Degree/Certificate/Transfer/Completion Data
Tracked through

*Educational and Facilities Master Plan*
The number of associate of arts degrees has declined by close to 100 degree annually in recent years (see Figure 10). Conversely, the number of associate of science degrees has increased sharply, from 354 degree in 2005/06 to 583 degrees in 2011/12.

The number of certificates awarded from 18 to 30 units and 30 to 60 units has also increased over this time period. Combined, the College awarded 393 certificates in these two categories in 2011/12, an increase from just 46 in 2005/06.

The number of COC students transferring to one of the University of California’s campuses has increased steadily in recent years, from 96 in 2000/01 to 195 in 2010/11 (see Figure 11). The number of students transferring to a California State University (CSU) campus increased from 423 in 2000/01 to 697 in 2007/08.

However, since 2007/08, the number of CSU transfer students has declined to 605. This is likely the result of restrictions in access at CSU in recent years. These restrictions are likely to continue into future years.
Degree/Certificate/Transfer/Completion Data
Tracked through

Fact Sheet
College of the Canyons founded: 1969
College Service Area: 367 square miles
Valencia Campus size: 153.4 acres
Valencia Campus Buildings: 728,648 square feet (as of 07/2013)
Canyon Country Campus size: 70 acres
Canyon Country Campus Buildings: 59,192 square feet
Student Computer Labs: 57
Median Class Size: 31
Median Age of Students: 21
Headcount:
- Fall 2012: 16,333
- Projected 2021: 27,807
Funded Growth Rate:
- 2011/2012 — decreased 8% Systemwide
- 2013/2014 — increased 1.63% Systemwide

Note: While the rate “increased”, it actually just provided more “access”
Networked Computers: 3,087
Intercollegiate Sports:
- Men’s: 8
- Women’s: 8
Grants Received in 2012/2013: $5,079,195

Degree Programs:
- AA/AS Majors: 68
- Certificates of Achievement: 36
- Certificates of Specialization: 29
- Certificates of Competency (Non-credit): 6

2012/2013 Adopted Budget:
- 2013/14 General Fund Expenditures and Ending Fund Balance: $88.4 Million
- 2013/14 All Fund Expenditures and Ending Fund Balance: $184.9 Million

Newest Program/New Curricula:
- ENGL-096 “Accelerated Preparation for College Reading and Writing”. Provides an accelerated path for students to English 101.
- MATH-075 “Intermediate Algebra for Statistics”. An accelerated course that takes necessary Algebra topics from MATH-060 and MATH-070 and puts it together with Data Analysis and other pre-statistics topics. The course will replace MATH-060 and MATH-070 in the math sequence, but only for non-STEM (Science, Technology, and Engineering Majors) and non-business majors.

First Year Experience Program:
- Comprehensive program for freshmen entering from the Hart District who place below transfer-level math and/or English.
- Started in Fall 2010
- Served nearly 850 students since Fall 2010
- Compared to other first-time freshman enrolled in the same courses, FYE students had higher success rates in 2011-12.
- FYE students had higher Fall to Spring and Fall to Fall persistence rates compared to other first-time freshman.

Supplemental Learning Program:
- Designed to support student success, particularly in areas of high need, such as literacy, math skills, learning skills, and courses that are traditionally difficult for students.
- Over 18,000 students participated in more than 2,300 activities since Spring 2010.
- Students who participate in Supplemental Learning have higher success rates compared to students who do not and are enrolled in the same courses.

Dr. Dianne G. Van Hook University Center:
- Unduplicated Headcount: 10,593 (1/2002-6/2013)

- 44 Degree Programs (as of 7/2013)
- 6 Partners (as of 7/2013)
- 110,000 square feet
- Opened Fall 2009
- Degrees Awarded: 1,839

Canyon Country Campus:
- Campus Opened: August 2007
- Facilities:
  - 29 Classrooms
  - Student Services & Administrative Offices
  - Skills 4 Success Center
  - Applied Technology Education Center
  - Launched Environmental Science degree
  - Outdoor Research and Demonstration Garden
- Number of Students: 5,334 (Fall 2013)
- 32,289 unduplicated students have attended CCC since 2007
- Enrollment growth from 200 sections in Fall 2009 to 314 sections Fall 2013
Web page: http://www.canyons.edu

Enrollment Characteristics

Student Profile—Fall 2012
Fall 2012 Enrollment
Headcount: 16,333

Number of Students

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4,823</td>
<td>6,486</td>
<td>9,029</td>
<td>15,053</td>
<td>23,416</td>
<td>16,333</td>
</tr>
</tbody>
</table>
Resident Tuition & Fee History: Full-Time Students

2011/12 Tuition & Fees for Full-Time Students

2011/12 Financial Awards: $21,062,053 (Federal and State aid)

- 2012/13 data will be available October 2013

Faculty & Staff Fall 2012

<table>
<thead>
<tr>
<th>Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time Faculty</td>
</tr>
<tr>
<td>Adjunct Faculty</td>
</tr>
<tr>
<td>Classified Administrator</td>
</tr>
<tr>
<td>Educational Administrator</td>
</tr>
<tr>
<td>Classified Staff</td>
</tr>
</tbody>
</table>

Tuition & Financial Aid 2011 / 2012

Resident Tuition & Fee History: Full-Time Students

2011/12 Tuition & Fees for Full-Time Students

2011/12 Financial Awards: $21,062,053 (Federal and State aid) - 2012/13 data will be available October 2013

<table>
<thead>
<tr>
<th>Fee per unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resident</td>
</tr>
<tr>
<td>Out of State</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fee per unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Student Center Fee</td>
</tr>
<tr>
<td>Health Fee (Fall &amp; Spring)</td>
</tr>
<tr>
<td>Student Representation</td>
</tr>
</tbody>
</table>

*Note that these rates do not represent the success rates of the entire student population at COC as they exclude part-time students and students indicating “undecided” for their educational goal. Also, the rates do not account for students graduating after this three-year tracking period. As mandated by PL 101-542.

Student Demographics: Fall 2012

- African American: 43.9%
- Asian/Pacific Islander: 9.3%
- Latino/Hispanic: 36.5%
- Native American: 5.2%
- White: 1.3%
- Unknown/Decline to State: 0.4%

Student-Right-To-Know Rates

In compliance with the Student-Right-to-Know and Campus Security Act of 1990 (Public Law 101-542), it is the policy of the Santa Clarita Community College District and College of the Canyons to make available its completion and transfer rates to all current and prospective students. Beginning in Fall 2009, a cohort of all certificate-, degree-, transfer-seeking, full-time, and first-time freshmen students were tracked over a three-year period. The table below illustrates the College's completion and transfer rates compared to the State's rates for the same time period.

<table>
<thead>
<tr>
<th>Fall 2009 Cohort</th>
<th>COC</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer &amp; Completion Rate</td>
<td>41%</td>
<td>39%</td>
</tr>
</tbody>
</table>

Financial Aid Applicants 2010-2012: 7,633

*Assumes 12 units in Fall and Spring, each for a total of 24 units.
Degree/Certificate/Transfer/Completion Data
Tracked through

Fact Book
Student Outcomes

Associate Degrees and Certificates—2012/13

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

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

Source: SP12/13 referential file

Table 38.

<table>
<thead>
<tr>
<th>Degrees &amp; Certificates</th>
<th># Awarded</th>
<th>Degrees &amp; Certificates</th>
<th># Awarded</th>
<th>Degrees &amp; Certificates</th>
<th># Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>97</td>
<td>Engineering, transfer</td>
<td>5</td>
<td>Multimedia</td>
<td>1</td>
</tr>
<tr>
<td>Administration of Justice</td>
<td>38</td>
<td>English</td>
<td>29</td>
<td>Music</td>
<td>3</td>
</tr>
<tr>
<td>American Sign Language Interpreting</td>
<td>8</td>
<td>Film/Video Production</td>
<td>1</td>
<td>Paralegal Studies</td>
<td>16</td>
</tr>
<tr>
<td>Animation</td>
<td>5</td>
<td>Fire Technology</td>
<td>17</td>
<td>Photography</td>
<td>4</td>
</tr>
<tr>
<td>Architectural Drafting &amp; Technology</td>
<td>4</td>
<td>French</td>
<td>2</td>
<td>Psychology</td>
<td>67</td>
</tr>
<tr>
<td>Art</td>
<td>23</td>
<td>Graphic Design</td>
<td>8</td>
<td>Real Estate</td>
<td>0</td>
</tr>
<tr>
<td>Athletic Training</td>
<td>4</td>
<td>History</td>
<td>28</td>
<td>Registered Nurse</td>
<td>83</td>
</tr>
<tr>
<td>Automotive Technology</td>
<td>1</td>
<td>Hotel &amp; Restaurant Mgmt</td>
<td>7</td>
<td>Radio/Television/Film: Audio/Radio</td>
<td>1</td>
</tr>
<tr>
<td>Biological and Physical Sciences</td>
<td>58</td>
<td>Humanities</td>
<td>9</td>
<td>Radio/Television/Film: Television</td>
<td>1</td>
</tr>
<tr>
<td>Business Mgmt</td>
<td>8</td>
<td>Interior Design &amp; Merchandising</td>
<td>8</td>
<td>Recreation Mgmt</td>
<td>3</td>
</tr>
<tr>
<td>Commercial Photography</td>
<td>7</td>
<td>Journalism</td>
<td>6</td>
<td>Social Science, general</td>
<td>92</td>
</tr>
<tr>
<td>Computer Applications/Admin Asst.</td>
<td>11</td>
<td>Kinesiology</td>
<td>14</td>
<td>Sociology</td>
<td>37</td>
</tr>
<tr>
<td>Computer Networking</td>
<td>8</td>
<td>Land Surveying</td>
<td>1</td>
<td>Spanish</td>
<td>8</td>
</tr>
<tr>
<td>Computer Science, transfer</td>
<td>4</td>
<td>Liberal Arts &amp; Sciences, general</td>
<td>8</td>
<td>Speech Communications</td>
<td>17</td>
</tr>
<tr>
<td>Construction Mgmt Technology</td>
<td>8</td>
<td>Library Media Technology</td>
<td>0</td>
<td>Transfer Studies</td>
<td>490</td>
</tr>
<tr>
<td>Culinary Arts</td>
<td>6</td>
<td>Manufacturing Technology</td>
<td>1</td>
<td>Water Systems Technology</td>
<td>13</td>
</tr>
<tr>
<td>Dramatic Arts</td>
<td>8</td>
<td>Marketing</td>
<td>14</td>
<td>Welding Technology</td>
<td>0</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>36</td>
<td>Mathematics</td>
<td>35</td>
<td>Total</td>
<td>1,396</td>
</tr>
</tbody>
</table>

Revised 04/14, Next Revision 10/14
The most common educational awards of students were associate degrees. Certificate programs requiring between 30 and 60 units or more than 60 units have not awarded many certificates, largely due to the elimination of the programs, until 2009/10 when transfer certificates were awarded. For the first time in the past 14 years the college awarded more Associate of Science degrees than Associate of Arts degrees. In fact, 2011/12 recorded the highest number of Associate of Science degrees awarded in the College’s history. The highest number of degrees and certificates in the College’s history were awarded in 2010/11 (1,566). 2013/14 award data will be available in October 2014. Source: SP referential files.

Figure 50. Degrees and Certificates Awarded to 2006/07 to 2012/13
A major component of California’s Master Plan for Higher Education is for students to be able to begin their college education at a community college and transfer to a four-year college or university. For College of the Canyons, the numbers of transfers to both CSU and UC have been growing over the past 10 years (2002-03 to 2012-13), as is depicted in Figure 50. The decrease in 2008-09 and 2009-10 is likely the result of reduced admission slots available at the UCs and CSUs due to the budget cuts. While the number of COC students who transferred to UC and CSU increased to 64 percent and 66 percent, respectively, in 2011-12, numbers decreased again in 2012-13. This decrease may be due to a variety of factors, including students opting to attend out-of-state or private institutions and budget cuts. The top three UC transfer institutions for COC in 2012/13 were UC Los Angeles (UCLA), followed by UC Santa Barbara (UCSB), and UC Davis. The top three CSU transfer institutions for COC students in 2012/13 were CSU Northridge (CSUN), followed by CSU Long Beach (CSULB), and CSU Channel Islands (CSUCI).

**Figure 51. Number of Transfers to UC and CSU**

Another set of outcomes analyses is based on Federal Student-Right-to-Know measures. These indicators track cohorts of students who were full-time, first-time freshmen, who were interested in obtaining a certificate, degree, or transferring. Completion is defined as completing a certificate or degree or becoming “transfer prepared” by completing 56 transferable units with a GPA of 2.0 or better. The transfer rate reflects students who transfer to another postsecondary institution, (UC, CSU, or California Community College) prior to attaining a degree, certificate, or becoming transfer prepared. After the three-year period students were tracked, the combined completion and transfer rate was 41 percent for COC, compared to 39 percent for the State. While the rates are higher than statewide, the College is actively engaged in efforts aimed at improving these rates.

Figure 52. Completion & Transfer Rate of First-Time, Full-Time, Degree, or Certificate Seeking Students by Cohort Year

Figure 53. Completion & Transfer Rate of 2009 First-Time, Full-Time, Degree, or Certificate Seeking Students: COC vs. the State

Source: California Community College Chancellor’s Office
Degree/Certificate/Transfer/Completion Data
Tracked through

Research Briefs
The California Community College Chancellor’s Office released the Student Success Scorecard on April 9, 2013. The scorecard includes data for each community college in the state, including College of the Canyons (COC). Tables 1 and 2 provide an overview of a key indicator, completion. The data are disaggregated by ethnicity. Table 1 includes data for students who were “prepared” for college. Table 2 includes data for students who were “unprepared” for college.

It is important to include some technical notes. The data are for first time students in 2006/07 that completed at least 6 units of classes and attempted an English or math course in their first three years. Completion was defined as earning an associate degree, certificate (approved by the Chancellor’s Office), transfer to a four-year institution, or achieved “transfer prepared.” Transfer prepared is defined as completing 60 CSU/UC transferable units with a grade point average of at least 2.0. Data summarized in Table 1 are for “Prepared” students that attempted degree applicable math courses or transferable English courses. If they attempted both English and Math, the lowest level course had to be both degree applicable math courses and transferable English courses. In other words, they could not have enrolled in remedial math or English courses. “Unprepared” students were students who enrolled in remedial English or math courses.

**Table 1. Comparison of Completion Rates for Students "Prepared" for College-level Coursework**

<table>
<thead>
<tr>
<th></th>
<th>College of the Canyons</th>
<th>Statewide</th>
<th>Antelope Valley College</th>
<th>Glendale College</th>
<th>LA Mission College</th>
<th>Pasadena City College</th>
<th>Ventura College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>79.2%</td>
<td>71.2%</td>
<td>69.3%</td>
<td>77.6%</td>
<td>73.1%</td>
<td>74.1%</td>
<td>71.5%</td>
</tr>
<tr>
<td>African American</td>
<td>85.7%</td>
<td>65.9%</td>
<td>63.0%</td>
<td>64.3%</td>
<td>100.0%</td>
<td>52.2%</td>
<td>76.9%</td>
</tr>
<tr>
<td>American Indian/Alaskan</td>
<td>100.0%</td>
<td>59.5%</td>
<td>100.0%</td>
<td>33.3%</td>
<td>NA</td>
<td>33.3%</td>
<td>70.0%</td>
</tr>
<tr>
<td>Asian</td>
<td>92.4%</td>
<td>82.2%</td>
<td>88.0%</td>
<td>80.2%</td>
<td>100.0%</td>
<td>81.1%</td>
<td>76.5%</td>
</tr>
<tr>
<td>Filipino</td>
<td>81.0%</td>
<td>71.4%</td>
<td>81.5%</td>
<td>61.7%</td>
<td>85.7%</td>
<td>69.6%</td>
<td>81.3%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>72.4%</td>
<td>64.7%</td>
<td>63.1%</td>
<td>63.3%</td>
<td>68.5%</td>
<td>56.5%</td>
<td>73.1%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>NA</td>
<td>58.3%</td>
<td>100.0%</td>
<td>71.4%</td>
<td>100.0%</td>
<td>77.8%</td>
<td>25.0%</td>
</tr>
<tr>
<td>White</td>
<td>76.3%</td>
<td>70.5%</td>
<td>68.6%</td>
<td>81.8%</td>
<td>73.7%</td>
<td>74.2%</td>
<td>69.1%</td>
</tr>
</tbody>
</table>

**Table 2. Comparison of Completion Rates for Students "Unprepared" for College-level Coursework**

<table>
<thead>
<tr>
<th></th>
<th>College of the Canyons</th>
<th>Statewide</th>
<th>Antelope Valley College</th>
<th>Glendale College</th>
<th>LA Mission College</th>
<th>Pasadena City College</th>
<th>Ventura College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>49.2%</td>
<td>41.1%</td>
<td>37.0%</td>
<td>42.1%</td>
<td>30.4%</td>
<td>44.2%</td>
<td>42.3%</td>
</tr>
<tr>
<td>African American</td>
<td>41.0%</td>
<td>35.0%</td>
<td>33.6%</td>
<td>40.0%</td>
<td>25.0%</td>
<td>37.5%</td>
<td>50.0%</td>
</tr>
<tr>
<td>American Indian/Alaskan</td>
<td>27.3%</td>
<td>31.6%</td>
<td>31.3%</td>
<td>11.1%</td>
<td>20.0%</td>
<td>57.1%</td>
<td>28.6%</td>
</tr>
<tr>
<td>Asian</td>
<td>59.5%</td>
<td>57.9%</td>
<td>52.9%</td>
<td>48.4%</td>
<td>63.2%</td>
<td>57.7%</td>
<td>60.0%</td>
</tr>
<tr>
<td>Filipino</td>
<td>57.3%</td>
<td>43.1%</td>
<td>27.3%</td>
<td>53.8%</td>
<td>31.3%</td>
<td>49.6%</td>
<td>56.5%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>39.9%</td>
<td>34.8%</td>
<td>36.3%</td>
<td>29.8%</td>
<td>29.3%</td>
<td>32.5%</td>
<td>37.7%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>26.7%</td>
<td>35.8%</td>
<td>25.0%</td>
<td>40.0%</td>
<td>50.0%</td>
<td>57.1%</td>
<td>40.0%</td>
</tr>
<tr>
<td>White</td>
<td>52.9%</td>
<td>44.0%</td>
<td>39.8%</td>
<td>47.4%</td>
<td>35.1%</td>
<td>49.5%</td>
<td>47.6%</td>
</tr>
</tbody>
</table>
The following is a summary of patterns observed in Tables 1 and 2:

- Completion rates for both COC Prepared and Unprepared groups were higher than the statewide average.
- Completion rates for both COC Prepared and Unprepared groups were higher than neighboring colleges, including Antelope Valley College, Glendale College, LA Mission, Pasadena City College, and Ventura College.
- The three largest ethnic groups of students at COC are White (41 percent), Latino (39 percent), and African American (7 percent) and compared favorable to similar ethnic groups statewide and at neighboring colleges. More specifically:
  - White students, both prepared and unprepared, at COC had higher completion rates than the average statewide and for 9 out of 10 comparisons to neighboring colleges.
  - Latino students, both prepared and unprepared, at COC had higher completion rates than the average statewide and for 9 out of 10 comparisons to neighboring colleges.
  - African American students, both prepared and unprepared, at COC had higher completion rates than the average statewide and for 8 out of 10 comparisons to neighboring colleges.

**Planned Actions in Response to 2013 Scorecard Data**

While these data are positive, the College has many efforts intended to further increase the success of students in completing their educational goals. More specifically, the college has the following efforts underway:

- Redesigning the First-Year Experience (FYE) program to include learning communities based on a pathways model,
- Providing Career Coaches at the local high schools to help students identify career pathways available through community college programs and certificates and to help students see the connection between education and a career,
- Increasing services for reentry and veterans, including developing learning communities for programs that can be completed within the timeframe of veterans’ benefits,
- Aligning with the local high school district to develop resources for students including a sample transfer level writing prompts and assessment rubrics for distribution to high school faculty, a brochure and presentation for high school students, parents, and educators emphasizing the importance of continued math education throughout high school,
- Expanding the Supplemental Learning program,
- Offering accelerated curriculum in English and math,
- Implementing an online tutorial for first-time students which will include a one-semester educational plan,
- Reformulating the college’s online student orientation,
- Creating and customizing an online student advising system that teaches students how to create a one semester education plan,
- Developing two-year course offering plans for programs and revisiting enrollment management strategies to ensure student progress,
- Offering a Skilled Teacher Certificate program for full and part-time faculty,
- Offering noncredit summer bridge courses to improve transitions from noncredit to credit courses and to improve readiness for students entering college,
• Increasing learning community offerings, including thematically linked courses and accelerated cohorts,
• Offering in-demand college courses on high school campuses through the College Now program,
• Allowing students who score “proficient” on the English portion of the Early Assessment Program (EAP) to enroll in English-101,
• Working with Hart District in implementing the Common Core standards and College & Career Readiness concepts,
• Participating in the Association of American Colleges & Universities (AAC&U) Roadmap Project to expand and improve existing programs like First Year Experience and in implementing a coordinated Learning Communities program, and
• Redesigning the college’s Skills4Success website to improve student and faculty access to information on support programs like Supplemental Learning and FYE and resources.

The effectiveness of these efforts will continue to be evaluated. Additionally, other indicators of student learning and success will continue to be evaluated to inform the development of programs and services.

For more detailed information on this research brief, stop by the Institutional Development and Technology office located in BONH-224, or call Daylene Meuschke, Director of Institutional Research at 661.362.5329.
A major component of California’s Master Plan for Higher Education is for students to be able to begin their college education at a community college and transfer to a four-year college or university. This Research Brief provides the latest transfer information for College of the Canyons transfer students. More specifically, it includes information on where College of the Canyons students transfer to, issues related to budget cuts, transfer rates, performance of transfer students, transfer requirements, and the Transfer Center at College of the Canyons.

According to the California Postsecondary Education Commission (2010), College of the Canyons students transfer to a variety of colleges and universities. The top three UC and CSU transfer institutions for COC in 2008-09, each, were:

- UC Los Angeles (UCLA) (46 students)
- UC Santa Barbara (UCSB) (25 students)
- UC Berkeley (UCB) (18 students)
- CSU Northridge (CSUN) (409 students)
- San Diego State University (SDSU) (27 students)
- CSU Long Beach (CSULB) and California State University and Los Angeles (CSULA) (25 students, each)

While the number of transfers to both CSU and UC for College of the Canyons has been growing over the past six years, it has slightly decreased in the past year due to issues related to budget cuts and reduction in admission slots to the UC and CSU institutions. While the overall number of COC students who transferred to UCs and CSUs has increased over time, it has decreased approximately one and 10 percent, respectively, from 2007/08 to 2008/09. Issues related to budget cuts may partly explain this decrease.

As a result of budget cuts, the CSU system has reduced overall student enrollment (CSU Mentor) and are currently not accepting mid-year transfers. As seen in Table 1, this will significantly impact COC transfer students as the majority transfer to the CSU system. More specifically, over half (53 percent) of COC transfer students who transferred to a UC or CSU transferred to California State University, Northridge in the 2008/09 academic year (California Postsecondary Education Commission, 2010). In addition, budget cuts have resulted in a reduction of course offerings at College of the Canyons which can impact students’ ability to get classes needed for transfer. In the Fall 2009 semester, the College reduced course sections 13 percent from the Fall 2008 semester. In the Spring 2010 semester, course sections were reduced 14 percent from the Spring 2009 semester. (Note that these numbers exclude CWEE, GENSTU, ISA’s, Non-Credit, and Nursing courses). Unfortunately, these budget-related issues...
will continue to have a negative impact on transfer rates for some time and students may need to become more flexible in their transfer options, such as considering private and out-of-state institutions as well as the Dr. Dianne G. Van Hook University Center. The Dr. Dianne G. Van Hook University Center partners with public and private institutions to offer bachelors, masters, doctorate and credentialing programs. UCs and CSUs offering classes at the University Center do not have the same enrollment caps that the main UC and CSU campuses do. This provides a viable alternative for COC transfer students.

According to California College News Blog, students are transferring to private and out-of-state colleges to avoid waiting on the CSU System to accept them. During the 2007/08 school year, 434 COC students transferred to a variety of in-state private and out-of-state institutions including University of Phoenix, University of La Verne, University of Southern California, Brandman University (formerly Chapman University), Brigham Young University, Ashford University, and Arizona State University (Chancellor’s Office, 2010). Data is currently unavailable for students who transferred to in-state private and out-of-state institutions during the 2008/09 school year. If students are planning on transferring to an out-of-state institution, they should work carefully with a counselor as transfer requirements may vary. Table 1 shows the top 20 colleges and universities that College of the Canyons students transferred to in 2008/09, including CSU, UC, in-state private and out-of-state institutions.

<table>
<thead>
<tr>
<th>Transfer College or University</th>
<th>Number of Students</th>
<th>Transfer College or University</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>California State University - Northridge</td>
<td>409</td>
<td>Brandman University (Formerly Chapman University)</td>
<td>17</td>
</tr>
<tr>
<td>University of Phoenix</td>
<td>89</td>
<td>DeVry University-California</td>
<td>17</td>
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<td>University of California-Los Angeles</td>
<td>46</td>
<td>San Francisco State University</td>
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<td>San Diego State University</td>
<td>27</td>
<td>California State Polytechnic University, Pomona</td>
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<tr>
<td>University of La Verne</td>
<td>25</td>
<td>ITT Technical Institute</td>
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<tr>
<td>California State University - Long Beach</td>
<td>25</td>
<td>University of California, Irvine</td>
<td>15</td>
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<tr>
<td>California State University - Los Angeles</td>
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<td>California State University, Dominguez Hills</td>
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<tr>
<td>University of California-Santa Barbara</td>
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<td>California State University, Channel Islands</td>
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<td>University of California-Berkeley</td>
<td>18</td>
<td>University of California, San Diego</td>
<td>12</td>
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</tbody>
</table>

**Table 1. Top 20 Transfer Institutions for COC Students in 2008/09.**

**Difference in Transfer Rate Definitions.** One of the most commonly asked questions for community colleges is, “What is the transfer rate to four-year institutions?” Answering this question is not as straightforward as it might seem on the surface. In reality, it all depends on how you define transfer. There are no widely agreed upon transfer definitions in the California Community College (CCC) system. It is important to note that a student’s educational goal is not often a good predictor of transfer. Behavior is a better predictor of transfer. When examining transfer, it is also important to take into consideration the skill level at which students come to College of the Canyons (e.g., placing below transfer level math and/or English), course reductions at the College due to the State budget cuts, the student’s financial situation, and whether or not they were a full-time student. The following paragraphs provide a brief overview of three methods by which transfer rates have been examined (Student-Right-To-Know Rates, Integrated Postsecondary Education Data System, and Accountability Reporting for California Community Colleges).

**Student-Right-To-Know Rates** are just one method for looking at transfer rates for COC compared to the state (California Community College System as a whole). As specified by the Student-Right-to-Know (SRTK) and Campus Security Act of 1990 (Public Law 101-542), COC publishes completion and transfer rates for students who meet the SRTK cohort definitions (certificate-, degree-, or transfer-seeking, full-time, first-time freshmen, who
began in Fall 2006). Students are tracked for three years. Completion is defined as completing a certificate or degree or becoming “transfer prepared” by completing 56 transferable units with a GPA of 2.0 or better. The transfer rate reflects students who transfer to another postsecondary institution, (UC, CSU, or California Community College) prior to attaining a degree, certificate, or becoming transfer prepared. The combined completion and transfer rates for COC was 46 percent compared to the State’s 42 percent (Fall 2006 cohort). It is important to note that these rates only reflect a subgroup at COC as defined by the SRTK cohort definition and do not account for students graduating or transferring after this three-year tracking period, nor do they account for students transferring to private institutions.

**Integrated Postsecondary Education Data System** is another method used to examine transfer rates. Integrated Postsecondary Education Data System (IPEDS) transfer rates are defined as the total number of first-time, full-time degree/certificate seeking freshman, who transfer out of the reporting institution within 150% of its normal time to completion (IPEDS). For College of the Canyons students who entered in Fall 2006 and met this definition, the transfer rate was 21 percent.

**Accountability Reporting for California Community Colleges** uses a Student Progress and Achievement Rate indicator to assess transfer and completion rates. This indicator looks at the percentage of first-time students who earned a minimum of 12 units earned in the California Community College System who attempted a degree/certificate/transfer course within six years and achieved any of the following within six years of entering the institution: Transferred to a four-year college, earned an Associate’s Degree, earned a certificate (18 units or more), achieved “transfer directed” status, or achieved “transfer prepared” status. “Transfer Directed” in this indicator refers to completion of 56+ transfer units with a 2.0 GPA within six years, including successful completion of any transfer level English and math. “Transfer Prepared” in this indicator refers to completion of 60 UC/CSU transferable units with a GPA >=2.0 within six years. COC’s Student Progress and Achievement Rate for the most recent cohort (2003/04-2008/09) was 46.1 percent (CCC System Office ARCC Report, 2010).

To help first-time freshman students achieve their educational goals, the College is implementing the First-Year Experience (FYE) program in Fall 2010. The FYE program will provide a welcoming and informative environment that will support student success from the beginning. Within this program, FYE students will enroll in general education courses taught by FYE faculty who will also serve as their mentor for the first year. In addition, FYE students will enroll in math and English classes designated as FYE within their first year.

Table 2 illustrates how the transfer rates vary depending on the measure and definition being used.

<table>
<thead>
<tr>
<th>Transfer Measure</th>
<th>Transfer Definition</th>
<th>Cohort</th>
<th>Transfer Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCC (Student Progress and Achievement)</td>
<td>First-time freshmen who showed intent to complete and who achieved any of the following outcomes within six years: Transferred to a 4-yr college; or earned an AA/AS; or earned a certificate (18 units or more); or achieved &quot;Transfer Directed&quot; status; or achieved &quot;Transfer Prepared&quot; status.</td>
<td>2003-04 to 2008-09</td>
<td>COC=46.1% vs. State=52.3%</td>
</tr>
<tr>
<td>IPEDS</td>
<td>Full-time, first-time degree/certificate-seeking who transferred within 150% of normal time</td>
<td>2006-07</td>
<td>COC=21%</td>
</tr>
<tr>
<td>Transfer Rate Study - Chancellor's Office</td>
<td>First-time freshmen with minimum of 12 units who attempted transfer level math or English during enrollment and transferred to 4-year institution with six years of initial enrollment.</td>
<td>2000-01</td>
<td>COC=42.5% vs. State=40.5%</td>
</tr>
<tr>
<td>Student-Right-to-Know Transfer and Completion Rates</td>
<td>Full-time, first-time freshmen, interested in obtaining a certificate, degree or transfer. Tracked for three years.</td>
<td>2005</td>
<td>COC: 46% combined (25%-Completion; 21%-Transfer) vs. State: 42% combined (25%-Completion; 11%-Transfer)</td>
</tr>
</tbody>
</table>

Table 2. Transfer Rates by Methodology
Community College Transfer GPA at UC and CSU. Data available on the performance of transfer students from California Community Colleges show that Community College Transfer GPA at UC and CSU. For College of the Canyons students who transferred in 2008/09 to the UC system, the average GPA was 3.4, while it was 3.37 for all other community colleges. Data also shows that College of the Canyons students transfer to a CSU with a slightly higher GPA compared to transfer students from all other California community colleges. The average GPA for College of the Canyons students who transferred in the same year to the CSU system as an upper division student was 3.8 compared to 3.4 system-wide. In addition, data show that College of the Canyons students persist with about the same GPA as students do system wide. The average GPA for College of the Canyons students who transferred in 2007/08 after one year in the CSU system is 2.93 compared to 2.94 system-wide. For College of the Canyons students who transferred to the UC system in the same year, the average GPA after one year was 3.0 compared to 2.96 systemwide.

Increase in Fees. Students’ decisions about where they will pursue higher education, including transferring, will continue to be affected by ongoing changes in all three of California’s higher education systems: University of California (UC), California State University (CSU), and California Community Colleges (CCC). Budget cuts in California and across the nation have had a profound impact on access to higher education for students. Figure 2 illustrates the fee increases at CCCs, CSUs, and UCs from 2007/08 to 2009/10 (Community College League of California, 2009 & 2010). The CSU Board of Trustees recently voted to raise fees by five percent effective Fall 2010 (CSU Public Affairs, June 18, 2010).

Changing Eligibility Requirements. Senate Bill 1440 establishes the new Student Transfer Achievement Reform Act, which, if approved, will guarantee California community college students, who complete an associate’s degree in their field of study, the ability to transfer to the California State University as a junior. Additionally, the CSU will give priority admission to a community college transfer student to a major or program of choice, if the student has received his or her associate's degree in the same or related field. SB 1440 also prohibits the CSU from requiring these transfer students to repeat courses similar to those taken towards their associate’s degree. This bill will standardize the transfer process and increase transfer rates to CSU’s. It is set to be in effect starting Fall 2011. (COC Advocacy)

Transfer Agreement Guarantee (TAG) offers guaranteed admissions to California Community College students who meet specific requirements. TAGs are in place for 7 UC campuses: Davis, Irvine, Merced, Riverside, San Diego, Santa Barbara, Santa Cruz, as well as, California State University-Northridge. Students who participate in the TAG program receive early review of their academic records, early admission notification, and specific guidance about major preparation and general education coursework. Students interested in the TAG program
should contact a COC Counselor. While the agreement is intended to ensure admission to the university of choice, not all CSU and UC campuses have transfer agreements with all community colleges.

**Transfer Alliance Program (TAP)** is a partnership between 47 California Community Colleges with Honors Programs and UCLA’s College of Letters and Science. Students participating in TAP receive “priority admission consideration” each year to majors within UCLA’s College of Letters and Science. Participation in TAP is contingent upon certification by COC’s Honors Program that the student has completed the COC Honors Program requirements, which include completion of 15 units of transfer level courses with a “B” or better. Students who have a High Intensity Transfer Enrichment (HITE) contract and apply for TAP in Fall 2010 will still need to complete the 18 units of contract, not course credit. For additional information, please visit the COC Honors website at [http://www.canyons.edu/Offices/Honors/faqstudents.asp#tapagreement](http://www.canyons.edu/Offices/Honors/faqstudents.asp#tapagreement). UCLA’s TAP benefits can be viewed on their website at [http://www.admissions.ucla.edu/Prospect/Adm_tr/ADM_CC)/tap.htm](http://www.admissions.ucla.edu/Prospect/Adm_tr/ADM_CC)/tap.htm).

**Transfer Center.** College of the Canyons’ Transfer center helps students achieve their transfer goals by establishing articulation agreements with four-year institutions to provide a seamless transition from COC to four-year institutions, hosting the annual Transfer Day on campus so students can visit with university representatives, providing detailed educational plans for students to ensure they are enrolling in the appropriate coursework for transfer, and inviting students to meet with college and university representatives for one-on-one advisement throughout the year. COC’s Transfer Center also supports students by counseling them on the coursework needed to transfer, completing transfer agreements, and providing various transfer related workshops (e.g., how to complete an application for admissions, how to write a personal statement, general transfer information new students, etc).

**Implications for Students.** Students planning to transfer to UC and CSU schools should:

- Complete 60 transferable semester units,
- Have the required preparation for the major,
- Complete transferable math and English early,
- Complete lower division general education (GE) requirements,
- Have a competitive GPA, and
- Apply to more than one campus for transfer.

**COC Counselors.** These criteria mean students will need to work closely with a counselor to develop an educational plan that will prepare them for transfer to more than one campus, especially since major preparation is campus specific. Students can use the website ASSIST, which shows students who are enrolled in a public California Community College how credits they have earned transfer to a California State University (CSU) or University of California (UC) school. Students can also explore which institutions offer their major of interest (ASSIST). COC’s experienced counselors have the most up-to-date information on transfer requirements and are available to assist students with their educational plans. Students are strongly encouraged to schedule an appointment with a counselor to discuss their transfer goals. COC Counseling Office has transfer information available at [http://www.canyons.edu/offices/Counseling/transfer.asp](http://www.canyons.edu/offices/Counseling/transfer.asp). The Counseling Office also provides updated information in their newsletters published in the fall and spring terms ([http://www.canyons.edu/offices/Counseling/newsletter.asp](http://www.canyons.edu/offices/Counseling/newsletter.asp)).

Students can access timely information about transfer from system sponsored web sites such as:

- ASSIST at [http://www2.assist.org/Welcome.do](http://www2.assist.org/Welcome.do) (explore UC and CSU transfer major requirements for CCs)
- CSU Mentor at [http://www.csumentor.edu/](http://www.csumentor.edu/)

Figure 3. Dr. Danielle Butts advises a student on transfer.
Special thanks goes to Garrett Hooper, Counseling Faculty and Dr. Danielle Butts, Director, Transfer Center for providing input and feedback.

References


For more detailed information on this research brief, please contact Daylene Meuschke, Director, Institutional Research at 661.362.5329. For more information on transferring, visit COC’s Counseling Services or Transfer Center, located in the “A” building.
Degree/Certificate/Transfer/Completion Data
Tracked through

Strategic Plan
Retention and Success Rates
Retention and success rates have increased in recent years. Retention rates increased from 88 percent in Fall 2007 to 91 percent in Fall 2010. Similarly, success rates increased from 67 percent to 72 percent in the same time period.

Increase in Retention and Success Rates: Fall 2007 to Fall 2010

Transfer Rate and Institutions
A major component of California’s Master Plan for Higher Education is for students to be able to begin their college education at a community college and transfer to a four-year college or university. For College of the Canyons, the numbers of transfers to both California State University (CSU) and University of California (UC) have been growing from 1999/2000 to 2007/08. However, in the past two years, there has been a sharp decline in transfers to CSU, from 697 to 459. This is likely the result of reduced admissions as a result of state budget cuts. This decrease in transfers to CSU and UC underscores the importance of model programs like the University Center which operates without state support with operations and therefore is not subject to enrollment caps.

The top UC transfer institutions for COC in 2009/10 were UC Los Angeles and UC San Diego. The top three CSU transfer institutions for COC students in 2009/10 were CSU Northridge, CSU Bakersfield, and CSU Long Beach. Comparing COC to the State using the Student-Right-to-Know definition, the combined completion and transfer rate was 44 percent compared to 39 percent statewide.

Number of Transfers to CSU and UC

New Programs at College of the Canyons
College of the Canyons currently has 46 certificate programs, 68 degree programs, 32 Career Specializations certificates, and 7 noncredit Competency certificates. Some of the new programs and certificates include the following:
• Insurance-Property and Casualty-Certificate of Achievement
• International Trade-Finance-Certificate of Specialization
• Electromechanical Systems – A.S. degree
• ESL/Beginning Level-Certificate of Competency
• ESL/Intermediate Level-Certificate of Competency
• Hotel Restaurant Entrepreneurship-Certificate of Specialization
• Energy Management-Certificate of Specialization
• Human Services-Gerontology Option-Certificate of Achievement
• Medical Laboratory Technician-A.A. degree
• Skills for Healthy Aging Resources and Programs (SHARP)-Certificate of Specialization
• Web Publishing & Design-Certificate of Achievement
• Web Development-Certificate of Achievement
• Plumbing and Electrical (in development)

College of the Canyons should continue to evaluate local labor market projections to determine which new instructional programs should be considered.

Source: Santa Clarita Community College District, College of the Canyons, STRATEGIC PLAN 2012-15.
TRANSFER RATES

A major component of California’s Master Plan for Higher Education is for students to be able to begin their college education at a community college and transfer to a four-year university. For College of the Canyons, the number of transfers to both California State University (CSU) and University of California (UC) has grown from 1999-2000 to 2007-08. In the past two years, however, the college has experienced a sharp decline in transfers to CSU, from 697 to 459. This is likely the result of reduced admissions at the CSU level because of state budget cuts. This decrease in transfers underscores the importance of model programs such as the Dr. Dianne G. Van Hook University Center, which operates without state support and is not subject to enrollment caps.

MEASURES OF SUCCESS

TRANSFER RATES

A major component of California’s Master Plan for Higher Education is for students to be able to begin their college education at a community college and transfer to a four-year university. For College of the Canyons, the number of transfers to both California State University (CSU) and University of California (UC) has grown from 1999-2000 to 2007-08. In the past two years, however, the college has experienced a sharp decline in transfers to CSU, from 697 to 459. This is likely the result of reduced admissions at the CSU level because of state budget cuts. This decrease in transfers underscores the importance of model programs such as the Dr. Dianne G. Van Hook University Center, which operates without state support and is not subject to enrollment caps.

Source: Planning for Success 2008-12 and Beyond
TOP TRANSFER INSTITUTIONS
The top UC transfer institutions for College of the Canyons students in 2009-10 were UCLA and UC San Diego. The top three CSU transfer institutions were CSU Northridge, CSU Bakersfield and CSU Long Beach. College of the Canyons’ combined completion and transfer rate of 44 percent is higher than the state average of 39 percent.

SATISFACTION RATES
Satisfaction with College of the Canyons is high overall, with a vast majority of students giving high marks to both the Valencia and Canyon Country campuses. However, students give low marks to course availability, which has suffered recently due to budget constraints. They also cite limited course availability and the high cost of books and supplies as significant barriers to achieving their educational goals. Students’ top reasons for attending College of the Canyons are location, cost and transferability of courses to four-year universities.

COMPLETION BY DEPARTMENT
The English and Math departments are the largest in terms of the number of students, most of whom take English and math courses to complete general education requirements. The departments awarding the greatest number of degrees are Nursing and Biological Sciences, each awarding more than 100 degrees. The department awarding the greatest number of certificates is Early Childhood Education.

RETENTION AND SUCCESS RATES
Retention and success rates have increased in recent years. Retention rates increased from 88 percent in 2007 to 91 percent in 2010. Similarly, success rates increased from 67 percent to 72 percent in the same period.

Source: Planning for Success 2008-12 and Beyond
A Strategic Planning Executive Summary
Degree/Certificate/Transfer/Completion Data
Tracked through

Program Review
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.

Year 3 Program Planning and Review (2013/2014)

PROGRAM INFORMATION for: Linguistics 1
Year(s): 2011/2012 to 2013/2014

MISSION/DESCRIPTION:

Degrees/Certificates Offered:

Age of Program:
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https://intranet.canyons.edu/offices/FiscalServices/APRBudget2010/AAPRForm.asp?ProgramId=9999
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### Academic Program Planning and Review

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**Student Learning Outcomes**

The new WASC accreditation standards require colleges to identify student learning outcomes for courses, programs, degrees, certificates, assess progress

https://intranet.canyons.edu/offices/FiscalServices/APRBudget2010/AAPRForm.asp?ProgramId=9999
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.

### Student Learning Outcomes Assessment Model - Programs:

**The purpose of this assessment process is to improve student learning.**

<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 department has developed SLOs in the space below.</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>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Cycle(s)</strong></th>
</tr>
</thead>
</table>

### 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</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please indicate any courses that have been deleted, archived, or not offered due to budget constraints or cancellation due to low enrollment.</td>
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<tr>
<th><strong>Cycle(s)</strong></th>
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<tbody>
<tr>
<td>Courses</td>
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</tbody>
</table>

Please indicate the means of assessment and criteria for success for the course SLOs listed in the column to the left. Please indicate the # of students who took the assessment and the # of students who passed the assessment.

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 least every 2 years.

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**

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

**Additional Accomplishments.** ([Review College Strategic Goals](#))
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). Linguistics need to be updated to be useful for demo purpose (Goal: Technological Advancement)

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).

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.

Budget Planning
Addendum For Career & Technical Education (CTE)

Career & Technical Education Outlook

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

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

What similar training programs exist in the surrounding area or nearby colleges in the South Central Regional Consortium?
Comment on any placement rate information you may have.

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.

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.

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

Upload additional files.

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.