Adjunct Handbook

College of the Canyons
Santa Clarita Community College District

40th Anniversary
College of the Canyons
Welcome to College of the Canyons

Dear New Members of the Adjunct Staff:

Welcome to College of the Canyons!
College of the Canyons is unique in so many ways: change and innovation are embraced, programming and curricula are thought of as living and evolving, collegiality is the norm, and most importantly, students always come first. These are the qualities that brought me to the College of the Canyons. I hope that you also were impressed by them when you applied to join our family.

Along with the Division Deans and Department Chairs, the Instruction and Academic Affairs offices are here to help you succeed. Being in a new system is always a little awkward; please don’t be afraid to ask questions regarding procedures or processes. Just as you encourage questions in your class, the instruction support staff feels the same.

We are entrusting you with our greatest asset: our students. We know you will treat them well while expanding their horizons and preparing them for the future.

All my best wishes to you on your first semester with us.

Dr. Mitjl Carvalho Capet
Assistant Superintendent/Vice President of Instruction
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I. THINGS YOU SHOULD KNOW IN GENERAL

ABSENCE FROM CLASS
If you are going to miss a class notify the Instruction Office at 661-362-3412 or 3411 as far ahead of time as possible. You will be compensated for absences under the terms of the negotiated contract.

ADJUNCT FACULTY OFFICE
A group office for adjunct faculty is located in Room Bonelli-312 on the Valencia Campus. Space is also available on the Canyon Country Campus in Quad 3. To obtain a key, contact the Instruction Office. Since COC office space is limited and shared with others, some instructors choose to arrive in the classroom early to be available to answer questions and offer help to students.

CAMPUS SAFETY
The campus has uniformed, unarmed Campus Safety officers to monitor the parking lots and maintain order. Their office number is 661-362-3229.

CAMPUS EMERGENCY PHONE NUMBERS

Valencia Campus
- Dial #7 from any on campus phone to reach the switchboard
- On duty campus safety officer 661-510-3882
- Local Sheriffs 661-255-1121

If you dial #911 from any on campus phone remember that you will need to dial #9 first to reach an outside line.

Canyon Country Campus
- Dial #3801 to reach the switchboard operator
- Local Sheriffs 661-255-1121

If you dial #911 from any on campus phone, remember that you will need to dial #9 first to reach an outside line.

Campus Escorts are available upon request from the Campus Escort Offices, Monday - Thursday 6:30 – 10:30 pm. Valencia Escort office: 661-362-3225, Canyon Country Campus office: 661-362-3801. You may also contact the switchboard, dial 0, Monday - Friday until 10 pm.

EMERGENCY PROCEDURES
Evacuate
If the fire alarm sounds or you are directed to evacuate, please assemble as a group with your students at a designated evacuation site for your building. Wait for instructions from campus personnel. Do not leave campus unless directed to do so. When evacuating your classroom or office please turn off all gas burners and faucets and bring your class roster with you to the evacuation site. Take roll of attending students.

When safe to return to your classroom, an “all clear” continuous ring for 15-seconds will be heard. If directed to leave campus, refer students without transportation to the Student Center and report to the administrator-in-charge before leaving campus.
Accidents
In the event that a student is injured, phone the switchboard (extension 7) or direct another student to go to the switchboard, or to contact campus safety, the Health Center or the administrator on duty. If the switchboard cannot respond and an administrator or security officer is not readily available, phone 911. Notify the Human Resources and the Student Health Offices within 24 hours of any accident.

DUPLICATION OF CLASS MATERIALS
The Reprographic Departments are located on both campuses to provide printing and copying services for your classroom needs. Please note that the Reprographics Department is not able to reproduce copyrighted materials without proper authorization. The Reprographics staff can assist in obtaining duplication permission from publishers, producers, or copyright holders. Guidelines from the U.S. House of Representatives Judiciary Committee Report (H.R. Report 94-1576) are designed to assist faculty in complying with the provisions of Public Law 94-533, Copyright Act of 1976.

EMAIL
To request a COC email account for your use while you are employed by the District, log on to the COC Website, click on Computer Support Services (A-Z Directory). There you will find a link to “Request an Account.”

FIELD TRIPS
Any off-campus meeting with students is a field trip. To take a field trip, you must fill out a request form available on-line on the College’s Intranet Office Directory, Fiscal Services and have it signed by your Dean 4-6 weeks prior to the trip. There are different degrees of liability and you will be provided with the appropriate waiver forms for the students to sign. You need to allow the 4-6 weeks to obtain approval and for the completion of waivers. The field trip request form and procedural information is available online by going to the COC intranet (requires a COC email address), Office Directory, Fiscal Services. Note: Field trips are currently being limited. Please check with your Dean prior to start of the semester to discuss options.

GUEST LECTURERS
If you wish to utilize a Guest Lecturer, you need to obtain prior approval of your Dean and complete a Request for Guest Lecturer form located in your Dean’s office. You are required to be present in class during the time the Guest Lecturer is speaking. Please allow 2-3 weeks.

KEYS
Key Requests are processed through the Instruction Office. Upon receipt, room keys are available for pick up at the switchboard, (Valencia Campus) or Founding Dean’s office (Canyon Country Campus).

MAIL
A mailbox is assigned to you at the beginning of the semester. It is located behind the switchboard in the Administration/College Services Building on the Valencia Campus and Quad 5, Room 502A on the Canyon Country Campus. Mail boxes are only assigned at the Canyon Country Campus if that is the only campus you are teaching at. If you teach at both the Valencia and the Canyon Country Campus, a mail box will be assigned to you at the Valencia Campus. You need to check your mail frequently, as this is one of our main methods of communication. A mail service will be provided to and from the Canyon Country Campus.
PARKING
Parking lots 1, 2, and 3 on the Valencia Campus are reserved for employees’ vehicles identified with a parking permit. Staff parking areas are designated on the Canyon Country Campus. Parking in the reserved areas is by permit only. Cars parked in these areas without permits are subject to citation. Parking permits for both campuses are obtained from the Campus Safety Office located in X-2 on the Valencia campus. Permits must be prominently displayed.

Disabled parking permits are issued via the Department of Motor Vehicles. However, physically disabled employees who have not yet received a DMV permit, or who have a short-term disability should contact the DSPS office for a temporary disabled permit.

STUDENT MESSAGES TO YOU
Please instruct your students NOT to call the college with messages for you unless it is an emergency. We do not have the resources to accommodate this service. If you wish to be contacted by your students outside of class, please provide them with your COC extension number or email address.

SUBSTITUTE INSTRUCTORS
For substitute instructor arrangements, you should consult with your department chair. Substitutes must be currently employed by the District and their use recommended by the department chair, then approved in advance by your Dean.

TELEPHONES
To request a COC telephone extension for your use while you are employed by the District, either complete a form available in the Office of Instruction or complete an online request by going to the COC intranet (requires a COC email address), Office Directory, Facilities to place a work order.

TEXTBOOKS AND DESK COPIES
Textbooks and supplies for students are available at the campus bookstore in the Student Center on the Valencia campus and in Quad 3 on the Canyon Country Campus. Your department chair or the Office of Instruction will help you obtain a complimentary desk copy for your use.

WHITE BOARDS
Please use only the designated colors and walltalker board markers on the boards in order to avoid permanent damage to the board surface. The Facilities Department has suggested that Black, Blue and Brown be the primary colors for use as they are the easiest to remove from the boards.
II. STUDENT SERVICES

COUNSELING/PROGRAM ADVISEMENT
Counselors and program advisors are available days and evenings to assist your students with educational programming problems. Valuable information is available on the Counseling Department website: www.canyons.edu/offices/counseling.

LIBRARY
The College Library serves students, staff, faculty, and the community. Services at the Valencia campus include reference assistance, orientation, copy machines, group study rooms, course reserves, open computer lab (with internet access and word processing available), and interlibrary loans. Printing from many computer stations is possible with the purchase of a print card in the library or TLC Lab on the Valencia Campus. Many of the same resources are available on the Canyon Country campus. Materials include books, pamphlets, magazines and newspapers, audiovisual media such as videotapes, DVD’s, cassette tapes, CDs and CD ROMs are also available. A number of online databases are accessible to students, faculty, and staff on campus and at home, these include ProQuest (a large full-text periodical database), Biography Resource Center, NetLibrary and CQ Researcher. Materials and resources can be ordered from the Valencia Campus for next day delivery to the Canyon Country Campus.

The Library will provide orientations for you/your classes upon request.

The Open Media Lab on the Valencia campus Library houses the video/DVD library, College-by-Television videotapes, foreign language instructional material, English-as-a-Second-Language material, and circulation keys for most group study rooms.

The library Web site, with links to online databases, the online catalog and many special resources, can be accessed at http://www.canyons.edu/offices/library.

SIGMA-MAC Program
The SIGMA Program (Supplemental Instruction for Gaining Mastery in Algebra) provides extra help for students in basic skills courses (Math 025-070). We provide specially trained tutors and workshops on specific topics in the MAC (Math Achievement Center) in BONH-207. The workshop topics include word problems, factoring, exponents, fractions and rational expressions. The workshops encourage mastery learning and provide a structured environment for students having difficulty. During the Fall 2009 semester, instructors of five Math 060 pilot sections have made attendance at the workshops a course requirement. However, any student in a basic skills math course is welcome to attend any of the workshops. For general help with homework, etc. students should continue to use the Tutoring, Learning and Computing (TLC.) Funds are available to pay any instructor who wishes to teach a workshop or write materials for a workshop. In the future, we are planning to expand this program and eventually include participation in SIGMA in all our basic skills courses. SIGMA is funded through the Basic Skills Initiative. For more information and a schedule of workshops, please visit the SIGMA website http://www.canyons.edu/departments/math/sigma.asp or contact James Gilmore; james.gilmore@canyons.edu
SKILLS4SUCCESS

At College of the Canyons we refer to our Basic Skills Initiative as “Skills4Success”. Skills4Success are foundation skills in reading, writing, mathematics, and English as a Second Language (ESL), as well as learning skills and study skills, which are necessary for students to succeed in college level work. The Skills4Success program is the first step on the track to academic achievement at College of the Canyons, preparation for career technical education, success in the workforce, and transfer to four-year institutions.

Skills4Success’ goal is to increase student success rates among academically under-prepared community college students through continued development of language, mathematical, analytical, and technological skills. Skills4Success seeks to empower students by creating an environment of learning and academic engagement through coordinated instruction, student services, and supplementary learning tools.

We have Skills centers on both campuses that provide computer aided instruction and General Education Development (GED) and California High School Exit Exam (CAHSEE) test preparation. In addition, there are writing and math achievement centers located on the Valencia campus. The S4S (Sigma) Math and Writing Achievement Center services include supplementary instruction (SI) workshops, guided learning activities, and tutoring.

STUDENT HEALTH CENTER
http://www.canyons.edu/offices/Health/ is the Website for the Student Health and Wellness Center, located across from the bookstore in Student Center, room-122. Professional staff includes Registered Nurse, Adult Nurse Practitioner, Psychologist and Registered Dietitian. Regularly scheduled services will also be available at the Canyon Country campus in Quad 1.

http://www.canyons.edu/offices/Health/NutritionCoach/ is the Student Health & Wellness Center’s nutrition education Website with information on a large variety of health topics. Faculty can access “Ask the Coach,” a section where our Registered Dietitian will respond to individual email questions.

TUTORING
TLC Lab, Bonelli Hall, Valencia Campus
Quad 3, Canyon Country Campus

The Tutoring/Learning/Computing lab provides no-cost tutorial assistance in English, mathematics, and many other disciplines on a walk-in-basis. In addition, computers with Microsoft Office (Word, Excel, PowerPoint and Access) and many course-related software and tutorials, are available for student use.

WRITING ACHIEVEMENT CENTER

The Writing Achievement Center offers students a variety of small group workshops on topics such as time management and writing a thesis statement. Students of all academic levels and from all subject areas are invited to attend. Additionally, the Writing Achievement Center offers small group and individual tutoring in conjunction with the Tutoring, Learning and Computing Lab.
III. CLASSROOM ENROLLMENT AND RECORDS MANAGEMENT

ADMISSIONS AND RECORDS

ADDING AND DROPPING STUDENTS/NO SHOWS
To add a student to your class once it is closed, you will need to provide the student with a gray add slip found in your mailbox. Please fill out the gray add slip completely, with first date of attendance, add code and your signature for the student. Students will need to use that add slip to add by the add deadline. If there are students in your class who are not on your roster, please give them an add slip and send them to the Admissions and Records office. Students cannot sit in your class unless they appear on your roster.

If a student who is on your roster does not attend on the first day of class, you are required to drop him/her using your “no-show drop form.” Bubble in next to the name and return it to the A&R office at either campus by the census deadline listed on the drop roster. You will have another opportunity to drop students on the “withdrawal drop roster” if they stop attending after the census deadline but before the withdrawal deadline. Students may not be dropped after the drop deadline.

CLASS CANCELLATION DUE TO LOW ENROLLMENT
If a decision is made to cancel a class due to low enrollment, you will be informed as quickly as possible. If your class is canceled, please help students find an alternative class. You will be paid for canceled classes according to the terms of the negotiated agreement.

CLASS HOURS AND BREAKS
Class time is based on a fifty-minute hour. Classes meeting for two consecutive hours or more may take a ten-minute break for each hour of instruction. Classes meeting for 1-1/2 clock hours or less normally do not take a break. Arrangement of break time in classes of more than two hours is at the prerogative of the instructor. Instructors are expected to hold class for the full length of the session as indicated in the class schedule. Early dismissal of classes prevents students from obtaining their full learning experience. If you dismiss your class early, you should also report your absence to the Instruction Office or the switchboard.

CLASS ROSTERS
In order to print or access your class roster, please log on to My Canyons, from www.canyons.edu, and have the PDF version emailed directly to you. To receive a username and password, please follow the prompts in the faculty menu. You can print your roster at any time throughout the term using My Canyons. Please remember to check your roster after each deadline (located in the upper right hand corner of your roster) to ensure you have an accurate student count. Admissions and Records will provide you with three drop rosters throughout the term. They will be available in your mailbox (either the Valencia or Canyon Country Campus) the Friday prior to the start of your class, the Friday prior to the census deadline of your class and the Friday prior to the withdrawal deadline for your class.

Everyone who is on your roster after the withdrawal deadline must be graded. If you need help at anytime during the term, please contact Admissions and Records or at 661-362-3629.
FINAL EXAM SCHEDULE
COC does not have a separate final examination week. Final exams for all classes are given during the last scheduled class meeting of the term, at the same time the class regularly meets. If more than one class session is needed for evaluation, the final two class sessions may be used for assessment.

GRADE CORRECTIONS
You have the right to change a grade after it has been posted. In order to do so, you will need to come to the Admissions and Records office to fill out a grade change form or you can download the form from the Website http://www.canyons.edu:8081/offices/Admissions/

ON-LINE GRADE SUBMISSION
Grades are due 48 hours after the term ends. You will need to submit your grades online. In order to submit your grades online you will need a user name and password for Web advisor. In order to obtain this, please contact Admissions and Records or at 661-362-3629. You will then go to the Website http://wa.canyons.edu and enter that user name and password. The system will prompt you to change your password. You will click on Main Menu and then on Grades. Select the term for which you would like to grade. Select the section number you would like to grade. Please have all your grades ready prior to entering them in the system. The system is timed and will time you out. Please see the counter at the bottom of the page to see how much time you have left. You can hit the submit button at any time, then return to the class section at a later time. If you have a class that requires positive attendance hours, you will enter the hours the student has earned for the entire term on this same page. Once you hit the submit button you cannot use the back button. Please click on Main Menu when you are ready to enter in grades for another section.

STUDENT CONDUCT ISSUES
In the event a student is being disruptive in class, you should first inform the student that his/her behavior is disruptive and negatively impacting the academic process. Typically, such a conversation occurs away from the rest of the class. If the student continues with the behavior, you may exclude the student from the remainder of the class period and the following class period (if deemed necessary). Should the student refuse to leave the classroom, contact Campus Safety for assistance. To contact Campus Safety, dial 7 from a campus/classroom phone. The switchboard operator will connect you, or radio for assistance. All matters involving the exclusion of a student from class should be referred to the Vice President, Student Services. (Refer to Student Conduct Code, Board Policies 529, 530, 531).
IV. TEACHING ONLINE
In order to teach online courses at College of the Canyons, you must first become certified to do so with the College. In September 2006, the Academic Senate approved a set of Online Instructor Qualifications. In brief, these qualifications require that prior to teaching online, an instructor must complete the following, or the equivalent:

- 6 hours of Blackboard training. These on-campus workshops are offered throughout the year, including during the summer. Scheduling details are listed at the Professional Development Website and announced via COC email.
- Section 508/accessibility workshop. This on-campus workshop is offered throughout the year, including during the summer. Scheduling details are listed at the Professional Development website and announced via COC email.
- College-level coursework in online teaching strategies. At COC, the course Introduction to Online Teaching and Learning fulfills this requirement. (As of Winter 2009, the course number is EDUC 106; previously, this course was known as EDUC 090.) This online class is offered at least once per year. Scheduling details are listed on the Institute of Teaching and Learning website (www.canyons.edu/Offices/ITL). Other courses covering the same topics and strategies are offered through @ONE (http://www.cccone.org).

Whether you plan to teach online courses, or simply to supplement your on-ground course with online tools, you should visit the Faculty Support Site on the Distance Learning Webpage at http://www.canyons.edu/Offices/Distance_Learning/FacStaffCenter/ to learn more about Blackboard (our course management system) and other aspects of teaching online.

V. CLASSROOM MANAGEMENT

CHANGES IN CLASSROOM LOCATION
Please do not move your class into another room without prior consultation with your Division Dean. Classroom assignments are made prior to the beginning of the semester based upon past semester class size, room availability, and Division priority. Classroom changes may be requested through your Dean’s office. They will forward the request to the Instruction Office for approval. Also please notify your Dean and the Instruction Office if your class will meet temporarily in a different location such as the library.

CLASSROOM FURNITURE
Please do not remove or relocate furniture to another room.
VI. CURRICULUM

COURSE OUTLINES
The catalog contains a listing of all courses offered at the college. A course outline for each course is available through an online curriculum management system, WebCMS. Instructors are required to teach to the content and utilize evaluation methods as specified in the course outline. Your COC contract requires you to acknowledge you read the course outline of record for the course(s) you are scheduled to teach.

WEB ACCESS
WebCMS may be accessed at http://webcms.canyons.edu. This site allows public access as well as administrative access. Contact the Curriculum Coordinator for a username and password for administrative access or training.

STUDENT LEARNING OUTCOMES
The Western Association of Schools and Colleges (WASC), the accreditation agency for California Community Colleges, requires Student Learning Outcomes (SLO) and assessment as part of the accrediting process. WASC 2002, Standard H: Section A 1 c., specifically requires community colleges to:

1. Identify student learning outcomes for courses, program, degrees, certificates;
2. Assess progress toward achievement of the identified student learning outcomes;
3. Use assessment results to make improvements.

The SLOs for each class are on the course outline.

Please contact your Department Chair for information on course SLO assessments for the course you are teaching.
VII. PROFESSIONAL DEVELOPMENT

The purpose of professional development is to provide opportunities for faculty and staff to increase their knowledge and skills and to improve teaching, student learning, and student success.

ASSOCIATE PROGRAM
The Associate Program is a series of workshops and activities exclusively for adjunct instructors. Participants in the workshops receive a stipend and completion of the entire program results in an increase in salary.

Unlike many teaching workshops, the Associate Program places an emphasis on the discussion, development, and practice of teaching skills rather than the dissemination of information. There is no attempt to propagate a "one-best-way" nor is the program in any way tied to the evaluation of job performance. Throughout the program, participants are asked to demonstrate their teaching practices and to discuss those practices with other faculty members. Participants, in turn, have an opportunity to watch other faculty members teach and to learn from their experiences.

The Associate Program solicits new members at the beginning of each Fall semester. If you are interested, watch for the application forms, which are sent to all adjunct instructors.

FLEX program
The FLEX program is offered to promote technological advancement, institutional effectiveness, student support, the development of modes of academic and professional programs as well as promoting and supporting excellence in teaching and learning.

Adjunct instructors are encouraged to attend FLEX workshops and other professional development opportunities that will contribute to professional growth. Adjunct faculty will be paid for up to three hours per semester for attending on-campus professional development workshops. This is in addition to the two hours pay received for attending a department retreat or a department meeting each semester. Therefore, adjunct faculty can be compensated for up to five hours of FLEX per semester.

Note: If an adjunct faculty member is not teaching during the semester in which they attend a FLEX Workshop, they will not be paid for attending the FLEX workshop.

Additional information regarding the Professional Development program can be found at www.canyons.edu/offices/pd
INSTITUTE OF TEACHING AND LEARNING
The College places an emphasis on excellence in teaching and learning. To further this goal, the Institute of Teaching and Learning (ITL) was developed to support faculty efforts to improve and expand their teaching skills. The Institute offers a variety of credit courses focused on the art of pedagogy and its successful implementation. Adjunct faculty may apply to use a select group of Institute classes for salary advancement. Specific requirements are found in the negotiated agreement.

Additional information, including ITL course syllabi, can be obtained by visiting the ITL website at http://www.canyons.edu/offices/ITL

VIII. EMPLOYMENT INFORMATION

EVALUATION
Adjunct instructors are evaluated during the first semester of employment and at least one time every four semesters of employment. At the option of the department chair or dean, an adjunct faculty member may be evaluated more often and/or when he or she is assigned to teach a new course.

The negotiated agreement describes the evaluation process and includes evaluations by students and a full-time faculty member as well as a self reflection. For convenience, a sample of the classroom evaluation form and a guide for completing a self reflection are included in the appendix of this document and in the negotiated agreement. These forms are also available online by going to the COC intranet (requires a COC email address), Office Directory, Instruction.

SALARY/TIMESHEETS
All adjunct faculty are initially placed on Step 1 of the Adjunct salary schedule. Advancement to additional steps is outlined in the negotiated agreement. Please refer to the contract for specific information on salary and how and when you are eligible to advance on the salary schedule. Teaching adjunct faculty will be paid by the course and will usually receive four or five equal salary installments. A schedule of payroll dates is distributed at the start of each term. Teaching classes in winter or summer session or teaching classes that meet less than a full semester will have the payment schedule adjusted accordingly. Since payment is based on the course, time sheets are not required for teaching faculty. Librarians, counselors or other faculty who work on an hourly basis will need to complete a timesheet each month. Timesheets are also required if you substitute for another instructor or to claim compensation for a cancelled class. Please note that permission from your department chair and dean is required in order to substitute for another faculty member.

TUBERCULOSIS (TB) EXAMINATION
Upon employment and every four years thereafter, all employees are required to have a TB exam and submit the results to the Human Resources Office.

UPDATING EMPLOYMENT RECORDS
Please notify the Human Resources Office and your department chair promptly of changes in name, contact information, dependents (withholding tax purposes), emergency contact or other relevant information. Email has become the primary means of contacting faculty, so it is important to have a current email address. If you do not have a personal email account or you prefer to use one provided by COC, you may request an email account by referring to the instructions found earlier in this document.
## IX. APPENDIX

### VALENCIA CAMPUS INFORMATION:

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<td>X3457</td>
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<td>SIGMA: Math Achievement Center</td>
<td>BONH-207</td>
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<td>Success Center</td>
<td>BONH-209</td>
<td>X3349, X3345</td>
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<td>S4S Center</td>
<td>HSLH-306</td>
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<td>Writing Center</td>
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<td>Administration</td>
<td>Quad 1-A</td>
<td>362-3305</td>
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<tr>
<td>Admissions</td>
<td>Quad 1-C</td>
<td>362-3900</td>
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<td>Assessment Center</td>
<td>Quad 1-B</td>
<td>362-3817</td>
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<tr>
<td>Bookstore</td>
<td>Quad 3, Rm. 302</td>
<td>362-3850</td>
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<td>Campus Escort</td>
<td>Quad 1-A</td>
<td>362-3801</td>
</tr>
<tr>
<td>Campus Security</td>
<td>Quad 5, Rm. 502</td>
<td>362-3926/3927</td>
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<td>Computer Lab</td>
<td>Quad 1-B</td>
<td>362-3818</td>
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<td>Counseling</td>
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<td>362-3900</td>
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<td>Quad 1-A</td>
<td>362-3804</td>
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<td>Founding Dean</td>
<td>Quad 1-A</td>
<td>362-3305</td>
</tr>
<tr>
<td>Library</td>
<td>Quad 3, Rm.307</td>
<td>362-3854</td>
</tr>
<tr>
<td>Service Learning/EOPS</td>
<td>Quad 1-B</td>
<td>362-3814</td>
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<tr>
<td>Student Business Office</td>
<td>Quad 1-C</td>
<td>362-3819</td>
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<td>Student Health Center</td>
<td>Quad 1-B</td>
<td>362-3812</td>
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<td>Testing Center</td>
<td>Quad 1-B</td>
<td>362-3818</td>
</tr>
<tr>
<td>Tutoring/TLC</td>
<td>Quad 3, Rm.306</td>
<td>362-3857</td>
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</tbody>
</table>
Part-Time Instructor Guide for Self-Reflection

As a part of the evaluation process the part-time faculty contract states, “Each Part-Time instructor shall complete a written self-reflection to be used to improve instruction and not as a determinant of employee status.” Faculty frequently have requested assistance in completing this process. The following is meant as a guide to assist in the reflective process and to serve to improve teaching. The examples provided are not meant to be an exhaustive list. Likewise, it is not meant to imply that all examples must be addressed.

“The Self Reflection shall include, but not be limited to:”

a. Objectives for improvement, change or maintenance of methodology based on the results of the student survey, a self-examination of teaching methods, and whatever other factors are deemed relevant.

For example:
- Reflect and respond to feedback from the students.
- Take a look at retention and success rate of the students.
- What teaching techniques have you used? What has been effective?
- Are there external barriers that affect the quality of instruction?
- What can you change and improve?
- What training, materials, resources, etc. would assist you?

b. A review of the objectives for improvement, if any, from the last evaluation.

For example:
- Review what you have done.
- What has worked? What is still a challenge? Why?
- What support do you need?
- What is your plan to implement changes?

c. A summary of professional growth activities.

For example:
- What professional growth activities are you involved in or have you completed?
- Have you attended or presented at conferences or workshops, taken additional course work or been involved in relevant community activities?
- Do you participate on committees?
- How have these activities impacted your teaching?
COLLEGE OF THE CANYONS

Classroom Visitation Report
For Part-Time Teaching Faculty
A Guide for Effective Evaluation

Instructor __________________________________________ Visitation Date__________________

Course Number and Title ____________________________ ☐ Lecture ☐ Lab ☐ Activity

Instructional Techniques Being Used

___________________________________________________________________________________________
(lecture, discussion, audio/visual, laboratory, group activity, other)

Name of Evaluator _________________________________________________________________________

Please note: The sample indicators provided are meant as a guide to assist in the evaluation process and are not meant to be an exhaustive list. Likewise, it is not meant to imply that all indicators must be present in order for the instructor to have demonstrated proficiency in the standard. Some of the indicators may also overlap or apply to more than one standard.

Directions: Circle the appropriate number for each item evaluated. Comments should detail specific items in support of your numerical assignment and may include suggestions for improvement. Evaluation should include review of class materials and assessment instruments.

A. Knowledge of Subject Matter 1 2 3 4 5 N/A

1. Instructor demonstrates a command of the material taught.
3. Instructor demonstrates an understanding of the material taught.
5. Instructor does not appear to have an adequate background for the material taught.

Sample Indicators:
- Relates material to current events.
- Brings in related topics, relevant/current research and/or documentation.
- Responds comfortably to students’ questions; not afraid to have students ask questions.
- Relates material to professional and/or personal experiences and/or other disciplines.
- Provides concrete examples from everyday life to illustrate/explain concepts.
- Presents alternative viewpoints or theories; presentations are balanced/objective.
- Uses relevant handouts.
- Challenges students to think critically.
- Uses terminology accurately; teaching appropriate content.
APPENDIX • A GUIDE FOR EFFECTIVE EVALUATION FOR PART-TIME TEACHING FACULTY

B. Clear Lesson Objectives

1. Instructor demonstrates thorough preparation and provides clearly defined objectives.
3. Instructor demonstrates preparation for class; some objectives apparent.
5. Instructor demonstrates no evidence of preparation for class and/pr objectives not apparent.

Sample Indicators:
- Students know what they will be doing or for what they are accountable.
- Students know what to expect during this class.
- Reviews previous class or concepts as an introduction to the present class. (“Bridge”)
  Lists/outlines class activities and objectives for the day (on the board, OH or PP) or articulates these in another manner.
- Lesson has a beginning, middle and end.
- Topic is related to previous topics introduced in this course or related courses.
- Objectives are stated and published (e.g. on course syllabus, web page).

C. Clear Written and Oral Communication

1. Models clear, enthusiastic, excellent vocabulary and mannerisms. Written materials clear, accurate and fitting to subject.
3. Verbal communications and written materials of average quality.
3. Poor quality in spoken or written communication lacks enthusiasm; inappropriate or inaccurate vocabulary.

Sample Indicators:
- Connects with students, does more than lecture.
- Encourages students, draws out quiet students.
- Makes eye contact.
- Communicates with students vs. talking at them.
- Doesn’t read from notes, stands, moves about while speaking.
- Assesses understanding periodically during class session.
- Asks questions, especially open-ended questions.
- Is excited about subject; animated.
- Avoids distracting speech patterns (e.g. frequent “uh”, “aaahh”, and “you know”).
- No spelling/grammar errors in speech or written materials (board, handouts, website, emails).
- Board work is legible, organized, accurate in spelling and content.
- Avoids language that stereotypes race, gender, ethnicity.
- Avoids inappropriate language and jargon.
- Pace of speaking is appropriate.
D. Teaching Methods

1. Uses teaching method(s) appropriate for the subject and to the diversity of learning styles. (Evaluator may review syllabus for evidence of teaching methods.)
3. Uses limited, but adequate method(s) for the subject.
5. Uses teaching method(s) that are inadequate to address the variety of student learning styles.

Sample Indicators:
- Review syllabus for indicators of alternative learning activities and assignments.
- Taps into alternative learning styles (e.g. utilizes lecture, group work, student presentations, discussion).
- Interactive learning environment observed.
- Q&A, group work.
- Students are engaged; interest level is high.
- Provides students with opportunity to practice skills.
- Provides adequate feedback.

E. Organization of Presentation and Activities

1. Clearly organized and easy-to-follow patterns.
3. Discernible organizational pattern.
5. Apparent lack of organization.

Sample Indicators:
- Provides a syllabus the first class session.
- Arrives in class early enough to organize, is not scattered or shuffling through notes/papers (e.g. puts outline & information on board, sets up demonstrations, VCR, computer etc.).
- Presents a clear sequence of, or progression in, material.
- Transitions smoothly to new topics.
- An outline (OH, PP or Board) is present when class begins.
- Stays on track; doesn’t get off on tangents.
- Lesson has a beginning, middle and end.

F. Good Time Management

1. Time is managed well.
3. Some parts of lesson go beyond time allocated or necessary.
5. No apparent awareness of time and poor use of time.

Sample Indicators:
- Instructor arrives early enough to allow class to begin on time.
- Time isn’t wasted between activities due to poor organization (e.g. OH or PP not set up, tape not cued to proper place, needs to go to office during class).
- Flexible in responding to inquiries, but doesn’t run out of time because time was spent on a topic only marginally relevant.
- Doesn’t allow small number of vocal students to control discussion.
- Well paced.
- Full class time is utilized.
G. Use of Appropriate Assessment Methods

1. Methods of assessment are of ample number and variety so as to recognize differing learning styles and to determine mastery of student learning outcomes.
3. Methods of assessment are adequate to assess most student learning styles and student learning outcomes.
5. Assessments are insufficient to accurately measure differing student learning styles and student learning outcomes.

**Sample Indicators:** *(Usually need to refer to the syllabus)*
- Sufficient number and variety (e.g. exams, quizzes, written assignments, projects, readings) of methods are used to assess learning (can ask to review a sample exam).
- Assessments require critical thinking.
- Assessments mirror the objectives that are stated and are related to text and class activities.
- Assessments are of a college level nature or quality.
- Includes written assignments or evaluations other than multiple choice.
- Taps alternative learning styles.
- Checks for understanding during class session.

H. Overall Assessment of Instructor’s Performance

2. Good performance.
3. Average performance.
5. Unsatisfactory performance.

**Evaluation of Additional Criteria:**
Please include comments, if appropriate, concerning respect for students, respect for colleagues, professional growth, and department/college responsible (see criteria for faculty evaluation in tenure packet). Attach additional pages if needed.
Possible Topics for Consideration:
- Rapport with students; student response to presentation or activities.
- Student comments or evaluations.
- Contributions to or participation in activities in the department or College.
- Responds in a timely manner to requests of department chair, A&R, HR or others.
- Professional activities.
- Utilized a Web page.

Signature of Evaluator

Signature of Evaluatee

**NOTE:** Evaluatee’s signature does not necessarily imply agreement. It is merely an acknowledgment that the complete report has been read. Evaluatee may submit a written reaction within ten working days of receipt of this evaluation report. The written statement will be filed with this classroom visitation report.
Santa Clarita Community College District  
COLLEGE OF THE CANYONS  
Visitation and Evaluation Report  
For Part Time Teaching Faculty

Instructor _____________________________      Visitation Date __________________

Course Number and Title ____________________________ □ Lecture □ Lab □ Activity

Instructional Techniques Being Used

___________________________________________________________________________________________

(lecture, discussion, audio/visual, laboratory, group activity, other)

Name of Evaluator _____________________________

**Directions:** Circle the appropriate number for each item evaluated. Comments should detail specific items in support of your numerical assignment and may include suggestions for improvement. Evaluation should include review of class materials and assessment instruments.

**A. Knowledge of Subject Matter**

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<thead>
<tr>
<th></th>
<th>1</th>
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<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
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</thead>
<tbody>
<tr>
<td>1. Instructor demonstrates a command of the material taught.</td>
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<tr>
<td>3. Instructor demonstrates an understanding of the material taught.</td>
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<td>5. Instructor does not appear to have an adequate background for the material taught.</td>
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*Comments:*
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___________________________________________________________________________________________
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**B. Clear Lesson Objectives**

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<th>4</th>
<th>5</th>
<th>N/A</th>
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</thead>
<tbody>
<tr>
<td>1. Instructor demonstrates thorough preparation and provides clearly defined objectives.</td>
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<tr>
<td>3. Instructor demonstrates preparation for class; some objectives apparent.</td>
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<tr>
<td>5. Instructor demonstrates no evidence of preparation for class and/or objectives not apparent.</td>
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</table>

*Comments:*
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
C. Clear Written and Oral Communications

1. Models clear, enthusiastic, excellent and appropriate vocabulary and mannerisms.
   Written materials clear, accurate and fitting to subject.
3. Verbal communication and written materials of average quality.
5. Poor quality in spoken or written communication, lacks enthusiasm; inappropriate or in accurate vocabulary.

Comments:
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

D. Teaching Methods

1. Uses teaching method(s) appropriate for the subject and to the diversity of student learning styles. (Evaluator may review syllabus for evidence of teaching methods.)
3. Uses limited, but adequate teaching method(s) for the subject.
5. Uses teaching method(s) that are inadequate to address the variety of students learning styles.

Comments:
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

E. Organization of Presentation and Activities

1. Clearly organized and easy-to-follow patterns.
3. Discernible organizational pattern.
5. Apparent lack of organization.

Comments:
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

F. Good Time Management

1. Time is managed well.
3. Some parts of lesson go beyond time allocated or necessary.
5. No apparent awareness of time and poor use of time.

Comments:
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
G. Student Assessment Methods

(Suggestion: Request syllabus and, if appropriate, a quiz or test before the classroom visitation.)

1. Assessments are of ample number and variety so as to recognize differing learning styles and to determine mastery of student learning outcomes.

3. Methods of assessment are adequate to assess most student learning styles and student learning outcomes.

5. Assessments are insufficient to accurately measure differing student learning styles and student learning outcomes.

Comments: 
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

H. Overall Assessment of Instructor’s Performance


3. Average performance.

5. Unsatisfactory performance.

Evaluation of Additional Criteria:

Please include comments, if appropriate, concerning respect for students, respect for colleagues, professional growth, and other professional responsibilities. Attach additional pages if needed.

Signature of Evaluator ___________________________________________________________

Signature of Evaluatee ___________________________________________________________

Note: Evaluatee’s signature does not necessarily imply agreement. It is merely an acknowledgment that the complete report has been read. Evaluatee may submit a written reaction within ten working days of receipt of this evaluation report. The written statement will be filed with this classroom visitation report.

Administrative acknowledgement of receipt ______________________
Santa Clarita Community College District
COLLEGE OF THE CANYONS

Evaluation Report
For Part Time Non-classroom Faculty

Non-classroom faculty _________________________________      Evaluation Date _________________
Work Setting/Position ___________________________________ □
Name of Evaluator___________________________________________________

Directions: Circle the appropriate number for each item evaluated. Comments should
detail specific items in support of your numerical assignment and may include suggestions
for improvement. Evaluation should include review of materials and assessment
instruments if appropriate.

A. Knowledge of Subject Matter

1. Demonstrates a command of the material including professional technology and
resources.
3. Demonstrates an understanding of the material for the assignment.
5. Does not appear to have an adequate background for the position.

Comments: ___________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

B. Clear Lesson Objectives

1. Demonstrates thorough preparation and provides clearly defined objectives.
3. Demonstrates preparation for the assignment; some objectives apparent.
5. Demonstrates no evidence of preparation for the assignment and/or objectives not
apparent.

Comments: ___________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________


C. Clear Written and Oral Communications  1  2  3  4  5  N/A

1. Models clear, enthusiastic, excellent and appropriate vocabulary and mannerisms.
   Written materials clear, accurate and fitting to the position.
3. Verbal communication and/or written materials of average quality
5. Poor quality in spoken or written communication, lacks enthusiasm; inappropriate or in accurate vocabulary.

Comments: 
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

D. Techniques  1  2  3  4  5  N/A

1. Uses techniques and/or methods appropriate for meeting the department’s goals and to the diversity of student learning styles.
3. Uses limited, but adequate techniques and/or methods for the position.
5. Uses techniques and/or method(s) that are inadequate to address the variety of students learning styles and to meet department goals.

Comments: 
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

E. Organization of Presentation and Activities  1  2  3  4  5  N/A

1. Clearly organized and easy-to-follow patterns.
3. Discernible organizational pattern.
5. Apparent lack of organization.

Comments: 
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

F. Good Time Management  1  2  3  4  5  N/A

1. Time is managed well.
3. Some parts of lesson go beyond time allocated or necessary.
5. No apparent awareness of time or poor use of time.

Comments: 
_____________________________________________________________________
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### G. Student Records

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<tbody>
<tr>
<td>1.</td>
<td>Accurately and completely maintains student records utilizing department mandated technology.</td>
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<td>3.</td>
<td>Adequately maintains student records utilizing department mandated technology.</td>
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<td>5.</td>
<td>Insufficiently maintains student records utilizing department mandated technology.</td>
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Comments:  
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### H. Overall Assessment of Performance

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<tr>
<td>2.</td>
<td>Good performance.</td>
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<tr>
<td>3.</td>
<td>Average performance.</td>
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<td>5.</td>
<td>Unsatisfactory performance.</td>
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</table>

Evaluation of Additional Criteria:

Please include comments, if appropriate, concerning respect for students, respect for colleagues, professional growth, and/or other professional responsibilities. Attach additional pages if needed.

Signature of Evaluator

Signature of Evaluatee

**Note:** Evaluatee’s signature does not necessarily imply agreement. It is merely an acknowledgment that the complete report has been read. Evaluatee may submit a written reaction within ten working days of receipt of this evaluation report. The written statement will be filed with this classroom visitation report.

Administrative acknowledgement of receipt
IX. COLLEGE SUCCESS TIPS

15 COLLEGE SUCCESS TIPS
What are the 15 College Success Tips? These 15 tips promote success for students in college. Each week during the 15-week semester, faculty and students will focus on one tip. The college will disseminate information via classroom announcements, emails, and this Website www.canyons/committees/LEAP/Team1/. This information is designed to promote awareness of strategies and resources that promote success in college, including online postings, special events, counseling courses, workshops, and programs.

For suggestions for instructors on implementing these tips into class time and here to view a PowerPoint presentation showing improvement in success and retention rates in sections promoting these tips at www.canyons/committees/LEAP/Team1/.

1. Student Rights and Responsibilities
2. Note Taking
3. Goal Setting
4. Time Management
5. Student Support Services
6. Academic Resources
7. Test Taking
8. Stress Management
9. Critical Thinking
10. Reading
11. Relationships
12. Healthy Lifestyles
13. Self Awareness
14. Financial Aid
15. Life After Community Colleges

COLLEGE SUCCESS TIP #5
Student Support Services

What are Student Support Services?
Student support services include prevention, assistance, transition and follow-up services for students. Student support services professionals provide direct services for all students, especially those who are experiencing problems that create barriers to access and success. Direct services are provided by means such as education, counseling, consultation, advisement and individual assessment. In addition, student support services personnel provide in-service training, orientation, community collaboration and carry out student service program management.

Why are Student Support Services important?
Student support services are a vital part of academic program success. These services can help students navigate the college system and support students’ access to and success with academic courses. These services are often able to help students overcome a number of obstacles that stand in the way of pursuing and completing stated educational goals.
Examples:
The following are the student support services available at College of the Canyons:

- CalWORKS – for students who receive cash assistance through county welfare offices
- Cooperative Agencies Resources for Education (CARE)
- Career Services
- Child Care through the Center for Early Childhood Education
- Counseling and Program Advisement
- Disabled Students Services and Programs (DSPS)
- Extended Opportunity Programs and Services (EOPS)
- Financial Aid
- High Intensity Transfer Enrichment (HITE) and Honors Program
- International Services
- Library
- Math, Engineering, Science Achievement (MESA)
- Student Health and Wellness Center
- Transfer Center
- Tutoring/Learning/Computing Center (TLC)

Internal links to College of the Canyons resources for Student Support Services:

- http://www.canyons.edu/offices/Student_Services/SupportServices/
- http://www.canyons.edu/offices/Student_Services/Student_Life/
- http://www.canyons.edu/offices/TLC/
- http://www.canyons.edu/offices/mesa/
- http://www.canyons.edu/offices/library/

Upcoming Workshops, Activities or Events for Student Support Services:

Example: Student Support Services Awareness Day
Wednesday, September 3, 2008
10 a.m. – 1 p.m., above the amphitheatre near Coffee Kiosk

SOURCES:
1. The Community College Experience by Amy Baldwin (Pearson/Prentice Hall, 2005).

Can't find it? Try the Cougar Search Engine