to take this class, Students who take the Health Sci 046 class are usually successful in the Health Sci 151 course. Department Chair interacts with Counseling to advise students to include Health Sci 046 in their Education Plan.

### Level 2 user comments / dialogue about the information provided if desired.

### Level 3 user comments / dialogue about the information provided if desired.
Internal Factors

**Use of Data.** How is the department/program using and incorporating results (data) from assessments in decision making / planning? Give examples of how you have used results to improve program quality or to meet other internal or external demands.

In assessing our SLO data and feedback from students and instructors, for the Health Science 150 (Nutrition) class changes to the project were implemented in Fall 2011.

The new National EMS Standards were incorporated into our EMT curriculum and the success of our students is reflected in the fact that they continue to meet or exceed the minimum on the National exam. The NREMT exam will undergo changes on January 1, 2012. Our students had been prepared for the new exam for the past several semesters as we emphasized the changes during our EMT, and EMT refresher classes. We are also revising our EMT class to meet the anticipated California regulations revisions. We will be adding hours to both classroom and field experience. Additionally, we will be adding an Emergency Medical Responder course to the department in anticipation of the revised California regulations.

**Processes.** Describe the processes and data sources you used for the analysis, including the use of advisory groups. Include the list of names of the people who participated (both internally to the department and externally from the department) in this program planning and review.

Our Allied Health Advisory Group, the LA County EMS Agency, Barry Gribbon's office, and our department teaching assistants and adjuncts and our students.

Data sources include Bureau of Labor, National Registry of Emergency Medical Technicians, The National Highway Transportation Safety Administration (NHTSA) EMS Office report: "EMS Workforce Agenda for the Future", the "National EMS Assessment" report by the Federal Interagency Committee for Emergency Medical Services (FICEMS) funded by the National Highway Traffic Safety Administration (NHTSA). EMT course completion data, and evaluations of SLOs.

**Data Trends.** Describe department trends, including growth/decline in: a) number of students served (measured by headcount and FTES), b) instructional load (measured by instructional load and average class size), c) student achievement and success. How do these changes compare to the College as a whole?

**Challenges.** Please indicate any challenges your department or program has faced which may affect the program or service for the current academic year. Also, please indicate how you plan to address these challenges.

**Facilities Needs.** Please indicate your facilities needs at the Valencia or Canyon Country Campus.

- A huge space in which to run a skills lab for the students. Enough floor space to spread out without having to move 45 classroom chairs. Additional storage.
- Space for a mock-up of a small apartment - living room, bedroom, bathroom, kitchen - this would allow EMT students the opportunity to actually care for patients in a realistic environment.

In the meantime: We have requested that a door and windows be cut between Towsley Hall 102 and Towsley Hall 103. This will allow an instructor to spread the students throughout both areas, while maintaining visual contact with all students during skills drills.

We also requested that the overhead projector in Towsley Hall 101 be connected to a computer for classroom.

**Canyon Country Campus and a possible Westside Campus.** Please indicate any plans your department has for offering courses or new curricula at the Canyon Country Campus. Also include plans for offering courses or new curricula at a possible Westside Campus.

The EMT Program would be willing to move as a unit - but it will need space and secure climate controlled storage adjacent and in the classrooms or skills lab. As many of our students also are involved in many other disciplines on the campus, isolating the EMT Program may be detrimental.

If the Fire Academy ever has a COC component - one section of the EMT Program may be able to relocate there and be run as an academy class.

**Connection to Educational and Facilities Master Plan.** How is the department progressing in implementing plans identified in the Educational and Facilities Master Plan? Also, please list any 10-year goals your department has created.
The current Education Master plan includes a note that the idea solution to the challenge of the Allied Health space requirements, would be a separate Allied Health building with classrooms, labs and storage space.

**Support Staffing and Faculty.** What changes have occurred in the last three years and what changes are expected in the next three years within your department/program?

If we continue to grow and develop the Health Science degree and possible the EMS Management Degree in collaboration with the Business Department, we will need an additional faculty member or at least several additional adjuncts.

In the future the EMT Program will not only have to complete a COC program review, LA County Program review (both of which are completely different). It will also be required to attain national accreditation. At the moment there is no firm timeline for accreditation.

A part-time adult hourly to assist with the EMT paperwork (7 forms and a background check, physical, immunizations, titers and soon a drug screen) for each student is needed.

**Interdisciplinary Collaboration.** Describe any relationships and course offerings with other departments/programs.

We work closely with fire technology and nursing. The Health Science 101 course that is in development will serve a variety of students including nursing, phlebotomy, MLT, and EMT.

A proposed Emergency Preparedness course for EMS and Allied Health workers will serve a variety of students as mentioned above.

A preliminary conversation with a member of the Business Department regarding the proposed EMS Management Program.

**Department/Program Changes.** Please describe any changes (institutional or within the broader academic discipline/program area) that require changes in the department or program structure, focus, or emphasis.

**Technology.** How is technology being used for curriculum delivery (e.g., online courses, CTV, etc.)? Do you plan to increase the use of technology for curriculum delivery? What plans do you have for adding curriculum to the college's 100% online Associate Degree? Please indicate the hardware and software (including version if known) needs for department. If these needs are related to specific courses, please specify the course. Also, indicate if a budget augmentation is needed.

We have an online Health Science 249 course, however, it has not been offered due to budget cuts.

At the moment the EMS community has actively discouraged online classes as much of the focus of EMS is learning to interact with others in face to face scenarios. In the future there may be a possibility of a hybrid class.

**External Factors**

**Economic Trends.** What economic factors will impact the development of the program? (e.g. job market, local business needs, new business start-ups in Santa Clarita or the region, etc.) What are emerging trends in related industries?

The EMT program has a strong outlook in today's economy. Once thought of as only a stepping stone to the fire department, certification as an EMT can lead in many directions.

Due to the economy, several fire departments are taking Glendale Fire Department's lead and hiring civilian EMTs to staff their Basic Life Support ambulances. Glendale implemented their Ambulance Operator approximately 2 years ago.
They have hired a few of our former students. If this continues, many more EMT jobs will be created.

The Bureau of Labor in June 2010 estimated the EMT jobs would increase 9% by 2018 and that 19,000 new jobs would be created across the country.

Just released by the National Highway Transportation and Safety Administration was the first National EMS Assessment. The study took place during 2009. There were 36 million Emergency Medical Service responses, 19,000 EMS agencies, and over 81,000 emergency vehicles in service.

Former students have found jobs in the corrections department, special event companies, volunteer organizations, entertainment industry, hospitals, clinics and of course ambulance and fire departments.

**Similar Programs.** How does the program compare to those offered at surrounding public community colleges? (e.g. What are the various instructional delivery modes? How many units are the programs? What classes are required for a degree or certificate?) Is it competitive? Why will students choose this program rather than one at another nearby college?

We have the second longest running EMT Program in the state of California. We are 40 years old in January 2012. We choose to offer our classes as a combined lecture/skills. Some colleges choose the lecture and then the labs. Our format allows the instructors the option of moving the class through didactic and hands on instruction during the same class period. We currently have 7.5 units for the EMT program (Which is actually a class). Our hours, curriculum, skills, clinical and ridealong components are dictated by the state and local regulations, all of which are based on the Emergency Medical Services National Standards and Curriculum.

**Externally Imposed Regulations.** Please describe any mandated externally imposed regulations or external reviews of your program that have implications for the program planning and review.

The EMT Program is under a variety of guideline, laws and regulations.

The National Highway and Safety Transportation Administration - Department of Transportation (NHTSA-DOT) Standards and Curriculum.

The State of California EMS Authority.

The L. A. County Department of Health - EMS Agency

**External Relationships/Partnerships.** Please summarize arrangements/collaboration with industry, government, and other agencies outside the academic community.

Our EMT Program works closely with the local EMS Agency, the state EMS Authority, and our providers, American Medical Response, Henry Mayo Medical Center and Providence Saint Joseph Medical Center. We also liaison with the local search and rescue teams, other community groups and off course local fire and police departments.

**Departmental Strengths.** Describe departmental/programmatic strengths or unique features. This should principally include information from the Internal and External Factors sections.

Our EMT program is unique is that it serves a multitude of populations - we have students entering the program from high school or the ROP program, we have veterans, single parents, adult re-entry students. We have students who take the class for knowledge only. Pre-service fire students were the mainstay of the program. We have have encouraged pre-nursing students and administration of justice students to take our program. Additionally students take the course for knowledge only - approx 60% of our successful students take the National Registry Exam.
### Departmental Challenges
Describe departmental/programmatic challenges. This should principally include information from the Internal and External Factors sections.

Our class size seems to be declining, but this is misleading - During the past year we reduced the EMT class size from 45 to 40. Our CPR classes have a class limit of 12 students. We offered a winter Health Science 153 class that are not incorporated into the stats. During the summer, we offered an EMT class, Health Sci 045, Health Sci 153, Health Science 150 - 2 sections and added Health Science 249 to our summer block of classes. The Health Science classes, with the exception of the EMT Program, only have the challenge of space. Some of the Health Science classes have been scheduled in smaller classrooms, thus limiting the number of students. Our Health Science 149, 150, 243 and 249 always fill and are usually waitlisted. Scheduling them in larger classrooms that accommodate at least 35 students will increase our head count.

The EMT Program offers its own set of challenges. We have large classes, starting with up to 45 students. We have limited space. What would be idea is a space large enough to become a true skills lab.

### Review of Previous Objectives
Summarize progress in achieving goals and objectives identified on the last program planning and review. ([Review College Strategic Goals](#))

#### Open Objectives
1. Explore the feasibility of a 2 year EMS Management Degree that articulates with an upper division EMS Management Degree.
   - **Goal:** Teaching and Learning
   - **Status:** In progress
   - **Add'l Comment:** Remains in progress, CSLB is expanding their curriculum and we will work towards a 2 plus 2 approach over the next 3 years. We have articulated our Health Science 151 course with CSLB's EMT course during the 2012-2013 school year.

2. Develop an Emergency Preparedness course for EMS and Allied Health workers.
   - **Goal:** Teaching and Learning
   - **Status:** In progress
   - **Add'l Comment:** The curriculum has been written, but has been placed on hold by the curriculum committee. Will be presented again to the committee within the next two years as part of the proposed EMS Management Degree.

3. Collaborate with Institutional Development to track student's job placement.
   - **Goal:** Institutional Effectiveness
   - **Status:** In progress
   - **Add'l Comment:** For the 2012-2013 school year, networked with other EMT programs to discover their procedure for tracking job placement. Developing template to use for survey to be sent to former students. Also discussed possible job tracking with the EMS Agency. Collaborate with Institutional Development during the 2013-2014 school year to implement the survey.

4. The COC EMT Program will work with the EMS Agency, other EMT programs to develop a preceptor program to be used to enhance student experiences during clinical experiences.
   - **Goal:** Teaching and Learning
   - **Status:** In progress
   - **Add'l Comment:** EMT Faculty member Patti Haley is working with the EMS Agency and other stakeholders to develop a preceptor program to be used throughout LA County in both ambulance and Emergency Department setting. The program is set for a pilot project during 2014.
5). The Health Science Department will actively pursue the development of a general transfer degree in Health Science that can be used as a stepping stone for students into nutrition or other Allied Health professional careers during the next two years 2012-2014.

   **Goal:** Teaching and Learning
   **Status:** In progress

   **Add'l Comment:** The transfer model curriculum for a 2 plus 2 degree in Health Science is currently being developed through C-ID DIG meetings. We have been researching the courses required for Health Science degrees at local upper division schools and will be developing a slate of courses for introduction to the curriculum committee for a new Health Science degree at COC during the 2014-2015 school year.

6). Update the EMT classrooms to reflect skills instruction as well as adult learning. Replace student chair/desk with tables and chairs and re-purpose one of the classrooms as a skills learning center.

   **Goal:** Teaching and Learning
   **Status:** In progress

   **Add'l Comment:** We have replaced the student chair/desks with tables and chairs. Returning students have reacted favorably to the updated furniture. We still want to re-purpose one of the classrooms as a skills learning center.

7). Purchase and install ambulance module in EMT classroom to enhance student learning.

   **Goal:** Teaching and Learning
   **Status:** On hold - pending funding

Completed Objectives

1). Update EMT curriculum to reflect new National Standards and purchase/replace mandated equipment supplies as necessary

   **Goal:** Teaching and Learning
   **Status:** Completed

   **Add'l Comment:** We updated the EMT curriculum and purchased the mandated supplies i.e. CAT tourniquets and hemostatic dressings.

2). Maintain the mandated skills instructor to student ratio of 1:10 for the 2012-2013 school year.

   **Goal:** Teaching and Learning
   **Status:** Completed

   **Add'l Comment:** We met this objective for the 2012-2013 school year.

3). Replace mandated supplies for the EMT Program for 2010-2011 school year.

   **Goal:** Teaching and Learning
   **Status:** Completed

   **Add'l Comment:** Supplies were inventoried and purchased as needed during the 2010-2011 school year.

4). Include Transition materials in the EMT Refresher course.

   **Goal:** Teaching and Learning
   **Status:** Completed

   **Add'l Comment:** We were among the first EMT Programs in LA County to incorporate the NREMT transition materials to our students. Currently, 2012-2013, there are only two EMT Programs in LA County offering the transition materials.
5). Develop a cornerstone class for a Health Science degree.
   **Goal:** Teaching and Learning
   **Status:** Completed
   **Add'l Comment:** Health Science 101 has been incorporated into the curriculum and will be rolled out for the first time, Fall 2012.

6). Replace mandated supplies for the EMT Program for the 2011-2012 school year.
   **Goal:** Teaching and Learning
   **Status:** Completed
   **Add'l Comment:** All supplies and equipment inventoried after the end of each semester and Summer session. Supplies were purchased and placed into use as needed.

7). Revise the EMT course, Health Science 151, to reflect the new National Trauma Triage Decision Scheme.
   **Goal:** Teaching and Learning
   **Status:** Completed
   **Add'l Comment:** Our course was revised. The National Trauma Triage Decision Scheme has since been incorporated into the LA County EMS policies. Our EMT students leave our courses, going into the field with the latest policies in their knowledge tool kit.

8). Revise the EMT Refresher course, Health Science 153, to include the new National Trauma Triage Decision Scheme.
   **Goal:** Teaching and Learning
   **Status:** Completed
   **Add'l Comment:** The EMT Refresher course has been updated to include the National Trauma Triage Decision Scheme. This has since been incorporated into the LA County EMS policies. Many of our refresher students are returning students and when they leave our course, they are going back into the field with the latest policies in their knowledge tool kit.

9). Inventory, order and maintain all EMT equipment and supplies on an ongoing basis during the school year 2012-2013.
   **Goal:** Teaching and Learning
   **Status:** Completed
   **Add'l Comment:** All EMT equipment and supplies were inventoried at the end of each semester and the winter and summer sessions. Supplies and equipment were ordered and maintained during the 2012-2013 school year by the Program Director.

10). The COC EMT Program will work with the EMS Agency and other schools to develop a Clinical Manual for EMT students in our institution as well as others across the county.
    **Goal:** Teaching and Learning
    **Status:** Completed
    **Add'l Comment:** Clinical Manual has been completed. The LA County EMS Agency will release the manual to several schools to pilot in the 2013-2014 school year. COC is on target to be one of the pilot programs.

11). COC EMT Program will actively network with our partners to provide opportunities for students to participate in disaster/emergency preparedness activities during the 2012-2013 school year.
    **Goal:** Teaching and Learning
12). Develop and implement a new course, Emergency Medical Responder, in response to the changes at the national level of EMS education to provide our students with a stair step approach to EMS learning. This course will also articulate with the Hart ROP EMR course, thus affording students a seamless transition into the EMT course.

**Goal:** Teaching and Learning

**Status:** Completed

**Add'l Comment:** This has been completed and the course was offered for the first time in Fall 2012.

13). Health Science 101 course will be implemented and introduced to the students in Fall 2012. Plan is to actively recruit guest speakers to share their expertise during the course.

**Goal:** Teaching and Learning

**Status:** Completed

**Add'l Comment:** Health Science 101 was placed on the schedule of classes for Fall 2012 for the first time. The class has been well-received and has opened the world of Allied Health Careers to students seeking a career in the healthcare industry.

14). The EMT Quality Improvement Coordinator will prepare and submit the 2012-2013 EMT Quality Improvement Program Review required by LA County EMS Agency. The EMT Program Director currently is responsible for this program. Ongoing process, annual update with 4 year comprehensive review.

**Goal:** Teaching and Learning

**Status:** Completed

**Add'l Comment:** The EMT Program Director prepared the annual update. Additionally, this QI Program is used in conjunction with our SLOs to evaluate student performance in the EMT program. One component of this review is an analysis of the final exam. The final has 5 separate sections. Each section is analyzed and the individual class outcomes are shared with individual instructors as well as the collated outcomes.

15). Recruit certified EMTs, paramedics, and/or RNS to volunteer as skills mentors in the EMT Program during the school year 2012-2013. Maintain all their required paperwork as mandated by regulation.

**Goal:** Student Support

**Status:** Completed

**Add'l Comment:** We currently have Volunteer TA's that bring their field experience to the classroom. They include paramedics and EMTs. Their mentoring of the students is invaluable.

16). The EMT Program Director will maintain all EMT students records as required by regulations and the local EMS Agency including, but not limited to, ridealong and clinical paperwork, and rosters for the 2012-2013 school year.

**Goal:** Student Support

**Status:** Completed

**Add'l Comment:** All student records have been maintained as required by regulations and the local EMS Agency for the 2012-2013 school year.
17). The EMT Program Director will update the National Registry of EMT online approval process for each and every EMT student who successfully completes the EMT course, both the skills approval and approval to take the NREMT exam for the 2012-2013 school year. This is done on an ongoing weekly basis throughout the entire calendar year.

**Goal:** Student Support  
**Status:** Completed  
**Add'l Comment:** Online approval of all students registering in the NREMT website has been accomplished on a weekly basis during the 2012-2013 school year and also during winter and spring breaks by the EMT Program Director.

18). Provide training to all EMT instructors in use of computerized mannikins

**Goal:** Human Resources  
**Status:** Completed

19). Offer Continuing Education units to all EMT Teaching Assistants, paid or volunteer for the 2012-2013 school year. (The EMT Program is required by regulation to have a CE program and CE Director. The EMT Program Director also has this role.)

**Goal:** Human Resources  
**Status:** Completed  
**Add'l Comment:** This is being done on a continuing basis. We implemented this program in Fall 2012.

20). The EMT Program Director will update and maintain all required records for the faculty and teaching assistants as required by regulations and the local EMS Agency for the 2012-2013 school year.

**Goal:** Human Resources  
**Status:** Completed  
**Add'l Comment:** This is completed annually, however, it is a monthly ongoing task to maintain records of all certifications and licenses. They must be available at any time to the EMS Agency, who may choose to drop in for an informal visit.

21). The EMT Program Director will prepare and submit the annual updates to the EMT Program Review as required by regulations and the local EMS Agency for the 2012-2013 school year. This is a completely different program review process than the COC Program review, annual updates are required and once every four years, (or more often if required by the EMS Agency) a comprehensive review is required.

**Goal:** Human Resources  
**Status:** Completed  
**Add'l Comment:** The EMT Program Director prepared and submitted the annual update to the EMT Program Review as required by regulations and the local EMS Agency for the 2012-2013 school year.

22). Increase the pay rate of EMT Teaching Assistants to reflect their required training and certifications.

**Goal:** Human Resources  
**Status:** Completed  
**Add'l Comment:** The pay rate of the EMT Teaching Assistants was increased to better reflect their required training and certifications: however our college remains as the lowest paid EMT teaching assistants in LA County. It is a testament to our teaching assistants that they are "giving back" to the profession.

23). Provide a stipend for the EMT Program Director reflective of the additional responsibilities and workload mandated by regulations.

**Goal:** Human Resources
24). Provide funding for EMT Program Director's responsibilities outside of the regular school year, including, but not limited to, meetings during winter break, spring break and summer. The EMS Agency runs on a year-round basis and meetings are held year round. Reviewing the NREMT website and approving student applications is a year-round responsibility. Summer class has the same required components as Spring or Fall as mandated by regulations.

Goal: Human Resources
Status: Completed

Add'l Comment: This should be maintained on ongoing basis.

25). The EMT Program Director will prepare the 2013 Continuing Education Program Review and supporting documentation for the EMS Agency as required by regulations. Annual updates with a 4 year comprehensive program review.

Goal: Institutional Effectiveness
Status: Completed

Add'l Comment: The EMT Program Director prepared and submitted the 2013 Continuing Education Program Review and supporting documentation as required. Year 2013 is an annual update.

26). Add the EMT Program to the Junior High School Summer Institute.

Goal: Innovation
Status: Completed

27). Explore the feasibility of a Health Science degree that articulates with an upper division Health Science degree.

Goal: Leadership
Status: Completed

Add'l Comment: We have built and implemented our cornerstone Health Science 101 course. The Health Science Chair has participated in the statewide Course Identification Numbering System (C-ID) Discipline Group (DIG) Meeting. Both the Dean and Health Science Chair have met with CSUN faculty and staff in a collaborative process towards this goal. This objective has been on the shelf for several years due to funding. The job forecast projects an increase in Healthcare jobs and a basic Healthcare degree will provide a springboard to a variety of Allied Health Careers.

28). EMT Program will participate in the 2012 Junior High School Summer Institute to introduce students to the world of EMS.

Goal: Leadership
Status: Completed

Add'l Comment: The EMT Program led a successful 2012 Junior High School Summer Institute session during summer 2013.

Canceled Objectives

1). Develop an Introduction to Food Science and Culinary Careers - working collaboratively with the Culinary Arts Program.

Goal: Teaching and Learning
Status: Canceled

Add'l Comment: After further discussion with faculty, it has been decided to cancel this objective and pursue the development of a general transfer degree Health Sciences which could be used by students as a...
stepping stone into Nutrition and other Allied Health Professional Careers.

2). Identify funding sources for an iPad-type device for our manikins.

**Goal:** Teaching and Learning

**Status:** Canceled

**Add'l Comment:** Our manikins do not support the new IPAD technology.

3). The Health Science Department will investigate the possibility of recognition from the White House for the College of the Canyons Community Garden.

**Goal:** Campus Climate

**Status:** Canceled

**Add'l Comment:** The information was forwarded to the Garden Committee, and there has been no progress. After discussion with committee member, this objective will be cancelled at this time.

### Additional Accomplishments. ([Review College Strategic Goals](https://intranet.canyons.edu/offices/FiscalServices/APRBudget2010/A...)

1). First EMT Program in LA County to implement the EMT Scope of Practice 2011. (It was included in the HlhSci 153 - Refresher Course January 2011.) (**Goal:** Teaching and Learning)

2). First EMT Program in LA County to include updated skills for 2011. (Students, instructors and Teaching Assistants were given the new skill sheets in February 2011.) (**Goal:** Teaching and Learning)

3). The College of the Canyons EMT Program will celebrate its 40th anniversary during 2012. (**Goal:** Teaching and Learning)

4). Our EMT course has been updated to reflect the new EMT regulations, including an increase in didactic and clinical hours. COC had input into the state regulations through the Department Chair's attendance at meetings and as part of the EMS Task Force. (**Goal:** Teaching and Learning)

5). Winter 2012 - we were the first EMT Program in La County to be approved to include the "Transistion to the EMS National Standards" in our refresher course. (**Goal:** Teaching and Learning)

6). In 2010 we implemented a volunteer program within our department. It has allowed us to improve the ratio of TAs to students without incurring additional costs. The TAs that volunteer are "giving back" to the community - one of the attributes of an EMT. (**Goal:** Teaching and Learning)

7). Spring 2012 - Sue Maihori, one of our EMT instructors, was named L.A. County Fire Nurse of the Year. Sue is an educator for LA County Fire as well as one of our COC EMT instructors. (**Goal:** Leadership)

8). Community involvment - during the 2011-2012 period of review our students and staff have volunteered or participated in multiple events including; Rock the Rhythm, Career Day, Santa Clarita Annual Flu Clinic, Walk for Life, Warner Bros Disaster Drill, Diabetes Walk, Baker to Vegas Relay, Saint Baldrick's Day, Discovering Careers, Bone Marrow Drives, Blood Drives, Children's Christmas Book Drive and the Michael Hoeflin Foundation Walk. (**Goal:** Leadership)

9). Developed an interdisciplinary campus/community Body Mind Wellness Committee to coordinate efforts to plan/implement resource fairs and seminar series focusing on challenges to body mind wellness and healthy lifestyles behaviors to promote body mine wellness. The events enriched health science courses by giving students and faculty opportunites to learn more from experts in the field and network across disciplines. (**Goal:** Teaching and Learning)

10). A Health Science faculty member took the lead in planning and development of a college community garden where students in various departments and clubs are able to learn about organic vegetable gardening and environmental strategies to address public health problems such as obesity, food insecurity, low intake of vegetables/fruit, inadequate physical activity, and/or depression/anxiety. Working in a garden, building community connections, and growing one's own healthy foods can improve all of these challenges. (**Goal:**
11). Incorporated the Service-Learning Volunteer program into Health Science courses - working in clinics and supervised blood drives to name a few opportunities. This allowed our Health Science students to see first hand the roles of Allied Health professionals in the field. (Goal: Teaching and Learning)

12). Community involvement - during the 2012-2013 period of review our students and staff have volunteered or participated in multiple events including; Career Day, Santa Clarita Annual Flu Clinic, Walk for Life, Universal Multi-Agency Drill, Providence Saint Joseph Multi-agency Drill, Drill at Universal Studios with the US Army, Diabetes Walk, Baker to Vegas Relay, Saint Baldrick's Day, Discovering Careers, Bone Marrow Drives, Blood Drives, Children's Christmas Book Drive and the Michael Hoeflin Foundation Walk. (Goal: Campus Climate)

13). We have an active volunteer program in our EMT classes. The volunteers contributed 333 hours to the EMT Program during the 2012-2013 school year. The volunteers have the same credentials as our teaching assistants and as such bring invaluable real-life experiences to the classroom. (Goal: Teaching and Learning)

14). The following DVDs have been added to the Library as a result of program review discussions at Department Retreats. Blood Borne Pathogens Choose MyPlate "No More Sweet and Honey - how to talk to older patients" We have also added the following books to the Library Reserve desk for student use - Emergency Medical Responder (Health Sci 046) Intro to the Health Professions (Health Sci 101) Medical Language (Health Sci 249) (Goal: Teaching and Learning)

New Objectives. While the number of new objectives is to be determined by your department, most departments will want to limit the number of new objectives to between 3 and 7. Also, there is no requirement to include objectives for each strategic goal. Rather, review the College Strategic Goals and reflect on many implications for your department. Only include objectives for a College Strategic Goal is appropriate. (Review College Strategic Goals)

New Objectives Related to SLOs as Indicated in Use of Results Section:

1). Investigate the possibility of providing paid EMT tutors in the TLC for EMT students to assist in student success. This objective correlates to the EMT Program SLO. (Goal: Student Support)

Other New Objectives:

1). Provide funding for EMT Program Director's responsibilities outside of the regular school year, including, but not limited to, meetings during winter break, spring break and summer. The EMS Agency runs on a year-round basis and meetings are held year round. Reviewing the NREMT website and approving student applications is a year-round responsibility. Summer class has the same required components as Spring or Fall as mandated by regulations. (Goal: Human Resources)

2). Maintain the mandated skills instructor to student ratio of 1:10 for the 2013-2014 school year. (Goal: Teaching and Learning)

3). The EMT Program Director will prepare and submit the annual updates to the EMT Program Review as required by regulations and the local EMS Agency for the 2013-2-14 school year. This is a completely different program review process than the COC Program review, annual updates are required and once every four years, (or more often if required by the EMS Agency) a comprehensive review is required. The 2013-2014 EMS Agency Program Review will be a comprehensive review. (Goal: Institutional Effectiveness)

4). The EMT Program Director will update the National Registry of EMT online approval process for each and every EMT student who successfully completes the EMT course, both the skills approval and approval to take the NREMT exam for the 2013-2014 school year. This is done on an ongoing weekly basis throughout the
entire calendar year. (Goal: Student Support)

5). The EMT Program Director will maintain all EMT students records as required by regulations and the local EMS Agency including, but not limited to, ridealong and clinical paperwork, and rosters for the 2013-2014 school year. (Goal: Student Support)

6). The EMT Program Director will update and maintain all required records for the faculty and teaching assistants as required by regulations and the local EMS Agency for the 2013-2014 school year. (Goal: Human Resources)

7). The EMT Quality Improvement Coordinator will prepare and submit the 2013-2014 EMT Quality Improvement Program Review required by LA County EMS Agency. The EMT Program Director currently is responsible for this program. Ongoing process, annual update with 4 year comprehensive review. The 2013-2014 review will be a comprehensive review. (Goal: Teaching and Learning)

8). EMT Program will participate in the 2013 Junior High School Summer Institute to introduce students to the world of EMS. (Goal: Leadership)

9). COC EMT Program will actively network with our partners to provide opportunities for students to participate in disaster/emergency preparedness activities during the 2013-2014 school year. (Goal: Teaching and Learning)

10). The EMT Program Director will prepare the 2014 Continuing Education Program Review and supporting documentation for the EMS Agency as required by regulations. Annual updates with a 4 year comprehensive program review. 2013-2014 will be a comprehensive review. (Goal: Institutional Effectiveness)

11). Recruit certified EMTs, paramedics, and/or RNS to volunteer as skills mentors in the EMT Program during the school year 2013-2014. Maintain all their required paperwork as mandated by regulation. (Goal: Student Support)

12). Inventory, order and maintain all required EMT equipment and supplies on an ongoing basis during the school year 2013-2014. (Goal: Student Support)

13). Offer Continuing Education units to all EMT Teaching Assistants, paid or volunteer for the 2013-2014 school year. (The EMT Program is required by regulation to have a CE program and CE Director. The EMT Program Director also has this role.) (Goal: Human Resources)

14). Provide funding for faculty and adjunct faculty to attend discipline related conferences, such as CFEDWest. This is a multidisciplinary conference (Fire, EMS, Disaster and now Public Health, Law Enforcement and Emergency Nursing). The initial idea for this conference came from the EMT Program Director. (Goal: Human Resources)

15). Develop and implement an EMT Skills Testing class during the 2013-2014 school year. This will fulfill a community need. Look at possibility of holding this course through the Community Education Department. (Goal: Leadership)

16). Recruit and hire qualified EMT instructors during the 2013-2014 school year. (Goal: Human Resources)

17). Recruit and hire qualified Health Science instructors. (Goal: Human Resources)

18). Implement the newly developed EMT Clinical Manual in the EMT Course during the 2013-2014 school year. (Goal: Teaching and Learning)

19). Continue to provide a stipend for the EMT Program Director reflective of the additional responsibilities and workload mandated by regulations. (Goal: Human Resources)

20). As directed by the LA County EMS Agency (3/5/2014), provide Continuing Education Units for the EMT Refresher Course (Health Science 153). (This will entail developing a Quality Improvement Program specific to the Refresher Course, which includes but is not limited to; a QI plan, QI meetings, tracking and trending of data, mandatory reports to LA County, roster management, and other requirements as directed by the EMS Agency. Implementation deadline - Summer 2014. (Goal: Teaching and Learning)
21). Hire a part-time or adult hourly to assist with paperwork required of each student by the clinical sites. This includes, but is not limited to, physicals, immunizations, blood titers, multiple waivers, clinical paperwork.  
(\textbf{Goal: Student Support})

22). Designate Towsley Hall 103 as the EMT Lab. Assist with the development of resources to staff the lab with Skills instructors to allow students the opportunity for skills practice.  
(\textbf{Goal: Teaching and Learning})

23). Investigate funding resources to place EMT Program tutors in the TLC for increased student retention and student success.  
(\textbf{Goal: Teaching and Learning})

Please identify any substantive changes that occurred in the prior academic year that resulted in the addition of a new objective(s) in this year’s program review. In addition, please provide data or evidence to support the addition of this objective(s).

The college is asking for additional course sections year round to meet the needs of the students. Currently this department has one fulltime faculty member, one shared faculty member, and 5 adjuncts. One of these adjuncts is moving to Colorado and will only available as a substitute. Due to the adjunct contracts, adjuncts are limited to the number of units they may teach. We have been recruiting and hopefully hiring additional adjuncts to meet the Department and student needs. The challenge is to advertise the EMT Program jobs in venues where qualified candidates will find the job. Health Science adjuncts are also actively being recruited.

1. In light of the college’s enrollment management plan, the economy, and other factors, how would you evaluate your department’s enrollment patterns? Consider data such as: student retention and success, average class size, number of sections offered, number of students declaring a field in your department as a major, number of students completing certificates or degrees, number of students participating in work study, and number of students placed in jobs related to their majors in your departments.

During the 2011-2012 school year - our enrollment patterns remained stable. The demand for some of our courses, as reflected by filled waitlists and multiple crash add students the first day of class reflects the jobs outlook for the future in health-related careers.

Currently our students declare majors in a variety of fields including nursing, fire science, administration of justice and even business.

Our EMT Program is growing. Please note the increase in the number of certificates of specialization. Many of the schools around us have cancelled sections or even closed the EMT Program. The EMT Program provides a one semester opportunity to start a career in EMS.

2. Based on your review, what do you need to do to excel next year? Consider issues such as: curriculum, location and scheduling of classes, partnerships and coordination with other departments and organizations.

We are planning several new classes: Health Science 046 is the Emergency Medical Responder class will replace the Health Science 045 class. This class will reflect the revised California regulations & National EMS standards.

We are developing a cornerstone class, HLHSci 101, in anticipation of a Health Science degree.

In response to Homeland Defense and Emergency Preparedness concerns we will develop a Emergency Preparedness course for EMS and Allied Health workers.

We need to be able to offer our CPR classes each semester for our EMT, Nursing, Phlebotomy and MLT students.

Basic skills remain a challenge. We have students arriving in all of our courses unable to read and comprehend the textbook. Students arrive at COC unable to write a complete sentence. Spelling is also a challenge. The on campus student success and basic skills initiative has been helpful. Working with the local school district through the CTE committee has also made an impact. We will continue to network with the local school districts and the campus community.

3. What resources will you need to achieve your goals? Consider resources such as professional development, additional adult hourly, instructional supplies, assistance from other departments on campus, as well as other
items.
Administrative OK to add additional sections of Health Sci 051 (CPR)
Adult hourly for assisting with the ordering, inventory and maintenance of all the EMT equipment and supplies.
Towsley 101 - update the current student chair/desks and replace with table and chair more suited to adult learning and dedicate this as lecture classroom, that can also be used for skills.
Towsley 103 - remove the current student chair/desk and replace with tables/chairs more suited to adult learning and also to provide floor space for skills.
Pay increase for EMT Teaching Assistants to reflect their mandated certifications, training and to reflect the pay standard for EMT teaching Assistants throughout LA County EMT Programs.

Level 1 user additional comments / dialogue about the information provided if desired.
We do not have a lab tech for the EMT program. There is an enormous amount of supplies and equipment that must have an ongoing inventory maintained, as well as ordering and restocking the supplies on an ongoing basis. The adult hourly proposed is approx 5 hours per week - to be incorporated into the teaching assistants number of hours. The lab tech would be paid at the same amount due to the fact, we need someone who is familiar with the EMT program and all the equipment and supplies.

Additionally - included in the increase in the budget is an increase in the EMT teaching assistant hourly rate..currently they make $10.50 per hour. Each TA is required to maintain multiple certifications including, but not limited to CPR and EMT credentials. Additionally they must recertify every two years at their own cost which if they maintain NREMT credential is 72 hours of continuing education, including a referesh course and a skills exam. We polled the schools in the area - $15 is the lowest hourly rate for a TA..some are at $20 or $25 per hour

Level 2 user comments / dialogue about the information provided if desired.
The Department Chair Patti Haley has done an incredible job maintaining program currency for EMT and for planning for future student needs incorporating the Introduction to Health Sciences course and preparing for and proposing an associate degree in Health Sciences which would provide for transfer to California State University Northridge.

Level 3 user comments / dialogue about the information provided if desired.

Budget Planning

Click Here for Budget Planning

Level 1 user additional comments / dialogue about the information provided if desired.
Level 2 user comments / dialogue about the information provided if desired.
There is need for classified laboratory technician support to manage multiple functions within the lab and classified support at the division office level to support the required classified functions that were required for the program to function (health clearances, background checks, drug screening, etc).

Level 3 user comments / dialogue about the information provided if desired.

Addendum For Career & Technical Education (CTE)

Career & Technical Education Outlook

How is the program responding with regard to labor market demand?
The EMT program has a strong outlook in today's economy. Once thought of as only a stepping stone to the fire
Department, certification as an EMT can lead in many directions such as nursing, law enforcement, physician assistant programs, pre-med or other health related fields. Additionally a recent internet search of EMT jobs available in LA county returned jobs in a variety of settings from hospitals, construction sites, refineries, camps, warehouses and even a mobile work comp related EMT position.

Employment of emergency medical technicians (EMTs) and paramedics is projected to grow 23 percent from 2012 to 2022, much faster than the average for all occupations per the Bureau of Labor Statistics.

NHTSA released first National EMS Assessment in 2012. The study took place during 2009 and was completed in 2011. There were over 36 million emergency responses in the United States. There are more than 547,693 EMTs and slightly more than 200,000 paramedics. There were more than 19,000 agencies and over 81,000 EMS vehicles in the field during 2009.

What sources of information do you have to support your conclusions?


NHTSA National EMS Assessment
http://www.ems.gov/assessment.htm

Local newspapers

What similar training programs exist in the surrounding area or nearby colleges in the South Central Regional Consortium?

Approved EMT Programs is the SCRC include Oxnard, Ventura, Antelope Valley Community Colleges. Other nearby community colleges with EMT Programs include Glendale, LAVC, and Pasadena. Additionally there are three adult schools, North Valley Occupational Center, Conejo Valley Adult School and Simi Valley Adult School. Private schools include Antelope University and EMS Training Institute.

Comment on any placement rate information you may have.

We currently do not have placement data available. We will be working with Institutional Development to send out student surveys for job placement data. Informally, students have contacted us and reported that they have found jobs in the corrections department, special event companies, volunteer organizations, entertainment industry, hospitals, clinics, ambulance and fire departments.

Please comment on how the program’s industry advisory committee has been involved in the preparation or review of the program’s annual program review.

Our advisory committee has been updated on our program's plan for the future including the possibility of a two year EMS degree. Additionally we also discussed the implementation of a Health Science degree. Our NREMT pass rates have also been shared with our committee. Our State Deputy Sector Navigator has been an integral part of our team.

Level 1 user additional comments / dialogue about the information provided if desired.

The College of the Canyons EMT Program is the second oldest EMT Program in LA County, dating back to 1972. Our faculty strive to maintain a high quality program by working closely with state committees and educator councils, as well as the local EMS Agency. All of our instructors, in addition to minimum qualifications, hold state and/or national certification as EMS educators. All of our instructors and teaching assistants must meet state and local regulations to teach in our program. All instructors and TAs also are required to maintain their certifications and/or licenses.
In addition to strong program outcomes, the program director serves on multiple local and statewide committees and has been instrumental in contributing to regulatory and policy decisions relative to the standards and expectations about prehospital care and educating EMTs.

**Please list the faculty who were consulted in this program planning and review.**

Sheri Barke, Kelly Bronco, Maureen Jamgochian, Jeanae Ruddell, Erik Pinnell, Sue Maihori, Mike McNeil, Patti Haley. Additionally, we asked our EMT teaching assistants and volunteers for their input. Input from our Deputy Sector Navigator John Cordova and our Dean, Cynthia Dorroh, is also gratefully acknowledged.
College of the Canyons' Mission Statement

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

PROGRAM INFORMATION for: PARLGL
Year(s): 2011/2012 to 2013/2014

MISSION/DESCRIPTION:
The American Bar Association (ABA) approved Paralegal Studies Program is a career-oriented department because it prepares students for employment in the legal field as paralegals to improve the accessibility, quality, and affordability of legal services.

Students who successfully complete the program will have:
1) a broad-based understanding of the American legal system and the practice of law in California;
2) the skills and knowledge needed to work as a paralegal in law firms;
3) an understanding of and an appreciation of the ethical rules and regulations applicable to the paralegal and other legal professionals;
4) a balanced education based on the integration of legal theory and practical course work;
5) strong written and oral communication skills;
6) experience through interning in law office, court house, legal aid, or other legal-oriented organization; and
7) the tools necessary to begin a career in a respected and well-paid profession.

Degrees/Certificates Offered: Associates of Arts Degree in Paralegal Studies
Age of Program: 9 (Established 2005)
<table>
<thead>
<tr>
<th>PROGRAM DESCRIPTORS</th>
<th>2011/2012</th>
<th>2012/2013</th>
<th>Change</th>
<th>Comment (optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degrees Awarded</td>
<td>11</td>
<td>16</td>
<td>5</td>
<td>As more students are enrolled in the program, the more degrees awarded.</td>
</tr>
<tr>
<td>Certificates Awarded</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>Paralegal Studies is a degree-only program.</td>
</tr>
<tr>
<td>Number of Overdue Courses (older than 5 years)</td>
<td>1</td>
<td>4</td>
<td>3</td>
<td>Courses have been updated and revised to meet the evolving needs of the legal community/employers.</td>
</tr>
<tr>
<td>Total Students with declared major</td>
<td>197</td>
<td>253</td>
<td>56</td>
<td>Informing students of the need to declare is increasing the number of declared students.</td>
</tr>
<tr>
<td>Majors (3 or more courses)</td>
<td>N/A</td>
<td>104</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Department Student Headcount</td>
<td>250</td>
<td>284</td>
<td>34</td>
<td>Program enrollment is growing.</td>
</tr>
<tr>
<td>Number of Sections Requested (CCC) by Academic Affairs</td>
<td></td>
<td></td>
<td></td>
<td>See Level 1 User Additional Comment box below for data.</td>
</tr>
<tr>
<td>Number of Sections Requested (VC) by Academic Affairs</td>
<td></td>
<td></td>
<td></td>
<td>See Level 1 User Additional Comment box below for data.</td>
</tr>
<tr>
<td>Number of Sections Requested (Online) by Academic Affairs</td>
<td></td>
<td></td>
<td></td>
<td>See Level 1 User Additional Comment box below for data.</td>
</tr>
<tr>
<td>Number of Sections Offered Total</td>
<td>15</td>
<td>17</td>
<td>2</td>
<td>Slowly increasing sections offered so that all courses in the program can be offered each semester.</td>
</tr>
<tr>
<td>Number of Sections CCC Only</td>
<td>4</td>
<td>2</td>
<td>-2</td>
<td>Most courses are taught on the Valencia campus because the law section of the library is housed in Valencia. Keeping 2 sections at CCC helps capture students from AV.</td>
</tr>
<tr>
<td></td>
<td>VC Only</td>
<td>15</td>
<td>4</td>
<td>Most courses are taught on the Valencia campus because the law section of the library is housed in Valencia.</td>
</tr>
<tr>
<td>--------------------------</td>
<td>---------</td>
<td>----</td>
<td>---</td>
<td>---------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Number of Sections Online Only</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>ABA prohibits 100% online courses without prior approval. The program has not sought such approval, yet.</td>
</tr>
<tr>
<td>Average Class Size</td>
<td>34</td>
<td>31</td>
<td>-3</td>
<td>Class size is down slightly because two sections of the same course were offered. Class size is still slightly larger than the college as a whole.</td>
</tr>
<tr>
<td>Average Class Size CCC Only</td>
<td>36</td>
<td>34</td>
<td>-2</td>
<td>Class size is down slightly because two sections of the same course were offered. Class size is still slightly larger than the college as a whole.</td>
</tr>
<tr>
<td>Average Class Size VC Only</td>
<td>34</td>
<td>31</td>
<td>-3</td>
<td>Class size is down slightly because two sections of the same course were offered. Class size is still slightly larger than the college as a whole.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ABA prohibits 100% online courses without prior approval. The program has not sought such approval, yet.</td>
</tr>
<tr>
<td>FTES Generated</td>
<td>49.55</td>
<td>52.74</td>
<td>3.19</td>
<td>More students in the program equates with a growing FTES.</td>
</tr>
<tr>
<td>Cost per FTES ($)</td>
<td>$1,751.05</td>
<td>$2,456.20</td>
<td>$705.15</td>
<td>Need help here. Can't determine why the</td>
</tr>
</tbody>
</table>
Cost went up $705/FTES. Cost per FTES is lower than the college average.

<table>
<thead>
<tr>
<th>Success Rate (%)</th>
<th>78</th>
<th>78</th>
<th>0</th>
<th>Static success rate is still higher than the college average.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retention Rate (%)</td>
<td>90</td>
<td>88</td>
<td>-2</td>
<td>Small decrease was also seen in the college average retention rate. The paralegal rate is still within 1 percentage point of the college average.</td>
</tr>
<tr>
<td>Instructional Load</td>
<td>551</td>
<td>494</td>
<td>-56</td>
<td>Need help here. While there was a decrease in the load, it is above the college average and closer to the goal of 525.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RESOURCES INVESTED</th>
<th>2011/2012</th>
<th>2012/2013</th>
<th>Change</th>
<th>Comment (optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of Full-Time Teaching Faculty</strong></td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>For the nine years of the program, there has only been one full-time faculty.</td>
</tr>
<tr>
<td><strong>Number of Adjunct Faculty</strong></td>
<td>7</td>
<td>6</td>
<td>-1</td>
<td>Some adjuncts are teaching more than 1 course.</td>
</tr>
<tr>
<td><strong>Number of Support Staff Supplies Funds</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Paralegal Studies Department is growing and becoming ever more efficient as evidenced by the growing FTES, number of students with Paralegal Studies as a declared major, and the cost for FTES. To maintain the growth and to capitalize on the popularity of the program, serious consideration of offering all the courses for the major every semester must occur. Students are demanding courses and due to waitlist courses, many students experience a delay in graduation.

### Student Learning Outcomes

The new WASC accreditation standards require colleges to identify student learning outcomes for courses, programs, degrees, certificates, assess progress towards achievement of the identified student learning outcomes, and use assessment results to make improvements (Standard II: Section A 1.c). Student learning outcomes (SLO) are written statements that represent what a student is expected to know or be able to do as a result of a learning process. Additional Student Learning Outcomes training will be provided during Flex workshops.

Beginning in Spring 2007, WASC began requiring colleges to complete an annual inventory of student learning outcomes for courses and programs. The information you provide in the tables below will be used to complete the annual inventory in Spring 2013.

<table>
<thead>
<tr>
<th>Program(s)</th>
<th>SLOs</th>
<th>Means of Assessment and Criteria for Success</th>
<th>Summary of Data Collected and Number of Cycles</th>
<th>Use of Results</th>
<th>Next Assessment Cycle (Semester, Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please indicate the programs for which your</td>
<td>Please identify the corresponding Program</td>
<td>Please indicate the means of assessment</td>
<td>Please indicate the # of students who took the assessment and the # of students who passed the</td>
<td>Please indicate how the department has used results to</td>
<td>Please enter the semester &amp; year for the</td>
</tr>
</tbody>
</table>

### Please indicate any programs that have been deleted, archived or for which courses have not yet been offered.

### Student Learning Outcomes Assessment Model - Programs:

The purpose of this assessment process is to improve student learning.
Please indicate any courses that have been deleted, archived, or not offered due to budget constraints or cancellation due to low enrollment. Paralegal 201 will be offered Fall '14.

### Student Learning Outcomes
**Assessment Model - Courses:**
The purpose of this assessment process is to improve student learning.

<table>
<thead>
<tr>
<th>Course(s)</th>
<th>SLOs</th>
<th>Means of Assessment and Criteria for Success</th>
<th>Summary of Data Collected and Number of Cycles</th>
<th>Use of Results</th>
<th>Next Assessment Cycle (Semester, Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paralegal Studies</td>
<td>Demonstrate proficiency in the core skills and knowledge required for employment as a paralegal.</td>
<td>Creation of portfolio. The Paralegal Studies department expects 95% of students to pass this assessment. 90% or greater on the rubric is acceptable.</td>
<td>Paralegal Studies is participating in the pilot CurricUNET pilot program for assessment data and analysis. The data and analysis is in CurricUNET.</td>
<td>Paralegal Studies is participating in the pilot CurricUNET pilot program for assessment data and analysis. The data and analysis is in CurricUNET.</td>
<td>Spring 2013</td>
</tr>
</tbody>
</table>

Please indicate how the department has used results to implement change or strengthen what is working well.

Please enter the semester & year for the next assessment. Courses should be evaluated at
<p>| Parlg 101 | Distinguish the role of the various members of a legal team, including paralegal and attorney. | Assessment will occur in an exam question. Criteria for success would be based upon student performance evaluated by grading rubric. The Department expects 80% of students to pass the SLO. | Of the 56 exams from Spring 2010, 86% (43/56) of the students had a passing grade on the assignment. | 2 | Fall 2013 |
| Differentiate different forms of law, including civil, criminal, state, and federal. | Assessment will occur in an exam question. Criteria for success would be based upon student performance evaluated by grading rubric. | Of the 56 exams from Spring 2010, 52% (28/56) of the students had a passing grade on the assignment. | 2 | The Paralegal Studies Department collected data in the spring 2010 and analyzed in fall 2010. The department again decided that the assessment tool was acceptable, but additional class time needed to be spent on the issue so that students understand the content and issues. Improvement from the prior assessment was acceptable to the department given the implemented changes. | Fall 2013 |</p>
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Data Source</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parrlg 104</td>
<td>Analyze the elements of a contract, including formation, outcomes, and remedies.</td>
<td>Assessment will occur in an exam question. Criteria for success would be based upon student performance evaluated by grading rubric. The Department expects 80% of students to pass the SLO.</td>
<td>Of the 34 exams from Fall 2010, 82% (28/34) of the students had a passing grade on the assignment</td>
<td>Fall 2013</td>
</tr>
<tr>
<td></td>
<td>Draft a simple contract including key requirements.</td>
<td>Assessment will occur in a project.</td>
<td>Of the 34 exams from Fall 2010, 82% (28/34) of the students had a passing grade on the assignment</td>
<td>Fall 2013</td>
</tr>
</tbody>
</table>

The Paralegal Studies Department discussed the results in spring 2011. The faculty were pleased with the results and no changes to the SLO or assessment were suggested or recommended.
<table>
<thead>
<tr>
<th>Parlg 105</th>
<th>Distinguish among various torts including negligence, strict liability, and intentional torts.</th>
<th>Assessment will occur in an exam question. Criteria for success would be based upon student performance evaluated by grading rubric. The Department expects 80% of students to pass the SLO.</th>
<th>Of the 29 exams from summer 2010, 93% (27/29) students passed the SLO with a 70% or higher.</th>
<th>1</th>
<th>The Paralegal Studies Department discussed the results in the fall 2010. The faculty decided that before changing the SLO and the assessment, no changes to the SLO or assessment were suggested or recommended.</th>
<th>Spring 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Analyze which tort(s) have been committed, including any defenses thereto, based upon hypothetical fact pattern.</td>
<td>Assessment will occur in an exam question or project. Criteria for success would be based upon student performance evaluated by grading rubric. The Department expects 80% of students to pass the SLO.</td>
<td>Of the 29 exams from summer 2010, 75.8% (22/29) of the students had a passing grade on the assignment.</td>
<td>1</td>
<td>The Paralegal Studies Department discussed the results in the fall 2010. The faculty decided that before changing the SLO and the assessment, no changes to the SLO or assessment were suggested or recommended.</td>
<td>Spring 2013</td>
</tr>
</tbody>
</table>

Criteria for success would be based upon student performance evaluated by grading rubric. The Department expects 80% of students to pass the SLO. 82% (28/34) of the students had a passing grade on the assignment. Discussed the results in spring 2011. The faculty were pleased with the results and no changes to the SLO or assessment were suggested or recommended.
<table>
<thead>
<tr>
<th>Course</th>
<th>Objective</th>
<th>Assessment</th>
<th>Criteria</th>
<th>Spring 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parlg 106</td>
<td>Formulate and revise both persuasive and objective legal documents based on the analysis of codes and statutes.</td>
<td>Of the 24 student writing assignments from spring 2010, 91.6% (22/24) of the students had a passing grade on the assignment.</td>
<td>The Paralegal Studies Department discussed the results in the fall 2010. The faculty decided that the SLO is better worded as two SLOs rather than one. Moreover, focus should be in basic writing skills using objective memoranda rather than subjective because it is unlikely that paralegals will write persuasive documents or memoranda. Changes in the curriculum and SLO will be made when this course is due for revision.</td>
<td>Spring 2013</td>
</tr>
<tr>
<td>Course</td>
<td>Objective</td>
<td>Assessment</td>
<td>Outcome</td>
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<tr>
<td>Parlgl 107</td>
<td>Analyze a fact pattern to determine whether there has been a violation of legal ethics.</td>
<td>Of the 39 exams from Fall 2010, 97.4% (38/39) of the students had a passing grade on the assignment.</td>
<td>2 The Paralegal Studies Department discussed the results in spring 2011. The faculty were pleased with the results and no changes to the SLO or assessment were suggested or recommended.</td>
<td></td>
</tr>
<tr>
<td>Parlgl 108</td>
<td>Identify, apply, and evaluate problem identification/solving skills involved with legal research and analysis.</td>
<td>Of the 22 exams from Fall 2010, 90.9% (20/22) of the students had a passing grade on the assignment.</td>
<td>2 The Paralegal Studies Department discussed the results in spring 2011. The faculty decided the SLO is awkwardly phrased and needs to be revised to &quot;Solve a hypothetical fact pattern concerning a client problem using legal research and analysis&quot; the next time the course is due for revision.</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Description</td>
<td>Assessment Details</td>
<td>Student Success Criteria</td>
<td>Course Semester</td>
</tr>
<tr>
<td>-------------</td>
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<tr>
<td>Paregl 109</td>
<td>Create documents, formulate spreadsheets, and develop computer presentations as applied to the legal environment using the intranet and related software applications.</td>
<td>Assessment will occur via a portfolio. Criteria for success would be based upon student performance evaluated by grading rubric. The Department expects 80% of students to pass the SLO.</td>
<td>Of the 28 projects evaluated from Spring 2011, 26/28 (92.8%) of the students had a passing grade on the assignment.</td>
<td>Spring 2013</td>
</tr>
<tr>
<td>Paregl 111</td>
<td>Prepare basic legal documents including initial pleadings, interrogatories, depositions.</td>
<td>Assessment will occur in a project. Criteria for success would be based upon student performance evaluated by grading rubric. The Department expects 80% of students to pass the SLO.</td>
<td>Of the 25 exams from Fall 2010, 92% (23/25) of the students had a passing grade on the assignment.</td>
<td>Fall 2013</td>
</tr>
<tr>
<td>Analyze case with client needs to determine whether depositions and interrogatories are appropriate.</td>
<td>Assessment will occur in an exam question or a project. Criteria for success would be based upon student performance evaluated by grading matrix. The Department expects 80% of students to pass the SLO.</td>
<td>Of the 25 exams from Fall 2010, 100% (25/25) of the students had a passing grade on the assignment.</td>
<td>1</td>
<td>The Paralegal Studies Department discussed the results in spring 2011. The faculty were pleased with the results and no changes to the SLO or assessment were suggested or recommended.</td>
</tr>
</tbody>
</table>

<p>| Analyze whether to file motions to compel discovery responses. | Assessment will occur in an exam question or a project. Criteria for success would be based upon student performance evaluated by grading matrix. The Department expects 80% of students to pass the SLO. | Of the 25 exams from Fall 2010, 68% (17/25) of the students had a passing grade on the assignment. | 1 | The Paralegal Studies Department discussed the results in spring 2011. The faculty decided that the SLO is too specific and the listed assignments should be removed. More general assignments should be listed, such as pre-trial litigation documents, when the course is next updated. | Fall 2013 |</p>
<table>
<thead>
<tr>
<th>Course</th>
<th>Task Description</th>
<th>Assessment Details</th>
<th>Success Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parlgl 112</td>
<td>Prepare basic legal documents including subpoenas, request for physical exam, demand for inspection, and trial documents.</td>
<td>Assessment will occur in a project. Criteria for success would be based upon student performance evaluated by grading matrix. The Department expects 80% of students to pass the SLO.</td>
<td>Of the 24 projects from spring 2011, 91.6% (22/24) of the students had a passing grade on the assignment.</td>
</tr>
<tr>
<td></td>
<td>Of the 24 exams from spring 2011, 100% (24/24) of the students had a passing grade on the assignment.</td>
<td>1 The department discussed the results of the assessment. The faculty teaching the course noted the difficulty in tracking whether students passed assessments for various projects. Use of a portfolio was suggested and will be used to assess the SLO the next time for assessment.</td>
<td>Spring 2013</td>
</tr>
<tr>
<td></td>
<td>1 The department discussed the results of the assessment. The faculty teaching the course noted that an exam question was used and the faculty</td>
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<tr>
<td>Course</td>
<td>Analysis and Explain Whether to File Pre-Trial or Post-Trial Motions or an Appeal</td>
<td>Assessment Will Occur in an Exam Question or a Project. Criteria for Success Would Be Based Upon Student Performance Evaluated by Grading Matrix. The Department Expect 80% of Students to Pass the SLO.</td>
<td>Of the 24 Exams From Fall 2011, 100% (24/24) of the Students Had a Passing Grade on the Assignment.</td>
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</tr>
<tr>
<td>Parlg 140</td>
<td>Compare the Legal and Ethical Role of the Paralegal to the Lawyer When</td>
<td>Assessment Will Occur in an Exam Question.</td>
<td>Data Not Collected.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Description</td>
<td>Criteria for success</td>
<td>Assessment</td>
</tr>
<tr>
<td>-------------</td>
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<td>------------</td>
</tr>
<tr>
<td>Examining bankruptcy law.</td>
<td>Criteria for success would be based upon student performance evaluated by grading matrix. The Department expects 80% of the students to pass the assessment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepare forms for a Chapter 7, 11 or 13 bankruptcy petition given hypothetical fact pattern.</td>
<td>Assessment will occur in an exam question or project. Criteria for success would be based upon student performance evaluated by grading matrix. The Department expects 80% of the students to pass the assessment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parlg 180</td>
<td>Assess the appropriate probate or non-probate method of distribution of decedent's estate.</td>
<td>Assessment will occur in an exam question. Criteria for success would be based upon student performance evaluated.</td>
<td>During the summer of 2011, 25 students took the SLO and 25 passed it for a pass rate of 100%.</td>
</tr>
</tbody>
</table>

2012. Unfortunately, the instructor did not have the correct SLOs and therefore there is no data or analysis for this course. The course will be offered in summer 2014.
by grading matrix. The Department expects 80% of the students to pass the assessment.

reduce the number of SLOs for the course from 4 to 2 to focus upon probate procedures and comparison of probate and non-probate procedures when the curriculum is updated in spring 2012.

<table>
<thead>
<tr>
<th>SLO</th>
<th>Description</th>
<th>Assessment</th>
<th>Criteria for success</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Select, prepare, and assemble the proper legal forms to file specific to probate proceedings.</td>
<td>Assessment will occur in an exam question or project. Criteria for success would be based upon student performance evaluated by grading matrix. The Department expects 80% of the students to pass the assessment.</td>
<td>The department discussed the SLO results and taking the advice of the professor teaching this course, the department decided to reduce the number of SLOs for the course from 4 to 2 to focus upon probate procedures and comparison of probate and non-probate procedures when the curriculum is updated in spring 2012.</td>
<td>Summer 2013</td>
</tr>
<tr>
<td>4</td>
<td>Create a series of &quot;working&quot; documents necessary</td>
<td>Assessment will occur in a project. Paralegal Studies is participating</td>
<td>Paralegal Studies is participating</td>
<td>Spring 2013</td>
</tr>
</tbody>
</table>

During the summer of 2011, 25 students took the SLO and 23 passed it for a pass rate of 92%.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Criteria for success</th>
<th>Assessment will occur</th>
<th>4 Paralegal Studies is participating in the pilot CurricUNET pilot program for assessment data and analysis. The data and analysis is in CurricUNET.</th>
<th>Spring 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop interview questions and assess the criteria of what makes for a successful interview in the paralegal field.</td>
<td>Criteria for success would be based upon student performance evaluated by grading matrix. The Department expects 100% of students to pass.</td>
<td>Assessment will occur in a project. Criteria for success would be based upon student performance evaluated by grading matrix. The Department expects 100% of students to pass.</td>
<td>Paralegal Studies is participating in the pilot CurricUNET pilot program for assessment data and analysis. The data and analysis is in CurricUNET.</td>
<td>Paralegal Studies is participating in the pilot CurricUNET pilot program for assessment data and analysis. The data and analysis is in CurricUNET.</td>
</tr>
<tr>
<td>Integrate paralegal issues as they arise in the workplace and apply acquired knowledge appropriately.</td>
<td>Assessment will occur in a project. Criteria for success would be based upon student performance evaluated by grading matrix. The Department expects 100% of students to pass.</td>
<td>Paralegal Studies is participating in the pilot CurricUNET pilot program for assessment data and analysis. The data and analysis is in CurricUNET.</td>
<td>4 Paralegal Studies is participating in the pilot CurricUNET pilot program for assessment data and analysis. The data and analysis is in CurricUNET.</td>
<td>Spring 2013</td>
</tr>
<tr>
<td>Course</td>
<td>Description</td>
<td>Assessment</td>
<td>Credit Hours</td>
<td>Desired Semester</td>
</tr>
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<td>------------</td>
<td>-----------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Pargl 201</td>
<td>Evaluate the unique needs of and problems associated with older adults.</td>
<td>N/A</td>
<td>0</td>
<td>Spring 2014</td>
</tr>
<tr>
<td></td>
<td>Assessment will occur in an exam question or project. Criteria for success</td>
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<td></td>
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<tr>
<td></td>
<td>would be based upon student performance evaluated by grading matrix. The</td>
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<td></td>
<td>Department expects 80% of students to pass the assessment.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Compare and contrast alternative solutions for issues, including elder</td>
<td>N/A</td>
<td>0</td>
<td>Spring 2014</td>
</tr>
<tr>
<td></td>
<td>abuse, advanced</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assessment will occur in an exam question or project.</td>
<td></td>
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</tr>
</tbody>
</table>

The Paralegal Studies Department faculty are hoping to offer this course Spring 2014 because of expanding demand for education related to older adult issues including interest from SHARP program, Paralegal Studies Probate course, and Sociology and Psychology courses relating to the unique issues of older adults. This course will provide education on legal issues building upon the education from these other courses and programs.
directives, estate planning, entitlement programs, health care decisions, whether raised by older adults, their family, or their guardians.

Criteria for success would be based upon student performance evaluated by grading matrix. The Department expects 80% of students to pass the assessment.

Successfully prepare legal documents under the supervision of an attorney.

Assessment will occur in an exam question or project. Criteria for success would be based upon student performance evaluated.

0

The Paralegal Studies Department faculty are hoping to offer this course Spring 2014 because of expanding demand for education related to older adult issues including interest from SHARP program, Paralegal Studies Probate course, and Sociology and Psychology courses relating to the unique issues of older adults. This course will provide education on legal issues building upon the education from these other courses and programs.

Spring 2014
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Level 1 user additional comments / dialogue about the information provided if desired.
Level 2 user comments / dialogue about the information provided if desired.
Level 3 user comments / dialogue about the information provided if desired.

Internal Factors

Use of Data. How is the department/program using and incorporating results (data) from assessments in decision making / planning? Give examples of how you have used results to improve program quality or to meet other internal or external demands.

The Paralegal Studies Department has used the data to support its decision to offer more courses to help students complete the program within a reasonable amount of time, if not within the goal of 2 years. In addition, discussion with the Advisory Board and required surveying of the legal community has motivated the department to offer its never-before-offered Bankruptcy course as well as develop a family law course. The increase in sections and yet decrease in degrees should be studied because the department is merely providing an educated guess as to why students are not obtaining their degrees. The data helped the department increase the pool of well-qualified educators with a real interest in honing their skills as teachers. The data also helped influence how the Department markets to potential students.
**Processes.** Describe the processes and data sources you used for the analysis, including the use of advisory groups. Include the list of names of the people who participated (both internally to the department and externally from the department) in this program planning and review. Department data and Program Review plans are shared with the faculty (Kim Gundlach, Dana Nasser, Gary Collis, David Fleck, Robert Dresher, Lori Young, and Marcy Calan); Advisory Board (Robert Dresher, Kai Ellis, Kim Gunlach, Jeff Hacker, Kevin Kistler, Tom Kurkura, Bill Lively, Art McKeon, Terry Ng, Libby Pace, Richard Patterson, Rhonda Reid, Patty Robinson, Stan Wright). Adjunct Faculty were involved in reviewing the SLO results and the data from this report. The Advisory Board were involved in providing input on curriculum, internships, trends in the legal local community, and mock interviews of students enrolled in the seminar capstone course. Dean Patty Robinson also reviewed the data.

**Data Trends.** Describe department trends, including growth/decline in: a) number of students served (measured by headcount and FTES), b) instructional load (measured by instructional load and average class size), c) student achievement and success. How do these changes compare to the College as a whole? Paralegal Studies began seven years ago. Over time, the number of the Department's graduates has increased as well as the number of the department's courses, section offerings, FTES, students enrolled, and class size. The department's success rate (78%) is higher than the college's average (72%). The department's cost per FTES ($2,520.42) is less than the college as a whole ($2,585.76). There is need to expand the curriculum (new Family Law course), the number of courses per semester (the entire curriculum every semester), and the opportunities for internship placement (areas other than the SCV). The employment outlook is expanding for paralegals (US Department of Labor anticipates 28% growth between 2008 and 2018) and many of the department's graduates are employed unless they are continuing their education. Emphasis needs to be on educating students on the requirements of the program when they begin the program. The department needs to improve the retention rate (89%) because it is slightly lower than the college as a whole (91%). Informing students of the program requirements and career outlook should help students continue in the program.

**Challenges.** Please indicate any challenges your department or program has faced which may affect the program or service for the current academic year. Also, please indicate how you plan to address these challenges. The reduction in sections has not yet affected the overall enrollment numbers because the courses have become classroom capacity full, students are dropping less, and students are persistently completing the program. Some challenges faced include enrollment reduction in 101 class, which feeds the enrollment for non-101 classes. Offering informational sessions should increase the enrollment for the 101 classes as well as increase retention rates. The informational session would provide information regarding the program and course sequencing. A few students (2 known to the chair - there are likely more) experienced difficulty completing the course timely because they couldn't enroll in the classes as recommended because the class was full at the time of their registration.

**Facilities Needs.** Please indicate your facilities needs at the Valencia or Canyon Country Campus. ABA requires students to have technology training. This training is offered in Paralegal 109 - Computer Literacy for Paralegals and in Paralegal 111 and 112 - Civil Litigation I & II. Access to computer labs for these classes as well as the ability to download and use trial software is paramount to maintaining ABA approval.
**Canyon Country Campus and a possible Westside Campus.** Please indicate any plans your department has for offering courses or new curricula at the Canyon Country Campus. Also include plans for offering courses or new curricula at a possible Westside Campus.

As both CCC and the possible Westside campus are considered, Paralegal Studies would like to have an ever-increasing presence on these campuses because some of our students come from the Antelope Valley and Ventura. Our classes would have an extra appeal if the courses were offered at campuses close to those students' homes or workplaces. The Paralegal Studies department would like to offer it's soon-to-be-approved Family Law course at Canyon Country. Family law is the number one area of law (after litigation) for the Santa Clarita Valley law practices and it would be a marketable addition to the Paralegal Studies curriculum.

**Connection to Educational and Facilities Master Plan.** How is the department progressing in implementing plans identified in the Educational and Facilities Master Plan? Also, please list any 10-year goals your department has created.

The Department reviewed and analyzed the information contained in the Educational and Facilities Master Plan for 2007-2012. Many important goals were achieved such as obtaining ABA approval. Some goals will be continuing such as offering all courses in the curriculum every semester. The cuts in sections effected the department's plan to offer all courses every semester. That goal is still a goal for the next Master Plans because offering courses at Canyon Country and the possible Westside Campus would enable the department to offer the full curriculum every semester, thus enabling students to complete the program in a timely fashion. Ten year goals would include offering courses at the possible Westside Campus to grow enrollment from Ventura and the west side of the Santa Clarita valley as well as from the farthest northern reaches of Los Angeles county. The department would also like to offer at least two on campus internship opportunities for its students. The first being through the Civil Rights Clinic and the second being through a general legal aid clinic run on Saturdays using volunteers from the Santa Clarita Valley Bar Association and paralegal students. The department will need another full time faculty member to support staffing and faculty.

**Support Staffing and Faculty.** What changes have occurred in the last three years and what changes are expected in the next three years within your department/program?

The number of adjunct faculty has increased. The department hired its first paralegal faculty who is a working paralegal. As the department is continues to grow, the number of sections should increase, dictating more adjuncts. Within the next 3 to 5 years, the department will need another full time faculty member to realistically meets of the demand for the program and to help grow the program. As new curriculum is added to the degree, faculty with that specialty will need to be hired.

**Interdisciplinary Collaboration.** Describe any relationships and course offerings with other departments/programs.

The Paralegal Studies department has a close relationship with several departments on campus because of the need for well-prepared graduates who typically go to work immediately upon graduation. The ABA requirements dictate that the department monitor the curriculum of all General Education courses to insure they meet the ABA guidelines. In addition, the department works closely with the Business, Political Science, and Administration of Justice departments because there is over-lap in the interests of those students pursuing a career in law. Moreover, Paralegal Studies students must take Political Science 150. Thus, the Paralegal Studies and Political Science faculty share information regarding curriculum and pedagogy. In addition, the department is one of many involved in the proposed Human Services certification. Finally, the department plans an annual Law Day in early May in collaboration with the Law Club and other clubs and organizations on campus including the History Club and the Forensic Team.
Department/Program Changes. Please describe any changes (institutional or within the broader academic discipline/program area) that require changes in the department or program structure, focus, or emphasis.

The department is expanding its curriculum to meet the needs of the local community. The area of law practiced most behind general litigation is family law. The department is using a Perkins grant to fund the creation of the curriculum by using experts in the field to help in its creation as no faculty (full or adjunct) have expertise in the area. As technology continues to become more important in the world, understanding technology and how it relates to the corporate world and litigation will become ever more paramount. As other programs in Southern California have offered more advanced technology courses and have not fared well, the department is struggling with how to change its curriculum to meet the career needs of this particular niche. Research and analysis is needed to determine the best course as to how or whether to create a program in this area.

Technology. How is technology being used for curriculum delivery (e.g., online courses, CTV, etc.)? Do you plan to increase the use of technology for curriculum delivery? What plans do you have for adding curriculum to the college’s 100% online Associate Degree? Please indicate the hardware and software (including version if known) needs for department. If these needs are related to specific courses, please specify the course. Also, indicate if a budget augmentation is needed.

The ABA is very strict on offering courses in a format that is more than 50% on line. Prior approval is required before offering a course in more than a 50% format. The department offered courses in hybrid format to varying success. The most successful format was Summer 2010 when the only full time faculty taught a hybrid course for the Torts class, which is required and not a section of the survey course 101. Moreover, as noted above, ABA requires students to have technology training. This training is offered in Paralegal 109 - Computer Literacy for Paralegals and in Paralegal 111 and 112 - Civil Litigation I & II. Access to computer labs for these classes as well as the ability to download and use trial software is paramount to continuing the ABA approval.

External Factors

Economic Trends. What economic factors will impact the development of the program? (e.g. job market, local business needs, new business start-ups in Santa Clarita or the region, etc.) What are emerging trends in related industries?

The job market for paralegals will continue to grow. According to the US Department of Labor, the paralegal profession will grow at a rate much faster than average. The growth rate is expected to be a staggering 28% between 2008 and 2018. Paralegals are one of the areas that expect the highest number of openings that require some postsecondary training or associate degrees in the State of California. One of the biggest challenges for the program as it continues to grow is to offer sufficient locations for internships and employment opportunities. While the department receives requests to promote a local job opening for entry level or experienced paralegal, the Santa Clarita valley's legal community is rather static in that there isn't a 28% increase in demand for paralegals. Thus, the department must expand its presence to areas beyond the Santa Clarita valley to incorporate internship and job opportunities in areas outside the valley.
**Similar Programs.** How does the program compare to those offered at surrounding public community colleges? (e.g. What are the various instructional delivery modes? How many units are the programs? What classes are required for a degree or certificate?) Is it competitive? Why will students choose this program rather than one at another nearby college? Mission College offers a 100% online program and as such will never be approved by the ABA. The department receives many (more than 10 per year) calls from Mission graduates or students who will soon graduate hoping to transfer to COC to graduate from an ABA-approved program. The next closest community college that offers ABA approved paralegal courses is Pasadena City College, which has a very successful paralegal department because it was established many years ago and has several full-time faculty. PCC offers its entire curriculum year-round. The natural demand for paralegal courses due to the growth in employment opportunities. PCC's location close to downtown cannot be discounted because the campus is within 5 to 7 miles of the largest legal employers. COC's paralegal studies department will need to build relationships beyond the Santa Clarita Valley to see the type of enrollment and success seen by PCC.

**Externally Imposed Regulations.** Please describe any mandated externally imposed regulations or external reviews of your program that have implications for the program planning and review. The ABA has many strict guidelines that must be followed. The ABA is actively looking for overt violations of these guidelines even when the interim and full reports are not due. For example, the COC Paralegal Studies Department partnered with the University Center and National University to have NU bring its ABA approved bachelor's degree in Paralegal Studies to the COC University Center. In anticipation of NU's offering courses, the COC University Center website stated that NU was soon to offer a BA and was ABA approved. Twice in the past year, NU and COC received essentially cease and desist letters from the ABA to remove such references until the ABA has approved NU's offering courses at the University Center. This example illustrates the ongoing need for faculty to maintain adherence to the ABA guidelines. The ABA guidelines necessitate annual surveying of graduates, students, employers, and the legal community. Upon completion of the surveys, the department must review and create action items to resolve identified issues. The department must perform all of these tasks without any additional reassigned time. Thus far, the department has struggled to complete these requirements in a timely fashion.

**External Relationships/Partnerships.** Please summarize arrangements/collaboration with industry, government, and other agencies outside the academic community. The Paralegal Studies department has a growing relationship with the Santa Clarita Valley Bar Association. In the past two years, more members of the bar have been willing to mentor students in internships and hire the department's graduates. Paralegal students and Law Club students have volunteered at the bar association functions including the bar's annual Law Day in October. The department has also partnered with the Los Angeles County Superior Court and Neighborhood Legal Services to offer ongoing internship opportunities beyond the law office. Finally, the department is just beginning its relationship with the Civil Rights Clinic that will be soon offered on campus.

Level 1 user additional comments / dialogue about the information provided if desired.

Level 2 user comments / dialogue about the information provided if desired.

Level 3 user comments / dialogue about the information provided if desired.

**Strengths / Challenges / Objectives**
Departmental Strengths. Describe departmental/programmatic strengths or unique features. This should principally include information from the Internal and External Factors sections. COC's Paralegal Studies Department is the only ABA approved program in the Santa Clarita and Antelope Valleys. The Department faculty and Advisory Board are committed to growing enrollment and community awareness. ABA approved program coordinators have informed the Department Chair that enrollment always increases upon approval, which has been seen over the past three years. For example, the greatest measure of the program is the number of students enrolled in the capstone class. Last year and this year, a combined 40 students enrolled in the course. Moreover, the Counseling, CTE, and Paralegal Studies Departments are frequently asked whether the program is ABA approved by students or potential students. ABA approval is a strong selling point for the program. The department chair and the CTE division receive 5 to 10 inquiries about the program every week. It is obvious that the demand for the program is present. The department is also strong in its collaboration with other departments including political science, business, communication studies, and history, primarily in the Law Day planning activities. The program is also strong in its internship opportunities, particularly partnering with SCV Bar Association, the Civil Rights Clinic, and Neighborhood Legal Services (NLS).

Departmental Challenges. Describe departmental/programmatic challenges. This should principally include information from the Internal and External Factors sections. The biggest weakness or issue facing the Paralegal Studies Department is that enrollment in the program is capturing the demand for the program. Suggestions for improvement include offering sufficient information about the program and its requirements. This kind of information can be distributed via a constantly updated website and informational sessions. As noted in the strengths, the number of inquiries about the program averages 7 per week. These potential students must be captured. Informed personal contact is always paramount to answering questions leading to enrollment. The full-time faculty has insufficient reassigned time to capture these students such as tracking and following up with students to see if they enrolled, and if not, why not. To respond to this challenge, the department is using Perkins grant money to design and implement a website that will provide information and allow potential students to contact the department electronically, so contact can be tracked. The timing of this website is fortuitous because of the District rolling out Inteli-Response will help match students and the department.

Another challenge is students' readiness for college-level instruction. Many paralegal students are first time or returning (after a long break) students. These students need further assistance.

Review of Previous Objectives. Summarize progress in achieving goals and objectives identified on the last program planning and review. (Review College Strategic Goals)

Open Objectives

1). Paralegal Studies will build strong relationship and partnership with law offices and attorneys in the Santa Clarita Valley by increasing local internships 10% by spring 2015.

   **Goal:** Leadership
   **Status:** In progress
   **Add'l Comment:** Difficulties encountered due to small law office pool in SCV. Giving SCV Bar Association presentation March 2014 to continue to raise awareness. Internships increased, but in public sector of the Civil Rights clinic on campus or Neighborhood Legal Service (NLS) in the courthouses.
2). Increase retention rates by 2% by Spring 2014 by holding information sessions so that students are aware of the specific program requirements.

**Goal:** Institutional Advancement  
**Status:** In progress  
**Add'l Comment:** Unfortunately the retention rate decreased, but it did at a rate consistent with the college's minor decrease in the retention rate. Still planning information sessions as a way to increase retention.

3). Obtain starting Fall 2012 ongoing minimal reassigned time (1 TLU) for faculty to complete ABA requirements such as tracking graduates, offering employment and program counseling, and surveying graduates, students, legal community, and employers as well as create and implement action items from the results of the survey.

**Goal:** Institutional Advancement  
**Status:** In progress  
**Add'l Comment:** The District denied reassigned time and instead provided a stipend (only for those years when an official report is due to ABA) even though time is the commodity that was needed. Continued trading money and time will not be a sufficient response to the request for time.

4). Partner with Department of Fair Employment and Housing in the Civil Rights Clinic to offer at least one (1) educational training to local business persons, entities, and organizations regarding employment concerns related to civil rights.

**Goal:** Institutional Advancement  
**Status:** In progress  
**Add'l Comment:** Difficulties arose and conflicts with other COC departments that currently offer such training for a fee.

5). Offer Paralegal Studies 201 Elder Law to meet growing demand for education relating to the older adult population.

**Goal:** Institutional Advancement  
**Status:** In progress  
**Add'l Comment:** Will be offered Fall 2014.

Completed Objectives

1). Create new Family Law course by fall 2012.

**Goal:** Teaching and Learning  
**Status:** Completed  
**Add'l Comment:** The Family Law course is a newly required course in the program. The first offering will be fall 2013.

2). Expand library holdings, including texts for Bankruptcy and Family Law.

**Goal:** Institutional Advancement  
**Status:** Completed
Add'l Comment: The library has new holdings for bankruptcy and family law as required by the ABA.

3). Plan for and prepare complete first interim report to the American Bar Association due January 2013 (interim report is a complete update of the application for initial approval).

  **Goal:** Institutional Advancement
  **Status:** Completed

  **Add'l Comment:** The report was submitted January 15, 2013.

Canceled Objectives

1). Working with the Public Information Office, increasing advertisements, and providing word-of-mouth knowledge about the program, enrollments will likely increase over the next few years.

  **Goal:** Institutional Advancement
  **Status:** Canceled


  **Goal:** Institutional Advancement
  **Status:** Canceled

3). Maintain ABA approval.

  **Goal:** Institutional Advancement
  **Status:** Canceled

4). Obtain one time (fall 2012) reassigned time (3 TLUs) to complete first interim report to the American Bar Association due January 2013.

  **Goal:** Institutional Advancement
  **Status:** Canceled

  **Add'l Comment:** The District refused reassigned time and instead provided a stipend even though time is the commodity that was needed. Continued trading money and time will not be a sufficient response to the request for time.

**Additional Accomplishments.** *(Review College Strategic Goals)*

1). Prepared first ever Interim Report to the American Bar Association to maintain approval status. *(Goal: Institutional Advancement)*

2). According to the paralegal studies graduate survey, 8 out of 17 graduates are employed in the legal field 6 months after graduation. 6 of 17 are continuing their education at a four year institution of higher education. *(Goal: Student Support)*

3). In the fall 2012, Paralegal Studies students began internships with the State of California's Department of Fair Employment and Housing clinic (Civil Rights Clinic) on campus. *(Goal: Student Support)*
4). The Paralegal Studies department was awarded Perkins Grant funding to improve instruction through law specific professional development and to create a website that can be used to track potential students. (Goal: Teaching and Learning)

5). Law Day 2012 (Access to Justice theme) was a partnership between Law Club, History Club, and Forensics student clubs and the Paralegal Studies, History, and Communication Studies departments. (Goal: Student Support)

New Objectives. While the number of new objectives is to be determined by your department, most departments will want to limit the number of new objectives to between 3 and 7. Also, there is no requirement to include objectives for each strategic goal. Rather, review the College Strategic Goals and reflect on many implications for your department. Only include objectives for a College Strategic Goal is appropriate. (Review College Strategic Goals)

New Objectives Related to SLOs as Indicated in Use of Results Section:

Other New Objectives:

1). Research viability of law pathway linking high school, COC, and 4 year universities that offer pre-law emphasis. (Goal: Teaching and Learning)

2). Offer every course in the program each semester to help to continue to grow the program and help students complete their degrees faster. (Goal: Teaching and Learning)

3). Research viability of partnering with smaller like-focused department to leverage presence on campus and student success. (Goal: Institutional Effectiveness)

4). Obtain ongoing funding to support library law media to meet Paralegal Studies American Bar Association (ABA) requirements and to maintain program viability. (Goal: Teaching and Learning)

Please identify any substantive changes that occurred in the prior academic year that resulted in the addition of a new objective(s) in this year’s program review. In addition, please provide data or evidence to support the addition of this objective(s).

1. In light of the college’s enrollment management plan, the economy, and other factors, how would you evaluate your department’s enrollment patterns? Consider data such as: student retention and success, average class size, number of sections offered, number of students declaring a field in your department as a major, number of students completing certificates or degrees, number of students participating in work study, and number of students placed in jobs related to their majors in your departments.

As noted above, the Paralegal Studies department began seven years ago. Over time the number of the Department's graduates is increasing as well as FTES, students enrolled, and class size. The department's success rate (78%) is higher than the college's average (72%). The department's cost per FTES ($1,380.35) is significantly less than the college as a whole ($2,538.32). There is need to expand the curriculum by offering the new Family Law course, the number of courses per semester including offering the entire required curriculum every semester, and the opportunities for internship
placement (areas other than the SCV). The employment outlook is expanding for paralegals (US Department of Labor anticipates 28% growth between 2008 and 2018) and many of the department's graduates are employed unless they are continuing their education. Emphasis needs to be on educating students on the requirements of the program when they begin the program. The department needs to improve the retention rate (90%) because it is slightly lower than the college as a whole (91%). Informing students of the program requirements and career outlook should help students continue in the program.

2. Based on your review, what do you need to do to excel next year? Consider issues such as: curriculum, location and scheduling of classes, partnerships and coordination with other departments and organizations.

The following four tasks are needed for success in the coming year. First, the required classes need to be offered so that students can be on track to graduate. Second, enough sections of 101 must be offered so that the required classes beyond the 101 class have sufficient enrollment so as not to be canceled, which would put students behind on their path to timely graduation. Third, the department needs help to update its website to help inform potential students about the program. Fourth, the department must have help with maintaining ABA approval by meeting the ABA's requirements such as 1) surveying students, graduates, employers of graduates, and the local legal community; 2) creating and implementing action items from survey results; and 3) tracking graduates. The Paralegal Studies Department will continue to work with Dean Patty Robinson on this issues.

3. What resources will you need to achieve your goals? Consider resources such as professional development, additional adult hourly, instructional supplies, assistance from other departments on campus, as well as other items.

While tight and scarce budget years will hopefully be a thing of the past given the passage of Prop 30, Paralegal Studies has committed to temporarily maintaining its budget at current levels. However, to maintain ABA approval some augmentation will be required over time. In the past year the department had 2 successes regarding budgetary items. First, the department successfully negotiated another three year contract with Westlaw, keeping annual increases at a minimum. Moreover, the department budget increased for the annual dues to the ABA as a forced cost. However, more resources are necessary because the department requires on-going funds (money and reassigned time) necessary to maintain ABA approval. The ABA requires specific annual activities (surveying students, graduates, employers & legal community; tracking graduates, etc.) and some periodic requirements such as reports every three years. The Department would require additional funds (reassigned time) for preparation of the Interim Report and Reapproval Application the years these documents are due such as this coming year. To date the District has been unwilling to provide on-going consistent resources for the annual activities, but has provided supplemental services payment for preparation of reports to the ABA.
Three requests for budget augmentation are related to maintaining ABA approval including:

- Library holdings for career information (Paralegal Today magazine);
- Keeping holdings current for specific courses - Family Law, Bankruptcy, and Probate/Estate Planning;
- Complying with third year of three year contract with West for on-line database for resources not in hard copy in library.

Addendum For Career & Technical Education (CTE)

Career & Technical Education Outlook

How is the program responding with regard to labor market demand?

Prior to the economic crisis, the US Department of Labor estimated that paralegal jobs would grow at a rate double the average for other occupations. Fortunately, the job outlook continues to be positive. The US Department of Labor continues to anticipate 17% growth in the paralegal profession between 2012 and 2022. This level of growth is not reflective of the Santa Clarita valley which has a fairly static level of job growth in the legal community. Thus, the paralegal studies program must look beyond this valley when looking for internship and employment opportunities for its students and graduates. Paralegals and legal assistant positions are careers that have the highest number of openings (new and replacement) in the state of California and nationwide.

What sources of information do you have to support your conclusions?

Survey of graduates and students performed by the Paralegal Studies Department.

What similar training programs exist in the surrounding area or nearby colleges in the South Central Regional Consortium?

Oxnard College has a certificate in Legal Studies/Paralegal. Cuesta and Alan Hancock Community Colleges offer Associates Degrees and/or certificates in Paralegal Studies.

Comment on any placement rate information you may have.

The ABA requires schools to collect placement data for graduates. The survey of 2012 graduates indicates that out of 15 graduates, 5 are working as paralegals; 4 are working in the legal field in another capacity; 1 is continuing her education; and 5 are working in other fields. The 2012 survey is consistent with the 2011 graduate survey indicated that out of 10 graduates, 5 are working as paralegals, 1 is working in the legal field in another capacity, 2 were continuing their education, 1 was actively seeking employment and 1 had retired.

Please comment on how the program’s industry advisory committee has been involved in the preparation or review of the program’s annual program review.
At the spring advisory board meeting, the data in the program review is shared and discussed.
Please list the faculty who were consulted in this program planning and review.

Full time faculty: Nicole Faudree. Part-time faculty: Lori Young, Dana Nasser, Gary Collis, Kim Gundlach, David Fleck.

Upload additional files.

File #1: Notes about Budget in Paralegal Studies 2012-2013.doc
File #2: COC Interim Report & Exhibits Submitted to ABA.pdf