College of the Canyons Program Planning and Review

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

Program Information for: Admissions & Records
Year(s): 2011/2012 to 2013/2014

<table>
<thead>
<tr>
<th>College of the Canyons' Mission Statement</th>
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<tr>
<td>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.</td>
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Program Description

Describe the Department's Mission (e.g. services offered and functions performed by this department).
The mission of the Admissions & Records (A&R) department is to enhance educational goals and lifelong learning by creating a supportive and encouraging atmosphere. The A&R staff is dedicated to providing exceptional service to a diverse community to facilitate, assist and ensure student success.

Who are the customers/recipient of the services and functions?
A&R serves prospective, new, returning and continuing students, residents and non-residents, veterans, athletes, transfer students, reentry students, former students, community members, graduates, LAPD, Fire, Sheriff, Lifeguard, high school students, departments and other educational institutions.

Provide a current organizational chart for the department, including all full-time and part-time staff. Show the full-time equivalent of each staff member. Also, you may want to include a proposed organizational chart if you are proposing changes.
Chart #1: A&R Org Chart - April 2014.doc

Provide a short description of the history of your department, including how it has changed over the years.
The history of the A&R department is filled with technological advancements and innovations. The purchase of Datatel in 1999 has allowed student and office functionalities to be streamlined. Currently, over 85% of the student population, including high school students, registers and completes student service transactions online. In 2008, a Degree Audit component of Datatel was implemented; permitting students to run their own program evaluations through My Canyons. These advancements represent only a small portion of our current reliance on technology. Additionally, A&R relies heavily on third party software systems, databases, My Canyons, electronic transcripts, a new automated phone queue, and a completely revamped website, which incorporates a Live Chat feature. The A&R office has increased its efficiency and productivity by re-engineering workspace and employee job duties. The advancements and innovations over the last twelve years are indicative of the spirit of change found in the A&R staff and represent continued and future growth for decades to come.

Administrative Unit Outcomes

<table>
<thead>
<tr>
<th>Administrative Unit Outcomes (AUOs) Assessment Model:</th>
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<td>The purpose of this assessment process is to improve the unit's service.</td>
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<tr>
<th>Department Goals (Overarching AUOs)</th>
<th>Specific Objectives</th>
<th>Means of Assessment and Criteria for Success</th>
<th>Summary of Data Collected and Number of Cycles</th>
<th>Use of Results</th>
<th>Next Assessment Cycle (Month, Year)</th>
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</table>
Admission and Records will redefine the existing priority registration grid to be in compliance with the new Title 5 section 58108 regulations. The Admissions and Records office surveyed the student body on the Spring 2012 Annual Student Survey produced by the Institutional Research office. The survey questions were directed to inform the A&R office of student perceptions of what factors should be included in determining a priority registration grid. The Admissions and Records office must comply with new Title 5 section 58108 regulations. The survey gave student input to using local discretion as prescribed in the new regulations.

The Spring 2012 Annual Student Survey produced by the Institutional Research office included 8 options for students to agree or disagree with in regards to proposed registration changes. The majority of respondents from both campuses agreed that the following changes should be made to the registration process:

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

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

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

The Admissions and Records office reviewed the survey and will be using the results to help redefine the existing priority registration grid to be in compliance with the new Title 5 section 58108 regulations. Notes We will not use all college units in determining registration priority because we do not have the staff to evaluate all incoming transcripts and this will create an unfair practice for non-transfer students. Title 5 Section 58108 stipulates students with over 100 units must register last. Based on data collected we will create an appeals process for students with over 100 units to retain their original date. (SLO 2011/12)

The Admissions and Records office will compare the percentage of students using My Canyons in Spring 2009 to the percentage of students using My Canyons in Spring 2010. We pulled the data from Spring 2009 to show how many students processed their registration via My Canyons. Roughly 68% of students registered via My Canyons for the Spring 2012.
Admissions & Records will facilitate student success by providing a more effective and efficient means for students to register.

Spring 2010 registration, the committee implemented a computer kiosk area to introduce and assist students with online registration, develop a “check-in” process and information desk to answer questions. The “check-in” process was implemented to determine which students needed to meet with someone and receive further assistance at the counter and identify those that needed online assistance. The committee also put stanchions and signage up to help direct students to the proper area for assistance.

As of My Canyons, we will continue to utilize this new way of setting up our office during registration. We would like to continue this same Student Learning Outcome next year. However, we will provide a survey to students during registration of Spring 2011 to evaluate their responses regarding the way the office is set up to help them. (SLO 2009/10)

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

The Admissions and Records office will survey students receiving services at the information desk and computer kiosk during the Spring 2011 registration period to determine if Admissions and Records’ goals have been met. The survey will consist of 5 close ended questions that students will complete at the time they receive services from the Admissions and Records office. The five questions relate to quality of service and usefulness for the information desk and computer kiosk and overall satisfaction with Admission and Records. Students who reported very satisfied, satisfied, or neutral for each of the five questions are listed below. Usefulness of having the information table to assist the student was 94%, Usefulness of having the computer kiosk to assist the students was 97%. Quality of service provided to students at the information table was 95%. Quality of service provided to the students at the computer kiosk was 96%. The overall satisfaction with the Admissions and Records office was 95%.

To ensure that College of the Canyons (COC) continues to provide quality and efficient service, the Admissions and Records office will survey students receiving services at the information desk and computer kiosk during the Spring 2011 registration period to determine if Admissions and Records’ goals have been met. The survey will consist of 5 close ended questions that students will complete at the time they receive services from the Admissions and Records office. The five questions relate to quality of service and usefulness for the information desk and computer kiosk and overall satisfaction with Admission and Records. Students who reported very satisfied, satisfied, or neutral for each of the five questions are listed below. Usefulness of having the information table to assist the student was 94%, Usefulness of having the computer kiosk to assist the students was 97%. Quality of service provided to students at the information table was 95%. Quality of service provided to the students at the computer kiosk was 96%. The overall satisfaction with the Admissions and Records office was 95%.

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2 The Admissions and Records office has reviewed survey results and believe we have met the level of success we set to reach. However, this is an ongoing interest of the Administration in Admissions and Records. When conducting our next Program Review, the staff will determine if this is the focus for our 2011-2012 Student Learning Outcome. (SLO 2010/11)
The Admissions and Records staff will receive cultural proficiency training annually to keep up-to-date on how to provide excellent services to our students.

There will be an evaluation done at the end of each workshop to assess the value of the training and to receive feedback to improve the workshop each year.

Overall, the staff enjoyed and learned from the workshop. We will continue to have a workshop each year. Please see the printed AUO for full results.

The results have shown better customer service, awareness of the students they are interacting with and have brought the staff closer together to work as a team. We will continue this AUO next year as well. (AUO 2007)

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The Admissions and Records office will conduct a staff retreat to discuss and learn the new Student Support and Success Program services and how it effects new students.

A before and after survey asking 5 questions was administered at the retreat. The questions below were answered with Yes or No. 1. I know the three core services of the 3SP program? 2. I understand how a student earns registration date for fall 2014? 3. I feel comfortable informing students about the steps needed to become a new student. 4. I feel I need more training on the 3SP steps to

Before survey results: Question 1: Yes, 5 No, 8 Question 2: Yes, 11 No, 2 Question 3: Yes, 12 No, 1 Question 4: Yes, 6 No, 7 Question 5: Yes, 8 No, 5

Suggestions for training included: Any new training Generations (differences) Explain how registration dates are assigned I would like a thorough training on Online Virtual Advisor Updates on new, returning and continuing student registration dates

The staff enjoyed and learned from the retreat. The staff is now comfortable with the information and confident in speaking to students regarding the information. Ongoing trainings will be done in the weekly staff meeting.

Spring 2015
becoming a new student? 5. I would like to have more trainings throughout the year. We would like to see all employees answer yes to questions 1, 2, and 3, on this survey.

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>Question 1</td>
<td>13</td>
<td>0</td>
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<td>Question 2</td>
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<td>Question 3</td>
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<tr>
<td>Question 4</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>Question 5</td>
<td>10</td>
<td>3</td>
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Suggestions for training included:
Whenever new information is introduced, it would be helpful if we were all on the same page. determining if services have been done by student anything you think we need to know enhancements and updates to the program (3SP)

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

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

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

The Admissions and Records staff will attend the annual A&R retreat in April 2012. At the retreat, the focus was on customer service, A&R office culture, and team building. At the end of the retreat, each staff member, including the managers, will answer an 8 question survey assessing the progress of teamwork and culture within the A&R office. The survey is a way to determine if each member of the A&R office feels heard, valued, believes their opinions count, knows their contributions are appreciated, feels safe sharing their ideas, has a sense of belonging to the team, noted the strengths of the team, and saw areas the team needed to improve upon. We The data from the survey indicates the following: Question Average Score from all 11 participants I feel heard: 8.73 I feel valued: 8.64 My opinions count: 8.18 My contributions are appreciated: 8.23 I feel safe sharing my ideas: 8.59 I feel like I belong on the team: 8.45 Things the team does well: The majority of respondents, 9 of 10, stated that the team shares, listens, and respects one another. Things the team needs to improve upon: There were 8 respondents with 8

Based on the results of the feedback, the managers in the A&R office will continue to develop a sense of openness, trust, and respect within the A&R office. The use of humor will need to be brought to everyone’s attention as a reminder of showing respect and cultural awareness as
Admissions and Records will conduct cultural proficiency and customer service workshops for all full time staff members annually.

| The Admissions and Records staff will attend the CACCRAO Regional Workshop held in April 2011 at College of the Canyons. The following workshops will be available for attendance; Evaluators Workshop, Athletes and Residency, Student Learning Outcomes, Time Management, Desk Chair Yoga, Meet with counterparts, and Work/Life Balance. | There will be a session held after the regional workshop for all participants to report out on the effectiveness of the workshop. The participants will provide verbal feedback on the workshops they attended. We will determine success by having high satisfaction rating from the participants. The participants will verbalize the relevance of the workshops to their daily work. | During the session, feedback was given from each of the participants. The overall consensus was that the workshops were valuable and enhanced their daily work. The Evaluators workshop was a success and the evaluators felt the information and connections made were very helpful. The Desk Chair Yoga was also very popular to help employees with stress management while at work. This was the first time for these two workshops to take place and they were well received by all participants. They were held based on the request from the staff. Overall, the workshop provided timely information to assist the staff while working with students. | Based on the results of the feedback, we will continue to attend CACCRAO regional workshops held near our College. The staff enjoyed the training and networking that took place. The workshop also gave the staff a sense of pride in the work they do each day. (AUO 2011) |
| | | | |
| The Admissions and Records staff will attend the CACCRAO Regional Workshop held in April 2010 at College of the Canyons. The following workshops will be available for attendance; CCCApply/eTranscriptCA, Innovation in A&R, Best Practices for Veterans and Athletics, Data use in A&R, and FERPA. There will be a keynote speaker addressing customer service with compassion. Staff will also be able to meet and collaborate with 8 other colleges within our | There will be an evaluation done at the end of each workshop to assess the value of the training and to receive feedback to improve the workshop each year. We will determine success by having high satisfaction ratings on the evaluations returned by the staff at the end of the conference. | There were between 15-30 evaluations received at the end of each workshop. The workshops were rated 95% in the good to very good range of each section of the session. The staff enjoyed the workshops and the keynote speaker. The comments and suggestions given were to hold follow-up workshops and to make the room warmer. Overall, the staff enjoyed the | Based on the results of the evaluations, we will continue to host or attend CACCRAO regional workshops held near our College. The staff enjoyed the training and networking that took place. The workshop also gave the staff |
| Service Area | Workshops, met their counterparts at 7-8 different colleges, and received training on customer service. | A sense of pride in the work they do each day. (AUO 2010) |
| Admissions and Records will determine the ways in which students learn about College of the Canyons Policies and Procedures. | The majority of respondents from the Valencia and Canyon Country campus indicated the College of the Canyons website, Instructors/Counselors, and Emails from College of the Canyons as the top three ways they learn about College of the Canyons policies and procedures. |
| Admissions and Records will facilitate student success by providing clear instruction on the registration process. | In order to assess this learning outcome, data will be pulled from Datatel to determine the means by which students registered and how and when students were able to register. A determination will be made to see if students registered successfully. |
| Once the Admissions and Records Office has provided clear instruction on the registration process, students will be able to register using one of the ways in which they can register; 1) Online, 2) Telephone (STAR), and 3) In Person. | A standard of 85% of all students registered in their class prior to the add deadline by one of the three modes of registration is the expected level of student achievement. |
| The Admissions and Records office, in conjunction with the MIS department, has created web access for students to | To ensure that College of the Canyons (COC) keeps pace with technological change, As part of that process, COC contracted with an outside consultant, Out of Chaos Consulting, Inc., to |
| The Admissions and Records office will use this information to update the website, include more information on the website, continue producing the instructor newsletter, send updates to faculty, and send emails to students regarding any new or important college policies and procedures. The Admissions and Records office will review the changes made over the next year to see if this SLO needs to continue another cycle. (SLO 2012/13) | - - - 2013 |
| The SLO has been reached. This outcome will not be assessed next semester. (SLO 2006-2007) | - - - 2013 |
| - - - 2013 | - - - 2013 |
Admissions and Records will facilitate student success by providing easy and accessible web access for students to register. In October 2007, the A&R office upgraded the web to the new Datatel version Web Advisor 3.0. The Office of Admissions, Records, and Online Services recently redesigned and upgraded its existing online registration system. A&R conducted three focus groups with current students for the purpose of gathering input about their experiences using the new system. See report. 

Objectives

**Status of Objectives. (Review College Strategic Goals)**

Open Objectives

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

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

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

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

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

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

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

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

9. Stay up to date with federal, state and local laws and regulations regarding Admissions and Records.
   - **Goal:** Institutional Effectiveness

**Note:** Schedule, the welcome page, and an advanced search. Since the end of the focus group, A&R has worked with the MIS department to ensure these changes have been made. (SLO 2007/08 and 2008/09)
10). Ensure the Admissions and Records office hires and retains quality staff to help with the increasing number of students.
   **Goal:** Human Resources  
   **Status:** In progress

11). Foster culture of innovation that anticipates and is responsive to the changing needs of students and staff.
   **Goal:** Innovation  
   **Status:** In progress

12). Develop and implement web forms and workflow functionalities to improve services to students and faculty.
   **Goal:** Technological Advancement  
   **Status:** In progress

13). Continually enhance technology processes to progress toward a paperless office.
   **Goal:** Technological Advancement  
   **Status:** In progress

14). Develop and implement the acceptance of electronic transcripts from other institutions.
   **Goal:** Student Support  
   **Status:** In progress

15). The A&R office will implement the Student Success Task Force recommendations for enrollment priorities by the Fall 2014 deadline.
   **Goal:** Student Support  
   **Status:** In progress  
   **Add'l Comment:** This will be run on July 1, 2014.

16). In order to implement the Student Success Task Force recommendations, the A&R office needs to work with Counseling, Matriculation, and the Dean of Enrollment Services, to ensure we have appropriate staff and technology needed.
   **Goal:** Student Support  
   **Status:** In progress  
   **Add'l Comment:** This will be evaluated after the fall 2014 term. This is an ongoing project working with many entities throughout the campus.

Completed Objectives

1). Track admission and records functions annually to ensure quality service.
   **Goal:** Student Support  
   **Status:** Completed

2). By 2013, the Admissions and Records office at the Canyon Country Campus will be able to print official transcripts for students.
   **Goal:** Student Support  
   **Status:** Completed

3). Provide on demand transcripts to students.
   **Goal:** Student Support  
   **Status:** Completed

4). In 2013 and 2014, The A&R office will require each employee to attend a training seminar in the areas of sexual harassment prevention, dealing with difficult students, and training to assist distressed students.
   **Goal:** Human Resources  
   **Status:** Completed  
   **Add'l Comment:** The staff were trained through the Economic Development department in 2013. The staff appreciated the training and felt it was important and worth the time.

5). Canyon Country Admissions and Records office will assist and expand in the document imaging of student records.
   **Goal:** Institutional Effectiveness  
   **Status:** Completed
6). Maintain current level of service and effectiveness during transitional phases of new building for Admissions and Records during the move from current location to swing space to new permanent area.

**Goal:** Physical Resources

**Status:** Completed

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Other External/Internal Factors**

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

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

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

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

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

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

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

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

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

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

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

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

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

The A&R office is faced with many challenges that, ultimately, affect services. Due to the current economic landscape, many community members and students are turning to College of the Canyons for solutions. Compounded by state budgetary restrictions resulting in limited class offerings, the influx of potential and current students is at an all-time high. This influx of students has overwhelmed the A&R office by increasing student service demand. The challenge is to maintain a high level of customer service while at the same time keep pace with workload demands which are ever increasing. This proves especially challenging with the current staff shortages. In an effort to combat these challenges, the A&R staff remains vigilant and always strives to stay abreast of current trends and best practices through continuing
Since the completion of our last Program Review, there have been numerous developments within the state and federal budgets which have had a direct and indirect effect on the way A&R conducts business. In a sense, we are experiencing a distrust of the current online technology. In the current economic climate, we have seen an increase in the number of students returning to school. Some of these students do not have the same technical skills as other students and express frustration at their inability to navigate our online system as well as others. Also, the subsequent increase in demand for college costs will increase the need for financial aid, which in turn affects our transcript evaluation and enrollment verification processes. The new same-day payment policy will necessitate closer communication with the Student Business Office and the Veterans Center to ensure students are not erroneously dropped in populations whose enrollments are paid by third parties.
The personnel in the A&R office are confident that with our culture of responding to student needs with innovative, creative solutions, we will again meet these challenges in a way that is student-centered, and forward-thinking.

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

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

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

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

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

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

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

**Budget Planning**
Program Needs

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

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

Equipment
The A&R office will need the following equipment to reach the desired goals and objectives over the next three years.
- Document imaging/scanners
- Television for A&R lobby to provide information to students
- ACD phone system for Non-Credit department
- Computer solely dedicated to SARS where students can check themselves in for appointments.

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

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

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

Who do you need to coordinate with to make this happen? (e.g. other departments on campus, four-year college, high school, local business or other community colleges)
The A&R office will need to coordinate with many departments and vendors to reach the goals and objectives set for the next three years. The following list is not exclusive; there may be other areas not yet identified.
- All existing vendors
  - Credential’s Solutions
  - Hershey/Hyland
  - SARS
  - ACD Phone Systems
- Human Resources
The following staff participated in conducting this program planning and review.

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

Update by Jasmine Ruys and Noelia Borcherding 02/25/13

Jasmine Ruys, April 2014

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

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

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**Program Information for: Athletics Division**  
**Year(s): 2011/2012 to 2013/2014**

### College of the Canyons' Mission Statement

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

### Program Description

Describe the Department's Mission (e.g. services offered and functions performed by this department). Athletics considers itself to be an integral part of the college. As such, Intercollegiate Athletics will strive for excellence and provide exemplary leadership, appropriate facilities, and support services to allow our student-athletes to compete at the highest level and to reach their educational objectives. We will represent COC with character while providing the student-athlete with a rewarding experience both academically and athletically. Our Athletic program is committed to fair and equitable opportunities and treatment for all our students and staff.

Who are the customers/recipients of the services and functions?  
WE SERVE A VERY DIVERSE GROUP OF STUDENT ATHLETES, RANGING IN AGE, GENDER, ECONOMICAL AND ETHNICITY BACKGROUNDS. WE ALSO WORK WITH THE COMMUNITY IN MANY DIFFERENT WAYS SUCH AS CAMPS, MENTORING AND SCHOOL VISITS.

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

Provide a short description of the history of your department, including how it has changed over the years.  
Athletics has grown to now have 16 intercollegiate teams (8 women and 8 men) competing in 10 different sports. We now have two gyms and tennis courts. We have hired a new athletic counselor and a program advisor for athletics. The TLC lab (academic tutoring center for students) continues to grow in terms of student-athlete participation and we are seeing record breaking attendance. Overall GPA's have been steadily rising since the zone, which has morphed into TLC participation has been in operation.

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

<table>
<thead>
<tr>
<th>Department Goals (Overarching AUOs)</th>
<th>Specific Objectives</th>
<th>Means of Assessment and Criteria for Success</th>
<th>Summary of Data Collected and Number of Cycles</th>
<th>Use of Results</th>
<th>Next Assessment Cycle (Month, Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td># 2 Provide the entire Athletic Staff with an on-line test and workshop for state compliance on the CCCAA Constitution</td>
<td>This information will give the staff better vision of the CCCAA Organization and up to date knowledge of the rules and regulations.</td>
<td>The on-line test is a open book test very specific to a staff members position...Ex---Head Coach, Asst. Coach, Athletic Clerk....A passing score is 70%- anything lower will force a one on one with the Athletic Director, this will help prevent any compliance violations from lack of knowledge.</td>
<td>We have had 100% participation with a 100% pass rate over the past three years.</td>
<td>3</td>
<td>- - - 2014</td>
</tr>
<tr>
<td># 1 To improve academic success for student athletes, which will increase their retention and transfer rates and increase their chances for a scholarship.</td>
<td>Use the TLC lab the tutorial lab to track the improvement of # 1 GPA, # 2- Team GPA'S # 3- Retention # 4- Eligibility # 5- Transfer # 6- Graduation Rates...Compare students by the number of completed hours in the TLC lab.</td>
<td>Our student athlete population has scene a positive increase in every category since 2009.</td>
<td>3</td>
<td>Use the data for advocating our sucess in placing our student athletes in 4 yr institutions which will help justify the importance of Intercollegiate Athletics for the development of young men and women.</td>
<td>- - - 2014</td>
</tr>
</tbody>
</table>
Objectives

Status of Objectives. (Review College Strategic Goals)

Open Objectives
1). Enhance student athlete awareness and prepare for transfer
   
   Goal: Student Support
   Status: None

Additional Accomplishments. (Review College Strategic Goals)

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

1). Add Women's Intercollegiate Tennis Program. Improve our Title IX compliance. (Goal: Student Support)
2). Support Statistical compliance regulations as per CCCAA (Goal: Teaching and Learning)

Other External/Internal Factors

Positions in your department. What changes have occurred in the last three years and what changes are expected in the next three years within your department/program?
Nothing has changed over the last three years.
A full time PE/Head Women's Soccer coach is now on the Academic Staffing Committee list.
Part time instructor/Head Coach; Women's Tennis
Classified employee; Stadium/Facility/Event Coordinator

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

we need to replace both scoreboards in hte west gym and add a scoreboard to the east gym. We need to add a tenth of a second clock in the West Gym for Basketball as mandated by the CCCAA.

Interdisciplinary Collaboration. Describe any relationships with other departments/programs.
We collaborate with multiple departments and programs. We feel our relationship with most other departments in very good and productive.

Challenges. Please indicate any challenges your department or program has faced which may affect services. Also, please indicate how you plan to address these challenges.
The obvious challenge is budget reduction. We are doing everything we can to increase funds; fundraising as a department as well as individual teams. No doubt more changes to come.

Department/Program Changes. Please describe any changes (institutional or within the broader academic discipline/program area) that require changes in the department or program structure, focus, or emphasis.
Our program structure is changing the way we do business. Changes in team schedules to save money
have been implemented. Changes in game management procedures have been implemented to save money. The focus is to reduce spending while continuing to offer a quality athletic program.

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

We have no athletic involvement at CCC or the possible Westside Campus.

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

We continue to upgrade facilities whenever possible. The goal of finishing the dugouts for softball and baseball has been completed along with the addition of club houses and umpire rooms. Refurbish the West Gym; new bleachers, scoreboards, floor. Replace the stadium track and field turf (has been completed). New scoreboard for the East Gym. Replace the track shed in the stadium. Construct our permanent Hall of Fame in the West Gym (completed). Remodel old training room in WPE to conference room.

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

We operate under the CCCAA constitution and bylaws and the NCAA on a bigger scale. As such are bound to certain rules and regulations. The NCAA has increased academic requirements for 2 year student-athletes making our academic mission much tougher. The TLC is the single best academic support system for athletes.

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

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

We have a very strong athletic department with all coaches buying in to the goals and mission of the college. We are leaders in our field, no doubt.

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

**Budget Planning**

[Click Here for Budget Planning]

**Program Needs**

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

**Supplies and Services**

We have supply needs but in the current budget situation we take care of them ourselves with fund raising. As for services we need a facilities coordinator to oversee our facilities.
### Equipment
Pretty self explanatory above.

### Facilities and facility modification
The West Gym needs to be refurbished. It has not been remodeled in over twenty years!

### Personnel
Our next full time hire should be a Head's Women's Soccer coach.

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

Academic Staffing committee

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

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

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

Program Information for: CalWORKs
Year(s): 2011/2012 to 2013/2014

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

Program Description
Describe the Department's Mission (e.g. services offered and functions performed by this department).
The CalWORKs program at College of the Canyons offers coordinated student services to students who are engaged in the State CalWORKs program. These services include coordination with county welfare offices to determine eligibility, helping the student receive financial assistance from the county for ancillary expenses (i.e. Books, supplies, fees, transportation, child care), and providing work study.

Who are the customers/recipients of the services and functions?
The CalWORKs participants are parents who are currently receiving cash aid through the California CalWORKs program. They have become students as part of their Welfare to Work plan created with Los Angeles County Department of Public Social Services, gram who are in transition off of welfare.

Provide a current organizational chart for the department, including all full-time and part-time staff. Show the full-time equivalent of each staff member. Also, you may want to include a proposed organizational chart if you are proposing changes.
Chart #1: Copy of Organizational Chart. 2014.xls
Chart #2: Copy of Organizational Chart. 2014.xls
Chart #3: Copy of Organizational Chart. invisioned.xls

Provide a short description of the history of your department, including how it has changed over the years.
CalWORKs, the California Work Opportunity and Responsibility to Kids Act was signed into
in the summer of 1997 as part of the welfare reform program. Shortly after that the educational component was enacted on college campuses statewide. At College of the Canyons a separate department was created to work with this population and was under the Director of CalWORKs & Re-Entry until mid-2006. In July 2006 the CalWORKs program oversight was transferred to the EOPS/CARE Director and a Coordinator was appointed to handle the day to day operations of the program. The CalWORKs program had 63 students in July of 2006. In the 2011-12 year it will serve more than 200. The growth can be attributed to a growing partnership between the college and the county and to the generally poor economic climate of the state, although some community colleges have experienced a decline in the CalWORKs student population during this same period. 2013 The program is currently serving 229 students. 2013-2014 CalWORKs will support approx. 230 students.

## Administrative Unit Outcomes

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

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<th>Use of Results</th>
<th>Next Assessment Cycle (Month, Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify COC students who are CalWORKs eligible but currently not part of the COC CalWORKs program</td>
<td>Currently there is no one at the county who can provide us with this list. We continue to research trying to find COC students who are CalWORKs recipients but not a part of the COC CalWORKs program. We are working with the current administration.</td>
<td></td>
<td></td>
<td>2 Contact with local County office has resulted in more students being directly referred to the COC CalWORKs office.</td>
<td>Fall 2014</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3 Students continue to come to the</td>
<td>Spring 2013</td>
</tr>
</tbody>
</table>

2013
<table>
<thead>
<tr>
<th>Goal</th>
<th>Action</th>
<th>Measure</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>To ensure that CalWORKs eligible students are receiving all benefits available to them.</td>
<td>Compare a list of the students currently served by the COC CalWORKs office with a list that is supplied by the county of all CalWORKs students attending COC.</td>
<td>A list was received from the County Gain workers representing CalWORKs participants and used to compare against student enrollment.</td>
<td>2012</td>
</tr>
<tr>
<td>Provide CalWORKs workstudy opportunities to more COC students.</td>
<td>Increase participants who receive CalWORKs workstudy by 50%. Academic year 2012/2013 had 15 students working.</td>
<td>50% increase</td>
<td>Fall 2014</td>
</tr>
<tr>
<td>To establish quarterly meetings with the county GAIN office personnel for the purpose of enhancing our collaborative efforts.</td>
<td>At least 3 persons from the county GAIN office will attend a meeting to be held on the College of the Canyons campus during each quarter.</td>
<td>TBD</td>
<td>- - - 2012</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CalWORKs program at College of the Canyons. Numbers are now over 200.</td>
<td>Contact the county regarding why student has not been referred to the COC CalWORKs office.</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Quarter of the academic year</td>
<td>Action</td>
<td>Date</td>
<td></td>
</tr>
<tr>
<td>------------------------------</td>
<td>--------</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>Fall 2014</td>
<td>This year the CalWORKs program at College of the Canyons has connected with a GAIN liaison. During the spring Advisory meeting Perla Lopez was able to attend the meeting and supply additional information to update and connect the program. During the fall semester she remained after the advisory meeting and had a question and answer period with CalWORKs participants.</td>
<td>- - - 2015</td>
<td></td>
</tr>
<tr>
<td>Spring 2014</td>
<td>2 county workers were able to attend the EOPS/CARE &amp; CalWORKS Advisory Committee meeting in Fall of 2012. At this time they were updated about policies and procedures</td>
<td>- - - 2014</td>
<td></td>
</tr>
</tbody>
</table>

To improve service to CalWORKs students.
Objectives

Status of Objectives. (Review College Strategic Goals)

Open Objectives

1). Develop a working relationship with the Santa Clarita WorkSource and the College of the Canyons Career Center in order to place CalWORKs students in unsubsidized employment
   
   **Goal:** Student Support
   **Status:** None
   **Add'l Comment:** This objective is still in the exploration stages as we need to supply all the work study positions on campus before seeking off campus assistance.

2). To establish quarterly meetings with the GAIN office personnel for the purpose of enhancing collaborative efforts.
   
   **Goal:** Student Support
   **Status:** In progress
   **Add'l Comment:** Now that we are hiring a full time CalWORKs coordinator, relationships will be established.

3). Identify COC students who are CalWORKs eligible but not served by the COC CalWORKs office.
   
   **Goal:** Student Support
   **Status:** In progress

4). Increase the number of CalWORKs students placed in Work Study employment by 10%. This objective has need increased to 50 % as this is a phenomenal opportunity for CalWORKs students.
   
   **Goal:** Student Support
   **Status:** In progress
   **Add'l Comment:** This is a top priority of the program and we are working diligently developing process and procedures to implement this change.

5). Increase counseling hours or hire an additional adjunct counselor so the CalWORKs participants are able to take advantage of the new education option.
   
   **Goal:** Student Support
   **Status:** In progress
   **Add'l Comment:** We now have two adjunct CalWORKs counselors working in the Student Support Center. The goal is to make sure that all CalWORKs students have an ed plan and they are aware of their options regarding education. These students should have a full time counselor.
6). Make sure the students are well informed of their rights and responsibilities.

   **Goal:** Student Support
   **Status:** In progress
   **Add'l Comment:** An Orientation and a CalWORKs pamphlet will be developed to make students aware of their rights and responsibilities.

 Completed Objectives
1). Expand the hours of operation at the Valencia Campus from 28 per week to 32.
   **Goal:** Student Support
   **Status:** Completed
   **Add'l Comment:** The new CalWORKs Coordinator should be on board this semester. Spring 2014.

**Additional Accomplishments.** (Review College Strategic Goals)
1). A computerized version of forms used to communicate with the state CALWORKs/GAIN program has been developed and is in use. (Goal: Student Support)
2). A computerized record for each student served by the CalWORKs program has been developed and is in use. (Goal: Student Support)
3). A new comprehensive paper file for each student that archives copies of forms, receipts and other vital papers generated for/by the county was created and is in use. (Goal: Student Support)
4). The CalWORKs Case Manager continues to relate well to students and is very empathetic. Students are benefiting from her guidance. 2014/ Currently there is no Case Manager in this position. Cases are being handled by an hourly. The program must hire a full time case manager! (Goal: Student Support)
5). A new Coordinator position is being filled and the program is going to go in a new "student centered" direction. (Goal: None)

**New Objectives.** Please list new department objectives. These should follow from the needs listed above. Also, they should be specific and measurable. Also, identify the Strategic Goal to which the objective relates.
1). Hire a full time CalWORKs Counselor. (Goal: Student Support)
2). Hire a full time CalWORKs Case Manager. (Goal: Student Support)
3). Update CalWORKs website. (Goal: Student Support)

**Other External/Internal Factors**

**Positions in your department.** What changes have occurred in the last three years and what changes are expected in the next three years within your department/program?
In January 2010 an adult hourly position was added to assist with completing paperwork and general reception duties. This position is 28-32 hours per week. In June 2011 another adult hourly position was added. The primary responsibility of this position is to conduct the intake
interview with new CalWORKs participants. This employee works a flexible schedule by appointment only and the number of hours per week can range from 4 to 16. We can expect the number of students served to continue to grow. The adult hourly receptionist needs to become a permanent part-time classified position. While 32 hours per week can currently handle the workload, we cannot cut back during winter & summer sessions so this position is generating 1344-1472 hours per academic year which clearly violates the college definition of Adult Hourly. Thus, a permanent part-time position is necessary and in 3-5 years this will need to be a full-time position. 2014 We have a permanent part time position.

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

Within the last 3 years technology has become an integral part of the CalWORKs program. Case notes for each student contact are entered and maintained electronically. Papers generated by the county are brought in by the student, completed by the receptionist and sent electronically back to the county. An electronic copy is maintained in our office. Electronic forms for requesting payment/sending receipts for books, supplies and fees were created by the Coordinator. These student requests for county services are sent electronically to the county. An electronic copy is kept in the CalWORKs office. Within the last year the CalWORKs Coordinator has been given limited access to the Los Angeles County computer system for CalWORKs students (GEARS). Through this website we are able to establish a student’s eligibility instantaneously rather than waiting weeks as with the paper form.

The need in the area of technology is the on-going need to be up to date with computers, printers and software, including the replacement of equipment as it ages. 2013 The program plan and budget is being delivered electronically to the Chancellor's Office through the new SSARRC reports.

2014. The new Coordinator (when she materializes) has a Computer Technology degree. We will update our website and update our program to FB and Twitter and all that is technically new. Currently CalWORKS is not connected to the county GEARS system.

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

There is daily cooperation between CalWORKs and EOPS/CARE because the two departments have an overlap of student population. Coordination between the two departments continues to be vital to assure that there is no duplication of services. In addition, CalWORKs is able to make use of the EOPS Educational Plan to advise the CalWORKs students and EOPS/CARE can get a quick check of student’s eligibility for CARE from CalWORKs records. With recent budget cuts EOPS has had a great reduction to their book voucher funds. Because the departments are in the same location it is easy to identify and encourage students who are eligible for CalWORKs to use CalWORKs funds for books rather than utilizing the EOPS book voucher.

CalWORKs and Contracts & Procurement departments have worked together to write a contract to be used for off-campus work study for CalWORKs students. The Student Employment office works with the CalWORKs program to place students in on-campus positions which can be supported with CalWORKs work study funds.
2014 is showing an exciting collaboration with Financial Aid. Our first 'Speed hiring' event netted 10 employees!

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

The part-time receptionist is nearing the 999 hour limit for adult hourly employees. This position is vital to serving CalWORKs students. Training someone new is not a reasonable option because not only does this person need to have considerable knowledge about working with Los Angeles County but they also need to specifically know the students served. It is also a great benefit to the program for the students to know and be comfortable with the person serving them. CalWORKs students should have a minimum of 1 contact with the CalWORKs office per month.

For the current academic year the CalWORKs department will request a contract with Sage Staffing and have the present receptionist complete the year through them in order to not violate the 999 hour rule. In the future, it is apparent that the need of a permanent part-time position is imperative. 2014. Carmen Calero is serving EOPS/CARE and CalWORKs as permanent part-time.

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

The greatest changes are coming from outside College of the Canyons as the State of California institutes broad changes to the overall CalWORKs program. The reduction in the number of months the State will support a CalWORKs participant in any activity, including education, has been reduced from 60 months to 48 months. The maximum time of support may suffer a further reduction in the near future. Most CalWORKs students are required to work in addition to attending college and therefore do not take the full semester load of 12 units. This increases the time required to reach a goal of the Associate degree or transfer. Also, often the participant has had several months of CalWORKs assistance before coming to college which also shortens eligible time. A Bachelor’s degree is becoming less of an option as is the Nursing program (a favorite of CalWORKs students). CalWORKs will need to place greater emphasis on certificate programs that can be completed in 6 months to 1 year.

2013...As of January 1, 2013, CalWORKs participants have more options on their activities. For 24 months they can focus on just school if that is what they want. 2013 CalWORKs students have been given the option to go to school full time or make education their main activity, for up to three years. 2014 We continue to focus on long term education to provide self sufficiency.

**Canyon Country Campus and a possible Westside Campus.** Please describe your department’s services that are available at the Canyon Country Campus and any plans for changes. Also, please include plans for offering services at a possible Westside Campus. CalWORKs does not currently have a presence at Canyon Country due to budgetary constraints. Service at a possible Westside Campus would also be contingent on funding.

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

Goals from the Master Plan that have been realize include the development of off-campus jobs, increased on-campus work study employment, continued development of relations with community resources and incorporation of the GEARs system into office routine. Working with the College of the Canyons Contracts & Procurement Department a contract was developed that can be used to place CalWORKs students in off-campus employment with
CalWORKs work study funds. This has been used only once but it is in place for future employment. CalWORKs has worked with the Student Employment office to place more CalWORKs students in campus positions using CalWORKs work study funds. The CalWORKs Coordinator continues to network with various community groups to secure support for CalWORKs students. Within the last year the county has completed the installation of their participant management system (GEARS) for use by community colleges. By having access to the county GEARS program, we are now able to immediately identify if a potential student is qualified to receive campus CalWORKs support. 2013 Close work with Financial Aid has also resulted in additional Work Study positions. 2014 The Contracts and Procurement Dept. will be contacted regarding this contract. However, our first obligation will be to the COC campus.

Goals that are not yet met include offering services at the Canyon Country Campus and updating the CalWORKs website. The CalWORKs office will continue to work toward completing these goals.

10 year goals:
Provide services at Canyon Country Campus & a possible Westside Campus
Hire a full counselor for CalWORKs students. The part time goal has been accomplished.
Develop bridging activities that will help students meet their county required hours during school breaks.
Hire a full time case manager.

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

The current trend of State government is to transition the CalWORKs participants off of welfare and into self-sustaining employment sooner than in the past as shown by the recent reduction of support from 60 months to 48 months. This will require the CalWORKs office to be diligent to be sure that CalWORKs participants come to COC for training at the beginning of their CalWORKs eligibility and that they are placed into majors that can lead to employment within the 48 months. 2013 As stated previously, participants now have more options of what activities they can do to meet the requirements to get aid for themselves. This includes full time school. 2014 Participants are being encouraged to complete their education within the desired time frame. CalWORKs at College of the Canyons is considering a "contract" that students will adhere to. Additionally, we are developing a program to assist students with low grade point averages.

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

<table>
<thead>
<tr>
<th>Data Result</th>
<th>Implication</th>
</tr>
</thead>
<tbody>
<tr>
<td>1). Spring 2011: Basic skills/Retention 76, Success 50. Credit/Retention 89, Success 69. Degree Applicable/Retention 91, Success 70.</td>
<td>CalWORKs students are successful. The</td>
</tr>
</tbody>
</table>
Transfer/Retention 91, Success 72.
Credit/Retention 91, Success 66. Degree Applicable/Retention 90, Success 61.
Transfer/Retention 90, Success 69.
Vocational/Retention 89, Success 70. Spring 2013: Basic skills/Retention 65, Success 43.
Credit/Retention 80, Success 59. Degree Applicable/Retention 81, Success 75.
Transfer/Retention 82, Success 62.
Vocational/Retention 90, Success 70.

closer they are to competing a degree or transferring the greater amount of retention they have. Success breeds success. Although their retention is greater than their success they are successful in their own right. They have overcome obstacles that many others have not had to deal with. Considering that they have to catch up before they can enter the race, they are on target with other COC students.

Departmental Strengths. Describe the department’s strengths or unique features. This should principally include information from the data summarized above. CalWORKs is a growing program. The current personnel work well together, each filling specific roles. Staff knowledge of State and County rules & guidelines is strong and expanding as we meet with various community groups. Surveys of College of the Canyons CalWORKs students taken twice a year by the county Department of Public Social Services indicate that students are very satisfied with the services received in our office. Monitoring completed twice a year by the same county department indicated that the College of the Canyons CalWORKs office is functioning in an acceptable manner according to the county’s expectations.

Departmental Challenges. Describe the department’s challenges. This should principally include information from the data summarized above. The program needs to expand its availability to students. An immediate challenge is having the personnel to service a growing population at the Valencia Campus. It is also reasonable to be expected to have hours at the Canyon County Campus. Budget constraints are preventing growth of the program in both areas. 2013 Additional challenges include revamping the program to include more counseling so the participants can take advantage of the new education opportunities. 2014. The CalWORKs program is on the move. Implementing a new Coordinator will enable many changes. The goal is to have more active participation of the recipients.

Budget Planning

Program Needs

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

Supplies and Services
None needed at this time.

Equipment
The Coordinator’s desk needs a modification that would result in a return attached to the primary desk

**Facilities and facility modification**
None needed at this time.

**Personnel**
A permanent part-time specialist to service CalWORKs students only should be hired within the next year in order to maintain services to the CalWORKs population.
The EOPS/CARE & CalWORKs Specialist needs to be fully funded to provide additional program collaboration. 2013
2014 Permanent Part time hire.
Needs = Full time counselor/Full time case manager

**Who do you need to coordinate with to make this happen? (e.g. other departments on campus, four-year college, high school, local business or other community colleges)**
The Vice-President of Student Services and Human Resources would need to work together in order to create a position.

<table>
<thead>
<tr>
<th>The following staff participated in conducting this program planning and review.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EOPS/CARE &amp; CalWORKs Director</td>
</tr>
<tr>
<td>CalWORKs adjunct</td>
</tr>
<tr>
<td>EOPS/CARE/CalWORKs Specialist</td>
</tr>
</tbody>
</table>

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

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

Program Information for: Campus Safety
Year(s): 2011/2012 to 2013/2014

College of the Canyons' Mission Statement

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

Program Description

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

The Department of Campus Safety is committed to provide and maintain a safe and secure instructional environment while respecting the rights and dignity of individuals utilizing programs and facilities of College of the Canyons. The mission shall be accomplished within the constraints of federal, state and local laws and ordinances.

Who are the customers/recipients of the services and functions?
We service the college and university staff, faculty, and students, along with local businesses, vendors, and community members.

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

Chart #1: Visio-Campus Safety 2013-14.pdf

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

The Safety Department was originally founded on October 5, 1970 with one officer. The Campus Safety department is now supporting a second campus in Canyon Country. We currently operate with one director, one assistant director, seven full time officers, and eight permanent part time officers who are California State POST certified. Our growth has allowed us to obtain an Administrative Assistant, a Student Services Specialist and a Parking Attendant. We provide a safe learning environment for the campus community which is enhanced by our free student Campus Escort Officer program at night. We develop programs for the staff,
students and community to empower their knowledge of safety.

### Administrative Unit Outcomes

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

<table>
<thead>
<tr>
<th>Department Goals (Overarching AUOs)</th>
<th>Specific Objectives</th>
<th>Means of Assessment and Criteria for Success</th>
<th>Summary of Data Collected and Number of Cycles</th>
<th>Use of Results</th>
<th>Next Assessment Cycle (Month, Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>We will provide training to our staff that is specific to improve the level of service that we provide to the campus community as well as building camaraderie amongst the staff.</td>
<td>We will assess the ability of each staff person as they apply their new skills when engaged in their job duties. During briefings we will listen and assess how the newly learned skills are applicable and if the staff member feels they have succeeded. We will also survey our staff.</td>
<td>A survey of our team building training revealed that all of the officers feel heard, valued, appreciated and that their opinion counts. Although they all feel part of the team all of them had different opinions of what the team needs to do to improve. In our field we need to communicate and that was the number one request. With divided shifts and 2 campuses it takes constant effort to make sure everyone is in the know. This will be a top priority this year to make sure that</td>
<td>3</td>
<td>Training has brought positive results on how capable our staff feel and how well they perform. We have seen an increase in the level of service that we provide. We will continue to provide training for our staff to maintain a high level of service and to continue with team building retreats.</td>
<td>Spring 2014</td>
</tr>
</tbody>
</table>

We will provide training to our staff that is specific to improve the level of service that we provide to the campus community as well as building camaraderie amongst the staff. We will assess the ability of each staff person as they apply their new skills when engaged in their job duties. During briefings we will listen and assess how the newly learned skills are applicable and if the staff member feels they have succeeded. We will also survey our staff. A survey of our team building training revealed that all of the officers feel heard, valued, appreciated and that their opinion counts. Although they all feel part of the team all of them had different opinions of what the team needs to do to improve. In our field we need to communicate and that was the number one request. With divided shifts and 2 campuses it takes constant effort to make sure everyone is in the know. This will be a top priority this year to make sure that
Campus Safety will provide a number of quality service programs that will improve the level of customer service, safety and support to our students, faculty, staff and community.

Our department is committed to provide a safe instructional environment while respecting the rights and dignity of all individuals. Campus Safety provides quality service.

| Our Department will provide a series of programs with a variety of safety topics. Upon completion the participant will gain self confidence and self empowerment. They will know what to do in an urgent or emergency. | A distributed survey at the end of each workshop will assess the program to provide feedback for improvement. We will determine success by having at least an 85% satisfaction rating of self empowerment, knowledge and skills gained. | As a direct result of the success with our workshops and videos our department will continue to develop other safety workshops and programs for the campus community that will bring a sense of self empowerment, knowledge and skills as the campus | Spring 2014 |

Improves. We will work to develop a common practice that will be implemented to improve communication. All employees also requested more training. With our guard card we are required to provide a minimum of 32 hours of training per year and we provide 50 to 85 hours of training for our officers not including the Professional Development workshops that are available to all staff.
| Programs that improve customer service, safety and support to our students, staff, faculty and community members. | Situation with the skills to support them | Community evolves. | 2012 |

**Objectives**

**Status of Objectives.** *(Review College Strategic Goals)*

Open Objectives

1). Maintain and purchase needed equipment that will contribute to a safer environment and the campus safety programs while maintaining the basic daily operations.

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

2). The New Administration Building will add an addition of 46,370 square feet and the Culinary Arts Building will add 12,208. While the Canyon Country campus has seen a large increase in their student population due to all of the newly added sections to relieve the crowded Valencia campus. Officers are required to work when the campus is normally closed due to PAC, UCEN partners, Civic Center activities and Sporting Events. These additions will increase areas of responsibility causing the need for more permanent officers and additional funds to pay for increases due to the demand required of our department to maintain, patrol, secure and provide an ongoing level of service to the campus community.

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

   **Add'l Comment:** We have currently hired 8 Permanent Part Time Officers at 47.5% which has been an asset but is still insufficient as far as covering all of the necessary shifts required by the district on both campuses.

3). While our Facilities Department manages and purchases the camera system, Campus Safety officers have the ability to monitor the current camera system on the Valencia and Canyon Country campuses. The current camera system only covers some of the buildings circumferences. The absence of camera coverage and surveillance in specific areas of the campus, high traffic areas and parking lots contributes to the lack of identification of perpetrators and evidence in conclusion of our investigations and reports. We see the need for
more cameras throughout both campuses. We are requesting the need for the Facilities Department to be supported in the purchase of those essential and indispensable cameras or that we may be augmented to contribute to the purchase of those cameras.

**Goal:** Student Support  
**Status:** Yet to be started  
**Add'l Comment:** There have been many incidents that occurred that required the use of cameras to solve. They are vital as we continue to grow in population.

4). The Campus Safety Department, Valencia campus has established the need to employ a third officer on weekend shift which locks down the campus at night due to the large volume of people, activity and use of all the buildings.

**Goal:** None  
**Status:** Yet to be started  
**Add'l Comment:** Our weekend officers report that it is an extreme challenge to lock down our campus at the end of the weekend activities.

5). The Campus Safety Department, Canyon Country campus has recognized the need to employ a second day shift officer during the week days. In addition there is a shortage of officers for the weekend shifts as well. In the interest of officer safety there should be a minimum of 2 officers per shift. Weekends will require an additional 6 shifts that should be covered to maintain safety of the campus. An additional campus escort is needed as well as front office staff.

**Goal:** Student Support  
**Status:** Yet to be started  
**Add'l Comment:** This has recently been brought to the attention of Human Resources who are working to resolve this matter.

Completed Objectives

1). Provide the necessary training to our department staff and provide a high level of safety and service for the campus community.

**Goal:** Student Support  
**Status:** Completed  
**Add'l Comment:** Training is essential to keep our department functioning professionally.

2). Provide a safe environment and develop workshops and appropriate training programs that reflect the goal for the campus community.

**Goal:** Student Support  
**Status:** Completed  
**Add'l Comment:** We will continue to work Professional Development, Incident Command, Health Center, BIT Team, various departments and the community to create valuable workshops that will contribute to safe campus environment.

3). We have established a system to identify the demands for service by addressing The Annual Student Survey, crime trends, reports, calls for service and special request. Written surveys are collected after trainings/workshops that our department provides and reviewed to establish AOU’s, SLO’s and any improvements that need to be addressed.

**Goal:** Student Support
**Additional Accomplishments.** *(Review College Strategic Goals)*

1. Maintain and update Incident Command Post with materials, supplies, maps and forms. We have added lock boxes with keys for team member access to all campus buildings during an emergency. Our department organized CHP and Sheriffs in a joint meeting to discuss an active shooter on our campuses collaborate during such an incident. From that meeting we have established our roles. We now have 2 boxes on each campus that are stored in the established Incident Command areas with alphabetized maps of each floor of each building of both campuses, a set of master keys and a radio. These items are ready to go in the event of a shooter on campus and will be walked out to the Sheriff/CHP IC. They can quickly disperse 25 maps of each floor to the first responders. They will be able to gain access to any building and will able to remain in constant contact utilizing our radio. One campus safety officer will join them because of their familiarity of the campus layout. One officer will stay at their Incident Command post to assist with their needs. (Goal: Student Support)

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

**Other External/Internal Factors**

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

We have added one Administrative Assistant and 10 permanent part time positions; 8 officers, one Student Services Specialist, and one Parking Attendant. Due to the projected increase in square footage to each campus the demand to cover both campuses 7 days and nights per week we are hopeful to eventually increase the 8 permanent part time officer positions to 8 full time officer positions. The Canyon Country campus has experienced growth in their student population due to the newly added class sections. Their is a great need to fill an open day shift officer position in the interest of officer safety. Their office suffers due to the lack of office staffing that would field phone calls and office duties. There is also a need to add another campus escort at the Canyon Country campus due to the increase of students. Within the next three years the need for more officers, escorts and office staff will become prevalent on both campuses. Once the West Side campus opens we would need a minimum of 6 full time officers to cover day and evening shifts during the week. This would not cover weekends schedules or office staffing. Weekends at the Valencia campus are extremely busy due to Civic Center events, PAC Events, and filming. Closing down and securing all of the buildings at the Valencia campus on the weekends has become a challenge for 2 officers due to amount of openings and usage.

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

We have a total of 6 parking permit vending machines with the ability to accept credit/debit card payment, providing the opportunity for increased revenue to the District. There will be
new machines going in at the Canyon Country campus which will increase our purchase needs for continual service of these machines that is required to keep them operating requiring budget money for replacement parts and service agreements. We have identified a need for surveillance cameras in the parking lots and hot spots to further reduce crime and identify perpetrators. In keeping with the climate in the state of California for disaster preparedness (major earthquake) the district would be best prepared with the addition of a mobile command trailer to manage emergencies and the additional purchase of 2 emergency storage bins, one for each campus as both of our current storage units are over their capacity.

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

We maintain a working relationship with all of the campus departments, staff and students as well as the City of Santa Clarita, Santa Clarita Sheriffs, five local fire stations, Domestic Violence Center, CHP, Department of Homeland Security, County Health Department, Santa Clarita CERT, local high schools, California Police Chief Association, Santa Clarita Graffiti Task Force, Disaster Coalition, FBI, CIA, the Emergency Coordinator for the City of Santa Clarita. We currently have an Interagency Protocol Agreement with the Santa Clarita Sheriff’s Department.

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

We have acquired 8 new permanent part time officers that will need their own work spaces. We have outgrown our office space at both campuses and will need to expand to a larger area. On the Valencia campus we are looking at possibly moving into one of the unoccupied areas that will be moving into the new A building upon it's completion. On the Canyon Country campus it would desirable if the office could be closer to the main campus area. The absence of camera coverage and surveillance in specific areas of the campuses and parking lots contributes to the lack of identification of perpetrators and evidence in conclusion of our investigations and reports. We will be asking for additional funding to purchase more cameras. Staffing challenges are still prevalent even with the new 8 Permanent Part Time officer positions. We have holes in our staffing. We have met with Human Resources to ask for additional permanent staffing.

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

**Canyon Country Campus and a possible Westside Campus.** Please describe your department’s services that are available at the Canyon Country Campus and any plans for changes. Also, please include plans for offering services at a possible Westside Campus. The Safety Department deploys an Assistant Director of Campus Safety, with two full time officers and two permanent part time officers to patrol and secure the campus. Staff parking permits, citation appeals, parking permit vending machine/maintenance, collections, emergency information and transportation kiosk are provided by the department. The Department offers a Student Escort Program Mondays through Thursdays from 6:30PM until 10:30PM. Various safety workshops are provided. The department will continue to monitor the needs of the campus community and provide services as needed. When the Westside satellite campus opens campus safety will need to expand our services and staff as needed to accommodate the growth.

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

- Provide a Campus Escort Program at CCC - Completed
- Provide additional personnel self defense classes at CCC - The gym is not physically conducive
Establish a scholarship for a woman in the city of Santa Clarita through our Girlfriends Club/Personal Safety Self Defense - The scholarship has been established.

Provide emergency preparedness training for both campuses. Complete

Provide a tip hotline on our website - Completed

Maintain and continue to build partnerships in the community - Partnerships are maintained and recently added the SC graffiti data base and SCV Sheriff's Business Alliance Program. We currently partner with the Sheriffs who promote our Personal Safety Self Defense Workshops. Our department met with Sheriff's and CHP to discuss an active shooter on campus scenarios. Our ten year goals would be to increase the staffing and equipment to keep up with the district's growth and level of service that is expected from our department.

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

The campus community does most of their registration and information online. We have completed a new campus safety website which includes event registration buttons for workshop classes, emergency preparedness information, videos and general information. We also provide secured electronic parking passes for events that can be sent via email and provide parking permit dispensing machines that accept credit/debit card payment.

Our department has an Interagency Protocol Agreement with the Santa Clarita Sheriffs Department, and have established a partnership with the SC Graffiti removal team, allowing us access to the cities data base providing us a tool to identify graffiti trends and perpetrators. We are progressing towards the demands of SEMS/NIMS and additional training for our first responders. Due to the mandatory requirement for reporting CLERY trends on campus there is need for annual mandatory training for the assigned officers to keep updated on current CLERY laws and there will be an expansion in the reporting trend. This will mandate the need to increase service programs. We continue to partner with LA County Health, Sheriff, the City of Santa Clarita to provide a community flu point of dispersion. The need for our department to monitor the campus using surveillance cameras for the purpose of investigation and closure in crime incident is. It is viable that the college increase their camera systems to accommodate the high traffic areas and parking lots to maintain.

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

<table>
<thead>
<tr>
<th>Data Result</th>
<th>Implication</th>
</tr>
</thead>
<tbody>
<tr>
<td>1). Summary of Data Collected</td>
<td>As a direct result of the success with our workshop, it has encouraged our department to expand and develop other workshops. Recently the Student Development Office sponsored a lunch time safety presentation. This workshop was done in partnership with the Director of the International Student Program and was designed to target international students and their concerns and needs. Several safety workshops were</td>
</tr>
</tbody>
</table>

results showed that in biannual Personal Safety Self Defense workshops students showed 100% in having higher levels of knowledge, self empowerment and learned skills that related to personal safety and emergency preparedness.

provided for the Extended Opportunity Programs and Services/Care and Cal Works students with positive outcomes as well. The campus safety department has recognized from our respondents who were surveyed, that our programs we provide builds confidence and self esteem for women. In trying to keep our program up to date our research lead us to a grant in which we applied and are were awarded. With the grant money we purchased water bottles and t-shirts which our signature logo was added and those items are used for promoting donations to fund a scholarship for a woman attending College of the Canyons that has survived as a victim of abuse.

2). A survey of our team building training revealed that all of the officers feel heard, valued, appreciated and that their opinion counts. Although they all feel part of the team all of them had different opinions of what the team needs to do to improve. In our field we need to communicate and that was the number one request. With divided shifts and 2 campuses it takes constant effort to make sure everyone is in the know. This will be a top priority this year to make sure that improves. We will work to develop a common practice that will be implemented to improve communication. All employees also requested more training. With our guard card we are required to provide a minimum of 32 hours of training per year and we provide 50 to 85 hours of training for our officers not including the Professional Development workshops that are available to all staff.

Training has brought positive results on how capable our staff feel and how well they perform. We have seen an increase in the level of service that we provide. We will continue to provide training for our staff to maintain a high level of service and to continue with team building retreats.

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

The department officers have completed the state mandatory training (POST) for certificate as a police officer and have extensive law enforcement experience. This experience and training creates a professional atmosphere of invaluable officers. All campus safety staff have CPR/First Aid, AED training. Campus Safety officers have the ability to arrest in some circumstances and to detain individuals until local law enforcement arrives. The department has an ongoing, working relationship with law enforcement agencies in providing updated information and joint investigations. We have recently transitioned from unarmed officers to carrying non-lethal weapons (pepper spray, handcuffs and tasers). Our department provides a minimum of 32 hours of training annually for each officer. Our campus provides many training opportunities to
increase these hours.

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

Office space, staffing and equipment. We have acquired 8 new permanent part time officers that will need their own work spaces. We have outgrown our office space at both campuses and will need to expand to a larger area. On the Valencia campus we are looking at possibly moving into one of the unoccupied areas that will be moving into the new A building upon it's completion. On the Canyon Country campus it would desirable if the office could be closer to the main campus area. The absence of camera coverage and surveillance in specific areas of the campuses and parking lots contributes to the lack of identification of perpetrators and evidence in conclusion of our investigations and reports. We will be asking for additional funding to purchase more cameras. Staffing challenges are still prevalent even with the new 8 Permanent Part Time officer positions. We have holes in our staffing. We have met with Human Resources to ask for additional permanent staffing.

**Budget Planning**

Click Here for Budget Planning

**Program Needs**

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

**Supplies and Services**

Installation services for additional cameras in parking lots and high traffic areas. Parking permit vending machines. Supply paper for parking permit vending machines and additional repair parts as needed, forced cost for our annual service agreements. Increased purchase of CD and/or DVD's for the recording and documentation of the surveillance system cameras. Maintenance services and gas for all safety vehicles. Updated and ongoing supplies for emergency bins both campuses and the new satellite campus emergency bin. Continued support of our Dish Network system for our incident command and satellite cell phone agreement. Office supplies to maintain operations. Ongoing traffic control equipment and paint for striping parking lots.

**Equipment**

Due to the lack of budgetary money available to our department within the last years our parking lots have become hazardous. The need for both campuses parking lots to be restriped and the addition of safety pylons installed in strategic high traffic areas to protect staff and student are essential. We asking for additional funding to address this critical need. We will need to increase our budget for uniforms to cover our The new West Side campus will need a minimum of 2 parking permit vending machines, 1 bin to store emergency supplies, 2 carts, 1 truck and traffic control equipment. A mobile emergency command center with multiple outlets to accommodate incident command team radios and 4 lap top computers that could travel to any campus in need. Another Red Man suit, gloves, helmets and floor mats are needed for Personal Safety/Self Defense workshop.

**Facilities and facility modification**
The Canyon Country Campus Safety office will need additional space to accommodate the growth of the department. An office area will need to be designated at the new satellite campus when established and storage area for the emergency bin. The Valencia campus has out grown our current office. We are hopeful to move into a larger office area that will then become unoccupied by the move to the newly completed A building.

**Personnel**

Due to the projected increase in square footage to each campus as well as the staffing shortages the Canyon Country campus is short day shift and weekend officers. Canyon Country campus is in need of another campus escort. With the addition of a new satellite campus, a minimum of 6 full time officers would be needed to adequately staff the new campus during the week days. We are also required to monitor all satellite campuses/classrooms taking reports creating the need for dedicated roving patrol officer position.

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

Assistant Superintendent/Vice President, Student Services, Michael Wilding; Human Resources, Facilities and Fiscal.

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

Tammy Castor, Howard Blanchard, Lynne Lowe, Joy Reilley, Frank Sanchez, Tom Marshall, Shawn Rodriguez, Ken Bricker, Ryan Theule, Michael Wilding

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

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

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### Program Information for: Career Center

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

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### 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.

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### Program Description

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

The Career Services & Job Placement Department's mission is to better prepare students and community members to successfully identify career options and enter the workforce, through advisement, exploration, workshops, and a variety of job preparation services.

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

We serve students, alumni and the entire community. All services are offered to individuals at no cost. We also serve employers: posting their employment opportunities for free, allowing them to use campus facilities for recruitment, interviewing and testing, and inviting them to recruit at job fairs (for a small fee).

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

Chart #1: [Career Center- Department Organization Chart- Feb 2014.doc](#)

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

The Career Services & Job Placement Department has gone through several changes over the past 10 years. From a small operation in 2000, the Career Center was transformed into a 20-computer Student Services Lab in 2005. The introduction of Career Advisors, through a newly developed Internship Program with local universities, was also a key addition in 2005. Private offices were added for advisement and a variety of new partnerships on campus and in the community were established. In 2007, this growth continued as services were expanded to the
new Canyon Country Campus. Along with this overall growth, marketing of services was increased resulting in more faculty requests for information and orientations, and increased student referrals. Over the past 6 years, in response to the struggling economy, there has been a steady increase of community clients requiring service, necessitating a focus on and strengthening of staffs' "placement" skills. There has also been a significant increase in awareness of our services in the community through on-site presentations to nonprofits and high school programs, and a revamped online presence that includes a website update, a Facebook/Twitter presence and an "Ask a Career Advisor" online function. A significant change occurred in 2010 when the Career Center was relocated to the Student Center and joined with the Internships (CWEE) Program to better promote experiential learning opportunities for students and job seekers. Although our Computer Lab now houses 7 computers, we are able to successfully offer all services, and continue to add to our list of ways to better prepare students and community members to make educated job and career choices. Currently, we are looking forward to moving into the new Administrative/Student Services Building, officially aligning the Career Center with the Internships and Service-Learning Departments.

### Administrative Unit Outcomes

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

<table>
<thead>
<tr>
<th>Department Goals (Overarching AUOs)</th>
<th>Specific Objectives</th>
<th>Means of Assessment and Criteria for Success</th>
<th>Summary of Data Collected and Number of Cycles</th>
<th>Use of Results</th>
<th>Next Assessment Cycle (Month, Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accessibility of Career Advisors for appointments is above satisfactory</td>
<td>Students and community members will be provided ample opportunities to meet one-on-one with a Career Advisor</td>
<td>A satisfaction survey will be completed by individuals who meet with a Career Advisor, allowing them to &quot;rank&quot; their satisfaction with appointment timeliness and availability.</td>
<td>0</td>
<td>- - - 2013</td>
<td></td>
</tr>
<tr>
<td>The campus community at the Valencia</td>
<td>Staff will provide a short locally</td>
<td>Sixty-six surveys were completed.</td>
<td>1</td>
<td>The goal of 90% was exceeded</td>
<td>- - - 2013</td>
</tr>
</tbody>
</table>

Campus will agree that they were provided with quality service and useful information by the Career Services Staff. Developed a satisfaction survey to each client. Success will be defined as 90% of respondents marking a 3, 4, or 5 (Strongly Agree) to the question “Career Center staff provided me with quality service and information that will be useful to me”. Services provided will include one-on-one advisement on one or more of the following: career assessment, resume development, job search, applications, career exploration, interviewing, etc. Sixty-four (97%) responded with a 3, 4 or 5 (Strongly Agree). Two respondents scored a “1” (Strongly Disagree), but with the optional comments/feedback: “Very informative, helpful”, and “I felt that she was very helpful and understanding with questions. Thank you for the service provided.” These comments lead us to believe that they may have misunderstood the rating system. We are pleased with the feedback. There were no negative or constructive criticisms or comments provided. We will continue to offer this same high level of service to Career Center customers in the future and will not be repeating this survey next semester.

The Career Center recently switched from 60 minute to 30 minute appointments, in an effort to prepare for an influx of student. Career Advisors will be provided with a short anonymous survey to gather their opinions regarding the change from Career Advisors completed the survey. Eighty percent (80%) responded that the 30 minute appointment was sufficient to cover what 1 With the goal of 80% met, we will continue to conduct 30 minute appointments as a general rule. However, Fall 2014
| Career Services staff will have adequate time to effectively work with students/clients | 60 minute to 30 minute appointments. | is needed, although two specified depending on the appointment topic. Eighty percent (80%) responded that they could effectively handle 6 or 7 appointments, with one stating 5 appointments. Four of the five noted that quality of appointments may be lost with the shortened time, however, four stated they still prefer the shortened appointment. | noting the concerns of quality possibly diminishing, and the point raised regarding what the appointment topic is, we have adopted a flexible scheduling system where the visitor is screened for the purpose of the visit, with basic appointments scheduled at 30 minutes, and more involved ones at 60 minutes. |
| Career Services will offer a series of relevant workshops that meet the demands of career explorers, job seekers, and the current economy. | A survey will be completed by Career Center visitors and workshop attendees asking them to rate the selection of workshop topics presented by the Career Center. | In Progress - Spring 2014 | 1 |
| The campus community at CCC will be satisfied with | A satisfaction survey will be handed out to each client | 12 surveys were completed. 9 of 12 (86%) | With 100% response at above "satisfied", 2012 |
the CCC will be satisfied w/career exploration and job search support services offered to them

career and job-related services receiving services were ranked a 5 ("very satisfied"), the remaining 3 were a 4 (above "satisfied"),

the survey will not be repeated at this time. It may be revisited when the population grows a bit more.

Objectives

Status of Objectives. (Review College Strategic Goals)

Open Objectives

1). Investigate ways to track placement, and/or a placement tracking system, as the community college system moves towards more accountability

   Goal: Institutional Effectiveness
   Status: None

2). Develop and implement an outreach plan to deliver career services to the classrooms in order to reach more students.

   Goal: Student Support
   Status: In progress

   Add'l Comment: An email is scheduled to go out to Faculty in early spring 2014 offering classroom visits and Career Center orientations.

3). Develop new partnerships with community organizations to establish a stronger community presence, market our services, and offer assistance to a broader audience

   Goal: Institutional Advancement
   Status: In progress

   Add'l Comment: Speaker at a workshop for the Zonta Club in January 2014. Scheduled to present a Resume/Interview workshop at the Newhall Library in March 2014.

4). Identify new ways to generate revenue for the Career Center through on-campus department partnerships, community partnerships, grants, etc.

   Goal: Financial Stability
   Status: In progress

   Add'l Comment: Partnering with the Student Services and Success Program Director to fund a staff member.

5). Research and identify trending career-related workshop topics and develop/add to our workshop series.
**Goal:** Teaching and Learning  
**Status:** In progress  
**Add'l Comment:** We will be conducting surveys spring 2014 semester to determine student/community satisfaction with current offerings, and to identify possible topics for the future.

6). Implement the "Tips & Clips" component of the Career Services website, captioning all materials to be posted on our website.

**Goal:** Innovation  
**Status:** In progress  
**Add'l Comment:** We are currently implementing this project. Several workshops are now accessible through the OER, and will be added to our website this semester.

7). Improve the appearance and look of the Career Center, adding a focus on CTE Programs that will better inform students of career opportunities available to them at College of the Canyons.

**Goal:** Student Support  
**Status:** In progress  
**Add'l Comment:** With the Internship (CWEE) Department's focus on CTE programs, they have already purchased a TV to advertise CTE focused internships, and printed a variety of brochures for CTE programs that are displayed in the shared office space. We have also coordinated with Internship staff to create a system of appointments for CTE, other majors and community member appointments, to make sure they see a CTE trained staff member as needed. other ideas are currently being explored.

8). Work closely with the Counseling Department in preparation of the joining of departments in the new Administration/Student Services Building.

**Goal:** Innovation  
**Status:** In progress  
**Add'l Comment:** Currently coordinating with the Counseling Department Chair regarding space usage and function.

9). Develop and implement a "Get Experience Now" initiative, to educate students on the importance of using internships, jobs and service learning as opportunities to build their resumes, gain experience, give back to their communities and hone in on career interests.

**Goal:** Student Support  
**Status:** In progress  
**Add'l Comment:** Initial planning has begun regarding this campaign, that may include bulleting boards, emails, table displays, etc.

10). Redesign our Department website for a more professional look and ease of use, in line with the design of other departments on campus.

**Goal:** Technological Advancement  
**Status:** In progress  
**Add'l Comment:** The new campus website has been implemented. We are currently testing and upgrading links and information.
11. Increase the number of businesses who recruit on campus to promote and fill their employment opportunities.

   **Goal:** Institutional Advancement  
   **Status:** In progress  
   **Add'l Comment:** We are currently promoting this service actively to employers, and had an increase in 2013 and a strong start to the spring 2014 semester.

12. Coordinate closely with the Counseling Department to determine the best way to manage the Student Success Act requirements, especially how to ensure a "quality" Education Plan for each student.

   **Goal:** Student Support  
   **Status:** In progress  
   **Add'l Comment:** Currently working with Counseling Chair and Student Services Support Program Director to develop ways to implement the Career Center into the solution of students selecting meaningful majors.

13. Establish ways to generate revenue (through FTES) for workshops and services already available

   **Goal:** Financial Stability  
   **Status:** Yet to be started

14. To hire a fulltime Career Counselor to better serve students and community members

   **Goal:** Student Support  
   **Status:** On hold - pending funding

15. To hire a fulltime Job Developer to more effectively meet the placement needs of our students and community members

   **Goal:** Student Support  
   **Status:** On hold - pending funding

Completed Objectives

1. Expand the use of our website and online services to deliver career resources to students and the community

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

2. Establish a job placement function within the Department

   **Goal:** Student Support  
   **Status:** Completed  
   **Add'l Comment:** This is always a work in progress, however, the tools and resources we currently use have been successful in effectively assisting job seekers.

3. Expand the number of career and job-related resources available at our website and accessible online to students and the community

   **Goal:** Student Support  
   **Status:** Completed
4). To institutionalize the Careers-on-the-Go Program, a LEAP Project piloted last year by a committee, through the Career Center.

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

5). To "kick-off" the new CA Career Cafe website as a tool for students to use in the career development process.

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

6). Provide support for high school students preparing for careers, by conducting presentations and workshops to Youth Employment Services (YES), Regional Occupational Programs (ROP), etc.

   **Goal:** Student Support  
   **Status:** Completed  
   **Add'l Comment:** Conducted several workshops this past year to both groups of high school students.

7). Expand partnerships within the community to better assist high school students and community members (Career Visions, WorkSource CA Center, churches, community organizations, etc.)

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

8). Increase the number of community organizations we present to on a regular basis, to establish a stronger community presence

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

9). Continue involvement with statewide committees/associations in order to remain on the forefront of career development and job placement issues throughout the community college system, and within our region. This includes networking with other career professionals, presenting at workshops and conferences and learning of best practices.

   **Goal:** Institutional Advancement  
   **Status:** Completed  
   **Add'l Comment:** Continued involvement with two Statewide committees, keeping abreast of the newest trends, changes and challenges facing our college, and presenting and learning of best practices in the fields of career development and job placement. In addition, it has given our college exposure within several professional arenas.

10). Coordinate with Academic Affairs, providing necessary assistance and leadership with the rollout of the new "Career Coach" initiative in the Santa Clarita Valley.

   **Goal:** Leadership  
   **Status:** Completed  
   **Add'l Comment:** Assisted with the process of developing the job description, interview process, hiring and orienting the Career Coaches to their new positions.

11). Collaborate with the WorkSource Center as a COC Department, to better streamline
services.

**Goal:** Leadership  
**Status:** Completed

**Add'l Comment:** Although this goal is a continuous function, we worked closely with the WorkSource Center to establish a process of assisting clientele by utilizing services at both centers. In addition, cross advertising of workshops, recruitments, resources, etc. has taken place.

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

1.Partnered with Economic Development to win a contract to conduct workshops for the WorkSource Center, generating over $7,000 for the Career Center. (Goal: Financial Stability)

2. Partnered with Career Technical Education, on two different grants, bringing in over $25,000 for Career Center for staffing. (Goal: Financial Stability)

3. Started a Facebook and Twitter account to advertise Career Center events and information. (Goal: Technological Advancement)

4. The Career Center Director successfully served on two statewide committees; Executive Board Member on the California Placement Association, and Region 6 Representative on the Chancellor's Statewide Career Development Advisory, bringing attention to COC's program, and allowing for updated information relevant to Career Center operations. (Goal: Leadership)

5. In addition to job fairs, implemented resume rallies at the Canyon Country Campus (Goal: Student Support)

6. Started the Wednesday morning email of the newest jobs available, to better serve employers and get the word out to the campus community. (Goal: Innovation)

7. Added several new workshops to our "How to..." series, to keep up with relevant topics and issues in the field of career development and job placement. (Goal: Teaching and Learning)

8. After an absence, due to funding cuts, re-established office hours at the Canyon Country Campus, increasing to 5 hours each Wednesday. (Goal: Student Support)

9. Strengthened the partnership with the Reentry/Veterans Office, conducting workshops and promoting events and job opportunities to this population. (Goal: Student Support)

10. Partnered with the Alumni Association, posting job opportunities on their LinkedIn page as a "perk" for joining their association page. (Goal: Innovation)

11. Coordinated with the Internships Program to merge our job and internship postings into one database, "My Jobs". (Goal: Innovation)

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

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

Regarding staffing, the Career Center has operated with only two full time staff for over 13 years. Over the past few years, part-time staff have fluctuated between 1 and 3 College Assistants at any given time, and 3 to 5 Adult Hourly staff who are interns or graduates from local universities, in our Career Advisor internship program. For one semester, this program became a Volunteer program due to budget constraints. The most significant staffing changes coming in the next three years will be in response to the student population growth expected at the Canyon Country Campus, and the expectations set by the State regarding the Student Success Act requirements. Both will necessitate additional staff to effectively meet the growing needs of students and the public.

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

The Career Services website currently serves as the primary source for department information to students and the community. Our homepage includes workshop schedules, job fair dates, special events and department services. Links bring users to an extensive list of career and job search resources, access to our online job database, employer services, detailed job fair information, and our department newsletter. An "Ask a Career Advisor" function was added this past year allowing 24/7 access to those with job/career-related questions from off campus. Career assessments are completed online (in the office and at home), and our computer lab of 7 computers allows visitors to take assessments, complete job searches, fill out applications, develop resumes and cover letters, practice interviewing, and use email for career-related purposes, with our assistance available as needed. Calendars are also used to advertise, including the campus calendar, the City of Santa Clarita, KHTS, the Chamber of Commerce and the local newspaper's calendar. Social media has also become a useful tool in advertising the latest job openings and upcoming events, utilizing both Facebook and Twitter sites.

Plans in the next 3 years include a link to resources developed by our own Career Center, including short tips on career exploration and the job search process, videotaped workshops, and templates/handouts/etc. The link will be titled "Tips & Clips", and is a LEAP generated project. Additional funding will not be immediately needed as videotaping can be done by our A/V Department, and captioning will be covered by a current captioning grant. However, should the grant not be renewed, a funding source would need to be identified to cover costs of captioning the workshops. A computer lab is a necessity for the Career Center, as much of our work is completed at a computer with a student, including career assessments, resumes, applications, etc. We will require 5 to 6 computers to sufficiently meet student needs, and up to 8 computers when combined with CWEE and Service-Learning.

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

The Career Center collaborates with many departments and programs on campus. A natural partnership exists between the Counseling Department and Career Services, with referrals to complete career assessments and fine tune the selection of a major. This partnership of cross-referrals has also included EOPS, DSP&S, Reentry/Veterans, and International Students. Over the past few years, the relationship between Internships(CWEE) and Service Learning Departments has strengthened, with the natural tie being to gain experience and build personal skills and commitment that can ultimately build a student's resume and serve them well throughout life. In Instruction, classroom presentations are conducted on topics such as resume writing, interviewing, skills identification, using career assessments ("Journey"), targeted career overviews, etc. Partnering departments regularly visited include Nursing, Psychology, English,
Counseling, Business, and many others. Other presentations are conducted for Reentry students, MESA, various clubs on campus, and First Year Experience students. Through a partnership with the Economic Development Department, workshops are conducted to Fast Track Programs to prepare job seekers for employment following their intake and training programs. In addition, Career Services participates in campus events such as MajorQuest, and College to Career Day. Finally, partnerships with CTE grant-funded entities provided staffing for our department and involvement with such programs/events as Discovering Careers, the Careers-on-the-Go workshop series, and outreach to CTE programs. Over the past two years, the partnership with the WorkSource Center has strengthened as we have cross-advertised each other's events and workshops, and referred clients in both directions based on need.

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

One challenge we face is the lack of qualified staff to evaluate the MBTI and/or Strong assessments. Unfortunately, as a result, we have discontinued this valuable service, as a qualified Counselor is needed. These assessments are now only offered in Counseling courses. Our biggest challenge is securing funding for qualified staff. Our department service hours are directly correlated to the number of staff we have on hand. Our current budget provides 2.5 part-time Career Advisors (Adult Hourly). We require 2-3 additional staff for appropriate coverage. We have addressed this challenge in the past by collaborating with three different departments on campus, that have resulted in nearly $34,000 of additional staff funding for the Career Center: (1) By partnering with Career Technical Education (CTE), we secured a part-time funded staff member in 2010-2011. It helped for coverage and appointments, however, the staff member was eventually pulled to work exclusively on CTE projects beginning 2012. (2) By partnering with Academic Affairs and the CTE Collaborative Grant, we were able to secure a part-time funded intern beginning spring 2011. Again, this has been a great help for Career Center staffing, but specific CTE projects pulled them away from our Center. In addition, this funding ended in spring 2013. (3) By partnering with the Economic Development Department, we assisted in securing a contract with the WorkSource Center, allowing the Career Center Director to conduct a series of workshops each month that result in $7,200 in funding that went directly towards a Career Center staff member. It was a great help, but the WorkSource Center had to end the arrangement due to funding cuts. Our plan is to continue to pursue partnerships with various funding sources, however, as most are grant and contract-based, they can end at any time, and are narrow in scope, as is the situation we currently face. We are currently requesting additional district funding for a part-time classified staff member to further institutionalize this important function, not only to maintain current office hours, but to manage the expected increase in foot traffic at Canyon Country Campus and with Student Success Act requirements.

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

The past few years have had several significant changes for the Career Services Department, with the change in management of Internships (CWEE) resulting in a strengthened collaborative partnership between the two departments, and an alignment with the Service-Learning Center. This has lead to plans for a sharper focus on promoting CTE programs within the Career Center, placement of individuals into internships and program-related jobs, joint advertising, cross training of staff, and re-organizing the "look and feel" of the Center. A "get experience now"/"build your resume now" campaign is being considered as well. Another change that will have a significant impact is the move to the new Administrative/Student Services Building. The current plan will join the Career Center, Internships (CWEE), and Service-Learning with the
Counseling Department and the Transfer Center. The result will be a more student-friendly service center, in line with the Student Success Act. The placement component is expected to stay strong. However, the change in location will definitely have an impact on the day to day operations, as we will be removed from the heavy student foot traffic that makes up many of our visitors.

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

Our current services at the Canyon Country Campus are provided by one staff member, one day a week for five hours. Initially, when the campus first opened, our office hours included one full day per week, however, budget cuts resulted in the reduction to four hours, and then an absence in Fall 2012. We were able to reopen in spring 2013 with five hours, one day a week. Similar services to the Valencia campus are offered including one-on-one advisement, online career assessment, interview prep, resume development and critique, assistance with the job search, etc. In addition, special events have been implemented at the Canyon Country Campus, including resume rallies, annual job fairs, and more recently workshops. Due to the limited hours, we were not able to conduct our "How to..." career workshop series at this campus. Our plan is to increase the hours back to one full day, and eventually add additional days as the student population grows, however, until staffing can be increased, we are limited in the hours of service we can provide. Currently, the Director is present the remainder of the hours on the day our staff is present, making an "unofficial" full day of Career center representation on campus.

Plans for staffing a future Westside Campus would be similar to Canyon Country, in that we would start with half a day, and see what the need is to determine further hours. Again, staffing would be are biggest challenge, and partnerships and additional funding sources would be sought as a possible solution. Upon addition of staff, we plan to increasingly add services to all locations as the populations grow, and to meet the needs of the students and community.

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

As the Valencia campus nears it's build-out, Career Services continues to be an important part of the process in promoting student success, through collaborating with the Counseling Department, Reentry/Veterans, CWEE, Student Development, Service Learning, EOPS and a host of other departments. Although facilities will be changing with the new Administration/Student Services Building, we will continue our goal of "helping students and the community with their job and career choices". We have made progress with several of the goals from the existing Educational & Facilities Master Plan, while several have not been achieved, primarily due to the continuing economic situation. Specifically, progress was made in the areas of: (1) Marketing, with a new brochure and tri-fold card. Also, our website was redesigned to better feature upcoming events and organize resources and information. (2) We have developed more of an online presence regarding delivering of services, with the "Ask a Career Advisor" and increase in the number of resume critiques being completed via email. (3) The kick-off of the new CA Career Cafe website as a career exploration program allowed for 24/7 access to career information, including assessments. (4) Finally, The Director joined two statewide committees/associations, one for placement and one for career development, that have allowed for sharing of best practices and statewide issues. Areas that were deficient included: (1) Hiring of a Career Counselor due to funding. (2) Expanded office hours at CCC - we actually had to cut them in half due to staff/budget cuts. (3) On-Campus recruitment numbers were down as we lost a full-time staff member who was the organizer of this component. (4)
Developing a program to better match candidates to jobs is still in progress.
In 10 years, our primary goal is to continue to be the "place to go" for students and community members to explore careers and prepare for the job and career search. Although facilities will be important, and nothing will ever replace the one-on-one visit, it will be important to keep up with technology so that we can continue to reach our students, whether in person or via computer. Plans would include a career center at the Canyons Country Campus, and possibly shared space with other counseling service departments at a future Westside Campus.

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

In addition to serving students, we are open to the public. As a result of the poor economy, we have seen a significant increase over the past 6 years in community members taking advantage of our services, most notably our advisement services, and specifically for the job search process (resumes, interview prep, applications, etc.). This is partially due to a focused campaign conducted a few years ago that included extensive community presentations and workshops at local churches, clubs and nonprofits. As the word has been spread, the community has responded. A by-product of this campaign was a spread of our services to employers in the Santa Clarita Valley. The result has been a steady addition of businesses using our online job database to post their employment opportunities. This has had a wonderful result, as we are serving more businesses and community members in fulfilling their needs.

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

<table>
<thead>
<tr>
<th>Data Result</th>
<th>Implication</th>
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<tbody>
<tr>
<td>1). In 2011, total in-person visitors to the Career Center were slightly down from 2010, from 3,464 to 3,013. Services requested (resume, interview, job search) were proportionately down with this decrease, except for one service, which was markedly higher. Career Advisement was up by over 200 requests, showing the increasing need for one-on-one advisement. Although our Advisors were able to keep up with the demand, the waiting period for students and community members was increased, sometimes by days, and their knowledge and experience was many times stretched beyond their limits.</td>
<td>Career advisement has become increasingly important with large numbers of individuals seeking employment, and open to switching career fields as needed to obtain a job. Sufficient and qualified staff must be on hand to address the issues these individuals come with, including switching resume formats and content, exploring new careers through assessment, addressing lack of self-esteem and confidence, unemployment running out (distressed) and a host of other issues. This points to the need for a qualified Career Counselor who can handle the &quot;higher level&quot; issues that our interns are not yet trained to manage.</td>
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</table>

On the surface, it appears that we are not reaching as many students, however, the number of students served through workshops and classroom presentations has been on the rise since we moved to the Student Center and eliminated classroom visits due to lack of...
2). For the past several years, there has been a steady increase in the number of community members that we serve. Between 2010 and 2011, there was an increase of 172 individuals, whereas 625 less students entered the Career Center for service. At it's highest level to date, 36% of our visitors served last year were not even enrolled at the college. In addition, in keeping up with current technology, many of our core services are now offered online, including our career program, resource links, workshop schedules and resume templates. Another significant factor is the increase in providing service via email. Resumes are increasingly being sent back and forth, allowing students to more quickly receive necessary feedback. Finally, the development of our "Ask a Career Advisor" 24/7 question and answer "session" allows questions to be asked online, and although it hasn't caught fire yet, allows students more options to get their questions answered without having to visit the Center.

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

Ten years ago, the Career Services Department was a much smaller operation, where services were offered on a limited basis, advisement was conducted by one staff member (the Director), and resumes were dropped off in a folder to be critiqued and returned to the job seeker at a future date. The strength of the Career Center today is it's ability to provide service when needed. With the development of the Career Advisor Internship program in 2005, an era was started that allowed for one-on-one appointments within 1 to 2 days, in depth career assessment, resume critique and development while sitting with a staff member, allowing the job seeker to better understand the principles involved and to become an active learner in the process.

Through creative measures, we have managed to maintain staff and meet student and community needs, at one point staffing the office with volunteers. With sufficient staff, we have been able to keep up with changing economic times, new methods and techniques of advising, and relevant, useful and effective career-related workshops. Much of our department's success is our ability to reach out and partner with other departments on campus. Providing support and assistance in the classroom, participating in campus events, and involvement in new programs and initiatives have kept our department in the forefront. Finally, Career Services is in the event business. Special campus-wide events have been our specialty. Whether it's Resume Rally, Job & Career Fair, Careers-on-the-Go workshops, How to...workshops, Discovering Careers or CareerCampSCV, our goal is to reach as many students and community members as possible, and we have been very successful with doing this to date.

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

A downward trend in students using the Career Center over the past several years initially raises interest. However, their was a significant drop in student visits when the Career Center relocated from Seco Hall to the Student Center in 2010. Although we were able to maintain all services offered at the time, limited space with the downsizing of our computer lab caused us to eliminate classroom visits and group career assessment administration sessions. Classroom visits and assessment sessions were a staple for the Personal Development courses (now Counseling) and several other instructors, and we did our best to replace the Career Center visit with a visit to their classroom. Over time, in many cases the instructors have decided it is easier
for them to conduct a quick orientation of our services on their own and assign the career assessment as homework. This change in process has accounted for thousands of students not visiting the Center as a result. About the same time, the WorkSource Center had just moved to the Valencia campus, and community referrals and visitations had picked up. These two factors have accounted for the shrinking percentage of students being served and increasing percentage of community members. In addition to the ceasing of Career Center class visits, students have increasingly shifted to online means of retrieving information. We believe this has also had a significant effect on the number of students who visit the Career Center. It's a double-edged sword as we have posted more of our information online, and that our job database, career assessment and Perfect Interview programs are all accessible via the Internet. Our current challenge is to identify ways to reach more students, whether in the classroom or through our website or social media. A related challenge is the unfortunate decision limiting targeted emails to students, which will directly affect how we get students career-related information, in particular, regarding our extensive list of career-related workshops. Although we are investigating new ways to reach these students, there will be no substitution for a targeted email to students who need this information the most (undeclared majors, reentry, veterans, specific majors, etc.).

**Budget Planning**

**Program Needs**

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

**Supplies and Services**

Supplies in the form of printer and fax cartridges are regularly needed. Other supplies include office supplies, folders/envelopes and other miscellaneous items. To date, our budget has been sufficient to cover supplies. Regarding services, we have three companies we contract with. CSO Research supplies our online job database, our primary resource to get job openings out to students, the campus and to community job seekers. Employers also use it to post their openings remotely. Kuder provides our primary career assessment, Journey, used in our Career Center, for Counseling courses, and for a variety of other classes and programs on campus. Finally, Perfect Interview is our online interview preparation program that allows job seekers the opportunity to practice critical interviewing skills from any computer with Internet access. The Internships Department promotes this program as well to prepare Intern candidates. Again, to date, our budget has been sufficient in funding these 3 programs.

**Equipment**

At the Valencia Campus, it is essential that Career Services have direct access to a minimum 6 computer stations in a lab setting, to assist career/job seekers with resumes, job search, resources, and career assessments and exploration. This is in addition to 5 staff computers. As the campus expands in Valencia with the new Administration/Student Services Building, the Canyon Country Campus and additional sites in the SCV, additional computers will be needed to meet increasing client numbers at each campus site. Canyon Country will require a minimum...
4 computer stations and an additional campus site would require 4 computer stations as well. A high capacity copier with scanning function would need to be accessible due to the large number of copies needed for resumes and flyers for job postings and workshops. A fax machine would be needed for faxing of resumes and documents.

**Facilities and facility modification**

Current facilities at the Valencia Campus are not sufficient based on the current student population and their needs, resulting in personal and private client appointments sometimes being conducted in a cubicle open to the public lab area. Upon the planned move to the new Administration/Student Services Building, there is a need for an additional office for advisement, in addition to the existing facilities that include 3 offices, a cubicle area, a computer lab space (minimum 6 stations) and a waiting area. In addition, it is our hope that the facility will be able to once again accommodate classroom visits, something we had to eliminate when we moved to the much smaller space in the Student Center, as well as a dedicated room to conduct workshops in, as we lost this capacity as well with our move and have to hold workshops away from the Career Center.

Facilities at Canyon Country currently include a shared office space. With an increase in student population will come the need for increased service hours and private office space for appointments. To meet this need, the Career Center will require 1 to 2 offices for private appointments, a waiting/check-in area and a computer lab of at least 4 stations. A designated workshop room reasonably close to the Career Center will also be needed. There is currently no such room available anywhere in Quad 1.

An additional Westside campus would require 2 offices, access to a computer lab, and a workshop room as well.

**Personnel**

The Career Center at Valencia currently operates 4 days per week, including one evening. The staff includes a full time Director and Administrative Assistant, 3 part-time Internship Advisors (Adult Hourly), 1 Office Worker (Adult Hourly) and 1 Student Worker (FWS). All 3 Advisors and the Office Worker are funded by our district budget, limiting their hours significantly. It is due to this constraint that we will need to use volunteer staff to maintain our operating hours.

Canyon Country Campus Career Services are currently offered only on Wednesdays, from 10:00am to 3:00pm, staffed by 1 of the existing Advisors. With increased demand as the campus grows, plans include this staff member covering a full day, and eventually increasing to 2 staff who will cover 2 days each, allowing for a 4-day operation similar to Valencia. A Student Worker would be needed for phone, clerical and walk-in support.

An additional campus site in the SCV would require the same format, starting with 1 staff to cover 1 day, increasing to 2 and then 3 based on need.

The Career Center has annually made the request for a Career Counselor. Up to now, the majority of career advisement has been performed by trainees (Advisors). This is unfortunate as they many times do not have the necessary depth of knowledge or resourcefulness to assist the student/client effectively. Although they have delivered outstanding service, an experienced Career Counselor is absolutely needed, particularly to focus on career assessment and evaluation, and especially with the focus on educational/career plans required of the Student Success Act.

In addition, an experienced Job Developer/Placement Specialist is needed who is fully trained and prepared to handle resume, interviewing and job search processes. Our interns do not receive this training in their college programs of study, and although we teach them the basics, they do not have the extensive breadth or depth needed to more fully and effectively serve students/clients seeking employment.
In the meantime, the department Director spends many hours training and supervising rotating interns, and conducting client meetings that the interns are not equipped to handle.

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

In terms of facilities and staffing, coordinating with the Dean and the Vice President of Student Services will be critical in the planning stages of the new Student Services Building, to ensure enough space and manpower to meet student and community needs. Regarding hiring a dedicated Career Counselor and a Job Developer, the Dean and Vice President are aware of the need through yearly requests. Requests for additional or updated technology will be addressed with the Technology Department, as well as redesigning of the Career Services website. As much of the future entails combining and/or aligning areas (Administration/Student Services Building - Career Center/Counseling/Transfer Center/Internships/Service-Learning) and/or potentially sharing space (Canyon Country and Westside campus), it will be imperative to meet with the other departments to share resources, plan goals and streamline processes.

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

Lonnie Davis, Administrative Assistant;

Upload additional files.

File #1: Faculty Staff Survey 2011 Results - Career Services.docx
### College of the Canyons Program Planning and Review

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

| Program Information for: Counseling  
<table>
<thead>
<tr>
<th>Year(s): 2011/2012 to 2013/2014</th>
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#### College of the Canyons' Mission Statement
College of the Canyons offers an accessible, enriching education that provides students with essential academic skills and prepares students for transfer education, workforce-skills development, and the attainment of learning outcomes corresponding to their educational goals. To fulfill its mission, College of the Canyons embraces diversity and engages students and the community in scholarly inquiry, creative partnerships, and the application of knowledge.

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

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

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

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

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

### Administrative Unit Outcomes

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

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

Provide Counseling Services to Our Diverse Student Population

data on ethnicity and gender and see that counseling contacts are proportional to the ethnic and gender demographics of the total student population.

students and they represent 4.82% of the total student population; 5.39% of its counseling contacts with Asian students and they represent 6.99 of the total student population; 25.60% of its counseling contacts with Hispanic students and they represent 27.56 of the total student population; 4.41% of its counseling contacts with Filipino students and they represent 4.36% of the total student population; 0.77% of its counseling contacts with Native American/Alaskan Native students and they represent 0.57% of the total student population; 0.53% of its counseling contacts with Pacific Islander students and they represent 0.61% of the total student population; and 44.23% of its counseling contacts with White/Caucasian students and they represent 44.94% of the total student population. 56% of the counseling contacts were with female students.

these students in the total student population. The Department will consider assessing this AUO in 3 years to monitor whether Counseling services are provided proportionally to all segments of our diverse student population.
and they represent 55% of the total student population and 44% of the counseling contacts were with male students and they represent 45% of the total student population.

Student education plans which include educational goal(s) and correct sequence of courses to achieve stated goal(s).

From Spring 2011 to Spring 2012 Counseling Faculty met with 10,476 (duplicated) students in individual counseling appointments and out of those counseling appointments, 5,224 developed an individualized student education plan that identified their educational goal(s) and listed a sequence of appropriate courses to achieve stated goals. In addition, we developed 382 1-semester educational plans in the New Student Advisement and FYE workshops. The total is 5,606 student educational plans developed or 54%.

The Counseling Department did not achieve its target for success with 54% of students that developed student education plans. One contributing factor to the low % may be a result of using duplicated student appointments and an educational plan may have not been produced during a second or subsequent visit. The department will continue to analyze the data and study the other contributing factors affecting this outcome.
Teach students how to identify their educational goal(s) and develop an educational plan to meet their goal(s).

Counseling Faculty in person will develop an individualized education plan that identifies their educational goal(s) and lists appropriate COC classes to achieve their stated goals.

Educational goal(s) and the correct sequence of courses to achieve stated goal(s).

6,253 (duplicated) students in individual counseling appointments and out of those counseling appointments, 3,628 developed an individualized student education plan that identified their educational goal(s) and listed a sequence of appropriate courses to achieve stated goals.

Success, with only 58% of students developing student educational plans in individual appointments. This may be explained by the general reduction in counseling resources, specifically the loss of counselors to retirement, the reduction of adjunct faculty funding, reassigned time of counselors, and reduced full-time load of counselors. Another contributing factor to the low percentage may be a result of using duplicated student appointments—an educational plan may not have been produced during a second or subsequent visit. The department will continue to analyze the data and study the other contributing factors affecting this outcome.
Objectives

Status of Objectives. (Review College Strategic Goals)

Open Objectives

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

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

2). Update the Counseling Department website.

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

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

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

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

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

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

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

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

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

Completed Objectives

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

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

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

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

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

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

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

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

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

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

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

   **Goal:** Institutional Effectiveness
   **Status:** Completed

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

   **Goal:** Institutional Effectiveness
   **Status:** Completed

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

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

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

   **Goal:** Technological Advancement
   **Status:** Completed
   **Add'l Comment:** Endorsed by Dean of Enrollment and the VP of Student Services.

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

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

Canceled Objectives

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

13. Continue to advocate for the hiring of College Assistants to support Program Advisor and Counseling staff in service to the COC student population. (Goal: Human Resources)

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

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

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

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

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

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

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

Department/Program Changes. Please describe any changes (institutional or within the broader
academic discipline/program area) that require changes in the department or program structure, focus, or
emphasis.
The Counseling Department is acutely aware of the California Community College Chancellor's Office
emphasis on basic skills, career technical education, and transfer and as such, we endeavor to keep
abreast of current trends in these three areas. Counseling faculty are members of the Skills4Success

Committee, First Year Experience Program, serve on CTE advisory committees, and attend annual transfer conferences. As a result of the mandates dictated by the Student Success Act of 2012, the Counseling Department will find itself in even greater demand. Currently, the department is structuring individual counseling appointments to address increasing complexities, a greater focus on career exploration and development, and an emphasis on regulations imposed by other program areas, changes in Title V, and new legislation. The Department is currently undergoing a reorganization of its curriculum, with the intent of focusing on key courses that emphasize transition to college, learning strategies and science, career exploration, and transfer planning. The Counseling Department is also determined to increase the number of online courses offered beginning fall 2014, and seeks 100% certification of Counseling Faculty to teach online.

### Canyon Country Campus and a possible Westside Campus

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

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

### Connection to Educational and Facilities Master Plan

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

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

### Other Information

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

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

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

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

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

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

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

**Budget Planning**

[Click Here for Budget Planning](https://intranet.canyons.edu/offices/FiscalServices/APRBudget2010/APRForm.asp?Prog...)

**Program Needs**

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

**Supplies and Services**

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

**Equipment**

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

**Facilities and facility modification**

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

**Personnel**

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

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

To acquire equipment, facility modification, and personnel, the Counseling Department will need to coordinate with the following departments: Facilities, Purchasing, Computer Tech Support, and Human Resources. To meet these program needs, we will need the support of the Dean of Enrollment Services, the Vice President of Student Services, and the District.

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

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

Upload additional files.
### College of the Canyons' Mission Statement

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

### Program Description

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

The Dean of Students provides vision, leadership and supervision for the directors managing the programs and staff of the following departments/programs: CalWORKS, Career Services, DSPS, EOPS/CARE, Financial Aid, Service-Learning, Student Development, Student Health and Wellness Center. The Dean of Students also adjudicates student discipline cases, coordinates the process for students to petition the Academic Standards Committee and chairs the Behavioral Intervention Team (BIT). In addition, the Dean of Students provides District oversight of the bookstore and food services functions.

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

The managers and staff of various student services division departments are direct recipients of the services and functions of the Dean of Students, as well as, the students, faculty, and staff of the campus community.

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

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

In September 2006, the Assistant Dean, Student Development and Retention was promoted to Dean of Student Services. At that time, departments reporting directly to the Dean of Student Services included: Career Services, CWEE, Service-Learning, Student Development, and the
Student Health and Wellness Center. In April 2010, DSPS and Financial Aid began reporting to the Dean of Student Services directly, and in February 2011 CalWORKS and EOPS/CARE were added. Also beginning in February 2011, the task of overseeing the District bookstore and food service functions has come under the auspices of the Dean of Student Services and fellow student services administrators.

### Administrative Unit Outcomes

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

<table>
<thead>
<tr>
<th>Department Goals (Overarching AUOs)</th>
<th>Specific Objectives</th>
<th>Means of Assessment and Criteria for Success</th>
<th>Summary of Data Collected and Number of Cycles</th>
<th>Use of Results</th>
<th>Next Assessment Cycle (Month, Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Office of the Dean of Students will provide service that will assist students in resolving matters that affect their progress related to their educational goals.</td>
<td>Students will be given a pre and post-test regarding their understanding of the process for petitioning the Academic Standards Committee. The criteria for success is 70% of students will understand the process after taking the post-test.</td>
<td>Post-test results: After being advised of the process for the Academic Standards Committee Petition: 100% of students understood the process for the Academic Standards Committee Petition; 99% understood the difference between a late drop and a late withdrawal; 99% understood the timeframe in which to complete a petition; 98% understood how long it would take for</td>
<td>1</td>
<td>Based on post-test results, the staff in the Office of the Dean of Students will continue to provide advise when students first request the Academic Standards Committee Petition to better ensure petitions are completed accurately and in a timely manner so they can continue to processed efficiently and effectively.</td>
<td>- - 2014</td>
</tr>
</tbody>
</table>

Cycle (s)
the petition to be processed; 100% understood the definition of extenuating circumstances; and 99% understood all petitions must include supporting documentation extenuating circumstances.

**Objectives**

**Status of Objectives.** *(Review College Strategic Goals)*

**Open Objectives**

1. Support Financial Aid's efforts to have Datatel patches loaded in a more timely manner in order to assist the staff with its workload and better serve students.

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

2. Assist support staff and manager overseeing Service-Learning program to advance the program in meaningful ways to involve more faculty and students, and, also, create possible project-based service opportunities.

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

3. Investigate and resolve how to address staff shortages in CalWORKS, DSPS and EOPS/CARE due to State categorical funding cuts

   **Goal:** Human Resources  
   **Status:** In progress

4. Provide support to Career Services and Financial Aid departments during the process of each departments move from its current location to the new Student Services and Administration building upon its completion during the 2014/2015 academic year.

   **Goal:** Physical Resources  
   **Status:** Yet to be started

5. Assist DSPS with the design of secondary effects for the facilities which will be vacated by Financial Aid when it moves into the new Student Services and Administration building during the 2014/2015 academic year, therby providing DSPS an opportunity to expand its department
footprint.

**Goal:** Physical Resources  
**Status:** Yet to be started

Completed Objectives

1). Present FLEX workshop on the Academic Standards Committee petition process.
   **Goal:** Teaching and Learning  
   **Status:** Completed

2). Work with the Student Health and Wellness Center, Behavioral Intervention Team (BIT), SCV community partners, and Los Angeles County Department of Mental Health to coordinate a one-day community outreach conference to be held on campus. The conference will focus on providing education and resources pertinent to issues involving mental health.
   **Goal:** Teaching and Learning  
   **Status:** Completed

3). Assist Financial Aid with the development of an RFP for financial aid disbursements.
   **Goal:** Student Support  
   **Status:** Completed

4). Assist with coordination and presentation of materials in FYE summer orientation programs.
   **Goal:** Student Support  
   **Status:** Completed

5). Successfully move Career Services to Student Center in order to be housed in the same office as CWEE.
   **Goal:** Student Support  
   **Status:** Completed

6). Assist the staff of both Career Services and CWEE and Internships to find ways to partner and design new initiatives that serve students more efficiently and effectively.
   **Goal:** Student Support  
   **Status:** Completed

7). Address and solve issue of CWEE employers’ request for the District to sign hold harmless forms.
   **Goal:** Student Support  
   **Status:** Completed

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

9). Gain additional facility space for Financial Aid to operate effectively at the Canyon Country campus.
   **Goal:** Student Support  
   **Status:** Completed
10). Address and solve issue of CWEE employers’ request for the District to sign hold harmless forms.

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

11). Investigate and resolve how to meet staff shortage in Student Development due to multiple vacancies amongst permanent staff.

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

12). Continue involvement with the drive-through flu clinic coordination and facilitation.

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

13). Assist Financial Aid with the implementation and on-going use of a "red flag" system for the purposes of exposing and stopping attempted financial aid fraud.

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

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

1). The Behavioral Intervention Team (BIT) hosted a Mental Health Summit in November, 2011 at which between 45-50 practitioners and others gathered on campus to discuss mental health concerns in the Santa Clarita valley. (Goal: Institutional Advancement)

2). A "red-flag" system was implemented to assist with stopping attempted financial aid fraud. (Goal: Institutional Advancement)

3). Assisted support staff through the transition from one manager to another for oversight of the Service-Learning program. (Goal: Human Resources)

4). Provided support for campus vendors for food services and the bookstore during transition of District oversight of these areas from Business Services to Student Services. (Goal: Campus Climate)

5). Busted multiple financial aid fraud "rings" thereby preventing members of the ring from obtaining financial aid funds by fraudulent means. (Goal: Institutional Advancement)

6). Presented on the topic of Administrative Unit Outcomes (AUOs) to management staff during professional development workshops. (Goal: Teaching and Learning)

7). Served as assistant to Incident Commander for annual POD Flu Clinic held in conjunction with the City of Santa Clarita and the County of Los Angeles. (Goal: Leadership)

8). Co-facilitated FLEX workshop on the topic of students and drug use on campus (Goal: Teaching and Learning)

9). Co-facilitated FLEX workshop on the topic of student persistence and retention. (Goal: Teaching and Learning)

10). Conducted presentation to joint meeting of Associated Student Government and Board of Trustees about financial aid fraud and the College's efforts to thwart attempted fraud (Goal: Teaching and Learning)

11). Hosted Mental Health Services Conference in conjunction with the Department of
Mental Health Los Angeles County in March 2012. The conference was for the campus and local community. (Goal: Leadership)

12). Oversaw the reorganization of the EOPS/CARE and CalWORKs departments to reclassify positions, fill vacancies, add staff with additional State funding and create more effective and efficient programs and services (Goal: Human Resources)

13). Led the effort to reorganize the position and hire a mental health practitioner/coordinator as the Assistant Director, Student Health & Wellness Center (Goal: Human Resources)


15). Completed the National Behavioral Intervention Team Association (NaBITA) Best Practices in Behavioral Intervention and Threat Assessment training and certification course (Goal: Student Support)

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

1). Establish on-going budget for conference education and training for Behavioral Intervention Team members to validate institutional commitment to BIT as the entity the District relies on for behavioral intervention and threat assessment regarding student's of concern. (Goal: Student Support)

2). Submit RFP for Substance Abuse and Mental Health Services Administration (SAMHSA) grant for student suicide intervention and prevention (Goal: Student Support)

3). Provide support to the Career Services, Financial Aid, and Service-Learning departments and staff during the process of each department’s respective move from its current location into the new Student Services and Administration building upon its completion (Goal: Institutional Advancement)

Other External/Internal Factors

Positions in your department. What changes have occurred in the last three years and what changes are expected in the next three years within your department/program? In the previous three years, the Administrative Assistant III support staff member for the Dean of Students had the duties and responsibilities of her position revised: accounting responsibilities for the student government were removed and replaced with coordination of the process for the petition to the Academic Standards Committee and assistance with scheduling student discipline meetings. Looking forward, it is necessary to have in place support staff serving as a receptionist to interface with students and other office visitors.

Technology. How is technology being used for service delivery? What specific changes in the use of technology should be implemented? Please indicate the hardware and software (including version if known) needs for department. Also, indicate if a budget augmentation is needed. Email accounts assigned to students by the College would improve service delivery via the use of available technology.

Interdisciplinary Collaboration. Describe any relationships with other
**Departments/Programs.**

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

Budget cuts have affected the ability to hire staff sufficient to provide support to the department, especially as it relates to interfacing with students who have questions about turning in petitions for grade changes and late drops, and late withdrawals, from courses. These challenges have been met by reducing hours, and, at times, having other available staff cover the reception area and answer students' questions.

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

**Canyon Country Campus and a possible Westside Campus.** Please describe your department’s services that are available at the Canyon Country Campus and any plans for changes. Also, please include plans for offering services at a possible Westside Campus. Student's may pick up in person petitions to the Academic Standards Committee from Admissions and Records. All Student Conduct matters are referred to the Valencia campus. The same will be true at the Westside campus for the above mentioned services. As for the departments, which report administratively to the Dean, Student Services: CalWORKS, DSPS and EOPS/CARE have been devastated by State cuts to categorical funds, thus, are unable to provide much of a presence on a regular basis at the Canyon Country campus, and the same will be true for Westside. Career Services does a fine job duplicated services at Canyon Country (job fair, resume rally, etc.) as are found on the Valencia campus. Service-Learning provides a number of orientations near the beginning of the fall and spring semesters so students do not need to travel to the Valencia campus. Student Development maintains a strong presence at Canyon Country through students serving in the Associated Student Government, and through student clubs. Career, Service-Learning and Student Development are likely to try and replicate a similar level of service and presence at a Westside location. The Student Health and Wellness Center currently provides services one day a week for 8 hours at the Canyon Country campus, and, although the use by students is quite steady, it does not yet warrant expanding to additional days per week.

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

The Dean of Students provides vision, leadership and supervision for the directors managing the programs and staff of the following departments/programs: CalWORKS, Career Services, DSPS, EOPS/CARE, Financial Aid, Service-Learning, Student Development, Student Health and Wellness Center. Each of these departments or programs have goals and activities as part of the District's Educational and Facilities Master Plan, and, as such, each has listed progress toward stated goals in the respective program review for each department or program.

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

**Use of Data.** Describe department trends, including measures identified in the Administrative Unit Objectives and other data described above. What are the specific implications of the data collected? State each result and the implication.
**Departmental Strengths.** Describe the department’s strengths or unique features. This should principally include information from the data summarized above.

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

## Budget Planning

[Click Here for Budget Planning]

## Program Needs

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

### Supplies and Services

The Office of the Dean of Students is a part of the Student Services Division office suite created in January 2010. The current level of supplies is sufficient for the services presently provided.

### Equipment

In 2010, a photocopier and laser printer were purchased in order to meet the equipment needs of the department. These pieces of equipment should be sufficient for the next three years.

### Facilities and facility modification

In January 2010, the Dean of Students, Dean of Enrollment Services and the Vice-President of Student Services moved into vacated and remodeled space to form a Student Services Division office. As the Student Services/Administration building is slated to be replaced within the next three years, it is anticipated we will be moved to temporary quarters while the existing building is demolished and rebuilt. The temporary quarters will need to have privacy in order to meet with students regarding discipline issues and meeting space to conference with small groups.

### Personnel

Currently, the department has a half-time support staff/receptionist. It would be helpful to meet the goals and objectives of the department if, in the future when budget times are good again, the position could grow to be a 100 percent full-time support staff position.

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

In order for the half-time support staff/receptionist to become 100 percent full-time, sufficient budget must be available. We will work through Human Resources, PAC-B, the Vice President, Student Services and other executive cabinet administrators to achieve this goal in the future.

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

[Michael Joslin, Dean, Student Services; Debra Gonzales, Administrative Assistant III, Office of...]

the Dean of Student Services

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

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

Program Information for: DSP&S
Year(s): 2011/2012 to 2013/2014

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

Program Description
Describe the Department's Mission (e.g. services offered and functions performed by this department). DSPS's mission is to provide surroundings that recognize the worth, value, and potential of each student in an intellectually, stimulating environment, which encourages students to become functioning, productive, and contributing members of our society. DSPS offers coordination of services for students with disabilities who are enrolled in classes at COC. DSPS performs functions which allow students with disabilities accessibility and accommodations while attending classes.

Who are the customers/recipient of the services and functions?
The recipients who participate in DSPS are students attending classes at COC and have a verified disability which limits one or more of the major life activities and imposes an educational limitation. Students must provide documentation of their disability or qualify through the learning disabilities assessment process.

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

Provide a short description of the history of your department, including how it has changed over the years.
DSPS had its beginnings at COC in the mid 1980's. At that time few students participated in the program and services were limited. Since that time DSPS has grown to include 2 FT faculty, 2 PT faculty, 2 classified positions, and adult hourly positions including interpreters for deaf students. DSPS's population has grown significantly over the years, serving over 1,569 students during the 2012-2013 academic year. DSPS is devoted to providing services to students with disabilities utilizing current assistive technology, trained professionals, and complying with federal and state mandates for persons with disabilities.

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

<table>
<thead>
<tr>
<th>Department Goals (Overarching AUOs)</th>
<th>Specific Objectives</th>
<th>Means of Assessment and Criteria for Success</th>
<th>Summary of Data Collected and Number of Cycles</th>
<th>Use of Results</th>
<th>Next Assessment Cycle (Month, Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSPS personnel will archive student files using existing scanners</td>
<td>Computer Support Services will build a Singularity Data Base for archiving DSPS student files. The criteria for success is based on getting all DSPS student files archived. The department determined what was necessary information that needed to be preserved on existing files. Once the database is completed, Computer support will train DSPS personnel on the system.</td>
<td>DSPS personnel will begin to scan files as soon as the training is complete. We will have a better idea the length of time it takes to scan and archive files once the process begins. Information will be collected by spring 2013 on the progress toward paperless files.</td>
<td>2 Cycle(s)</td>
<td>Document imaging of student files will provide more physical space and ultimately move to paperless files. Archiving has been completed for files from A-G.</td>
<td>Winter 2014</td>
</tr>
<tr>
<td>As a result of annual retreats DSPS staff will become more aware of the needs of students with disabilities, DSPS staff will complete evaluation surveys to assess the retreat topics, and provide input for future</td>
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**Administrative Program Planning and Review**
DSPS will conduct annual staff retreats for all DSPS staff members. This will help staff understand the parameters when working with this population and further develop their knowledge and skills in order to assist students.

Introduction to Blackboard I & assisting students. An overall rating scale would indicate at least 80% satisfaction with the retreat & indicate the staff finds the information usefull.

1) Priority registration is available to all students with disabilities. 2) CTE workshops are offered to students. 3) DSPS will provide registration assistance workshops. 4) DSPS will send post cards to students with disabilities notifying them of registration information. After two semesters (Fall 2010- Spring 2011) at least 80% students will still be enrolled in classes. A total 203 students received services listed in specific objectives in Fall 2010 & Spring 2011.

Fall 2010, 68% of students were still enrolled. Spring 2011 62% of the students were enrolled.

Fall 2011, 69% of the 134 students who participated in outreach enrolled in Fall 2011 classes. For Fall 2012, 74% of the 257 students who participated in outreach enrolled in Fall 2013.

Since an average of 65% of students were retained in classes after two semesters, DSPS will continue to refine outreach efforts. Based on the % increases students with disabilities benefit from transition efforts.

2012

DSPS will facilitate student success by providing students with disabilities assistance as they transition from high school to college. Annual statistics are kept for outreach events including student participation and enrollment.

For Fall 2011, 69% of the 134 students who participated in outreach enrolled in Fall 2011 classes. For Fall 2012, 74% of the 257 students who participated in outreach enrolled in Fall 2013.

DSPS will continue to provide orientations and workshops to students with disabilities as they transition from high school to college. For Fall 2014, DSPS will continue to support and refine outreach efforts.
<table>
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<tr>
<th>Winter 2014</th>
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<tbody>
<tr>
<td></td>
<td>1) DSPS will increase a 60% counseling position to at least 80%-100% to provide more counseling opportunities to students with disabilities. 2) DSPS will provide workshops to incoming freshmen and provide a 100%-20% increase in counseling hours such as Perkins, District, or an increase in DSPS budget. Criteria for success would be a 20% increase in counseling hours. 3) DSPS will provide workshops to incoming freshmen. There were an 93% increase in students attending the workshops and 109% in enrollment status. 4) As of 22/2014, those students who attend the workshops will have 85% of annual progress. By updating the educational plan with student plans, goals, and success is to criteria for success, new students who attend the workshops will be included in the percentage of those who have actually enrolled in fall 2012.</td>
</tr>
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</table>

With reference to the stated objectives: 1) Due to funding limitations at this time, DSPS is unable to increase a 60% counseling position to 100%. 2) DSPS provided workshops in spring & summer 2012 to incoming freshmen. 3) DSPS is complying with the request of all new students have a student education plan by Fall 2012. 4) As of 22/2014, those students who attend the workshops will have 85% of annual progress. By updating the educational plan with student plans, goals, and success is to criteria for success, new students who attend the workshops will be included in the percentage of those who have actually enrolled in fall 2012. 5) A tally of students who attend the workshops and the percentage of those who actually enroll will be the means of assessment. Criteria for success is to have 85% of new students who attend the workshops have actually enrolled. |
increase direct student counseling contacts due to growth in DSPS. Workshop actually enroll in classes. Increased the 60% DSPS counselor position to 100%, and will recruit for an 80% DSPS counselor position. The previous 100% counselor position in DSPS transferred to general counseling.

Perkins funding was received for additional counseling hours, during the 2012-2013, & 2013-2014 academic year, specifically for students enrolled or interested in CTE courses. Student interest in CTE courses will be identified by the counselor contact log, in addition, popular CTE programs will be identified, so more in-depth information can be made available to students. Student contacts are logged by DSPS counselor. Trends will be identified from counseling appointments.

For the 2012-2013 year, there was approximately 88.75 additional counseling hours utilized for students enrolled in CTE courses. For the 2013-2014 year, there was approximately 90.5 additional counseling hours utilized for students enrolled in CTE courses. DSPS will continue to request funding for additional counseling hours for students enrolled in CTE courses as funding is available.

Livescribe pens both record the audio of a spoken lecture and the written notes taken by Fifteen Livescribe pens were secured by a grant written by DSPS 2011. An additional grant Fourteen students completed the 8 question survey. The results of the survey indicated: 79% found the

Although some students are somewhat unfamiliar with the use of the Livescribe pens, with continued

Winter 2014

Winter 2014
DSPS will provide students with state-of-the-art recording technology to help achieve academic goals through enhanced note taking. Both the audio and notes are synced within the pen allowing for unprecedented note taking and referencing. Further acquisitions of Livescribe smart pens will allow a broader base of our student population to utilize this emerging technology. DSPS students who have an identified auditory processing deficits are eligible to check out the pens on a first come first served basis. Students are allowed to use the pens for the semester. At the conclusion of the semester, students were asked to complete a survey determining their satisfaction with the pen. Orientation to the pen useful, most students indicated they used the pens in math classes, in addition to some history classes, students reported reviewing notes and listening to the lecture as a benefit to the pen. 72% reported no difficulty with using the pen while some reported some noise distraction. 79% indicated "not often" for the need to charge the pen. With the LD Specialist, student will develop an accommodation letter that addresses their individual needs. 97% of students who were tested completed the feedback session. During feedback students learned their strengths and weaknesses and how it effects their academic performance. Accommodations are discussed at the feedback session.

| General Studies 050/ SLO #1 | GS 050/ SLO #1-- Student will evaluate learning strengths and weaknesses in regards to their learning difficulties | --Meet with LD Specialist to review eligibility during the feedback session of the assessment process. -- With the LD Specialist, student will develop an accommodation letter that addresses their individual needs. | 97% of students who were tested completed the feedback session. During feedback students learned their strengths and weaknesses and how it effects their academic performance. Accommodations are discussed at the feedback session. | 1 | DSPS will continue to offer assessment to students who qualify. The Learning Disabilities Eligibility Model is provided by the Chancellor's Office and allows students who experience difficulty to see if they qualify for services in DSPS. | Fall 2013 |

use and practice students will hopefully be more adapt at using the technology. DSPS received another grant for 2012-2013 to purchase more Livescribe pens for student use. Student satisfaction surveys will given to student at the end of Fall 2012 semester. As of 2/2014 all of pens available have been checked out it appears students are satisfied with the performance of the technology. DSPS will continue to offer the pens for those who qualify.

97% of students who were tested completed the feedback session. During feedback students learned their strengths and weaknesses and how it effects their academic performance. Accommodations are discussed at the feedback session.

1 | DSPS will continue to offer assessment to students who qualify. The Learning Disabilities Eligibility Model is provided by the Chancellor's Office and allows students who experience difficulty to see if they qualify for services in DSPS. | Fall 2013 |
### General Studies 050/SLO #2

**Goal:** Provide assessment through the LDEM for students who are appropriate to be tested.  
**SLO #2**  
Evaluate resources and support services available on campus and in the community.

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<tr>
<td>Goal: Provide assessment through the LDEM for students who are appropriate to be tested.</td>
<td>--Identify that students are knowledgeable of support services available to them during the feedback process. The summary sheet provided to students identifies specific services available based on the student's strengths and weaknesses. -- Student accommodation letters will be referenced to determine which DSPS service/s are the most frequently offered to learning disabled students enrolled with DSPS.</td>
<td>100% of students completing GS 050, including feedback, are knowledgeable about specific support services available to them. -- Those students completing the feedback portion of the assessment process are more likely to make a counseling appointment and follow-up with DSPS services.</td>
<td>96% of students completed feedback from Spring 2008-Spring 2009.</td>
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### General Studies 050/SLO #3

**Provide assessment through the LSEM for students who are appropriate to be tested. -- Student will participate in the feedback process of the assessment upon completing testing sessions.**

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<tbody>
<tr>
<td>Provide assessment through the LSEM for students who are appropriate to be tested. -- Student will participate in the feedback process of the assessment upon completing testing sessions.</td>
<td>--Students will schedule appointments for feedback session. -- Record keeping of appointments by LD Specialist. -- Confirm student has in fact enrolled in GS 050</td>
<td>In recent past there was an increasing number of students who failed to complete the feedback session of the assessment process. Some students were only completing a portion of the assessment process. From the data collected there was 100%</td>
<td>100% of students completing GS 050, including feedback, are knowledgeable about specific support services available to them. -- Those students completing the feedback portion of the assessment process are more likely to make a counseling appointment and follow-up with DSPS services.</td>
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</table>

<p>| 1 | Encourage students to complete the entire assessment including feedback. | 1 | Confirmation of GS 050 enrollment will be done before a student may schedule testing and feedback appointments. Periodic checking of enrollment will be done to ensure a student doesn't drop the class, maintaining enrollment the |
| General Studies 082/ SLO #1 | Provide support for students in academic coursework by utilizing computer programs and assistive technology. -- Students will utilize computer and assistive technology as support to their academic coursework while enrolled in GS 082. | Students enrolled in GS 082 for Spring 2012 (26) and Fall 2012 (14) GPA's were tallied to determine if students on average were earning a 2.0 GPA or better. | Results indicate students enrolled in GS 082: Spring 2012 collectively had a GPA of 2.5 Fall 2012 collectively had a GPA of 2.7 | entire semester. If at any point the student drops the class, the assessment process will be stopped. | 1 | DSPS will encourage students to enroll in GS 082 as a support for academic coursework. | Spring 2014 |
|---|---|---|---|---|---|---|
| General Studies 091/ SLO# 1 | Provide support for students enrolled in English courses by developing writing skills and completing assignments -- Student will successfully complete English courses in which they are enrolled. | --DSPS students will enroll in GS 091 for varying units. -- Students will earn credit for the hours in which they enrolled. Time clock and grade sheets will provide documentation of completed units. -- Students enrolled in GS 091 Fall 2008, Winter 2009, and Spring 2009 will be tallied and reviewed to | From Fall 2008-Spring 2009, 66 students enrolled in GS 091. Of those 66, 44 (67%) received credit or a C or better and 22 (33%) did not receive credit for GS 091. Of those 67% who received credit for GS 091, 73% received credit or passed their English class. Of the 33% who did not receive credit for GS 091, 45% did not receive credit or passing grade for their English class. | 1 | DSPS will encourage students to enroll and complete GS 091 | Spring 2014 |</p>
<table>
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<tr>
<th>General Studies 091/ SLO# 2</th>
<th>Provide support for students in English and language based courses by developing writing skills and completing writing assignments. -- Students will strengthen their English/writing skills by successfully completing their lab hours in GS 091.</th>
<th>Students enrolled in GS 091 during Fall 2011, Spring 2012, &amp; Fall 2012 will be tallied -- Comparisons between those who completed their lab hours vs. those who did not complete their lab hours will be made.</th>
<th>Fall 2011 Total enrollment= (44). (30) completed their lab hours. Spring 2012 Total enrollment= (32). (26) completed their lab hours. Fall 2012 Total enrollment= (23). (16) completed lab hours. Of those who completed their lab hours (61%) passed their English class.</th>
<th>1</th>
<th>Students who enrolled in GS 091 during Fall 2011, Spring 2012, &amp; Fall 2012 will be tallied -- Comparisons between those who completed their lab hours vs. those who did not complete their lab hours will be made.</th>
<th>Fall 2015</th>
</tr>
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<tr>
<td>General Studies 092/ SLO# 1</td>
<td>Provide math support for students in Math classes up to and Math 070, and Business Math 144. -- Students will improve their math skills and pass their current math class in order to progress to the next level.</td>
<td>-- Students enrolled in GS 092, a math class up to and including Math 070 &amp; Business Math 144 for Spring 2012 and Fall 2012 were tallied. -- Students who completed their lab hours were only used in the count. -- The percentage of those who passed their math class and will progress to the next higher math class were considered.</td>
<td>Spring 2012-- 42 students enrolled in GS 092. Of those (42), 24 (57%) passed their math class in order to progress to the next level. Fall 2012-- 70 students were enrolled in GS 092. Of those (70), 29 (42%) passed their math class in order to progress to the next level. The average of the two semesters indicate 50% of students who completed GS 092 hours passed</td>
<td>1</td>
<td>The next cycle will look at data including students who did not complete lab hours. DSPS will continue to encourage students enrolled in math classes 070, Business Math 144, and below to participate in GS092</td>
<td>Spring 2015</td>
</tr>
</tbody>
</table>
Objectives

Status of Objectives. (Review College Strategic Goals)

Open Objectives

1). 3) Change the DSPS Access Coordinator II position from classified to a faculty position. This would allow for more diverse and indepth student instruction and faculty training.
   
   **Goal:** Student Support
   
   **Status:** None

2). Update assistive technology as it becomes available
   
   **Goal:** Technological Advancement
   
   **Status:** In progress

3). Increase DSPS enrollment in DSPS through continued outreach to campus and community.
   
   **Goal:** Student Support
   
   **Status:** In progress

4). DSPS has received space on the college server, in order to archive files. The college has provided DSPS access to Singularity Data Base. Archiving files is a continual process in DSPS.
   
   **Goal:** Technological Advancement
   
   **Status:** In progress
   
   **Add'l Comment:** Computer Support Services & DSPS developed a singularity data base with the Hershey system as a way archiving DSPS files. 11/2012

5). Replace existing Gateway lab computers to Dell
   
   **Goal:** Technological Advancement
   
   **Status:** In progress

6). Provide students with state of the art recording technology to help achieve academic goals through enhanced note-taking using the Livescribe pen in the classroom.
   
   **Goal:** Student Support
   
   **Status:** In progress
   
   **Add'l Comment:** DSPS wrote and received a grant for 6 more Livescribe pens. 8/2012

Additional Accomplishments. (Review College Strategic Goals)

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

1). Space planning for DSPS as it expands when Financial Aid moves into the new Student Services building. Private counseling rooms, classified offices, waiting area and testing room will
need to be incorporated into the planning. Secondary effects must be considered. (Goal: Student Support)

2). Hire 80% counselor position pending Board approval. Spring 2014 (Goal: Human Resources)
3). Increase 80% LD Specialist to 100% (Goal: Human Resources)

Other External/Internal Factors

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

No position changes in DSPS have occurred due to budgetary constraints. Changes in the next three years would be to 1) make 60% DSPS counseling position to 100% 2) hire a permanent P/T or F/T classified clerical position. 3) Hire a adjunct counseling position for CCC and eventually Newhall Ranch facility.

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

Students with disabilities utilize assistive technology in the classroom by using the Livescribe pens for note-taking, books on CD, and e-text requests. In addition, students use computers in DSPS lab to assist with assignments and projects. Updated computers, software and assistive technology are necessary to stay current with changing technologies.Future possibilities may include purchasing assistive listening devices and equipment to enhance the audible words of spoken lectures/presentations on campus.

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

DSPS interfaces with numerous departments on campus and in the community. DSPS counselors go to weekly training meetings, attend counseling retreats, and have ongoing faculty interaction when indicated. The DSPS counselors, LD specialist, and Director are accessible to staff, and students to assist with any disability related issues. Annual Advisory Board meetings are held with a cross section of individuals to address disability related issues. On occasion, specific departments at COC are targeted on how to best serve students with disabilities in selected programs or departments.

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

Budget constraints are the most difficult problem with approximately 45% cut in DSPS funding. Interpreting services have been streamlined, a 4 day work week, and slightly reduced hours in the DSPS lab have been implemented as a cost savings.

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

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

DSPS counseling services are provided at CCC one day per week. Currently, there are no plans to increase counseling hours at CCC based on need. DSPS continues to monitor technology maintaining at least 10% accessibility at CCC.

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

In the 2007-2012 Educational Master Plan DSPS indicated a need for more space. Plans to date envision DSPS expanding as Financial Aid vacates to the new Student Services buliding. DSPS would
occupy current DSPS and Financial Aid areas as well. This would allow for the student lab to be in vicinity of the DSPS offices, while allowing for a quieter study/tutoring area. Expanding DSPS's square footage would also allow for individual accessible work stations to house ever changing assistive technology and for both counselors to have privacy when meeting with students. Also mentioned in the Educational Master Plan is the needs to increase personnel, specifically counseling position and LD Specialist both to a 100% FT status. Within the next ten years, our goals would include 2 FT counselors, 1 FT LD Specialist, and adjunct counseling where needed at CCC and West Ranch site.

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

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

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

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

**Budget Planning**

**Program Needs**

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

**Supplies and Services**

**Equipment**

**Facilities and facility modification**

When Financial Aid vacates it's existing space, secondary effects will be needed to modify offices and layout to accommodate DSPS.

**Personnel**

Personnel needs include: Increasing 60% counseling position and 80% LD Specialist position both to 100%, changing a classified position (DSPS Access Coordinator II) to a faculty position. A need for more adjunct counseling at CCC and the future West Ranch site is possible.

**Who do you need to coordinate with to make this happen?** (e.g. other departments on campus,
Financial Aid will need to vacate before DSPS can utilize the space on the first floor of Seco Hall.

<table>
<thead>
<tr>
<th>The following staff participated in conducting this program planning and review.</th>
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</thead>
<tbody>
<tr>
<td>The following DSPS staff contributed to the program review: Jane A Feuerhelm, Stephanie Lee, Christi Franklin, Carol Bean &amp; Scott McAfee.</td>
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</table>

Upload additional files.
## Program Information for: Enrollment Services
### Year(s): 2011/2012 to 2013/2014

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

### Program Description
Describe the Department's Mission (e.g. services offered and functions performed by this department).
The mission of the Enrollment Services Division is to ensure all programs provide relevant academic education and services to students, engage in opportunities that support transfer, career technical and basic skills education, and provide a collaborative atmosphere where all departments explore and create innovative and meaningful programs that meet our students’ diverse interests and educational goals.

Who are the customers/recipients of the services and functions?
The departments and programs that make up the Enrollment Services Division include: Admissions & Records, Computer Support Services, Counseling, International Education, International Students, Matriculation, Noncredit Matriculation, Outreach, Reentry/Veterans, Student Business Office, and Transfer. In addition, the Dean serves as the instructional dean for the division responsible for course curriculum additions and updates, class scheduling, faculty evaluation and coordination with other academic divisions. The Dean has also taken joint responsibility for coordination of Bookstore and Food services operations with the Dean of Student Services.

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

Chart #1: [2011-2012 Enrollment Svcs Org Chart.pdf](#)

Provide a short description of the history of your department, including how it has changed over the years.
Enrollment Services was created in May of 2006 to better manage the numerous departments that make up the Student Services division. Even though the departments and programs that make up Enrollment Services work with all students, they have many services especially geared for new students coming to College and returning students attending after an absence. Thus, Enrollment Services concentrates on collaboration, eliminating duplication of effort and creating programs and services that remove barriers to success and assist students to navigate the many student support resources available.

## Administrative Unit Outcomes

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

<table>
<thead>
<tr>
<th>Department Goals (Overarching AUOs)</th>
<th>Specific Objectives</th>
<th>Means of Assessment and Criteria for Success</th>
<th>Summary of Data Collected and Number of Cycles</th>
<th>Use of Results</th>
<th>Next Assessment Cycle (Month, Year)</th>
</tr>
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<tbody>
<tr>
<td>As a result of participation in the FYE program, new high school students in need of basic skills instruction will enroll in a fall 2010 FYE cohort that includes basic skills English and Math. Upon completion, the cohort will move into the next sequence of English/Math classes in spring 2011.</td>
<td>Means of Assessment: There will be a retention and persistence study completed that shows retention in enrolled fall 2010 classes and movement into the next sequence of English and Math classes in spring 2011. Criteria for Success: A standard of 65% of students will complete their fall 2011 classes and move into the next sequence of classes in spring 2012.</td>
<td>Summary of the data shows that FYE students had a three percent higher retention rate (95 vs 98 percent) and four percent higher success rate (72 vs 76 percent) compared to other first time freshmen enrolled in fall 2010. In addition, FYE students</td>
<td>1</td>
<td>The FYE program has realized much higher results than anticipated. As a result, the FYE program should be expanded to include as many more first time students as possible.</td>
<td>2012</td>
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</table>
Enrollment Services division will participate in a First Year Experience Program (FYE) to enhance student persistence and retention.

| As a result of participation in the FYE | There will be a retention and persistence study | The data shows that FYE had an eight percent higher retention rate (90 vs 98) and an eight percent higher success rate (68 vs 76) than all other first time students in spring 2011. The overall percent of persistence was 92 percent from fall 2010 to spring 2011 and 84% from fall 2010 to fall 2011 compared to all other first time students whose persistence rates were 85% from fall 2010 to spring 2011 and 69% from fall 2010 to fall 2011. | It has been determined that FYE’s - - - 2013 |
program, new high school students in need of basic skills instruction will enroll in a FYE cohort in fall 2011 that includes basic skills English and Math and will move on into the next sequence of English/Math classes in spring 2012. Students completed that shows movement into the spring 2012 semester. Since the first cycle of assessment showed marked improvement, an increased standard of 75% of students will complete their fall 2011 English and Math classes and move into the next sequence of classes in spring 2012. FYE students also had a 2% higher retention rate (95 vs. 97%) and a 4% higher success rate (72 vs. 76%) in spring 2012. FYE students had a higher fall to spring (98 vs. 86%) and higher fall to fall (86 vs. 69%) persistence rate. 

| Concentration on mandatory assessment, orientation and cohort instruction in basic skills math and English leads to higher levels of retention, persistence and success. With a move towards global mandatory assessment, orientation and a one-semester SEP, the FYE program will begin concentrating on learning communities to ensure persistence and success for entering freshmen. |
|-------|-------|-------|
| The Enrollment Services Division will research and create a new enrollment Means of Assessment The board policy will be created using SSTF recommendations, a enrollment |
| 1 | Spring 2014 |

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Enrollment Services will spearhead the creation and implementation of key Student Success Task Force (SSTF) Recommendations. Priorities board policy and notify students regarding the new priority system. Priorities website will be created and all students will be notified of the new policy in spring 2013. Criteria for Success New & Continuing Students will register according to the new enrollments priority in the fall of 2014.

The Enrollment Services Division will research and create a new enrollment priorities board policy and notify students regarding the new priority system. Means of Assessment The board policy will be created using SSTF recommendations, a enrollment priorities website will be created and all students will be notified of the new policy in spring 2013. Criteria for Success New & Continuing Students will register according to the new enrollments priority in the fall of 2014. The Enrollment Priorities Board Agenda item was passed in 2013. The website was built in April 2014.

2 Students have been informed of the new enrollment priorities and programming has started for release on July 1. Spring 2015

Objectives

Status of Objectives. (Review College Strategic Goals)

Open Objectives

1). Secure funding for adjunct or full time counseling positions for Reentry, Veterans and Noncredit Matriculation.

Goal: Student Support
2). Review current practices in assessment to explore a common assessment tool with diagnostic capabilities. Analyze service practices for a new model that will allow mandatory assessment.

**Goal:** Student Support  
**Status:** In progress  
**Add'l Comment:** We are working with the State MAC group in researching an appropriate assessment tool with diagnostic capabilities.

3). Review current online orientation product and adjust to accommodate annual updates easily to fulfill mandatory orientation requirements of all new students.

**Goal:** Student Support  
**Status:** In progress  
**Add'l Comment:** We are currently updating the online orientation to include important new information and fulfill the mandatory orientation requirement for all new students.

4). Analyze current practices in counseling delivery systems to accommodate mandatory education plans for all new students. Invest time researching additional group counseling sessions for education planning, exploring academic majors, technology for online educational planning, and counseling classes that offer peer creation of educational plans in the areas of CTE, Basic Skills and Transfer.

**Goal:** Student Support  
**Status:** In progress  
**Add'l Comment:** The counseling department has identified an online advising tool and will recommend purchase in the spring 2013. This product will produce a one semester educational plan and meets the mandatory advising and one semester SEP required by SSTF recommendations.

5). Implement new recruitment strategies to double the international students' population every two years by the use of local recruitment, intensive English program, and learning communities in the areas of English/ESL, CTE and transfer.

**Goal:** Institutional Advancement  
**Status:** In progress  
**Add'l Comment:** We have attracted 50 new students to the ISP program in the summer and fall of 2012. We now need to increase retention strategies to ensure students stay here to complete their program of study.

6). Secure a full-time counseling position for the ISP program.

**Goal:** Student Support  
**Status:** In progress  
**Add'l Comment:** We need to increase our revenue to hire a full time counselor; we currently have three adjunct counselors working in the department.

7). Secure funding for additional technological classified staff

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

8). Create Student Services Grants Committee, educate and coordinate division grant writing to secure new funding sources

   Goal: Institutional Advancement
   Status: Yet to be started

Completed Objectives

1). Restructure Public Safety Training courses, clean up existing SLOS and implement SLO assessments

   Goal: Teaching and Learning
   Status: Completed

2). Provide relevant academic education and services to students that support transfer, career technical education and basic skills

   Goal: Student Support
   Status: Completed

3). Secure funding for dedicated outreach director

   Goal: Institutional Advancement
   Status: Completed

4). Participate in NAFSA to increase the college's International Student network & update federal knowledge of SEVIS

   Goal: Institutional Advancement
   Status: Completed

5). Create an Intensive English Program to recruit a new population of international students.

   Goal: Institutional Advancement
   Status: Completed

   Add'l Comment: We have created an Intensive English Program and have attracted 50 new students through this program.

6). Create new ISP learning communities that include English/ESL classes, GE classes, cultural enrichment class and weekly activity to strengthen college life in the US.

   Goal: Institutional Advancement
   Status: Completed

   Add'l Comment: We offered three levels of ESL, a COUNS 150 and HUMAN 100 in an ISP learning community in the fall of 2012.

7). Analyze registration priorities and bring them in line with state Student Success Task Force recommendations and student needs.

   Goal: Institutional Effectiveness
   Status: Completed

   Add'l Comment: A new board policy regarding enrollment priorities will be vetted across the campus and sent to the Board of Trustees in early spring 2013 for approval.
Additional Accomplishments. (Review College Strategic Goals)

1. Chaired successful Women's Conference. (Goal: Leadership)
2. Updated ISP orientation to be interactive and include mandatory counseling appointments to increase retention. (Goal: Institutional Effectiveness)
3. Obtained WASC accreditation for the ISP Intensive English Program and offered cohort classes in Summer, Fall and Spring terms. (Goal: Teaching and Learning)
4. Created new ISP partnerships with CSUN, CalArts and the local Korean Community. (Goal: Cultural Diversity)
5. Instituted a Transfer Admissions Guarantee with Arizona State University specifically for COC students to have guaranteed admission and pay in state resident rates similar to fees at the UC system. (Goal: Student Support)
6. Completed a successful recertification of the International Student Program with the Department of Homeland Security. (Goal: Institutional Effectiveness)
7. Secured scholarship funds for Reentry Students (Three $1,000) from Soroptimists; assisted to raise $20,000 in scholarships for New Student Veterans. (Goal: Financial Stability)
8. Updated marketing materials for International Student Program including updated website, Intensive English Program brochures and overall ISP brochure to attract new students to the program. (Goal: Institutional Advancement)
9. Collected and submitted noncredit ESL assessment data for a validation study. (Goal: Institutional Effectiveness)
10. Along with the entire counseling department, completed On-Course Training to improve teaching strategies for all counseling curriculum. (Goal: Teaching and Learning)
11. Completed emergency preparedness training and became a member of the Incident Command Team. (Goal: Institutional Effectiveness)
12. Spearheaded the research and creation of key Student Success Task Force Recommendations in the areas of enrollment priorities, mandatory orientation, online advisement and a one semester educational plan for all new students. (Goal: Student Support)

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

Other External/Internal Factors

Positions in your department. What changes have occurred in the last three years and what changes are expected in the next three years within your department/program?
The following departments have administrators who report directly to me: Admissions & Records, Outreach, Reentry/Veterans and Student Business Office. The following departments have faculty directors or department chairs who report directly to me: Counseling, Matriculation, and Transfer. The following departments have classified staff that report directly to me: Counseling, International Students, Continuing Education, and Student Services. In the next three years, we need to hire additional adjunct faculty for general counseling, Reentry/Veterans and Financial Aid. We need a full-time counselor in ISP. We need additional program advisors in general counseling. We need to rehire the Computer Support Services Coordinator with the emerging technology
needs coming from SSTF recommendations.

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

Our division is responsible for student services administrative technology advancements and maintenance of SARs software and its various applications. The computer support coordinator serves as the conduit for all student services programming needs. This includes assessing new needs, writing specifications for new programming, testing existing Datatel system modifications, representing the division needs to MIS and computer support, training existing staff on new programming applications, troubleshooting day-to-day technology and writing numerous queries and reports to meet student and district needs. The computer support coordinator has transitioned all current queries to a new the Informer language. The SARs software suite users include the following departments: Admissions & Records Residency, Counseling (both campuses), EOPS, Reentry/Veterans, Transfer Center, International Students, and Noncredit Matriculation. The First Year Experience (FYE) began using SARs last year. The following departments offer online workshop registration through SARs and also utilize the call back features: Counseling, EOPS, FYE, and the Reentry and Veterans programs. The data from the SARs suite is uploaded into Datatel and has greatly improved our reporting capabilities to State MIS reporting. We are researching online call center software and hope to implement in the next year. We need to research online educational planning software in anticipation of new SSTF recommendations. ISP is currently updating their website to increase access for international inquiry.

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

The Enrollment Services division works closely with all departments in student services, instruction, administrative services, institutional research and development, library services and facilities. Our departments serve students, staff, and faculty from across the campus. We work with many programs and services off campus also, including, Department of Veterans Affairs, NAFSA, BCIS, Department of Rehabilitation, many community agencies like Single Mother’s Outreach, Domestic Violence Center, and Child & Family Center. Many of our administrators are currently serving on their State Organizational boards, or on task forces set up by the State Chancellor’s office.

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

Our largest challenges come from lack of staffing resources to meet the current student demand. We need staff in many areas: full-time counselor in ISP, adjunct counseling for general counseling, financial aid, and reentry/veterans, additional staffing in computer support and to assist with SARs database functions. With the new Student Success Task Force recommendations of priority registration criteria, mandatory orientation, assessment, and educational planning, our division will need to analyze current service models to increase efficiency and consider creative programming and technology to meet the new mandates.

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

With the loss of administrative oversight, the international student program has analyzed current practices and created a new service model that includes local recruitment, an Intensive English program, learning communities, and inclusion of faculty and community members to create awareness and a new global perspective. The Student Business Office has a new location and that Director now reports directly to the Dean of Enrollment Services. A new outreach director has been hired and is working closely with local high schools, FYE and CTE programs, ISP and the Reentry/Veterans populations.
department’s services that are available at the Canyon Country Campus and any plans for changes. Also, please include plans for offering services at a possible Westside Campus.

The Enrollment Services division offers the following programs at the Canyon Country Campus, which are managed by the Assistant Dean, Student Services: Admissions & Records, Counseling, Assessment Center, and the Student Business Office. We have started offering workshops for Reentry/Veterans and meet with Reentry/Veteran’s students weekly. We have a new food vendor reporting to us: Lamppost Pizza. As the student population continues to grow, we need to increase staffing levels in all areas of Enrollment Services at the Canyon Country Campus. For the new Westside campus, we need to research shared facilities in the city that can host weekly service offerings from all Enrollment Service departments. A welcome center where critical services like Admissions & Records, Assessment, Orientation and Counseling, can be offered should be considered.

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

The Enrollment Services division programs provide relevant academic education and services to students, engage in opportunities that support transfer, career technical and basic skills education, and provide a collaborative atmosphere where all departments explore and create innovative and meaningful programs that meet our students’ diverse interests and educational goals. Our new master plan must include emphasis on analysis of current practices in assessment, orientation, counseling, and priority registration to prepare for the Student Services Task Force recommendations for mandatory services in these areas.

Ten Year Goals:
1. Institute mandatory assessment, orientation, and educational planning at all three Locations that influence registration priorities.
2. Craft new service models in the areas of priority registration assessment, orientation and educational planning to meet the mandates of the Student Success Task Force.
3. Implement a new ISP recruitment model to double the international student population every two years, which will provide financial stability for the program and additional revenue for the District.
4. Continually analyze and increase service needs at the Canyon Country as needed.
5. Create a plan for a welcome center at the new Westside campus.
6. Research and adopt immurgering technology to increase efficiency in areas of service to students, assessment, orientation and educational planning.

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

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

Departmental Strengths. Describe the department’s strengths or unique features. This should principally include information from the data summarized above. The division’s greatest strength lies in the collaboration of departments with similar objectives and
purpose working together to remove barriers to student success and continue to create innovative programming to assist students to meet their educational and career goals.

**Departmental Challenges.** Describe the department’s challenges. This should principally include information from the data summarized above. The biggest weakness stems from the lack of appropriate resources to meet student program demands. The reduction in course offerings has not stemmed the growth of potential students trying to access the college to meet their educational goals. With the added emphasis coming from SSTF, already strained resources may reaching breaking points. As a result, we need to look for ways to increase effectiveness by analyzing current practices in search of new models of giving service and look for new sources of funding.

**Budget Planning**

| Click Here for Budget Planning |

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**Program Needs**

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

**Supplies and Services**
Secure additional funding to implement Student Success Task Force recommendations by purchase of the Online Advisor product from Cynosure.

**Equipment**
Purchase new call center software to reduce the number of phone calls in impacted service areas: Admissions & Records, Counseling, Financial Aid and Student Business office. Use additional revenue in ISP program to update website.

**Facilities and facility modification**
When funding is available, upgrade the Student Support Center to accommodate International Student Center needs and smart classrooms. Seek purchase of common assessment instrument, easy to use orientation software, and online educational planning software.

**Personnel**
Additional revenue generated by ISP should be used to fund a full-time counseling position to assist an increased population of students in academic, career and personal counseling. As funding mandates are realized from SSTF, use funds to increase assessment and counseling services. Replace the Computer Support Coordinator position to assist with technological needs that will arise due to implementation of SSTF recommendations.

**Who do you need to coordinate with to make this happen? (e.g. other departments on campus, four-year college, high school, local business or other community colleges)**
Vice President of Student Services, Department Chair of Counseling, Matriculation Director, Director of Admissions & Records, MIS, Computer Support, Facilities.

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The following staff participated in conducting this program planning and review.
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<th>Spring 2014- Jasmine Ruys on behalf of Debbie Rio.</th>
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<td>Upload additional files.</td>
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# College of the Canyons Program Planning and Review

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

| **Program Information for:** EOPS & CARE  
**Year(s):** 2011/2012 to 2013/2014 |
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## College of the Canyons' Mission Statement

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

## Program Description

| Describe the Department's Mission (e.g. services offered and functions performed by this department).  
The mission of the EOPS/CARE program at College of the Canyons is to provide programs and services to "at risk" students that are "over and above" the programs and services provided by the college. These programs and services will facilitate the successful completion of these student goals. |
|---|
| Who are the customers/recipient of the services and functions?  
Students served by the EOPS/CARE program are handicapped by language, social, and economically disadvantaged. They could be first generation or educationally disadvantaged. |

| Provide a current organizational chart for the department, including all full-time and part-time staff. Show the full-time equivalent of each staff member. Also, you may want to include a proposed organizational chart if you are proposing changes.  
Chart #1: [EOPS Organizational Chart 2013 2014.docx](#) |
|---|
| Provide a short description of the history of your department, including how it has changed over the years.  
During the 1997-1998 academic year the EOPS/CARE program served 320 underrepresented students. During 2008-2009 the program served 497 students. 50 students (10%) graduated spring 2009. During the 2009/2010 academic year the EOPS/CARE program served 401 students. The program has rebounded in spite of the 40% budget cuts to serve 450 students 2010/2011 academic year. Serving 450 students puts the EOPS/CARE program 238 students over cap. The program is currently housed in the new Student Support Center which provides adequate space for a full service student study center. In the 2011-2012 academic year the |
The EOPS/CARE program served 526 students even though our cap has been reduced to 212. 2012-2013 EOPS served 459 students. We are repositioning our program to reinstate those students that we lost. 51 students received degrees and 67 transferred.

### Administrative Unit Outcomes

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

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<td>The EOPS/CARE students at College of the Canyons will benefit from using priority registration.</td>
<td>The EOPS/CARE program will conduct a survey of continuing students to see how many are currently benefiting from priority registration. Students are informed of the benefit but we do not know how many are actually following through. 85% of the EOPS/CARE students registering during priority registration will be considered success.</td>
<td>During the summer 2012 registration 50.3% of the students surveyed used priority registration. During fall 2012 76.6% of the students surveyed used priority registration. It appears that a large % of the EOPS students surveyed entered the program after the priority registration date. Some applied late. Feed back form the students tells the program how much the students</td>
<td>2</td>
<td>The EOPS program will include the question, Why did you not use priority registration? On the next survey. Additionally, the program will continue to emphasize the importance of planning, following a time line and registering on time. The program will continue to promote priority registration through counseling appointments, the newsletter, face to face appointments with EOPS personnel,</td>
<td>Spring 2012</td>
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The EOPS/CARE Department will strive to increase student participation in Priority Registration. Students appreciate the benefit of priority registration. "Priority registration has been able to keep me motivated to stay in college, and prevented me from being discouraged about the struggles of being a student."

During the winter 2011 session 71% of the EOPS students surveyed used priority registration. Those who did not stated reasons such as "there was a hold on my record" or "I missed the priority deadline." During the spring 2012 semester 97% of the EOPS students surveyed used priority registration. EOPS/CARE is pleased with the spring 2012 results. We will continue to promote EOPS priority registration through the newsletter, emails, at counseling appointments and through the EOPS/CARE Facebook page.

We did not look at Priority Registration 2013.
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<td>The ongoing objective is to secure tutors for the EOPS/CARE study center. The math instructor that was secured is no longer available and the student tutor is only able to work 1 hour weekly as he is overwhelmed with his studies.</td>
<td>Tutors and students actively engaged in the EOPS/CARE study center.</td>
<td>For several semesters the Study Center had tutors but currently we need to restructure the tutoring program. This semester, spring 2011, we are piloting an adjunct English instructor as a tutor.</td>
<td>We realize that EOPS students benefit from tutors being housed in the EOPS/CARE study center however, it is a challenge to keep those tutors with no funding. We continue to brainstorm ideas and anticipate positive results from our pilot project.</td>
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<td>EOPS students will have tutoring available in the EOPS Study Center.</td>
<td>Tutors in the Center providing services to students. Criteria: Tutors available and students to use the tutors.</td>
<td>A request was sent to the Math Department suggesting that interested math students act as tutors in the EOPS Study Center as the requirements for HITE projects. CWEE students were solicited to apply for EOPS/CARE tutoring internships.</td>
<td>Three math students took the EOPS/CARE challenges as a HITE project. One student remained for the entire semester and developed an email system of arranging tutoring appointments. Two students enrolled in the CWEE program are interested in interning</td>
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<td>In the fall semester 2009 EOPS was able to secure a math tutor who was completing</td>
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- - - 2012
a HITE project. This tutor was referred by Dr. Demerjian. He was an excellent tutor who was able to relate to the EOPS students and the students came in every week to work with the tutor. Additionally, Matt Teachout volunteered in the EOPS Study Center every Friday. He worked very successfully with the EOPS students.

Fall 2012 there were 2 tutors in the EOPS Study Center. One student volunteer and one faculty volunteer. The faculty is a former EOPS student who is now an English adjunct. He relates so well to the EOPS students.

An email was sent to the chair of the math and English departments asking for

This year the EOPS/CARE program has been able to have 2 English instructors volunteer their

Fall 2014
The goal of tutors to help in the EOPS Study Center. The department chairs solicited tutors for EOPS/CARE at their staff meetings. It was announced on the EOPS/CARE Facebook page that EOPS/CARE was in need of tutors. The goal is to staff the Study Center with math and English tutors.

service in the EOPS/CARE study center. Dr. Jennifer Hauss has volunteered one hour a week in the center and Adjunct instructor Mike Edwards has tutored several hours a week in the center. Mike was a former EOPS student. We have not been able to secure a math instructor to tutor this year but we have had 4 student tutors. Student tutors must have at least a B in the math level they wish to tutor. The students have volunteered as a way to give back to the program. One student volunteered as a math tutor and received extra credit in her English class. Delbert Stewart, a former EOPS and Counseling 150 student, volunteers as a tutor. Delbert is
EOPS/CARE is to provide students with tutors.

4 During the spring10/fall/10 semesters we were able to continue the use of Professor Teachout in the EOPS/CARE Study Center. He also allowed EOPS students to study with him at the MESA Center. Additionally a student volunteer was able to meet with EOPS students twice/week. Students were pleased with the arrangement and benefited from the tutors.

Tutors in the Center providing services to students. Tutors available and students to use the tutors.

5 The number of tutors in the EOPS/CARE study center is growing. This semester we have 3 instructors who are volunteering to tutor EOPS students. There are 2 English instructors and a math
One of the English instructors who tutors the EOPS/CARE students is a former EOPS student! The challenge now is to have more students use the available tutors as the time variances are great.

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Objectives

Status of Objectives. (Review College Strategic Goals)

Open Objectives

1). The EOPS/CARE & CalWORKS programs will continue to provide services for students to the best of our ability as we wait out the budget crises.

  **Goal:** Student Support

  **Status:** In progress

2). The EOPS/CARE program will evaluate and reevaluate the Step Up Component of the program to determine if the time and effort afforded the component is equal to the performance outcomes.

  **Goal:** Student Support

  **Status:** In progress

**Add'l Comment:** The Step Up program has been put on hold as we do not have enough counseling hours to support 526 students with their mandated three appointments plus Step Up. We are trying to incorporate a program" Blast Off" which is voluntary and manned by the EOPS/CARE & CalWORKs director, a volunteer and a student assistant. This is the second semester we have tried to incorporate the Blast Off program. Several students have agreed to receive additional help but we will recontact them as the semester proceeds to keep in contact with them and encourage them towards their goals. The contract consists of additional study hours, tutoring, meeting with instructors, Supplemental Instruction and meeting with the EOPS/CARE & CalWORKs Director. This program was quite successful
for the students who participated and followed the requirements of the program. Every student who followed the requirements was able to raise their grade point average. We are incorporating this program again, this semester spring 2014.

3). A goal of the EOPS department is to provide students with tutors.

**Goal:** Student Support  
**Status:** In progress  
**Add'l Comment:** This is being done consistently as stated in the AUO's. Additionally we have A students who volunteer to tutor their Peers.

4). The EOPS/CARE program will strive to increase the number of students benefiting from priority registration.

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

5). The EOPS/CARE program will search for funding to provide the students updated computers.

**Goal:** Student Support  
**Status:** In progress  
**Add'l Comment:** The EOPS/CARE program has asked the Vice President of Computer Support, "What is the procedure for EOPS/CARE to acquire computers from the college"? Spring 2013 I had a meeting with the Vice President of Computer Support. He was supportive of the fact that the EOPS Dept. needed additional computers even if they were "handed down" from other departments. He agreed to have a ceiling mounted projector installed in the EOPS/CARE Study Center and that has been done. Additionally we are working on having a ceiling mounted projector added to classroom 119 in the Student Support Center. This will enable EOPS staff to use the classroom permanently. A projector has been installed in classroom 119 and it is used for Counseling 150 as well as ESL classes. With an increase in funding this year we were able to purchase 2 new student usage computers.

6). The EOPS/CARE & CalWORKs programs will replace the EOPS/CARE & CalWORKs Specialist.

**Goal:** Student Support  
**Status:** In progress  
**Add'l Comment:** The position is now closed and we are putting together a hiring committee.

7). The EOPS/CARE program will continue to seek alternative funding.

**Goal:** Student Support  
**Status:** In progress  
**Add'l Comment:** EOPS/CARE program has acquired 6 $1,000 scholarships for single mothers through the COC Foundation. Additionally the Foundation with the support of a Service Learning Student is soliciting funds for the EOPS/CARE program. The coffee undergrounds coffee house at Real Life Church has designated September and October as EOPS/CARE months and will donate 10% of their proceeds for those two months to the EOPS/CARE program. Fall 2012 EOPS/CARE single parents received $3000 form the Soropomist Club. This was a great benefit to the students who were able
to use these funds to further their education. Additionally, EOPS received $2,247.77 from Coffeeundergrounds. These funds will be used to secure additional books for students. We continue to work with the Grants Development Dept to try to secure grants for EOPS/CARE. In 2013 we secured a $50,000 grant from the Mark Taper Foundation!

8). The EOPS/CARE program will continue to develop support services for at risk students in spite of a lack of funding.
   **Goal:** Student Support  
   **Status:** In progress

9). The EOPS/CARE program will actively solicit new partnerships for growth.
   **Goal:** Student Support  
   **Status:** In progress
   **Add'l Comment:** EOPS has worked with faculty to have the faculty tutor in the EOPS/CARE/CalWORKs Study Center. We have solicited math and English tutors from the faculty. Additionally EOPS has fostered a relationship with the Foundation. This has resulted in a $50,000 grant from the Mark Taper Foundation. We continue to find ways to partner with our neighbors, International Students. Our Career Cafe which will introduce students interested in Law/Law enforcement to Law/Law enforcement professionals is another example of the partnerships we are developing.

10). The EOPS/CARE program will develop a new Peer Advisor component incorporating college work study students.
   **Goal:** Student Support  
   **Status:** Yet to be started
   **Add'l Comment:** Currently the EOPS/CARE program has lost funding for Peer Advisors. We have incorporated more Work Study students but we have not been able to use these work study students as Peer Advisors.

Canceled Objectives

1). The EOPS/CARE program will reconfigure the Peer Advisement Component so Peer Advisors can handle their case loads in a more comprehensive manner.
   **Goal:** Student Support  
   **Status:** Canceled

Additional Accomplishments. (Review College Strategic Goals)

1). The EOPS/CARE & CalWORKs programs continue to support the Annual Children's Book Festival. This year over 100 children, parents and friends attended the affair. Student's children were able to receive 3 new books to take home with them. Additionally, children were able to take as many used books as they chose until the supply was depleted. This activity strengthens the role of EOPS as being a stepping stone for "at risk" students to enter college. (Goal: Student Support)

2). EOPS/CARE & CalWORKS continue to develop relationships with the COC Foundation, Grants Development, the Career Center, Counseling and Financial Aid. (Goal: Student Support)

3). It was very exciting for the CARE program to have members of the Santa Clarita
Soroptomists come to the campus and speak directly to our single parents who are head of household. Soroptomists of Santa Clarita presented two workshops that motivated our students to apply for scholarships. The worth and integrity of women was stressed. (Goal: Student Support)

4). The EOPS/CARE program has initiated an EOPS/CARE Scholar program. If the student meets the required criteria they will be designated as an EOPS Scholar on their transcript. (Goal: Student Support)

5). The EOPS/CARE programs has re initiated the Student Support Club. (Goal: None)

6). The EOPS/CARE program has developed a Transfer Success Corner where students post their acceptance letters as they arrive! (Goal: None)

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

1). The EOPS/CARE program will develop a Family Night and invite parents to the campus who feel that their students should work and help support the family rather than attend college. Our goal is to educate the parents. (Goal: None)

**Other External/Internal Factors**

**Positions in your department.** What changes have occurred in the last three years and what changes are expected in the next three years within your department/program? The EOPS Specialist position has been open as the program lacks the funding to fill the position. Although the business office states that we have adequate funding the reality is that if we fund the position we will not have book money available for students. The EOPS/CARE & CalWORKs Coordinator is over worked because of this situation and we continue to struggle with adult hourly employees as we strive to provide adequate services to at risk students.

2013 As the EOPS/CARE program grows there is need for an additional counselor.

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

EOPS/CARE uses online Ed plans and the counselors participate in the SARS grid. There is a need for additional student computers and the students computers need to be updated to Windows 10. The EOPS/CARE study center needs to be SMART with at least a projector that is on the ceiling. Additionally, students need a copy machine.

2013 The ceiling projector has been mounted in the EOPS Study Center but the power needs to be added. Additional student computer needs have been discussed with the Vice President of Computer Support. Additional budget is needed to add computers to the EOPS/CARE & CalWORKs Study Center.

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

EOPS continues to constantly network with the CalWORKs program as we collaborate to efficiently provide books and services to both CARE and CalWORKs students. EOPS/CARE continues to collaborate with Student Services departments who present to the Counseling 150 classes. Consistent presenters are the Transfer Center, Financial Aid, the Student Health Center.
and the Career Center and Service Learning. Financial Aid continues to refer students to the EOPS program via the Financial Aid award letter and many EOPS students apply for and receive Institutional Scholarships. Additional collaboration exists with MESA, the California Connection, Counseling, the library, the TLC, Service Learning, English and Math instructors, PIO and the Tech Center. 2013 finds EOPS working closely with the COC Foundation, Grants Development and we have made a great community connection with Real Life Church and the Coffee under grounds.

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

The overwhelming problem that currently affects the EOPS/CARE program is the 42% cut in funding. Each year the program funding becomes more devastated as salaries and benefits rise and there is no funding increase. Additionally, the program CAP is 212 but the program traditionally serves more than 450 students. These challenges are being address creatively. During the Thanksgiving season the staff and faculty of College of the Canyons were solicited and responded to the call to provide 30 "at risk" families with Thanksgiving grocery cards. The program is actively seeking grants and continues to build relationships with the COC Foundation. The collaboration with the Foundation has yielded a plethora of opportunities to seek funding. EOPS/CARE is also involved with the MAA program through the Student Health Center.

2013 Winter 2012 was the first semester EOPS/CARE was not able to provide books for students. As the salaries and benefits increase, the ability to provide services to students becomes more challenging.

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

The lack of state funding provided the EOPS/CARE has forced the program to change the emphasis and focus of the program from monetary and physical rewards to more service and intrinsic oriented values. The students are being refocused to appreciate the academic, personal and career counseling that is readily available, the atmosphere of the Study Center and its conduciveness to studying, priority registration, tutoring and mentoring.

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

EOPS/CARE is funded by the State Chancellors office per campus and currently College of the Canyons Valencia campus is functioning with a 42% budget cut. In the future the EOPS/CARE program would like to offer a complete palette of programs and services to at risk students at the Canyon Country Campus as well as offering services at the Westside Campus. These services would include but are not limited to orientations, counseling, skills assessment, peer advising, study centers, and life skills and study skills classes. Before the 42% budget cut EOPS/CARE was able to offer some services at the Canyon Country Campus.

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

The EOPS/CARE program has progressed immensely in light of the Educational and Facilities Master Plan. The program is now housed in an adequate space where there is ample space for students to study and interact with tutors. * Limited services were offered at the Canyon Country Campus but in light of current funding this is no longer possible. * The EOPS/CARE web site is current and remains updated with current information
and links. * EOPS/CARE is involved with the MA program through the Student Health Center. 
* An online student orientation was developed but because of the current budget situation it was 
not possible to maintain it. 
2013 EOPS has developed customized Orientations that meet the needs of new and continuing 
students.

Ten Year Plan
*Support services reinstated: 
meaningful book vouchers; meal cards; flash drives; dictionaries, thesaurus; supplies 
* Satellite programs at Canyons Country and the Westside campus. 
*Family activities for CARE and EOPS parents 
*An EOPS Endowment 
*Seating/congregation area in the adjoining mall 
*More inviting exterior/curb appeal to the Student Support Center 
*Community mentors (sponsors) 
*Motivational Workshop at retail outlets 
*Classrooms in the Student Support Center made SMART 
*EOPS study center made SMART 
*Private study rooms

Other Information. Summarize any other relevant information. This could include, but is not 
limited to, the following: surveys, general trends in how people do business that might have 
implications for your department; Comparison of your department with similar departments, 
including strengths and weaknesses; Externally imposed regulations; Partnerships with 
industry, community-based organizations, government, or other entities. 
Externally imposed regulations for the EOPS/CARE programs include the policies and 
regulations from the California Community Colleges Chancellor's Office, the Educational Code 
and Title V Code of Regulations. Additionally, the program adheres to the College of the 
Canyons Faculty Association Employee Contract, SB 1143 Recommendations of the Task 
Force on Student Success, SB 1440 Student Transfer Achievement Reform Act and the 
American Counseling Association Code of Ethics.

Implementation of the Student Success Task recommendation will have varying impact on the 
EOPS/CARE program.

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

<table>
<thead>
<tr>
<th>Data Result</th>
<th>Implication</th>
</tr>
</thead>
<tbody>
<tr>
<td>1). 98% of EOPS/CARE students used priority registration spring 2012.</td>
<td>Priority registration is important to EOPS students and they are accepting responsibility for themselves.</td>
</tr>
<tr>
<td>2). EOPS students are responding to the English/Math instructors who tutor in the Student Support Center.</td>
<td>The program will continue to acquire tutors who are available for students and additional times of the day.</td>
</tr>
</tbody>
</table>

Departmental Strengths. Describe the department’s strengths or unique features. This should
Strengths of the EOPS/CARE program include strong work ethic, professional collaboration and positive attitudes. Forward thinking embraces new activities and strategies for enhancing the performance of at risk students. The program strives to include new technology that enhances student learning. The program is committed to student success and strives to stay current with educational opportunities as well as employment trends.

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

The main challenge remains that of budget constraints. The program continues to grow in spite of this continuing challenge. The work load is heavy as the program has not been able to replace the full time EOPS/CARE Specialist. There is a need for additional student computers and the Study Center needs to be updated with modern technical equipment. Additionally, as the students continue to seek services there will be a need for additional counseling hours.

### Budget Planning

| Click Here for Budget Planning |

### Program Needs

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

**Supplies and Services**

**Equipment**

EOPS/CARE will need modern technology in the Student Study Center. There is a need for a ceiling mounted projector and updated student computers. Additional computers will be needed in the future.

2013 The ceiling mounted projector has been installed. Small steps are appreciated.

2014 We have just purchased and instaaled 2 new computers for student use.

**Facilities and facility modification**

The current facility is excellent and appreciated. A SMART classroom in the Student Support Center would be useful.

2013 Discussion has been initiated with the Vice President of Computer Support regarding making classroom 119 "smarter".

2014 Classroom 119 has been made a "tad" smarter. Small steps are appreciated. The current challenge is to have the doors painted do the building does not look soooo distressed

**Personnel**

EOPS/CARE needs a full time EOPS/CARE & CalWORKs Specialist. Additionally counselors
will be needed as the program grows.

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

EOPS/CARE continues to collaborate with the Foundation in order to secure additional funding. The program is also in collaboration with grant writers trying to secure grants through writing proposals that support at risk students. Additionally the program will continue to collaborate with instructional departments to secure tutors and local business to add members to the EOPS/CARE Advisory committee.

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

All members of the EOPS/CARE program contributed to this document.

Upload additional files.

File #1: [EOPS Success Data SP11SP12 SP13.xls](EOPS_Success_Data_SP11SP12_SP13.xls)
# College of the Canyons Program Planning and Review

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

## Program Information for: Financial Aid

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

### College of the Canyons' Mission Statement

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

### Program Description

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

The purpose of financial aid services at College of the Canyons is to help students with the related expenses involved in obtaining their educational objective.

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

Students enrolled at College of the Canyons who meet all federal and state eligibility requirements can apply for financial assistance with the costs associate with obtaining a degree or approved certificate.

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

Chart #1: [FA Org Chart - 2013.pdf](#)

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

The Financial Aid Office has expanded in both staff size and office space in recent years to accommodate the significant growth in the number of applicants. Funding from the State has helped increase the outreach efforts for financial aid. Events throughout the years have proven to spread the word about financial resources available to community college students. The Financial Aid Office has grown to serve a large portion of the student population with nearly 16,000 applicants in the 2013-14 academic year.

### Administrative Unit Outcomes

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

<table>
<thead>
<tr>
<th>Department Goals (Overarching AUOs)</th>
<th>Specific Objectives</th>
<th>Means of Assessment and Criteria for Success</th>
<th>Summary of Data Collected and Number of Cycles</th>
<th>Use of Results</th>
<th>Next Assessment Cycle (Month, Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Financial Aid Office will improve the quality service provided to students through staff training and education.</td>
<td>As a result of providing staff training, the level of expertise and the quality of customer service will increase. The Financial Aid Office staff will review federal regulations and departmental policies for Title IV compliance and better understanding.</td>
<td>Financial Aid staff will discuss and review studied regulations to evaluate competency.</td>
<td>Review has increased understanding. Focus required in areas of need.</td>
<td>4</td>
<td>Discussion topics and training at weekly staff meetings are adjusted to meet the areas of need. Spring 2014</td>
</tr>
</tbody>
</table>

**Objectives**

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

Open Objectives

1). Review current policies for compliance with Federal Title IV regulations
   
   **Goal:** Institutional Effectiveness
   
   **Status:** In progress

2). Develop and implement a financial literacy program for financial aid students
   
   **Goal:** Student Support
   
   **Status:** In progress
3). Develop student loan program that promotes responsible and smart borrowing for students at the community college level.
   
   **Goal:** Student Support  
   **Status:** In progress

4). Increase staffing at both campuses to support growth
   
   **Goal:** Student Support  
   **Status:** On hold - pending funding

Completed Objectives

1). Hire a permanent academic counselor for the Financial Aid Office
   
   **Goal:** Student Support  
   **Status:** Completed

2). Implement HigherOne financial aid electronic disbursement program.
   
   **Goal:** Student Support  
   **Status:** Completed

3). Develop robust anti-fraud program and "best practices" for financial aid program.
   
   **Goal:** Institutional Effectiveness  
   **Status:** Completed

4). Create fraud prevention policies and best practices.
   
   **Goal:** Institutional Effectiveness  
   **Status:** Completed

5). Implement electronic student financial aid fund disbursements
   
   **Goal:** Innovation  
   **Status:** Completed

6). Convert all paper records to digital copies with Hershey document imaging
   
   **Goal:** Innovation  
   **Status:** Completed

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

1). Through RFP process, the District selected and signed a contract with HigherOne to facilitate electronic financial aid disbursements beginning with the Fall 2012 term. This new service will eliminate the need for the manual processing of over 12,000 paper checks.  
   **(Goal: Student Support)**

2). The Financial Aid Office now images all student financial aid documents and utilizes paper-free processing of applications. This accomplishment has improved the efficiency of student financial aid awarding. Documents are now stored in a secured environment and can be accessed at both campuses.  
   **(Goal: Institutional Effectiveness)**

3). In the fall of 2013, the Financial Aid Office hired a permanent counselor (PPT 50%) to assist with Student Education Plans.  
   **(Goal: Student Support)**
**New Objectives.** Please list new department objectives. These should follow from the needs listed above. Also, they should be specific and measurable. Also, identify the Strategic Goal to which the objective relates.

1). Implement a dual disbursement schedule for financial aid grants and loans to better distribute financial aid funding for students. (Goal: Student Support)

2). Issue early grant disbursement during the first week of school in order to eliminate the reliance on the Bookscrip program. (Goal: Student Support)

3). Increase staffing at the Canyon Country Campus to eliminate the need for temporary employee support and to expand the hours of operation for the Financial Aid Office. (Goal: Institutional Effectiveness)

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**Other External/Internal Factors**

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

The Financial Aid Office has required the need for Full-Time Specialist positions to staff the service counter at both campuses. The increase in the number of students served has impacted the level and speediness of service offered in our department. Although two full-time positions were hired in 2008, the demand for financial aid has already outpaced those positions. Additional service counter support will be required to serve students effectively.

Significant workload issues have plagued the technical staff in Financial Aid. Each Technician's workload has increased from processing 1,200 applications each to now processing over 5,000 applications each. With so many students applying for financial assistance, we have been unable to hire technical staff quickly enough. Students are now forced to wait 8-10 weeks to find out the status of their financial aid application. The Financial Aid Office desperately needs at least 2 new full-time technicians NOW, and will need 2-3 more in the next 3 years. Federal regulations require the District to have the capacity to successfully manage Federal Student Aid programs. Without additional technical support, the Financial Aid Office will not be in compliance.

The demand for specialized financial aid counseling support has grown with the increase in applications. Students that are not making satisfactory academic progress are required to appeal their aid to be placed on probation. Counseling support is needed to create Student Education Plans and track students to ensure the education plans are followed. A FULL-TIME counselor in the Financial Aid Office would process over 2,000 or more appeals each academic year, in addition to financial literacy counseling and support for local foster youth. A FULL-TIME specialized counselor is critical to the operation and success of the Financial Aid Office.

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

The Financial Aid Office recently acquired the NEC Desktop phone support system to increase effectiveness with incoming telephone calls. This new system has created a queue for inbound calls and allows for detailed level administration of this area in the office. Expansion of this service to include Canyon Country will be needed.

Additionally, the Financial Aid Office relies heavily on computer processing for applications and verification. Each Specialist and Technician requires a workstation with state-of-the-art...
equipment in order to best serve students. All Federal and State financial aid programs are administered via the web. Fast and reliable equipment is required to keep up with ever changing services.

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

The Financial Aid Office coordinate activities with the Foundation and ASG each year for the Institutional Scholarship Program. Collaboration is required to pull of a successful donor reception and awards event each year in the PAC. Recent staffing changes in both the Financial Aid Office and the Foundation have proven to bring a fresh new perspective to the program. Cooperation in both offices has allowed for new ideas and strategies on how best to take the program into the future.

The Financial Aid Office also works closely with the Admissions & Records Office and with the Student Business Office with the processing of student sponsorships and assistance for student athletes.

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

The biggest challenge faced by the Financial Aid Office is the lack of technical support for the processing of over 16,000 student applications. Additional support is critical to the future success of the department. Without proper technical support, the Financial Aid Office risks audit findings and compliance issues due to work overload.

In 2011, the Financial Aid Office worked very hard to crack down on the increased level of fraud attempts. Many hours are required to manually track and process attempts of fraud by students from outside our District. Low fees and online programs make the community college a prime target for thieves and criminals. Efforts have saved the District thousands of dollars in unrecoverable financial aid disbursements to fraudulent students. New policies and practices have been implemented to help combat the fraud problem.

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

Federal regulatory changes have placed additional burden on an already highly regulated segment. Theses new regulations and requirements have created additional work for Financial Aid administration and program staff.

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

The Canyon Country Campus has experienced significant growth with the number of financial aid students looking for assistance. In prior years, the workload was manageable by a single employee. Now, additional staffing is desperately needed to allow for technical staff to process applications. Full-time Specialist support is needed to assist with student counter service and phone calls. In order to best serve students in Canyon Country, additional space will be required. Financial Aid cannot be limited to only a few hours or days a week. The student population in Canyon Country want Financial Aid staff available all week, including nights. This cannot be accomplished without additional staffing and space.

A Westside campus will require an additional Financial Aid Office with at least 1 full-time Specialist position. Students from the north-west area of the valley, who intend on going to that campus, will not want to come to Valencia to receive assistance with financial aid applications. Staffing will be required with access to a student computer lab. In addition, the Westside campus will require document imaging equipment for the sharing of student documents with...
Connection to Educational and Facilities Master Plan. How is the department progressing in implementing plans identified in the Educational and Facilities Master Plan? Also, please list any 10-year goals your department has created.

The Financial Aid Office is working towards the ability to meet the ever-increasing demand for student financial support services. Efficiencies and innovation will allow the Financial Aid Office to remain a vital operation at College of the Canyons through the next 10 years.

Progress of prior goals:

Make financial aid resources accessible at CCC - In 2009, the Financial Aid Office began to staff the Canyon Country Campus full-time. All the same services at the Valencia Campus were made available to students at the Canyon Country Campus. A full-time technician was hired to be available for student appointments. In addition, evening hours were added to accommodate night students.

Implement document imaging in Financial Aid - In 2010, the Financial Aid Office acquired a document imaging software and hardware package. Since that time, the office has been operating in a paper free application processing environment. Efforts are continually being made to image all archived records and documents. With the addition of this technology, the Financial Aid Office created a document imaging and retention policy to coincide with Federal regulations.

Implement targeted outreach - Every year the Financial Aid Office participate in outreach to targeted populations. In 2011 we began offering an annual Spanish workshop for local students and parents. In addition, the Financial Aid Office participates with the community group FACES (African American achievement) to reach out to students and parents who are in need of assistance with the financial aid application process.

Integrate Spanish on FA website - This project was placed on hold waiting for the addition of Google translations to the COC website. Now that the software has been deployed, every web page on the campus website can now easily be converted into many different languages, including Spanish.

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

The Financial Aid Office is working very hard to combat an increase in fraud. New strategies have been implemented and policies are being developed to best deal with this new problem. Recent Federal communications have highlighted the District's authority to verify student financial aid eligibility.

In order to be more effective, the Financial Aid Office has communicated to the MIS department that additional dates are required to load critical patches to the Datatel system. Constant changing regulations and quarterly updates require the Financial Aid Office to be up-to-date with software changes.

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

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

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

**Budget Planning**

[Click Here for Budget Planning]

**Program Needs**

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

**Supplies and Services**
The operational budget for the Financial Aid Office comes solely from Federal Pell ACA and Campus Based SEOG/FWS ACA. This small amount of funding is used to pay for all support costs for the department. This includes supplies for a staff of 19 employees that serve over 16,000 students. Supply costs have increased significantly over the last 5 years. Toner cartridges and expendables make up for a bulk of this expense. Adequate supplies are required to maintain Federal compliance regulations that require the District to have the capacity to run FSA programs.
The Financial Aid Office also splits the cost with 3-5 departments for document shredding services. Due to the volume of incoming documents and per FAO document destruction policies, shredding service is required.

**Equipment**
BFAP guidelines do not allow for the use of funds for the purchase of any capital outlay. Computer software and hardware purchases are permitted only for the sole use of delivering financial aid to students. Any other equipment purchases must be made through District funds. Each year, the Financial Aid Office allocates a portion of its ACA for the purpose of upgrading equipment or purchasing new equipment to improve efficiency.

**Facilities and facility modification**
In Canyon Country, space and access to that space has always been an issue. Changes to building 1A have altered the original design and function. The hallway has become a waiting area for students wanting to see their counselor. Not all service windows are used and office space is a critical issue for every department. Increasing demand for services at CCC will only exacerbate the problem. Additional space and/or a redesign of the current layout is critical to accommodate future growth.

**Personnel**
The Financial Aid Office is critically understaffed. Our number one goal is to serve students and maintain program compliance at all times. Without the proper staffing levels, it has become very difficult to manage both those areas. Huge increases in demand for financial aid have created workload issues for ALL Financial Aid staff members. We are operating with the same number of Technicians that we had 5 years ago when we served just over 5,000 students. Now, the same Technicians process over 16,000 students and are required to do it in the same time frame. This task has proven to become unmanageable. Staff stress levels have increased as the pressure is on to award students in time for the start of the Fall term. Overtime funds were utilized in 12-13, but the stress level was so high, that staff refused to work OT. This is a major area of concern for the Financial Aid department. Additional technical support staff are desperately needed. Students are suffering because we cannot keep up with the volume of applications.

In addition to technical support staff, the Financial Aid Office has a need at the service counter. The number of students visiting or calling the Financial Aid Office each semester has increased dramatically. It is not surprising to see a line out the door for the first 2-3 weeks of the term. Currently the Financial Aid Office only has 2 full-time employees to manage that workload. This volume is managed by these two Classified employees and a few adult hourly and college assistants. Specialized staff are required to handle students at every level of the application process. They are trained on the highly technical details of financial aid. They are the front line to the team and work with thousands of students each term. Additional Specialists are needed to manage the volume of over 250 calls per day and the 100's of emails each week. In addition, all documents submitted each day are imaged and recorded.

This massive workload has become an issue as well at the Canyon Country Campus. Currently the CCC is staffed by ONE full-time employee who manages the entire spectrum of financial aid responsibilities. She is the Specialist AND the Technician. Finally in the Spring 2012 term we were able to get adult hourly support, but it is only temporary. Additional support is required for the Financial Aid Office to maintain the current level of support for students. Without additional staff, the office will be forced to reduce hours and services at CCC.

Who do you need to coordinate with to make this happen? (e.g. other departments on campus, four-year college, high school, local business or other community colleges)
District funding is needed to hire additional staff. Student Financial Aid Assistance or SFAA/BFAP funding is already exhausted. The District needs to assist the Financial Aid Office with Federal compliance regulations regarding the capacity to run the FSA programs. The lack of appropriate staffing has become a critical issue.

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

Ann Brooks

Upload additional files.
File #1: 2014-15 FA Fund 74 Calc.xls
File #2: 2014-15 Financial Aid Dept Budget.xls
File #3: 2014-15 Financial Aid Campus Based ACA.xls
College of the Canyons Program Planning and Review

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

<table>
<thead>
<tr>
<th>College of the Canyons' Mission Statement</th>
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<tbody>
<tr>
<td>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.</td>
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<tr>
<th>Program Description</th>
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<tr>
<td>Describe the Department's Mission (e.g. services offered and functions performed by this department). The Student Health &amp; Wellness Center's mission is to keep students physically and emotionally healthy so that they can succeed in school and life. We provide quality clinical services, innovative health promotion activities, referrals and assistance in securing affordable health insurance - all in a caring, confidential, cost-effective and convenient manner for COC students.</td>
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<tr>
<th>Who are the customers/recipients of the services and functions?</th>
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<tr>
<td>We offer comprehensive health services to currently enrolled students at College of the Canyons at both Valencia and Canyon Country campuses. We offer personal counseling, health prevention education, tobacco counseling and referrals to specialists. We offer first aid services to visitors, faculty and staff. We contract with Human Resources to provide tuberculin skin testing, tetanus and Hepatitis B vaccines for COC employees, and we provide evaluation/referral of employees injured at work at no charge to the District. We sponsor annual Wellness workshops that are open to COC students, faculty, staff, and the outside community.</td>
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</table>

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

| Provide a short description of the history of your department, including how it has changed over the years. COC Student Health and Wellness Center began in 1990 when an RN and part-time secretary were hired to initiate a student health center. They added contract services from mental health professionals, hired a part-time health educator, wrote a FIPSE grant for alcohol and drug prevention services, started a peer educator group and were awarded a grant from the City of Santa Clarita for prevention of violence against women. In Fall, 2000 a new Director/Nurse Practitioner was hired along with a full-time office manager/receptionist (paid 60% by District funds and 40% from student health fees). The health center now provided primary care for students by a professional with prescription privileges. We initiated contracts for laboratory services, disposal of hazardous waste, and purchase of wholesale prescription meds we could offer to students at cost. We joined a consortium and expanded reproductive health care. In 2004 we hired a full-time Registered Dietitian who added outreach service, supervised peer nutrition advocates, and annual |
workshops open to the public on health issues. The RD initiated the Body-Mind-Wellness challenge offered to students, staff and community. A contract with a local nonprofit clinic in 2004 added a weekly men's and women's reproductive care clinic at the both campus with ability to enroll students in Family PACT, a state insurance program for low-income students, increasing access and removing barriers to health care. We joined MAA, a federal grant to market Medi-Cal programs to students, in 2004; this provided additional revenues used to subsidize the cost of vaccines for students and to remodel and redecorate the health center in 2007-2008. Tobacco cessation services initiated in 2007 supports COC’s smoke free campus. Students benefit from cost-effective prevention and early intervention measures as well as treatment of acute health issues which are delivered by a physician, 2, part time and 1 full time NP's, a RN, Registered Dietitian, four part-time mental health specialist. In 2011 we started the Mental Health Community Consortium, our mission is to foster our community relationships, in order to Increase access to resources & services. In 2013 we hired an Assistant Director, to govern over the mental health services and to help assist the current focus, which is to offer seamless integrated services, and to connect to our community in an effort to increase services and capacity.

### Administrative Unit Outcomes

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

<table>
<thead>
<tr>
<th>Department Goals (Overarching AUOs)</th>
<th>Specific Objectives</th>
<th>Means of Assessment and Criteria for Success</th>
<th>Summary of Data Collected and Number of Cycles</th>
<th>Use of Results</th>
<th>Next Assessment Cycle (Month, Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase health &amp; mental health</td>
<td>Complete and submit the grant proposal for the California Community Colleges Student Mental Health Programs to California Community Colleges Chancellor’s Office (CCCCCO) and California Mental Health Service Authority (CalMHSA) for review. Criteria for Success: application approval. Complete and submit the grant proposal for the California Substance Abuse</td>
<td>2</td>
<td>Successfully completed the CCC SMHP grant proposal and was awarded a total of $170,282.00 to be issued over the course of three years. SAMSHA grant to be submitted March 2014. RFQ has been accepted, awaiting approval for funding for PEI services.</td>
<td>- - - 2015</td>
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</tr>
<tr>
<td>Explore external sources of funding for health and mental health services and outreach at COC, and Mental health Service Administrative (SAMSHA) for review. Criteria for Success: application approval. Complete and submit the request for qualification (RFQ) to the Department of Mental Health to become a paid provider for prevention and early intervention services to College of the Canyons students. Criteria for Success: application approved with funding approval.</td>
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<tr>
<td>Expand health &amp; mental health direct services, outreach activities and prevention early intervention as well as health promotion at COC. Assessment will be done by NCHA, National College Health Assessment instrument as well as evaluation given after events and seminars. Other criteria will be seen by increasing community partnerships, and creating new relationship who jointly works towards creating solutions to the barriers and gaps in mental health services, surveys will be one means of assessment for such events, community partners and CCAPS, which is</td>
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| The results of the 2013 NCHA showed that half of our students have reported feeling anxious/depressed and of need of health services and 7 out of the top 10 impediments to academic success were linked to mental health issues. In Fall of 2012 & 2013 COC has hosted a Community Resource Fair followed by the Body Mind & Wellness Seminar series. The community resource fair has had over 300 attendees. Over 2 COC as well as Santa Clarita Valley have identified current gaps and barriers for services for mental health care and we are currently working on strategies to improve these services with the MHCC. Key Strategies: Inter-agency collaboration with Hart District, Child & Family Services, Department of Mental Health. Community support programs; crisis
a 62-item instrument with eight distinct subscales related to psychological symptoms and distress in college students. Half of the attendees completed a survey. The results of the survey showed that 98% of the participants stated "yes" due to the fair, they now knew more local resources and 100% said that they were now more likely to use those resources. The BIT continues to host the Mental Health Community Consortium which continues to create new relationship who jointly works towards creating solutions to the barriers and gaps in mental health services. In fall of 2014 the Mental Health Community Consortium (MHCC) used the collaborator building tool, created by Center for Assessment and Research (CARS) in an effort to increase our collaborative efforts. The results of that study will provided us with OUTCOMES that CAN BE ACHIEVED and how to have a THRIVING MHCC WHICH MEETS intervention A current MOU resides with the Health Center and Child and Family and they have a mental health counselor here one day and there are plans to increase services. Another MOU is between Action and the health center, it allows for a drug and alcohol counselor to be located in the health center or nearby one day of the week. There is another MOU being developed between Brandman University for their MFT interns to work alongside a MFT in the health center overseeing groups and individual therapy. We have created a web page community resource page that is located on the health center page. It will be updated annually in the summers. The health center will in Spring...
<table>
<thead>
<tr>
<th>Year</th>
<th>Goal</th>
<th>Action</th>
<th>Timeline</th>
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<tbody>
<tr>
<td>2014</td>
<td>QUARTERLY.</td>
<td>Focus on creating a more user-friendly web page, which will showcase our integrated services and will include Facebook and a video library of health education.</td>
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<td>-</td>
<td>Increase mental health outreach services to students at both campuses.</td>
<td>Identify health risk behaviors of COC students to better target prevention and early intervention efforts.</td>
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<td>-</td>
<td>We will administered the NCHA National College Health Assessment instrument to 1000 randomly selected COC students in Spring 2013. Data will be processed by the American College Health Association; compiled data for our individual campus and for a consortium of CCC’s statewide will be reviewed later in spring. Criteria for success: getting at least 1000 completed surveys in the 2-week period. If no other source of survey selected, then we will repeat the NCHA survey in 2016.</td>
<td>-</td>
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<tr>
<td>2015</td>
<td>-</td>
<td>A wealth of data has been made available from the NCHA Spring, 2013. We will use this data to support the need for external funding, including the CCC SMHP grant, SAMSHA and to assist the health center in addressing the health needs of COC’s student population. The consortium of CCC’s is the largest CC sample and nationally awarded additionally funding for all of the CC.</td>
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<td>-</td>
<td>-</td>
<td>We will use the results to support our current CCC SMHP grant and to fund requests for suicide prevention, stigma reduction, prevention and early intervention for students with mental health issues.</td>
<td>- - 2016</td>
</tr>
<tr>
<td>2015</td>
<td>-</td>
<td>Increasing utilization of resources, health promotion and education</td>
<td>-</td>
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<td>-</td>
<td>In Fall 2014 a student survey will be given each year to see how useful the web page was, including the following criteria, Will be collected in fall 2014.</td>
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<td>-</td>
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<td>The data collected will guide to possible website improvements.</td>
<td>- - 2015</td>
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<thead>
<tr>
<th>Increase proficiency by utilizing updated technology.</th>
<th>health center services, hours of operation, forms, health promotion outreach, videos, Facebook and community resource referrals.</th>
<th>The new monitor has been purchased and we are still working on how to use interactive technology.</th>
<th>A new monitor has been purchased through the CCC SMHP grant.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increasing health promotion and education outreach for students.</td>
<td>In the student health center waiting room, wall monitor will show the Student Health 101 monthly publications, including the ongoing wellness opportunities offered at COC. Students will be asked if they learned any useful health and wellness information.</td>
<td>Survey collected indicated that the needs of the office would most be benefited by midi-cat.</td>
<td>Information of surveys has helped to pick the EMR provider and the structure of the EMR to increase the proficiency of the health center.</td>
</tr>
<tr>
<td>Increase proficiency in medical diagnoses and health summary notes. Ensure compliance with HIPAA regulations.</td>
<td>Electronic Medical Records will be installed in summer 2014. Providers will have access to patients records at both campus ensuring HIPAA regulations. Health care providers will have access to rubrics for up to date evidence based health care. Survey to the health care providers will be given on satisfaction of EMR system.</td>
<td>Survey collected indicated that the needs of the office would most be benefited by midi-cat.</td>
<td>Information of surveys has helped to pick the EMR provider and the structure of the EMR to increase the proficiency of the health center.</td>
</tr>
<tr>
<td>Increase nutrition health</td>
<td>Offer a tabletop &quot;SNACK Fuel Station&quot; between</td>
<td>In Fall, 2011 to current, Sheri Barke, RD and</td>
<td>In Fall, 2011, 35 students per week visited</td>
</tr>
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</table>
| Provide out-of-education to student athletes. | the two Phys. Ed. buildings at lunchtime, offering students a healthy snack and opportunity to speak with Sheri Barke, RD about nutrition for energy, performance, body building, etc. | one SNAC (Student Nutrition and wellness Advocates at COC) has hosted the SNAC’s Fuel Station’s, In 2014 held over 5 consecutive Thurs. 11:15-12:15, reached 279 student athletes and gave them recipe ideas and sports nutrition info for optimal fueling. | the SNAC Fuel Station for health advice and a healthy snack. In 2014, numbers have increased to 279 students and SNAC peer nutrition educators were better able to meet demand and plans are to continue with design.

**Decrease the amount of tobacco use, promote COC campus no smoking policy and increase visibility of student’s health centers smoking cessation services.** | Starting in 2012, annually in the fall semester on the second Thursday of November offer table top information on tobacco cessation with referral to 1800 no butts, smoke cessation services at COC health center and opportunities to sign commitment contracts to quit smoking. | Will continue to evaluate success by number of contracts signed and re-evaluate smoke cessation promotion accordingly. | - - - 2014

**Increase awareness and prevention of alcohol and drug abuse.** | In collaboration with ASG and community resources will offer annually in spring “Boozed and confused, Seeing is Believing” Students will drive a video car while wearing drunk goggles, which alter visual perception, balance and provides realistic | Increase numbers of commitment to not drive while drinking. | - - - 2014
<p>| Health-center health education/promotion to students. | Simulation of intoxication. Information and referral resources offered at side table top in front of health center. Commitment Contract to not drive if drinking will be offered following driving demonstration. | Participants' surveys will indicate 80% or more have made healthier choices as a result of participating in the different BMW programs. | 100% of participants who responded to the survey indicated they have made healthier choices as a result of participating in the different BMW programs. | 1 | Results of surveys are used to improve efficiency of the BMW programs each spring. | - - - 2014 |
| Increase sexual transmitted infections awareness and prevention to students. | Annually in spring, February 14th will have table top in front of health center promoting safe sex and STI prevention information, handouts and handing out free condoms. Promoting free STI testing at student health center. | Pre and post safe sex practice survey will show 80% increase after information given. | | | | - - - 2014 |
| Increase mental health awareness by promoting kognito web base simulation that promote | Participants will successfully learn how to use engaging and effective communication tools and will receive a certificate upon completion. | Over the three year CCC SMHP grant, over 200 faculty staff and students will receive their certificates. | | 2 | Over the last tow years, Kognito has been successfully in reaching hundreds of faculty &amp; staff, however, due to the lack of | - - - 2014 |</p>
<table>
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<tr>
<th><strong>behavioral change</strong></th>
<th></th>
<th><strong>funding</strong> we will no longer be supporting it thru the grant and will discontinue after May 2014.</th>
</tr>
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<tr>
<td><strong>early intervention</strong></td>
<td>Prevent workplace violence at the student health center locations.</td>
<td>On Presentation on workplace safety to health center staff in fall 2013; staff now have a code to use if they want to request assistance &quot;please cancel my appointment with Mr... Armstrong&quot;; and we have rearranged storage boxes in the health education hallway so that heavy boxes will not fall, all boxes will be removed once more space is given to the health center. We have to stock an &quot;earthquake&quot; box with supplies in case of natural disaster at the health center. We installed drapes and a door in an effort to lock down our center and participated in a trial shelter in place quite successfully.</td>
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<tr>
<td><strong>prevention</strong></td>
<td>Criteria for success: after attending a presentation on workplace safety, health center staff will score 80% or higher on a post-test regarding office safety measures. We discovered that some staff were keeping scissors in plain view where disturbed visitors could easily grab them and use these as weapons, and have sense removed them. We had no common means to quietly request help in event of a patient threatening a staff member in a closed office, we now have a plan to call front desk and request them to cancel Mr Armstrong's visit. Many heavy boxes were stored on top of locked cabinets in our health ed. Hallway; they will be removed once we have more space. We did not have an &quot;earthquake&quot; box with supplies in case of natural disaster, each employe has one now. We installed drapes to keep the office dark in the case of a shooter on premise. We revised our location to</td>
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<td><strong>treatment adherence.</strong></td>
<td>Review and evaluate workplace safety for health center staff; prevent workplace violence.</td>
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**Objectives**

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

Open Objectives

1. Increase productivity of professional staff by hiring two permanent part-time receptionist for Valencia and or Canyon Country office and adult hourly/medical assistant(s) as budget allows to assist with ongoing grants/projects.

   **Goal:** Human Resources  
   **Status:** In progress

2. Hire a Full-time Peer to Peer coordinator, peer to peer mental health program developer, consultation with students on mental health issues, and supervision of Mental Health First Aid, BACHUS, clubs, intern program, project/grants and other students organizations.

   **Goal:** Human Resources  
   **Status:** In progress

3. Maintain current professional practice standards by regular participation in continuing education opportunities.

   **Goal:** Human Resources  
   **Status:** In progress

4. Initiate a BMW Community resource fair and seminar series (all open to the public) one in the fall that will focus on stress and maladaptive coping behaviors and one in the spring focusing on healthy ways to deal with stress.

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

**Additional Accomplishments.** ([Review College Strategic Goals](#))

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

1. We will explore and obtain external sources of funding (Family Pact) which will allow us to add direct health services to meet the increased needs of our students. (Goal: Student Support)

2. Increase facilities footprint, in order to accommodate the increase health center staff and patients being seen, when the current Student Center is vacated by other departments/office which will move to new Student Services building. (Goal: Student Support)

3. Mental Health: Implement MOU’s with graduate programs like Brandman, Pepperdine, CSUN, in an effort to see patients of lesser acuity and to offer group workshops to foster "healthy emotional" status.
### Other External/Internal Factors

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

We expanded our college assistants, hiring one to work with our Registered Dietitian and her student peer nutrition advocates (SNAC), one to work both front and back office. We will soon begin to work with Branman or other University interns to increase capacity, create a learning environment, and to help our mental health specialist work with our LETS student club and groups. We also hope to hire a CWEE intern to update our student health face book web page and create a wellness web site and use other social media to reach students. In addition we are in the process of bringing on a Public Health Intern who can help with Health and Mental Health outreach and other activities. We have completed the referral web page. We hired an 2 additional MFTs to offer counseling hours. We have hired a permanent Assistant Director of the health center in summer-fall 2013, and have begun to restructure our current staff to create a more efficient organizational structure to meet increased service demands.

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

We utilize Nuesoft computerized medical appointment scheduling, compile data about our workload, patient population, and types of diagnoses handled at the health center. We can track providers' productivity and identify any students who frequently "no show" for appointments, provide data as to # of vaccinations given, # of abnormal pap test results, etc. to guide our inventory control. We hope to add electronic medical record keeping to facilitate caring for students at CCC and Valencia (currently keep all records at Valencia campus), and to comply with the 2011 HIPAA regulations. The use of EMR will help other clinicians communicate better and therefore enhance patient services and we hope to add IPads to incorporate both the EMR and Epocrates. We have on-line health education on our health center website, opportunity to interact with dietitian on "Ask the Coach" section of website as well as numerous handouts regarding health issues available on line. We have a Facebook presence for BMW Challenge, and in 2012 have implemented the Student Health 101 magazine. Student Health 101 magazine features student focused articles and allows the campus to advertise current events with televised video. It also has a interactive website design. This magazine will be located in the waiting room of the health center and possible expanding it to the monitors in Hasley Hall. We would like to add a wellness web page that includes a video library that is open to both student staff and faculty and features wellness events and workshops. We also plan to incorporate all of our health promotions on the COC facebook. We are looking to interface with the QR codes and have a video library. We have begun the process of producing a video for Student Mental Health that can have a variety of applications including the website.

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

We work with many campus departments, including Academy of the Canyons and Early College High School to coordinate care for ill/injured students, International Student Program, Veterans Services, EOPS, Academic Counseling, Athletic Training, Financial Aid, Campus Safety, DSPS, CWEE, Transfer Center, Career Center, and others. We partner with LA County Public Health for reporting communicable diseases, and working with the annual point of distribution out reach. We work with Human Resources to identify which injured workers need first aid and which need referral to off campus Occupational Health. We facilitate the Wellness community on campus which is comprised of numerous campus departments and allows more services with less effort. We provide TB skin testing and Hepatitis B vaccinations for college employees, which saves the college $$ for these services. We have a relationship with HealthWorks Clinics; they provide reduced price chest x-rays and other services that we cannot provide for students at the health center. We were awarded the CCC SMHP grant Summer 2012. We have an MOU with the C&FC who delivers crisis intervention, mental health counseling and alcohol and drug prevention, intervention services for our students. We have an MOU with Action, drug and alcohol services. We have a relationship with NAMI, who offers peer to peer workshops weekly. We work with the the Department of Mental
Health and community mental health services and host the Mental Health Community Consortium. We partner with Allied Health on various different campus events. We work with Valley Trauma in order to deliver up to date sexual assault prevention classes for all COC students, and hope to jointly apply for grants to expand services to fund much-needed events. We partner with Valley Community Health to provide additional HIV detection and counseling services. We are working with Samuel Dixon who co-locates at COC, and North East Valley Health Corporation to educate students and apply for Affordable Care Act Insurance in order to find a medical home for all students.

We work with local agencies to donate specialty services, including but not limited to: dermatology, urology, orthopedics, optometry, and dentistry. We support the newly sited non-profit Sam Dixon Center in Newhall. We host a community fair annually to include awareness of local health and MH, and other resources. Our goals are to consult with the chamber commerce to include MH services at the annual health fair hosted by COC.

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

One challenge: The number 1 challenge for the center is space. We have creatively found ways to increase our staff but now have no place to house them, this is for both campuses. Due to lack of space, we now are forced to limit our services! The health center at Canyon Country is not a place where secure private conversation can occur. See CCC discussion below. Additionally, we need a more coordinated approach to prevention and early intervention, and will work with community resources to address the increasing demand for these services. We face a challenge of a large # of uninsured students who want and need direct medical and mental health services, due to current economic downturn and many unemployed students and parents. We added an additional NP as well as additional hours of psychological services to help handle the expanding caseload. We plan to engage university counseling and social work trainee programs, increase our ability to bring co-located services on campus, improve our referral network and train faculty and staff in identifying and responding positively to health and mental health concerns of students. We need more data on COC students' health concerns, and plan to survey the student body with the National Collegiate Health Assessment tool (NCHA) along with 14 other CA community colleges. Our caseload increases each semester as students are shut out of CSU and UC campuses. The # of uninsured students is increasing and finding community resources to refer to if often difficult. The goal of connecting all students to a medical home is increasingly more difficult. We plan to work closely with providers such as Northeast Valley and Sam Dixon who can assist with ACA enrollment. Our plan is to become even more active in the community's health and mental health services coalition advocating close collaboration in order improve services for all.

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

We have hired a permanent Assistant Director of the health center in summer-fall 2013, and in doing so can now proceed to restructure our current staff to create a more efficient organizational structure to meet service demands. The changes should include a more up to date method of delivering health care and provide capacity for continual growth. The changes should also reflect an evidence-based approach, using latest medical models and use of assessment tools such as National College Health Association.

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

One challenge is the health center at Canyon Country - it is not a place where secure private conversation can occur. The walls are thin, and when we keep the front door open to let students know the office is open, we get complaints about talking (phone consults, etc.) interfering with activities in the computer center. We have to be open for services at the same time the building is open because we have no separate entry to our office, which compromises the ability to see students. We have an exam/treatment room, a bathroom, and a front office in a tiny end of the building with no space for confidential psychological or nutrition counseling. We see about 5 students weekly on Wednesdays during clinic hours at CCC campus for health
Connection to Educational and Facilities Master Plan. How is the department progressing in implementing plans identified in the Educational and Facilities Master Plan? Also, please list any 10-year goals your department has created.

Increase space at the health clinic at both Valencia and Canyon Country in order to continue meeting increase demand for medical services; add a new wing/annex offices at Valencia health center, which can double as counseling/treatment rooms and increase space at CCC that combines space for both medical and mental health in order to save cost for receptionist and for safety issues.

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

We are in compliance with Clinical Laboratory Improvement Act, NIOSH, Bloodborne Pathogens Training, HIPPA/FERPA privacy rules, Hazardous Waste Disposal Regulations,obtain required consent for medical treatment of adults and minors, Will continue to help plan and implement with aid of other campus departments, LA County and City of Santa Clarita a POD flu clinic in Fall, 2013 for disaster preparedness. Continue to assist Early Childhood Center with continuing ed for staff regarding dispensing of medication, as required by their accreditation board. Have implemented MOU with SCV Child &Family Center so they could provide mental health counseling services for the health center. Plan for spring 2014 to increase capacity by having our MFT supervise of MFT interns/trainees at our site(s). Will continue to meet with representatives from the Child and Family Center as well as other community mental health resources to identify ways we can coordinate services at their agency through their TAY (transitional age youth) program. Added 1/2 day per week to our Samuel Dixon Health Center hours at COC in Spring, 2012. Will meet with representatives from local community health resources to identify ways we can coordinate services to meet 2020 health people goal. Meet with public health resources to combine efforts to apply for health insurance. Comply with HIPAA regulation by updating computer services to electronic medical records. Update computer for all clinicians to include software, that provide up to date evidence based medical policies. Will complete the Family Pact application by Fall/2014 in order to increase revenue for increase medical services and to ensure quality family planning services continue. Will train faculty, staff and the community and collaborate with Veterans Services on and off campus in order to improve health and mental health services to Veterans and their families who are readjusting. Will collaborate with Valley Trauma, CATS, the Domestic Violence Center and other organizations in order to address the issue of sexual and domestic violence that students may have experienced and to train on non violent sexuality and safe relationships.

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

Departmental Strengths. Describe the department’s strengths or unique features. This should principally include information from the data summarized above. Committed, enthusiastic staff who love what they do and do it well. They see a lot of patients in not enough time but give above and beyond quality care. We have a good reputation on campus among faculty/staff and a positive response to our BIT team. We enjoy good relationships with other departments in student affairs and can count on help from outside our dept. when needed. Our medical director believes in preventive medicine and health promotion; he supports and assists us in finding low or no cost options for referral for services not available at our health center. We have good working relationships with Los Angeles County Public Health, LA Department of Mental Health, the City of Santa Clarita, Henry Mayo Hospital/Behavioral Health Unit, the Child & Family Center and Samuel Dixon Family Health Center, all of whom assist us to achieve our mission. All professional staff provides services outside the clinic, in the classroom, in consultation with faculty, and supporting student peer educators workshops, programs, etc. People on and
off campus know we will keep their private health information confidential and they are safe in the Student Health and Wellness Center. As the public health office on campus, we are known for quality health services, wellness, prevention and early intervention and are used as a resource.

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

We must have more space in order to house our new staff and to meet current demand. Currently limited by only two patient exam rooms and one counseling room at Valencia, and one exam room at Canyon Country. 4 people now share one office, and 2 another at Valencia health center and 1 psychologist sees patients in an exam room with an exam table, rather than at a desk. Psychological services by contract professionals offered here for only 30 hours per week; we could better advocate for students' mental health needs, consult and train faculty for referrals, and prevention education in mental health arena if we had more staff- not enough funds from student health fees to do this at this time; District has limited budget now and in the foreseeable future. We are now a MHSA contractor with LA County Dept. Mental Health which could expand our opportunities in early intervention and preventive mental health outreach programs. We were awarded the CCC SMHP grant which will end in spring 2014. We will apply for the SAMSHA Grant in summer 2014, and will apply for Family PACT, a Medi-Cal run insurance for family planning.

**Budget Planning**

Click Here for Budget Planning

**Program Needs**

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

**Supplies and Services**


Computers/IPADS to support the EMR and NP's. 

Obtain MOU with Child and Family Center, Action & Brandman or other University for continuing services for mental health. Child and Family & Action have current MOU's. Working to have Branman. 

Establish contract with Family Pact in order to to meet the increasing demand of services. 

Develop contract with Valley Trauma to deliver and improve our sexual assault prevention classes and services. 

Create the Body Mind Wellness website (web master) to list all campus events, videos of past seminars, web links, and self-assessments related to health/wellness, continue to update the community resource page. 

Create referral process with department of mental health (DMH) for ongoing progress of shared patients. 

Develop improved process for shared students with DSPS and incoming high school students with disabilities. 

Improve ability for COC and the Community to respond to the needs of Veterans through training, community collaboration and funding for services in the Santa Clarita Valley.

**Equipment**

Furniture for expanded counseling services for both campuses. Television and DVD for waiting room to expand our technological educational promotion.


**Facilities and facility modification**
Add office space for confidential counseling services at both campuses; add another office for clinicians at Valencia campus. Consider annexing the rest of former music, or which is now matriculation, which is adjacent to current Valencia health office, this would allow enough office space needed to meet capacity.

**Personnel**

Increase mental health counseling hours by increasing hours of current staff and by funding a full-time peer to peer coordinator to head our mental health peer internship, which would expand available appointments for psychological counseling (current wait for appointments is 2-3 weeks); hire two permanent part-time receptionist for the Valencia & CCC health center. Hire contract services nurse practitioner to meet clinical care needs of students. Hire part time help to coordinate SNAC (which has grown), increase services to athletics, international students.

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

Obtain external funding grants to augment mental & health services and outreach e.g. with Department of Mental Health for MHSA Prevention and Early Intervention Grants Valley Trauma, Child and Family Center and Action.


ASG, Athletic, Allied Health, the foundation, DSPS, Veterans, and Professional Development.

Veterans Services (Sepulveda and Chatsworth), Soldiers Project and other and off campus organizations serving Veterans and their families

Local Universities e.g. Branman, CSUN, USC, Pepperdine

Academy of the Canyons, Wm S Hart School District

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

Colleen Reeves, Director; Larry Schallert, Assistant Director Gayle Freund; Audrey Burgdorfer, RN; Sheri Barke, RD; Diane LoPresti; Larry Resendez PhD; Frances Willson PhD; Brian Downs, D.O., Medical Director, Debbie Sargent NP.

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

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

## Program Information for: International Education

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

### College of the Canyons' Mission Statement

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

### Program Description

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

To promote international education as a core value of the College and to integrate internationalization fully into current and future strategic institutional objectives and initiatives, and thus to move the institution to the next level of internationalization. International Education promotes and supports the inclusion of international students as members of the College, study abroad, institutional collaboration with international schools and their faculty and the overall internationalization of the College curriculum. Integrating the community and constituents our District serves is paramount to the mission of international education.

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

Students, faculty, staff, administrators, partners (local and abroad), and the local community as a whole. The beneficiaries of International Education include all stakeholders of the college and the community of Santa Clarita Valley.

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

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

The International Education Plan at the moment focuses on advancing initiatives for comprehensive internationalization of the college district. Although international activities have a long history on campus (i.e. ISP, study abroad, and other), the task now is to integrate,
To expand and strengthen the international outlook of the college district, and further internationalize the curricula, programs, campus life, advancing partnerships locally and abroad.

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

<table>
<thead>
<tr>
<th>Department Goals (Overarching AUOs)</th>
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<th>Summary of Data Collected and Number of Cycles</th>
<th>Use of Results</th>
<th>Next Assessment Cycle (Month, Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- Provide an annual/biannual seminar abroad for faculty to broaden their international perspective</td>
<td>Annual review of progress on objectives including participation number for each program</td>
<td>Not sufficient at the moment</td>
<td>1</td>
<td>Fall 2014</td>
<td></td>
</tr>
</tbody>
</table>
opportunities, interest, and awareness in strategic regions. Develop bilateral agreements with institutions in countries and regions with potential for exchange programs such as Chile, Brazil, China, India, Mexico, Turkey, UAE.

Objectives

Status of Objectives. (Review College Strategic Goals)

Open Objectives

1). Explore innovative ways for the recruitment of international students in strategic growing areas

   **Goal:** Financial Stability
   **Status:** None

2). Provide semester-long study abroad opportunities

   **Goal:** Teaching and Learning
   **Status:** None

3). Provide short-term study abroad programs

   **Goal:** Cultural Diversity
   **Status:** None

4). Create and maintain a portal international marketing website

   **Goal:** Technological Advancement
   **Status:** None

5). Identify local and international partners that can support some of our programs. Examples, work-abroad, provide scholarships for study abroad as well international students.

   **Goal:** Leadership
6). Research student exchange programs abroad
   **Goal:** Cultural Diversity
   **Status:** None

7). Explore IE professional development programs
   **Goal:** Teaching and Learning
   **Status:** None

8). Identify new target markets for international student recruitment, growth, and diversity
   **Goal:** Financial Stability
   **Status:** None

9). Initiate partnerships that lead to ongoing recruiting opportunities
   **Goal:** Leadership
   **Status:** None

10). Promote increased faculty involvement in IE
    **Goal:** Campus Climate
    **Status:** None

11). Survey academic departments regarding their interests, needs and concerns related to IE
    **Goal:** Teaching and Learning
    **Status:** None

12). Identify scholarship opportunities for international students
    **Goal:** Leadership
    **Status:** None

13). Propose Fulbright Program for faculty
    **Goal:** Teaching and Learning
    **Status:** None

14). Establish an Advisory Council comprised of faculty
    **Goal:** Leadership
    **Status:** None

15). Cultivate an international alumni network
    **Goal:** Technological Advancement
    **Status:** None

16). Develop partnerships abroad to support faculty exchange and collaboration
    **Goal:** Teaching and Learning
    **Status:** None

17). Provide leadership to advance study abroad opportunities.
    **Goal:** Cultural Diversity
18). Plan to work with local businesses to ensure some funding and support for IE programs.
   **Goal:** Institutional Effectiveness
   **Status:** None

19). Work with key faculty across the disciplines to create an International Studies Degree.
   **Goal:** Teaching and Learning
   **Status:** None

20). Explore Fulbright opportunities for faculty.
   **Goal:** Institutional Advancement
   **Status:** None

21). Advance IE initiatives on campus.
   **Goal:** Cultural Diversity
   **Status:** None

22). Work with campus wide to fully integrate international students into campus activities and groups in ways that enrich the global socialization of all students.
   **Goal:** Cultural Diversity
   **Status:** None

23). Provide support and incentives for the development of new courses with significant international content.
   **Goal:** Teaching and Learning
   **Status:** None

24). Develop some international summer exchange programs that make it possible to exchange individual students and groups going to partner institutions in the summer for visiting students during the academic year and vice versa.
   **Goal:** Cultural Diversity
   **Status:** None

25). Review the current geographic distribution among international students and work purposefully toward a strategically determined representation of regions and countries. Consider especially the emerging markets of Chile, Brazil, Mexico, China, South Korea, India, Turkey, UAE, Poland, and South Africa.
   **Goal:** Institutional Advancement
   **Status:** None

26). Initiate a Faculty Seminar Abroad annually as a proven way to broaden the international perspective of faculty.
   **Goal:** Cultural Diversity
   **Status:** None

**Additional Accomplishments.** [Review College Strategic Goals](https://intranet.canyons.edu/offices/FiscalServices/APRBudget2010/ANPRForm.asp?Prog...)
1). Creation of the International Education Council comprised of faculty for the purpose of reviewing and examining IE matters such as curriculum development and student activities. (Goal: Teaching and Learning)

2). Initiated a process in conjunction with ASG to celebrate IE annually. This includes the coordination of activities with numerous departments, the ISP, and ASG. (Goal: Cultural Diversity)

3). Establishment of new partners (Goal: Leadership)

4). Joined the Foothill Consortium, currently serving as liaison and coordinator for COC. The Consortium provides semester-long opportunities for member colleges. At the moment, it offers study at London (Fall) and Salamanca (Spring). (Goal: Teaching and Learning)

5). Identified faculty and key students from various disciplines with contact or interest abroad. Their input and involvement is crucial to develop IE on campus. (Goal: Cultural Diversity)

6). Researched other colleges IE activities and strategic plans for the advancement of IE initiatives. The findings of best practices will be used to examine our current state and further develop our IE programs. (Goal: Institutional Advancement)

7). Started the promotion of IE both on campus and off-campus to bring more visibility and awareness that COC is a community college that prepares students to compete in the global workforce, moreover it is ready to work with businesses in the local community with interest abroad. (Goal: Institutional Advancement)

8). Worked as liaison and key contact person with CCIE on all IE matters. (Goal: Institutional Advancement)

9). Initiated efforts related to the development of curriculum, teaching and cultural integration. A International Studies/Global degree is being discussed with key individuals representing political science, business, sciences and languages. In addition, a dialogue among chairs on examination of curriculum with emphasis on international education is ongoing. (Goal: Teaching and Learning)

10). Initiated an on going-plan to identify other potential partners, including Canada, Brazil and other regions. These future partnerships may include all or part of our goals (recruitment of students, study abroad, faculty and student exchange...). (Goal: Institutional Advancement)

11). Researched the prospects of conducting our own semester-long program, the COC model. Examination of cost, faculty teaching load and joint collaboration with a partner schools is an example of the project. (Goal: Institutional Advancement)

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

Other External/Internal Factors

Positions in your department. What changes have occurred in the last three years and what changes are expected in the next three years within your department/program?
The ISP director's position has been vacant for three years. During this transition, a plan to advance IE was put in place in 2012. This is led by a faculty person working part-time
| **Technology.** How is technology being used for service delivery? What specific changes in the use of technology should be implemented? Please indicate the hardware and software (including version if known) needs for department. Also, indicate if a budget augmentation is needed.
| A budget augmentation is needed.

| **Interdisciplinary Collaboration.** Describe any relationships with other departments/programs.
| Funding is crucial to develop IE programs. The IE Council (a group of 10-12 faculty members), ETAC (a group of 10 faculty).

| **Challenges.** Please indicate any challenges your department or program has faced which may affect services. Also, please indicate how you plan to address these challenges.
| Funding is one of the main challenges. The lack of an operational budget to carry out the objectives is the major challenge.

| **Department/Program Changes.** Please describe any changes (institutional or within the broader academic discipline/program area) that require changes in the department or program structure, focus, or emphasis.
| International education and local efforts are interrelated. A dimension of IE touches every program on campus. The globalized nature of human interaction, coupled with ongoing technological and social transformations, demands students to acquire global knowledge to succeed in and meet 21st century challenges. International Education promotes and supports the inclusion of international students as members of the College, study abroad, institutional collaboration with foreign schools and their faculty and the overall internationalization of the College curriculum. Integrating the community and constituents that our District serves is paramount to the mission of International Education.

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

| **Connection to Educational and Facilities Master Plan.** How is the department progressing in implementing plans identified in the Educational and Facilities Master Plan? Also, please list any 10-year goals your department has created.
| The International Student Program is one important area to review in the education plan. However, it is not the only area that can be connected to IE. Study Abroad as well as the advancement of any area dealing with international content such as Modern Languages, Business, faculty and student exchange and development. Professional development is another important area.
| At the moment, a strategic plan on IE with recommendations is being developed.

| **Other Information.** Summarize any other relevant information. This could include, but is not limited to, the following: surveys, general trends in how people do business that might have implications for your department; Comparison of your department with similar departments, including strengths and weaknesses; Externally imposed regulations; Partnerships with industry, community-based organizations, government, or other entities. Assessment is needed. For example, evaluate annually the number, budgets, geographic representation, quality, and availability of all study abroad opportunities. Survey College students for reasons they do/don’t study abroad, and adjust opportunities available as needed to make an international experience. Survey faculty as well.
Use of Data. Describe department trends, including measures identified in the Administrative Unit Objectives and other data described above. What are the specific implications of the data collected? State each result and the implication.

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

Departmental Challenges. Describe the department’s challenges. This should principally include information from the data summarized above. Funding needed (operational budget) as well as a physical space on campus.

Budget Planning

Click Here for Budget Planning

Program Needs

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

**Supplies and Services**
Memberships and funding for conferences, web seminars and reference materials is needed.

**Equipment**

**Facilities and facility modification**
A space dedicated to international Education activities is needed.

**Personnel**
An adult hourly is needed.

Who do you need to coordinate with to make this happen? (e.g. other departments on campus, four-year college, high school, local business or other community colleges)
Campus. Community, colleges, organizations at the Federal and State level.

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

Summary of in our from ETAC and IE Council is used as input in this review.

Upload additional files.
### College of the Canyons' Mission Statement

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

### Program Description

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

The mission of the International Students Program (ISP) is to reach out to the local and global community to attract international students to attend College of the Canyons, and to expand our international footprint by promoting global collaboration in all aspects of education. The ISP connects international students with campus services and resources, while providing them with the tools to maintain their student status and achieve their educational goals in the U.S.

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

The ISP program serves prospective, current, part-time, transfer, and alumni students from around the world. We also serve faculty and staff, community members, government entities, recruitment representatives, and interested family members. We provide answers to inquiries, documents and resources, referrals, regulatory information, cultural experiences, academic advisement, and transportation and housing referrals.

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

- Chart #1: [2012SP Organizational Chart.pdf](#)
- Chart #2: [orgcharts_2014 Organizational Chart.docx](#)

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

The ISP program was created in 1997 by Dr. Bruce Pelkey, who served as the Director and counselor for the department with Naomi Taniguchi assisting as a student worker. The eleven
international students attending on I-20s issued from Admissions & Records department and became the first ISP students. All international student inquiries were then directed to the emerging ISP program. Dr. Pelkey went on his first recruiting trip to Sweden in fall 1997. There have been 36 recruitment trips since 1997. The eleven students grew to our high of 222 in FY 2000/01, but have since gradually decreased as a result of September 11, 2001 to our number today of 126 students. Staffing levels have fluctuated over the years. At its apex, when we had the most students, the program had a full-time director, a full-time counselor, two full time staff, two adult hourly staff and seven college assistance. Our services began with recruitment, counseling and INS information and advice. Since that time we have added, cultural events, orientation, housing and transportation referrals, SEVIS, an international students program website, health insurance consultation, tax workshops, employment and internship advisement, and staff development through NAFSA and the College. In 2013, a full time counselor was hired to split time between financial aid and ISP. In 2014, a new Director of ISP was hired on an interim one year bases. This director began work on April 1, 2014.

### Administrative Unit Outcomes

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

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<th>Use of Results</th>
<th>Next Assessment Cycle (Month, Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>As a result of participation in the Intensive English Program (IEP), student enrollment numbers in the International Student program will increase.</td>
<td>The IEP classes will now also include advanced ESL, along with beginning and intermediate as was offered in summer 2013. After summer 2013, we will assess how many new students have entered</td>
<td>Of the 26 students enrolled in summer 2012, 14 participated in the IEP program. All 14 were the only new students to the program in summer. Of the 36 new students enrolled in fall 2012, 23 came from the IEP program. Thus, of the 50 new students enrolled in fall 2012, 23 came from the IEP program. Thus, of the 50 new students enrolled in fall 2012, 23 came from the IEP program. Thus, of the 50 new students enrolled in fall</td>
<td>After the success of the summer program in 2012, the department has agreed to offer two additional sections of ESL in the IEP program in summer 2013. Previously, we offered beginning ESL (070 &amp; 071) and intermediate ESL (080 &amp; 083). In summer 2013 we will also offer advanced ESL</td>
<td>- - - 2014</td>
<td></td>
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</tbody>
</table>
The International Student Program will promote strategic use of the International Student Population as a result of the IEP classes.

Level of Success
It is expected that the number of students enrolled in the ISP program will increase by 50% by the fall 2013 semester as a result of the IEP program.

Level of Success
As a result of participation in the Intensive English Program (IEP), students will successfully move to the next level of ESL classes preparing them to be successful in college level coursework.

Student enrolled in the first cohort of ESL (ESL 070 and 071) will

and summer 2012, 37 students came to us for the IEP program. This is a 75% increase over summer and fall 2011.

(085 and 100).

We expect the ISP program to increase 50% at the end of fall 2013 as a result of the IEP program.

As a result of participation in the Intensive English Program (IEP), students will successfully move to the next level of ESL classes preparing them to be successful in college level coursework.

After summer 2013, we will assess how many students have completed their IEP classes in all levels of ESL with a passing grade and how many persist to the next semester, fall 2013.

Level of Success
After adding a proactive counseling approach to

Of the 7 students who completed both ESL 070 & 071, there were 12 passing grades and 2 non passing grades; 86% of these students passed their classes. Of the 7 students who completed both ESL 080 & 083, all 14 grades were passing; thus 100% of students passed their intermediate ESL classes. This means of

To ensure students complete the IEP program successfully and persist to the subsequent term, the department will begin a proactive approach to student success by requiring new summer IEP students to meet with an ISP counselor at least once during the term to review their progress in class.

Counselors will refer any struggling
The ISP office will continue to research suitable cohorts for ISP students in the future. As the new students are recruited into College of the Canyons, appropriate levels of ESL and other courses will be developed for a learning community.
the first cohort of ESL (ESL 070 and 071) will persist to the next level of ESL (ESL 080 and 083). Students enrolled in the second cohort of ESL (ESL 080 and 083) will persist to the next level of ESL (ESL 100 and 081). Students enrolled in the third cohort of ESL (ESL 085 and ESL 100) will persist to College level coursework. students enrolled in ESL 081, all 9 passed the course. Of the 11 ISP students enrolled in ESL 100 in fall 13, 7 persisted to English 101 in the spring 2014 term. One is repeating ESL 100 that was a substandard grade in fall 2013. Two of the original 13 ISP students enrolled in ESL 100 for fall 2013 did not attend any classes at College of the Canyons for spring 2014.

<table>
<thead>
<tr>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Status of Objectives. (<a href="#">Review College Strategic Goals</a>)</td>
</tr>
</tbody>
</table>

Open Objectives

1). Create a community outreach plan that reaches new students through our local high schools, campus community and community at large.

   **Goal:** Financial Stability  
   **Status:** In progress  
   **Add'l Comment:** Offered two information meetings to the community in 2012.

2). Upgrade and update the current ISP website to be easily accessible, relevant and user
friendly to international inquiry, community members and the current student population.

**Goal:** Technological Advancement  
**Status:** In progress  
**Add'l Comment:** Basic structure has been made and has replaced a previous website. We have also added a e-brochure to the website for recruiting purposes.

3). Create and implement local outreach plan, materials and website to increase our current student population.

**Goal:** Financial Stability  
**Status:** In progress  
**Add'l Comment:** A program flyer has been designed, printed and distributed to interested parties inside and outside the USA. Learning Community (IEP) program flyers have been designed, printed and distributed each term inside and outside the USA. The basic structure of the program website has been developed.

4). Consolidate data into a central repository to better anticipate the needs of our International population, prepare for trends, and assist in future program planning.

**Goal:** Institutional Advancement  
**Status:** In progress  
**Add'l Comment:** An applicant data system has been developed to collect useful data. A new category has been added to the existing continuing students data system. Planning to merge two data systems to one central data system.

5). Hire Full-Time Counselor for IE Program

**Goal:** Student Support  
**Status:** Yet to be started

Completed Objectives

1). Create an Intensive English Program for students who don't have the required English proficiency for college level work, and a counseling class to introduce students to the college experience.

**Goal:** Teaching and Learning  
**Status:** Completed  
**Add'l Comment:** The first IEP program was designed and offered in Summer 2012 which became the base for the Learning Community-Intensive English Program. This program has been attracting new population groups to COC ISP and we have been expecting to recruit more students into this program.

2). Create an intensive ISP learning community that includes English/ESL classes, GE classes, a cultural enrichment class plus a weekly activity.

**Goal:** Teaching and Learning  
**Status:** Completed  
**Add'l Comment:** The first ISP Learning Community Program has been offered in the Fall 2012 semester and has been continuing into Spring 2013 semester. This program has been attracting new population groups to COC ISP.

3). Create and implement Intensive Language Program to prepare students for college level
work.

**Goal:** Teaching and Learning  
**Status:** Completed  
**Add'l Comment:** Students who had participated in the Summer and Fall 2012 Intensive English Program had advanced into the college level degree program in the subsequent semester.

4). Create and Implement an Academic Cultural Experience cohort to assist students to maintain 12.0 units of enrollment and move efficiently towards their academic goals at the same time gaining an understanding of the American Culture.

**Goal:** Teaching and Learning  
**Status:** Completed  
**Add'l Comment:** The ISP Learning Community program has been designed with Humanities class, Counseling class and Cinema class. This program assists students to maintain 12 units of enrollment and meet their academic goals efficiently while they become accustomed to the American Culture and Education system.

5). Cover Claudia Reassign Time

**Goal:** Cultural Diversity  
**Status:** Completed  
**Add'l Comment:** Claudia now has her own budget and program review.

6). Print Outreach Materials IE program

**Goal:** Cultural Diversity  
**Status:** Completed  
**Add'l Comment:** A program flyer has been designed, printed and distributed to interested parties inside and outside the USA. Learning Community (IEP) program flyers have been designed, printed and distributed each term inside and outside the USA.

7). Bring key campus constituencies interested in global affairs to research how can increase international awareness on campus.

**Goal:** Institutional Advancement  
**Status:** Completed  
**Add'l Comment:** Planning a Flex presentation. April 2014 a FLEX presentation was presented at the classified development day. We will continue to do inreach.

8). Review current procedures to improve efficiency and increase workflow.

**Goal:** Institutional Effectiveness  
**Status:** Completed  
**Add'l Comment:** The work manual for the ISP admission procedure has been created and all staff has received a series of staining.

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

1). Classified Staff have taken on additional administrative duties as the Director position is currently vacant. (Goal: Human Resources)
2). A new recruitment plan has been created to increase the current population and provide additional revenue for the General Fund of the College. (Goal: Financial Stability)

3). An intensive language learning community has been created and has been offered beginning summer 2012. (Goal: Teaching and Learning)

4). Redeveloped the ISP New Students Orientation to have new students understand the complicated immigration issues and the academic system with more interactive design to motivate their active participation in the orientation. (Goal: Student Support)

5). Two adjunct academic counselors have been added to the program. (Goal: Student Support)

6). An adult hourly receptionist has been hired to assist prospective students, community members, current students and other ISP staff as well. (Goal: Student Support)

7). Participated in Study CA website to strengthen the exposure to global community. (Goal: Cultural Diversity)

8). Participated in Study America Workshop in Tokyo, Japan by having an ISP alumni distributed our flyers and giveaways and talked with high school students at the COC booth displayed with pictures and COC logo. (Goal: Cultural Diversity)

9). The creation of the e-brochure was completed in March 2014 prior to the Director's trip to Asia. She will present this e-brochure to 8 different schools to assist in recruitment. (Goal: Institutional Advancement)

10). Staff and counselors participate in two in person full day orientations for all ISP students. This provides valuable information and service to students at the beginning of each term. For students unable to make one of the two orientations, counselors meet individually with the students to ensure each ISP student receives the information. (Goal: Student Support)

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

1). Serve current international students by ensuring the compliance of the law per their visa status and by providing advising and counseling services to promote academic success. (Goal: Institutional Effectiveness)

2). Expand the ISP by recruiting locally and globally. (Goal: Institutional Advancement)

3). Promote cultural diversity on campus and in the community as well as internationalization of campus culture. (Goal: Cultural Diversity)

4). Develop a strategic plan for exchange programs for faculty and staff. (Goal: Institutional Advancement)

**Other External/Internal Factors**

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

In the past years, many changes have taken place with staffing as a result of the full-time administrator moving to a part time status. In April 2014, an interim Director was hired for the program. This Director will be interim for one year. At that point the position and department
will reevaluate the need and move to either hire a person full time as the director or go back to the part time administrator over the program. The Student Services Technician II was reclassified to Program Specialist II with additional duties to make up for the loss of a full time administrator. The Student Services Specialist I was also reclassified to a Student Services Coordinator because she also assumed some of the duties of the full-time administrator. We have three adjunct counselors dedicated to ISP student in total of 35 hours per week. We have an adult hourly working 10 hours per week dedicated to event planning and providing campus & local event information for ISP students, which is vital to cultural awareness. We have an adult hourly working 20 hours per week as a receptionist assisting prospective students and their local representatives, community members, continuing students, and other ISP staff with their clerical duties.

Our two year recruitment plan is ambitious; we plan to double our current student population. When this occurs we will need additional staff. In the next year, we would like to have our counselor be assigned full-time to ISP and still keep the current adjunct position also. In the next three years, we need a full time classified staff event planner and a full-time classified staff clerical support. The part time staff budget will need to increase by $10,000 to accommodate the new influx of students.

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

Use of SEVIS, the NAFSA website and NAFSA online advisor’s manual assists staff in maintaining federal student visa regulations. Vital federal information is entered in Datatel to ensure state and federal reporting requirements are met. An Access database and Excel spreadsheet are used to access and maintain student data to ensure students have the latest information regarding their enrollment requirements and status. The USCIS Website is used as a resource regarding immigration issues, updates, forms, and regulations. The State Department’s website http://educationusa.state.gov/ will be used as a recruitment tool in order to reach prospective students at no cost to the college.

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

Collaborations with Admissions & Records assist ISP students to complete graduation requirements and inform them of rules and regulations guiding admission, registration, and transcripts. The ISP counselor attends weekly Counseling department training sessions to ensure ISP students have the most accurate information in educational planning and transfer options. We are working closely with numerous departments across campus (CWEE for internships, TLC for assistance with coursework, health center for medical assistance) to ensure students are healthy and progressing towards their educational goals.

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

The department has numerous challenges largely due to federal enrollment requirements and insufficient staffing levels. The recent economic downturn has resulted in insufficient course offerings to ensure 12.0 units of enrollment in the current priority registration system. With only an adjunct counselor there are not enough counseling hours available to current students; as we increase the population this will become a much larger problem. There is currently no Director of International Student program; thus, staff is taking on additional administrative functions. We have no staff dedicated to recruitment; all staff assists in planning recruitment efforts and overseas budget allocation for recruitment needs to be redirected. There is a challenge in coordinating numerous sources of data to track and generate reports on ISP
population. A central database would allow for more effective planning and evaluation of
current practices and population needs. It is difficult to provide adequate housing assistance to
our students. We need additional funding to prove meaningful cultural events for our students
to assist them to gain an understanding of the American Experience.

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

With the hire of the Director of International Students, we are reviewing the current practices
and analyzing how to proceed. We are changing our recruitment strategy for the next two years
to have a local focus as 70% of our current population was referred by personal contact within
the Santa Clarita Valley. Also, the new director has started recruiting for a summer institute and
from schools in China. As a result, the department plans to increase local recruitment efforts
within our community. We have an ambitious recruitment target of doubling our population in
two years which would increase revenue to the district by about $400,000. To assist this effort,
we plan to offer learning communities to allow an untapped population to come to the college
to complete an Intensive Language program in summer and then move to ISP learning
community that includes ESL, a counseling course and one general education to ensure 12.0
units of enrollment in fall and spring.

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

We currently have a liaison in Admissions & Records that specializes in assisting ISP students
who attend the CCC campus. If funding was available, we could meet with ISP students
attending there weekly. We currently have 18 students attending at CCC. Any future campus
would also have the same level of service. We plan to hold bi-annual meetings with the student
services CCC staff to assist them in understanding the enrollment issues surrounding ISP
students.

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

We would like a dedicated international student center to provide a sense of community where
international students could congregate, study in groups, use smart classrooms for cultural
classes, workshops and counseling classes. We would like to provide both day and evening
hours in the center. We hope to double our student population every two years. This would
provide additional funding for the center, increased levels and increased services to students. It
would help the campus to become more culturally rich and connected globally. We would like
to expand our learning community offerings in both CTE and transfer majors. Our most popular
majors are: Accounting, Business, Nursing, Liberal Arts, Biological Science, Computer
Science, Early Childhood Education, and Art. We plan to analyze our new recruitment strategy
every two years and revisit the idea of international recruitment and the use recruitment agents
in the next two years. We plan to create and implement an alumni organization which will assist
with recruiting, housing, and additional outside support for ISP students.

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

Analysis of our current student population and how they came to the program showed us that
70% of our population was referred by a personal contact already connected to the SCV or the College. We discovered 22% of students found the program on their own and only 2% enrolled as a result of an overseas recruitment. We also discovered that 46% of our current population is Korean. Based upon the data, the center point of our recruitment strategy for 2012-2013 will focus on developing local relationships. We plan to boost our community outreach to local high schools and other community based organizations, especially in the Korean community. We also have determined that we turn away large numbers of students because the English language skills are not yet at college level. We will create an Intensive Language program to admit these students and move them towards college level English. This will also boost our numbers and increase our revenue in the general fund.

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

<table>
<thead>
<tr>
<th>Data Result</th>
<th>Implication</th>
</tr>
</thead>
<tbody>
<tr>
<td>1). Our current transfer rates indicate that 31% of students transfer to the CSU system, 13% transfer to the UC system, 8% transfer to private in-state colleges, and 11% transfer to colleges out of state. Interestingly, 15% of our population transfer to Language schools underscoring the need for our planned Intensive Language program. Transfer data indicates we should begin to establish relationships with the colleges to which ISP students transfer. We can also use the transfer information in marketing materials to attract additional students.</td>
<td>We will use the data from our current SLO and AUO to ensure our Intensive Language program and subsequent learning communities will in fact increase our population and assist students to be more successful in their College level courses. We currently use information from our application form to inform our existing recruitment plan.</td>
</tr>
</tbody>
</table>

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

The department's number one strength is our personal approach with students. We offer a personal touch that includes direct access to ISP staff. We provide resource information, guidance to maintain student status, responsiveness to student academic and personal issues, and empathy that assists students to adjust to life in America. The ISP program is strength to the college at large because it provides a way to connect our campus with international organizations and populations in our community. This allows globalization of the campus through ISP events such International cuisine, fund raisers, and demonstrations of different cultures.

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

One of the challenges facing the ISP program is the difficulty providing courses to assist students to maintain 12.0 units of enrollment, a requirement for them to continue study in the US. However, the biggest weakness is inadequate funding levels for support services for students.
Program Needs

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

**Supplies and Services**
Increase the budget in the following areas: website design and software, advertising budget for brochures, and giveaways to assist in recruitment. Increase adult hourly staffing budget to assist in Learning Communities. We will need additional funding for counseling to support the Intensive Language Program and Learning Communities. Staff needs training in Access to create and manage student demographic and program data.

**Equipment**
We need to purchase document Imaging for student records we are running out of storage space and order paper shredding service; Our six computers are more than five years old and need to be updated. We need second monitors for each counselor and adviser. We need one networked color printer, and a copy machine with data input. We need to update our student Access database to include more functionality and the ability to do simple research and run simple queries. We need to update the website with appropriate software to aid in recruitment efforts.

**Facilities and facility modification**
We need to convert the two classrooms into smart classrooms so we can use them for our Intensive Language program and Learning Community classes. In the future, we would like to modify our current space to become a full International center where we receive international student visitors, assist incoming students with admission and enrollment, create a space for student groups, two private offices for counselors, a conference room, and a kitchen for event preparation.

**Personnel**
Our first priority is to hire a full time counselor and increase funding for adjunct counseling. As the student population grows, we will need additional clerical staff for events, housing, and record keeping.

**Who do you need to coordinate with to make this happen? (e.g. other departments on campus, four-year college, high school, local business or other community colleges)**
We will need to coordinate with the following departments to reach our goals: Computer Support, Facilities, Office of Instruction, Department of ESL, Humanities Division, Curriculum committee, faculty, staff from across campus, CCC staff, Outreach director, Counseling, Admissions & Records staff, CWEE.

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

The following staff participated in the ISP program review: Deborah Rio and Naomi Taniguchi. Jasmine Ruys completed the 2013-2014 program review with input from ISP staff and Jia-Yi
Cheng Levine.

Upload additional files.
College of the Canyons' Mission Statement

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

PROGRAM INFORMATION for: Liberal Arts & Sciences
Year(s): 2011/2012 to 2013/2014

MISSION/DESCRIPTION:
The Liberal Arts and Sciences major is designed for students planning to transfer to either the California State University or University of California. To earn the Associate in Arts degree with a Liberal Arts and Sciences major, students must complete either the Intersegmental General Education Transfer Curriculum (IGETC) UC or CSU option or the CSU General Education Certification pattern and one of the three areas of emphasis. The areas of emphasis are: Mathematics and Science, Social and Behavioral Sciences or Humanities. The area of emphasis requires minimum of 18 units with a grade of "C" or better in all courses in the area of emphasis.

Degrees/Certificates Offered: Associate of Arts degree

Age of Program: 2008 (6 years)
| Majors (3 or more courses) | | | |
|-------------------------------------------------------------|
| Department Student Headcount | | | |
| Number of Sections Requested (CCC) by Academic Affairs | | | |
| Number of Sections Requested (VC) by Academic Affairs | | | |
| Number of Sections Requested (Online) by Academic Affairs | | | |
| Number of Sections Offered Total | | | |
| Number of Sections CCC Only | | | |
| Number of Sections VC Only | | | |
| Number of Sections Online Only | | | |
| Average Class Size | | | |
| Average Class Size CCC Only | | | |
| Average Class Size VC Only | | | |
| Average Class Size Online Only | | | |
| FTES Generated | | | |
| Cost per FTES ($) | | | |
| Success Rate (%) | | | |
| Retention Rate (%) | | | |
| Instructional Load | | | |

| | 2011/2012 | 2012/2013 | Change | Comment (optional) |
|-------------------------------------------------------------|
| RESOURCES INVESTED | | | |
| Number of Full-Time Teaching Faculty | | | |
| Number of Adjunct Faculty | | | |
| Number of Support Staff | | | |
| Supplies Funds | | | |
| Equipment Funds | | | |
| Grants Obtained | | | |
| COC Foundation Donations | | | |
| Other Resources | | | |

Level 1 user additional comments / dialogue about the information provided if desired. This is the first assessment cycle for this program and the required data was limited.
Student Learning Outcomes

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

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

<table>
<thead>
<tr>
<th>Program(s)</th>
<th>SLOs</th>
<th>Means of Assessment and Criteria for Success</th>
<th>Summary of Data Collected and Number of Cycles</th>
<th>Use of Results</th>
<th>Next Assessment Cycle (Semester, Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please indicate the programs for which your department has developed SLOs in the space below.</td>
<td>Please indicate 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>

Upon completion of the degree, students will be able to analyze

An analysis of the data that was collected was done. I compared

In 2012, 85 students selected the Liberal Arts & Science CSU GE

This is the first time this program is being evaluated and the data was

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concepts from the liberal arts and sciences.

Data for a cohort group of students that selected the Liberal Arts & Science CSU GE Humanities Emphasis major in 2010 was not available to track their specific Humanities Emphasis major. 2 students petitioned for graduation and 1 student graduated. I was not able to track a cohort group of students that selected this major in 2010 to determine if they were able to graduate within 3 years. I am not able to determine if the SLO was met or not.

In 2012 and in 2013 the number of students that graduated with this degree in 2012 and in 2013. I also compared the number of students that submitted petitions for graduation and the number of students that actually graduated in 2012 and 2013.

In 2013, 73 students selected the Liberal Arts & Science CSU GE Humanities Emphasis major. 7 students petitioned for graduation and 7 students graduated. A total of 158 students selected the Liberal Arts & Science CSU GE Humanities Emphasis major during 2012-2013. A total of 9 students petitioned for graduation and 8 students graduated. 1 student did not meet all limited.

The evaluation of the data indicated that there is room for improvement. In order to increase the number of students that select the Liberal Arts & Science CSU GE Humanities Emphasis major, an informational flyer will be created. The flyer will be available in the Counseling Office and the Transfer Center.

During the second year of the cohort, an email will be sent to the students.
A graduation rate of 70% or higher has been identified by the department as an indicator of a successful program outcome.

The graduation rate is less than 1% of students selecting this degree is graduating. The graduation petition rate is 99%. Most all students that file a petition for graduation will graduate.

The SLO will be evaluated on a three year (six semester) cycle which is appropriate given the length of time it takes to complete the degree. The cohort of students that has selected the Liberal Arts & Science CSUGE Humanities Emphasis with be evaluated to determine if the degree has been achieved within the time frame.

Upon completion of the degree, students will be able to analyze concepts from the liberal arts and sciences.

An analysis of the data that was collected was done. I compared the number of students who has declared the Liberal Arts & Science CSUGE Math & Science Emphasis major. 0 students

In 2012, 9 students selected the Liberal Arts & Science CSUGE Math & Science Emphasis major. 0 students

This is the first time this program is being evaluated and the data was limited. I was not able to track a cohort group of students that
The evaluation of the data indicates that there is room for improvement. In order to increase the number of students that select this major, an informational flyer will be created. The flyer will be available in the Counseling Office and the Transfer Center.

During the second year of the cohort, an email will be sent to the students to go to their MyCanyons account and run a program evaluation for
A graduation rate of 70% or higher has been identified by the department as an indicator of a successful program outcome.

The graduation petition rate is 0%. Students with this major are not submitting their petition for graduation.

4148 major and submit a petition for graduation if appropriate.

The SLO will be evaluated on a three year (six semester) cycle which is appropriate given the length of time it takes to complete the degree. The cohort of students that has selected the Liberal Arts & Science CSUGE Math & Science Emphasis major with be evaluated to determine if the degree has been achieved within the timeframe.

Upon completion of the degree, students will be able to analyze concepts from the liberal arts and sciences.

An analysis of the data that was collected was done. I compared the number of students who has declared the Liberal Arts & Science CSU GE Social & Behavioral Science.

In 2012, 153 students selected the Liberal Arts & Science CSU GE Social & Behavioral Science Emphasis major. 52 students petitioned for graduation and 45

1 This is the first time this program is being evaluated and the data was limited. I was not able to track a cohort group of students that selected the Liberal Arts & Science CSU GE Social & Behavioral Science Emphasis major.

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4248: Liberal Arts & Sciences
CSU GE Social & Behavioral Science Emphasis

Emphasis major in 2012 and 2013 to the number of students that graduated with this degree in 2012 and in 2013. I also compared the number of students that submitted petitions for graduation and the number of students that actually graduated in 2012 and 2013.

Data from a cohort group of students that selected the Liberal Arts & Science CSU GE Social & Behavioral Science Emphasis major in 2010 was not available to track their specific success with graduation.

A graduation rate of 70% students graduated. In 2013, 160 students selected the Liberal Arts & Science CSU GE Social & Behavioral Science Emphasis major. 50 students petitioned for graduation and 40 students graduated.

A total of 313 students selected the Liberal Arts & Science CSU GE Social & Behavioral Science Emphasis major during 2012-2013. A total of 102 students petitioned for graduation and 85 students graduated. 17 students did not meet all criteria to graduate. The graduation rate is 32%.

Science Emphasis major in 2010 to determine if they were able to graduate within 3 years. I am not able to determine if the SLO was met or not.

The evaluation of the data indicated that there is room for improvement. In order to increase the number of students that select this major, an informational flyer will be created. The flyer will be available in the Counseling Office and the Transfer Center.

During the second year of the cohort, an email will be sent to the students to go to their MyCanyons account and run a program evaluation for 4248 major and submit a petition for graduation if
| Upon completion of the degree, students will be able to analyze concepts from the liberal arts and sciences. | An analysis of the data that was collected was done. I compared the number of students who has declared the Liberal Arts & Science IGETC/CSU GE Humanities Emphasis major in 2012 and 2013 to the number of |
|---------------------------------------------------------------|---------------------------------------------------------------------------------|---------------------------------------------------------------|
| or higher has been identified by the department as an indicator of a successful program outcome. | less than half of the students selecting the Liberal Arts & Science CSU GE Social & Behavioral Science Emphasis degree is graduating. The graduation petition rate is 84%. Most students that file a petition for graduation will graduate. | appropriate. |
| The SLO will be evaluated on a three year (six semester) cycle which is appropriate given the length of time it takes to complete the degree. The cohort of students that has selected the Liberal Arts & Science CSUGE Social & Behavioral Science Emphasis major with be evaluated to determine if the degree has been achieved. | Fall 2016 |

In 2012, 25 students selected the Liberal Arts & Science IGETC/CSU GE Humanities Emphasis major. 3 students petitioned for graduation and 3 students graduated. In 2013, 14 students declared the Liberal Arts & Science IGETC/CSU GE Humanities Emphasis major. This is the first time this program is being evaluated and the data was limited. I was not able to track a cohort group of students that selected the Liberal Arts & Science IGETC/CSU GE Humanities Emphasis major in 2010 to determine if...
students that graduated with this degree in 2012 and 2013. I also compared the number of students that submitted petitions for graduation and the number of students that actually graduated in 2012 and 2013.

Data from a cohort group of students that selected the Liberal Arts & Science IGETC/CSU GE Humanities Emphasis major in 2010 was not available to track their specific success with graduation.

A graduation rate of 70% or higher has been identified by the department as an indicator of selected the Liberal Arts & Science IGETC/CSU GE Humanities Emphasis major. 2 students petitioned for graduation and 2 students graduated. A total of 39 students selected the Liberal Arts & Science IGETC/CSU GE Humanities Emphasis major during 2012-2013. A total of 5 students petitioned for graduation and 5 students graduated. The graduation rate is 13%, very few students selecting this degree is graduating. The graduation petition rate is 100%. All students were able to graduate within 3 years. I am not able to determine if the SLO was met or not. The evaluation of the data indicated that there is room for improvement.

In order to increase the number of students that select this major, an informational flyer will be created. The flyer will be available in the Counseling Center and the Transfer Office. During the second year of the cohort, an email will be run a program MyCanyons account and a program evaluation for 4049 major students to go to their MyCanyons account and submit a petition for graduation if appropriate.

The SLO will be evaluated to determine if the SLO was met or not.
A successful program outcome. Students that file a petition for graduation will graduate. On a three year (six semester) cycle which is appropriate given the length of time it takes to complete the degree. The cohort of students that has selected the Liberal Arts & Science IGETC/CSUGE Humanities Emphasis major will be evaluated to determine if the degree has been achieved within the timeframe.

Upon completion of the degree, students will be able to analyze concepts from the liberal arts and sciences. An analysis of the data that was collected was done. I compared the number of students who has declared this major in 2012 and 2013 to the number of students that has graduated with this degree in 2012 and in 2013. I also compared the number of students that has petitioned for graduation.

In 2012, 30 students selected the Liberal Arts & Science IGETC/CSU GE Math & Science Emphasis major. 0 students petitioned for graduation. In 2013, 28 students selected the Liberal Arts & Science IGETC/CSU GE Math & Science Emphasis major.

This is the first time this program is being evaluated and the data was limited. I was not able to track a cohort group of students that selected this major in 2010 to determine if they were able to graduate within 3 years. I am not able to determine if the SLO was met or not.

The evaluation

In 2012, 30 students selected the Liberal Arts & Science IGETC/CSU GE Math & Science Emphasis major. 0 students petitioned for graduation. In 2013, 28 students selected the Liberal Arts & Science IGETC/CSU GE Math & Science Emphasis major.
of students that submitted petitions for gradation and the number of students that actually graduated in 2012 and 2013.

Data from a cohort group of students that selected the Liberal Arts & Science IGETC/CSUGE Math & Science Emphasis major in 2010 was not available to track their specific success with graduation.

A graduation rate of 70% or higher has been identified by the department as an indicator of a successful program outcome.

Science Emphasis major. 0 students petition for graduation.

A total of 58 students has selected this major during 2012-2013. A total of 0 students petition for graduation. The graduation rate is 0% of students selecting this degree is graduating. The graduation petition rate is 0%. No one is graduating with this degree.

of the data indicates that there is room for improvement. In order to increase the number of students that select this major, an informational flyer will be created. The flyer will be available in the Counseling Office and the Transfer Center.

During the second year of the cohort, an email will be sent to the students to go to their MyCanyons account and run a program evaluation for 4149 major and submit a petition for graduation.

The SLO will be evaluated on a three year (six semester) cycle which is appropriate given the length of time it takes to complete the degree. The cohort of
students that has selected this major with be evaluated to determine if the degree has been achieved within the time frame

Upon completion of the degree, students will be able to analyze concepts from the liberal arts and sciences.

An analysis of the data that was collected was done. I compared the number of students who has declared the Liberal Arts & Science IGETC/CSU Social & Behavioral Science Emphasis major in 2012 and 2013 to the number of students that graduated with this degree in 2012 and in 2013. I also compared the number of students that submitted petitions for graduation and the number of students that actually graduated.

In 2012, 88 students selected the Liberal Arts & Science IGETC/CSU Social & Behavioral Science Emphasis major. 22 students petitioned for graduation and 22 students graduated.

In 2013, 71 students selected the Liberal Arts & Science IGETC/CSU Social & Behavioral Science Emphasis major. 31 students petitioned for graduation and 6 students graduated.

This is the first time this program is being evaluated and the data was limited. I was not able to track a cohort group of students that selected the Liberal Arts & Science IGETC/CSU Social & Behavioral Science Emphasis major in 2010 to determine if they were able to graduate within 3 years. I am not able to determine if the SLO was met or not.

The evaluation of the data indicated that there is room for improvement. In order to increase the number of students that

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IGETC/ CSU
GE Social & Behavioral
Science Emphasis

graduated in 2012 and 2013.

Data from a cohort group of students that selected the Liberal Arts & Science IGETC/CSU Social & Behavioral Science Emphasis major in 2010 was not available to track their specific success with graduation.

A graduation rate of 70% or higher has been identified by the department as an indicator of a successful program outcome.

select this major, an informational flyer will be created. The flyer will be available in the Counseling Office and the Transfer Center.

A total of 159 students selected the Liberal Arts & Science IGETC/CSU Social & Behavioral Science Emphasis major during 2012-2013. A total of 53 students petitioned for graduation and 47 students graduated. 6 students did not meet all criteria to graduate. The graduation rate is less than 34% of student selecting this degree is graduating. The graduation petition rate is 89%.

Most all students that file a petition for graduation will graduate.

During the second year of the cohort, an email will be sent to the students to go to their MyCanyons account and run a program evaluation for 4249 major and submit a petition for graduation if appropriate.

The SLO will be evaluated on a three year (six semester) cycle which is appropriate given the length of time it takes to complete the degree. The cohort of students that has selected the Liberal Arts & Science IGETC/CSU Social & Behavioral
Upon completion of the degree, students will be able to analyze concepts from the liberal arts and sciences.

An analysis of the data that was collected was done. I compared the number of students who has declared the Liberal Arts & Science IGETC Humanities Emphasis major in 2012 and 2013 to the number of students that graduated with this degree in 2012 and in 2013. I also compared the number of students that submitted petitions for graduation and the number of students that actually graduated in 2012 and 2013.

In 2012, 34 students selected the Liberal Arts & Science IGETC Humanities Emphasis major. 3 students petitioned for graduation and 3 students graduated.

In 2013, 29 students selected the Liberal Arts & Science IGETC Humanities Emphasis major. 0 students petitioned for graduation.

A total of 63 students selected the Liberal Arts & Science IGETC Humanities Emphasis major during 2012-2013.

Science Emphasis major with be evaluated to determine if the degree has been achieved.

This is the first time this program is being evaluated and the data was limited. I was not able to track a cohort group of students that selected the Liberal Arts & Science IGETC Humanities Emphasis major in 2010 to determine if they were able to graduate within 3 years. I am not able to determine if the SLO was met or not.

The evaluation of the data indicates that there is room for improvement. In order to increase the number of students that select this major, an informational flyer will be.

Data from a
**Arts & Sciences**  
**IGETC GE**  
**Humanities Emphasis**  

| cohort group of students that selected the Liberal Arts & Science IGETC Humanities Emphasis major in 2010 was not available to track their specific success with graduation.  
A graduation rate of 70% or higher has been identified by the department as an indicator of a successful program outcome. | A total of 3 students petitioned for graduation and 3 students graduated. The graduation rate is 5% of student selecting this degree are graduating. The graduation petition rate is 100%. All students that file a petition for graduation graduates. | created. The flyer will be available in the Counseling Office and the Transfer Center.  
During the second year of the cohort, an email will be sent to the students to go to their MyCanyons account and run a program evaluation for 4050 major and submit a petition for graduation if appropriate.  
The SLO will be evaluated on a three year (six semester) cycle which is appropriate given the length of time it takes to complete the degree. The cohort of students that has selected the Liberal Arts & Science IGETC Humanities Emphasis major with be evaluated to determine if the degree has... |
Upon completion of the degree, students will be able to analyze concepts from the liberal arts and sciences.

An analysis of the data that was collected was done. I compared the number of students who has declared the Liberal Arts & Science IGETC GE Math & Science Emphasis major in 2012 and 2013 to the number of students that graduated with this degree in 2012 and 2013. I also compared the number of students that submitted petitions for graduation and the number of students that actually graduated in 2012 and 2013.

Data from a cohort group of students that selected

In 2012, 51 students selected the Liberal Arts & Science IGETC GE Math & Science Emphasis major. 6 students petitioned for graduation and 5 students graduated.

In 2013, 50 students selected the Liberal Arts & Science IGETC GE Math & Science Emphasis major. 4 students petitioned for graduation and 2 students graduated.

A total of 101 students has selected the Liberal Arts & Science IGETC GE Math & Science

This is the first time this program is being evaluated and the data was limited. I was not able to track a cohort group of students that selected the Liberal Arts & Science IGETC GE Math & Science Emphasis major in 2010 to determine if they were able to graduate within 3 years. I am not able to determine if the SLO was met or not.

The evaluation of the data indicates that there is room for improvement. In order to increase the number of students that select this major, an informational flyer will be created. The flyer will be available in Fall 2016.
A graduation rate of 70% or higher has been identified by the department as an indicator of a successful program outcome.

A total of 10 students petitioned for graduation and 7 students graduated. 3 students did not meet all criteria to graduate. The graduation rate is 10% of student selecting this degree are graduating. The graduation petition rate is 70%.

During the second year of the cohort, an email will be sent to the students to go to their MyCanyons account and run a program evaluation for 4150 major and submit a program for evaluation if appropriate. The SLO will be evaluated on a three year (six semester) cycle which is appropriate given the length of time it takes to complete the degree. The cohort of students that has selected the Liberal Arts & Sciences IGETC GE Math & Science Emphasis major with be evaluated to determine if the degree has been achieved.
Upon completion of the degree, students will be able to analyze concepts from the liberal arts and sciences.

An analysis of the data that was collected was done. I compared the number of students who have declared the Liberal Arts & Science IGETC GE Social & Behavioral Science Emphasis major in 2012 and 2013 to the number of students that graduated with this degree in 2012 and 2013. I also compared the number of students that submitted petitions for graduation and the number of students that actually graduated in 2012 and 2013.

Data from a cohort group of students that selected the Liberal Arts & Science IGETC GE Social & Behavioral Science Emphasis

<table>
<thead>
<tr>
<th>Year</th>
<th>Students Selected</th>
<th>Students Petitioned</th>
<th>Students Graduated</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>74</td>
<td>20</td>
<td>19</td>
</tr>
<tr>
<td>2013</td>
<td>84</td>
<td>14</td>
<td>13</td>
</tr>
</tbody>
</table>

A total of 158 students have selected the Liberal Arts & Science IGETC GE Social & Behavioral Science Emphasis.

This is the first time this program is being evaluated and the data was limited. I was not able to track a cohort group of students that selected the Liberal Arts & Science IGETC GE Social & Behavioral Science Emphasis major in 2010 to determine if they were able to graduate within 3 years. I am not able to determine if the SLO was met or not.

The evaluation of the data indicates that there is room for improvement. In order to increase the number of students that select this major, an informational flyer will be created. The flyer will be available in the Counseling Office and the Transfer Office.
| Science Emphasis | IGETC GE Social & Behavioral Science Emphasis major during 2012-2013. A total of 34 students petitioned for graduation and 32 students graduated. 2 students did not meet all criteria to graduate. The graduation rate is 22% of students selecting this degree are graduating. The graduation petition rate is 97%. Most all students that file a petition will graduate. | Center. During the second year of the cohort, an email will be sent to the students to go to their MyCanyons account and run a program evaluation for 4250 major and submit a petition for graduation if appropriate. The SLO will be evaluated on a three year (six semester) cycle which is appropriate given the length of time it takes to complete the degree. The cohort of students that has selected the Liberal Arts & Science IGETC GE Social & Behavioral Science Emphasis major with be evaluated to determine if the degree has been achieved. |
| Please indicate any | | |
Courses that have been deleted, archived, or not offered due to budget constraints or cancellation due to low enrollment.

<table>
<thead>
<tr>
<th>Course(s)</th>
<th>SLOs</th>
<th>Means of Assessment and Criteria for Success</th>
<th>Summary of Data Collected and Number of Cycles</th>
<th>Use of Results</th>
<th>Next Assessment Cycle (Semester, Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please indicate the courses for which your department has developed SLOs in the space below.</td>
<td>Please identify the corresponding Course SLOs as listed in CurricUNET.</td>
<td>Please indicate the means of assessment and criteria for success for the course 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. Courses should be evaluated at least every 2 years.</td>
</tr>
</tbody>
</table>

Cycle(s)

Level 1 user additional comments / dialogue about the information provided if desired.
No course SLO's are required to submit. This program requires a wide variety of courses that are offered in different disciplines. Each department will submit course student learning outcomes.

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

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

Internal Factors

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

Microsoft VBScript runtime error ‘800a005e’

Invalid use of Null: 'Replace'

/office/FiscalServices/APRBudget2010/includes/AAPRForm_Internal.asp, line 8
College of the Canyons' Mission Statement

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

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

MISSION/DESCRIPTION:
The Liberal Studies-Elementary Teaching Preparation (Multiple Subject) Associate in Arts degree is designed for students who are interested in transferring to a four-year college or university to pursue a Bachelor's degree in Liberal Studies and a teacher preparation program/California Multiple Subject Teaching Credential. The course requirements for this major include courses across all areas of the CSU general education breadth pattern plus an education course, EDUC 203 - Introduction to Teaching In A Diverse Society. The degree requirements for this major also include the Associate degree general education graduation requirements for the Associate degree.

Degrees/Certificates Offered: Liberal Studies - Elementary Teaching Preparation Associate in Arts Degree

Age of Program:

<table>
<thead>
<tr>
<th>Degrees Awarded</th>
<th>2011/2012</th>
<th>2012/2013</th>
<th>Change</th>
<th>Comment (optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificates Awarded</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Number of Overdue Courses (older than 5 years)</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Total Students with declared major</td>
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<tr>
<td>Majors (3 or more courses)</td>
<td></td>
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</tr>
<tr>
<td>Department Student Headcount</td>
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<tr>
<td>Number of Sections Requested (CCC) by Academic Affairs</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Number of Sections Requested (VC)</td>
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</tbody>
</table>
This spring 2014 is the first time a program review has been submitted for the Liberal Studies-Elementary Teaching Preparation (Multiple Subject) Associate in Arts degree. Since no data has been gathered previously, there is no data to analyze or on which to comment at this time. The Institutional Research Department has been notified to begin to gather data for the areas listed above so that data can begin to inform the next Program Review cycle for this program.

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.

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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 towards achievement of the identified student learning outcomes, and use assessment results to make improvements (Standard II: Section A 1.c). Student learning outcomes (SLO) are written statements that represent what a student is expected to know or be able to do as a result of a learning process. Additional Student Learning Outcomes training will be provided during Flex workshops.

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

<table>
<thead>
<tr>
<th>Program(s)</th>
<th>SLOs</th>
<th>Means of Assessment and Criteria for Success</th>
<th>Summary of Data Collected and Number of Cycles</th>
<th>Use of Results</th>
<th>Next Assessment Cycle (Semester, Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Please identify the corresponding Program SLOs as listed in CurricUNET.</td>
<td>Please indicate the # of students who took the assessment and the # of students who passed the assessment.</td>
<td>Please indicate how the department has used results to implement change or strengthen what is working well.</td>
<td>Please enter the semester &amp; year for the next assessment.</td>
</tr>
<tr>
<td>Program(s)</td>
<td></td>
<td>SLOs</td>
<td>Means of Assessment and Criteria for Success</td>
<td>Summary of Data Collected and Number of Cycles</td>
<td>Use of Results</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Demonstrate proficiency in the core academic skills and knowledge required for transfer into liberal studies or a teacher preparation program at a four-year college or university.

Two types of data were analyzed to measure proficiency in the core academic skills and knowledge required for transfer: 1) data on completion of degree with passing grades of C or better in all major course requirements.

Nine students petitioned to graduate with this degree at the end of spring 2012 and all 9 students completed the degree and graduated. One student petitioned to graduate with this degree at the end of summer 2012 but the student did not complete the degree. Eleven students petitioned to

1. This is the first time this program was reviewed and the available data was limited. There was no data tracking cohorts of students from the time they declare the major to completion of the degree and transfer to a four year college. For the next Program Review cycle, data will be collected on the number of students who

Fall 2014
and 2) data on transfer rates to liberal studies/teacher preparation programs at four-year colleges. A 70% or higher degree completion and transfer rates have been identified as criteria for success.

A total of 34 students petitioned to graduate with this degree in 2012 and 2013 and 31 of the 34 students completed the degree with a C or better grade in each major course and graduated while 3 students did not complete the degree. 91% of the students graduated and 1 student did not complete the degree.

Eight students petitioned to graduate with this degree at the end of spring 2013 and all 8 students completed the degree. Four students petitioned to graduate with this degree at the end of summer 2013 and all 4 students completed the degree and graduated. One student petitioned to graduate with this degree at the end of fall 2013 but the student did not complete the degree.

declare Liberal Studies as their major, how many of the declared students complete the degree, how long to completion, and how many transfer to a 4 year institution.
who petitioned to graduate with this major completed the degree.

Please indicate any courses that have been deleted, archived, or not offered due to budget constraints or cancellation due to low enrollment.

### Student Learning Outcomes Assessment Model - Courses:

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

<table>
<thead>
<tr>
<th>Course(s)</th>
<th>SLOs</th>
<th>Means of Assessment and Criteria for Success</th>
<th>Summary of Data Collected and Number of Cycles</th>
<th>Use of Results</th>
<th>Next Assessment Cycle (Semester, Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SLO#1: Students develop an education/professional plan for acquiring a teaching credential.</td>
<td>Students develop an Education Plan with 70-100% success rate.</td>
<td>20 Students completed the student education plan assessment and 20 passed the assessment with a 70-100% success rate. Nine additional students enrolled in the course did not attempt the assessment.</td>
<td>Completion of the student education plan assessment was contingent upon students being able to meet with a COC counselor to create their education plan. Whether a counselor was not available for an appointment or whether students failed to attempt to schedule a counseling appointment is not known. Students reported that it was especially difficult to schedule a meeting with a counselor. As we expand to two</td>
<td>Spring 2014</td>
</tr>
</tbody>
</table>

Please indicate the courses for which your department has developed SLOs in the space below.

Please identify the corresponding Course SLOs as listed in CurricUNET.

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.
EDUC 203: Introduction to Teaching in a Diverse Society

SLO #2: Students define contemporary issues in American education including state standards/frameworks, inclusion, bilingual education, high stakes testing, standardized curriculum.

<table>
<thead>
<tr>
<th>Students</th>
<th>A total of 29 students were enrolled in the course in fall 2013. 27 students completed the assessment and 26 of those passed the assessment. 2 students did not pass the assessment because they did not attempt it.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Overall, the students who completed the required assessments did very well in this course but not all the students completed the assessment. In the future, the instructors will state goals or objectives of assignments/activities leading up to the final exam assessment more explicitly. The instructor will ask a colleague to critique assignments/activities leading up to and preparing students for the assessment.</td>
</tr>
</tbody>
</table>

A total of 29 students were enrolled in the course in spring 2014, the course instructor is interested in observing trends in this SLO over time. The instructor will work with counseling faculty to best meet the needs of the students who are required to have an education plan.

Spring 2014

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

- 

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

- 

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

- 

Internal Factors

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

Microsoft VBScript runtime error '800a005e'

Invalid use of Null: 'Replace'
### College of the Canyons' Mission Statement

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### Program Description

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

The Office of Outreach and School Relations mission is to provide all prospective students with greater access to College of the Canyons educational opportunities and student support services through various outreach efforts targeted to the diverse populations found in and around our local community.

Program goals are to:

1. Serve as a liaison and bring awareness to K-12 students, their parents, counselors, teachers and the general public regarding educational opportunities and student support services at College of the Canyons.
2. Assist high school senior students with their transition from high school to College of the Canyons.
3. Cultivate positive working relationships with K-12 educational partners.
4. Coordinate the college’s outreach activities and disseminate information on academic and career programs, student services and campus outreach events to local area schools and throughout the local community.

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

The Office of Outreach and School Relations largely serves as a liaison to the local K-12 schools, therefore assisting K-12 students, their parents, counselors and other school administrators through various outreach activities including presentations on college academic programs and services, representing COC at college and career fairs, making campus visits, and coordinating COC campus individual and group tours.

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

Chart #1: [2013-14 Program Review org chart.docx](#)
Chart #2: [2013-14 Program Review org chart- Proposed.docx](#)

Provide a short description of the history of your department, including how it has changed over the years. The Office of Outreach and School Relations was recently reestablished in the fall of 2011 after a three year absence.

The district first established the Office of Student Recruitment and School Relations in the fall of 2006. However, by spring 2008, the director’s position became vacant and a strategic decision was made to not rehire the position due to the state budget downturn. As a result, the remaining student services departments attempted to maintain the outreach activities; however, without adequate staffing, it became challenging for
the departments to engage in outreach activities. Consequently, the student services division strongly felt that
the lack of a dedicated outreach office over the past three years had negatively impacted our incoming
students and placed a larger burden on the student services division as a whole. The district agreed with the
divisions’ concerns and approved the reinstatement of the Outreach and School Relations program.
As of Spring 2014, the department has been in operations for 2 1/2 years. During that time, the department
concentrated on reestablishing relationships with the William S. Hart High School District's counseling staffs'
and other surrounding school districts who expressed an interest in working with the college. The department
also focused on increasing the college's presence within the community by participating in a number of
college and career fairs, conducting numerous college presentations, and attending job fairs. Likewise, the
department provided opportunities for prospective students and their parents to tour the campus as well as
coordinating large group campus tours for junior high and high school students.
In 2012/13, the outreach department successfully established monthly outreach office hours at all seven Hart
district high schools providing students the opportunity to schedule advising sessions to learn about the
college’s academic programs, student support services and resources, the matriculation process and financial
aid. This program continued and expanded in 2013/14. By the end of the 2013/14 academic year, it is
estimated that the director will have individually met with approximately 1,000 students, nearly a 25%
increase over 2012/13. Additionally, the department conducts a number of presentations/workshops for high
school students and their parents. In 2013/14, the department hosted a new student parent orientation,
multiple parent information nights for seniors, and College Now! workshops.

### Administrative Unit Outcomes

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

<table>
<thead>
<tr>
<th>Department Goals (Overarching AUOs)</th>
<th>Specific Objectives</th>
<th>Means of Assessment and Criteria for Success</th>
<th>Summary of Data Collected and Number of Cycles</th>
<th>Use of Results</th>
<th>Next Assessment Cycle (Month, Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hold regular office hours at feeder high schools; attend college and career fairs inside and outside of service area; coordinate a New Student Parent Orientation Night; coordinate Parent Information Nights.</td>
<td>Means of Assessment 2011/12: Track all forms of outreach activities, both on and off campus, to include event name, date and number of students in attendance. Criteria for Success: Outreach activities, both on and off campus will increase by 70% by 2012. Means of Assessment 2012/13: Track all forms of outreach activities, both on and off campus, to include event name, date and number of students in attendance. Criteria for Success: Outreach activities, both on and off campus increased by more than 70% for 2011/12: Attended 13 College &amp; Career Fairs within 14 different school districts with approximately 12,300 college bound students in attendance; presentations made to approximately 1,800 students within 5 different school districts; coordinated 2011/12 outreach activities will be reviewed and evaluated as to their effectiveness of recruiting prospective students. All on-campus outreach activities will be reviewed and evaluated as to their effectiveness of increasing the</td>
<td>Outreach activities increased by more than 70% for 2011/12: Attended 13 College &amp; Career Fairs within 14 different school districts with approximately 12,300 college bound students in attendance; presentations made to approximately 1,800 students within 5 different school districts; coordinated</td>
<td>Use 2011/12 as a baseline for increasing outreach activities for each academic year. All off-campus outreach activities will be reviewed and evaluated as to their effectiveness of recruiting prospective students. All on-campus outreach activities will be reviewed and evaluated as to their effectiveness of increasing the</td>
<td>Summer 2014</td>
<td></td>
</tr>
</tbody>
</table>
Coordinate the college’s outreach activities and disseminate information on academic programs, student services to local area schools and throughout the local community.

<table>
<thead>
<tr>
<th>Increase the awareness of Outreach and Means of Assessment: Internal Survey of Faculty/Staff</th>
<th>Fall 2013 Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Explore ways to increase awareness of Outreach activities and College programs and services.</td>
<td>Fall 2014</td>
</tr>
</tbody>
</table>

Increase the awareness of Outreach and means of assessment:内部调查

- 内部调查
- 教师/人员调查
- Fall 2013摘要

<table>
<thead>
<tr>
<th>大型群体参观</th>
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<table>
<thead>
<tr>
<th>Means of Assessment</th>
<th>Director: Once the overall satisfaction rate of students is given, a post-survey will be given to students to assess the impact of the program and the overall experience.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide excellent customer service in terms of hours of operation; timeliness of responding to requests; clarity of procedures; usefulness of materials received; helpfulness of staff; communication and overall quality of service.</td>
<td>Provide means of assessment: External survey of high school counselors who work closely with Outreach and School Relations. Criteria for success: Overall survey satisfaction rate of 80%.</td>
</tr>
<tr>
<td>Improve outreach efforts in local high schools and the community at large by hiring an outreach director. Once administered, pre- and post-survey will be given to high school counselors to assess the impact of the program and the overall experience.</td>
<td>Summer 2014: Administering pre and post surveys is not feasible given the large number of students/parents attending the event. Assess feedback provided by students and parents to improve the delivery of information to the campus.</td>
</tr>
<tr>
<td>Cultivate positive working relationships with K-12 educational partners.</td>
<td>Explode outreach efforts and promote their participation in college programs and services from the campus.</td>
</tr>
<tr>
<td><strong>Criteria for Success:</strong> Survey criteria results of 75%.</td>
<td><strong>Criteria for Success:</strong> Survey criteria results of 73%.</td>
</tr>
<tr>
<td>80% of results are aware that there is a Outreach &amp; School Relations Office. 47% are familiar with the services offered by Outreach &amp; School Relations. 58% have used the services. 37% are interested in learning more about the services and collaborating with Outreach &amp; School Relations.</td>
<td>73% of results are aware that there is a Outreach &amp; School Relations Office. 47% are familiar with the services offered by Outreach &amp; School Relations. 58% have used the services. 37% are interested in learning more about the services and collaborating with Outreach &amp; School Relations.</td>
</tr>
</tbody>
</table>
The mission of Student Recruitment & School Relations is to provide relevant outreach services to potential students in the areas of transfer, career technical and basic skills education.

various outreach activities. As an alternative, all advising sessions and presentations begin by assessing the students/parents current knowledge of the community college system by asking them to share what they know about the college programs and services, followed by asking them what they would like to learn more about. At the conclusion of the advising sessions and presentations, an opportunity is given for Q&A, followed by asking if the students/parents gained new knowledge. The feedback provided by students/parents and in some cases counselors is used to evaluate if the information presented was clear and concise. It is reasonable to assume that those participating in outreach

Criteria for Success: Knowledge of college programs & services will increase by 65% of those participating in the outreach activity. Means of Assessment 2013/14:
A survey will be given to students and parents who attended the New Student Parent Orientation and Parent Information Night presentations. Criteria for Success 2013/14:
Overall rating of "Agreed" by at least 80% of those who complete the survey to the following questions: 1. The information session provided me with valuable or useful information. 2. The information session met my needs and expectations. 3. I would recommend the information session to other parents and students.

hired, the director will meet regularly with high schools and community groups both inside and outside our service area.

The feedback provided by students/parents and in some cases counselors is used to evaluate if the information presented was clear and concise. It is reasonable to assume that those participating in outreach

college programs and services.
activities increased their knowledge of college programs & services by at least 65%.

2013/14:
Approximately 400 students/parents attended the New Student Parent Orientation in August 2013. We received 100 surveys with over 90% marking "Agreed" or "Strongly Agreed".

Approximately 600 students/parents attended the Parent Information Night in November 2013. We received 200 surveys with over 90% marking "Agreed" or "Strongly Agreed".

Objectives

Status of Objectives. (Review College Strategic Goals)

Open Objectives

1). Develop an Outreach and School Relations website that provides useful and up-to-date information for prospective students, parents and counselors.

   **Goal:** Student Support
   **Status:** In progress
   **Add'l Comment:** Remain as an objective for 2013/14 to expand and improve website.

2). Explore ways to increase awareness of Canyon Country Campus to prospective students.
Goal: Student Support  
Status: In progress  
Add'l Comment: Continue to collaborate with CCC leadership team to explore opportunities to increase awareness of campus and programs.

3). Explore ways to improve and expand the Career Coach program at the Hart district high schools and COC.

   Goal: Student Support  
   Status: In progress  
   Add'l Comment: Career Coach Program is in year 2 of operations. Coaches promote the program through classroom presentations, workshops and referrals from high school counselor and teacher referrals.

4). Develop marketing materials that illustrates the educational opportunities and support services available at College of the Canyons.

   Goal: Student Support  
   Status: Yet to be started  
   Add'l Comment: Remain as an objective for 2013/14.

5). Explore the feasibility of establishing Welcome Centers on Valencia and Canyon Country campuses.

   Goal: Student Support  
   Status: Yet to be started  
   Add'l Comment: There are plans to have a Welcome Center in the new Student Services building scheduled to open late Fall 2014.

6). Explore ways to offer focused outreach efforts to the Latino community. (Report #278)

   Goal: Student Support  
   Status: Yet to be started  
   Add'l Comment: Remain as objective for 2014/15.

7). Explore ways to offer focused outreach efforts to under-represented students, including first-time generation students.

   Goal: Student Support  
   Status: Yet to be started  
   Add'l Comment: Remain as objective for 2014/15.

8). Explore ways to increase the awareness of the Outreach Resource Center among classified and faculty staff. (Report #277)

   Goal: Institutional Effectiveness  
   Status: Yet to be started  
   Add'l Comment: Remain as an objective for 2013/14.

9). Secure a part-time classified position for an administrative assistant and two full-time classified outreach specialist positions to help support and grow the program.

   Goal: Student Support  
   Status: On hold - pending funding  
   Add'l Comment: Staffing requests submitted in 2013/14.

Completed Objectives

1). Once properly staffed, organize and carry out appropriate outreach activities for the entire campus, especially for the local high schools, the First Year Experience program, reentry and veterans students.

   Goal: Student Support
Status: Completed
Add'l Comment: The outreach department participated in 13 college and career fairs, provided campus
tours to 560 students, and presented to 1,800 students on college programs and services for 2011/12.

2). Once properly staffed, the director should become the liaison between the student services division and
all academic programs that concentrate on transfer, career technical education and basic skills.

   Goal: Student Support
   Status: Completed
   Add'l Comment: Director met and trained with most student services departments and academic
   programs upon start-up of the outreach program.

3). Promote the services performed by the Office of Outreach and School Relations to both campus
programs/departments and local area schools and community organizations.

   Goal: Student Support
   Status: Completed
   Add'l Comment: Outreach department met with high school counselors to promote the services offered
   by the program. Outreach department presented to all campus division meetings to promote the services
   offered by the program.

4). Sponsor events for students, parents, and the community both on and off campus to increase
dissemination of information about COC’s programs and services.

   Goal: Student Support
   Status: Completed
   Add'l Comment: The outreach department participated in 13 college and career fairs, provided campus
tours to 560 students, and presented to 1,800 students on college programs and services for 2011/12.

5). Hold regular office hours at all William S. Hart High School District high schools.

   Goal: Student Support
   Status: Completed
   Add'l Comment: Monthly outreach office hours have been established at all seven Hart District high
   schools.

6). Explore ways to increase the awareness of CTE programs to prospective and current students.

   Goal: Student Support
   Status: Completed
   Add'l Comment: Information on CTE programs is included in all college presentations to prospective
   students. Coordinated CTE focused group tours. Attended CTE focused high school career fairs.
   Distribute CTE marketing publications to local high schools to increase awareness among school staff
   as well as students.

7). Explore ways to increase the awareness of student support programs, resources and services to
prospective students. (Report #279)

   Goal: Student Support
   Status: Completed
   Add'l Comment: Accomplished through routine outreach efforts.

8). Successfully implement, launch and maintain the IntelliResponse answer agent system.

   Goal: Student Support
   Status: Completed
   Add'l Comment: Ask Canyons launched August 2013.

9). Explore ways to increase the awareness of the new enrollment priorities to prospective students.

   Goal: Student Support
**Status:** Completed

**Add'l Comment:** Offered Parent Information Nights for seniors through out 2013/14.

Canceled Objectives

1). Once properly staffed, establish and maintain a call center to provide potential students and community members with relevant information regarding the colleges’ programs and services.

**Goal:** Student Support

**Status:** Canceled

**Add'l Comment:** The call center has been replaced by IntelliResponse.

2). Explore ways to increase recruitment efforts for the International Student Program.

**Goal:** Student Support

**Status:** Canceled

**Add'l Comment:** ISP Program is responsible for recruitment efforts.

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

### New Objectives

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

1). Establish monthly campus visits at the top feeder high schools outside of the Santa Clarita Valley whom we have a relationship with; specifically, Granada Hills Charter High School, Sylmar High School, John F. Kennedy High School, and various high schools in the Antelope Valley. (Goal: Student Support)

2). Expand annual Student Services High School Counselor Luncheon to include counselors from outside of the Hart District. (Goal: Student Support)

3). Collaborate with college academic divisions/programs to increase program specific outreach efforts to prospective students. (Goal: Student Support)

### Other External/Internal Factors

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

As previously mentioned, the Office of Outreach and School Relations was recently reinstated in fall 2011 with a full-time director’s position. The director is currently maintaining all clerical duties for the program in addition to preparing and participating in all the outreach activities that are typically held off campus. Being a one-person department presents challenges as it relates to the coverage of general office responsibilities such as assisting with coordinating, scheduling and confirming outreach activities, preparing outreach materials such as student folders, filing, ordering supplies, etc. The department would greatly benefit from the support of a classified Administrative Assistant to assist with the daily office responsibilities.

It is also likely that as the outreach activities increase over the next few years, there will be the need for additional outreach staff, specifically two full-time classified Outreach Specialists to help with the coverage of outreach activities at local area schools. In addition, the new Student Services building scheduled to open in late Fall 2014 will include a Welcome Center that needs to be staffed. It is estimated that seven college assistants will need to be hired and trained to provide coverage Monday - Friday.

There continues to be a demand by prospective students and high school groups for campus tours. Currently, Cougar Mentors who are under the supervision and budget of Student Development assist with campus tours when available; however, we are not able to accommodate all requests due to limited resources. The campus tour program would benefit greatly by having five dedicated campus tour guides available all year (fall, winter, spring and summer) which would allow the college to fulfill all tour requests and the expand the program.
**Technology.** How is technology being used for service delivery? What specific changes in the use of technology should be implemented? Please indicate the hardware and software (including version if known) needs for department. Also, indicate if a budget augmentation is needed.

The Office of Outreach and School Relations needs to improve the technology currently being utilized for outreach efforts. The program needs to finish developing an informative website that all prospective students, parents and counselors can refer to for information on college programs, services and important dates. As marketing materials are developed, all brochures should also be included online for prospective students to refer to. It would also be helpful to create a video illustrating campus life to include on the website and in presentations to prospective students.

The outreach program could also benefit from a recruitment/enrollment management software database that collects and tracks information of prospective students. Datatel has this functionality; however, the college is not using it.

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

The Outreach department continues to work closely with a number of campus departments and programs in addition to participating on a number of college committees in an effort to increase the effectiveness of the college’s outreach activities.

During fall 2011, the director visited all academic and student service division meetings to re-introduce and promote the outreach program and highlight the importance of needing to coordinate outreach efforts across the campus. The director then met with most academic programs and students services one-on-one to gain a deeper understanding of their programs and evaluate their need for outreach support to promote their program. As a way to learn more and stay current, the department attends information sessions held by various academic programs and student services.

The Outreach department works closely with A&R, Matriculation, Counseling, and Financial Aid to ensure all new procedures and policies are communicated to prospective students and local area high schools. Outreach and Student Development work collaboratively to coordinate individual and large group campus tours by utilizing the Cougar Mentors/Ambassadors. Likewise, Outreach and the CTE division work collaboratively together to explore opportunities to promote and recruit for the various programs, in addition to having an open invitation to attend their monthly division meetings.

The Outreach department also participates on a number of campus committees including Skills 4 Success, First Year Experience, SCV Learning Consortium for both English and Math, Non-Credit to Credit Transition, Career Technical Education Leadership (CTEL), Adult Reentry and International Student Program.

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

The greatest challenges for the outreach program will continue to be limited funding and lack of support staff to help grow the program.

The program was reinstated with a fairly small operating budget of $5,500, which has now decreased to $4,850 as a result of transferring $650 to the district wide telephone account to cover the monthly expenses of having a wifi hotspot needed for outreach at the high schools. The remaining budget is used cover mileage expenses, general office supplies, promotional and marketing expenses.

Having a limited budget will make it challenging for the outreach program to achieve department objectives. The college is lacking marketing materials highlighting the college, programs and services. These materials need to be developed and printed in large quantities each year, as well as promotional items used at college fairs and presentations. It is also common for outreach departments to sponsor events such as Senior Days, Welcome Days, Open Houses and Parent Orientations; however, with a limited budget the department is not able to coordinate and offer these events.

Without additional support staff to assist with clerical responsibilities and outreach activities, the department will be restricted in the number of outreach activities the director can participate in. This is a concern as the college begins to shift into a growth period and recruitment efforts become critical to achieving enrollment targets.

Outreach will continue to collaborate with campus departments to leverage resources and stretch district dollars in order to provide the highest level of service to current and prospective students possible given the current budget. Grants focusing on outreach will also continued to be explored.

**Department/Program Changes.** Please describe any changes (institutional or within the broader academic discipline/program area) that require changes in the department or program structure, focus, or emphasis.
Canyon Country Campus and a possible Westside Campus. Please describe your department’s services that are available at the Canyon Country Campus and any plans for changes. Also, please include plans for offering services at a possible Westside Campus.

The Office of Outreach and School Relations has plans to work with the Canyon Country staff to develop and implement a strategic outreach plan that will bring a greater awareness of the programs and services available at the Canyon Country campus. This plan will include outreach activities, such as an Open House, targeted to students and parents, counselors and administrative staff of Golden Valley and Canyon High Schools which are both within a 5 mile radius of the campus. Depending on space availability, the concept of a Welcome Center should be considered.

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

The Office of Outreach and School Relations has accomplished three of the seven initiatives outlined in the Educational Master Plan which include establishing the outreach office as the liaison to local area high schools, coordinating regular outreach office hours and visits at all Hart district high schools and promoting student support services to prospective students. The remaining four initiatives have been set as objectives for 2013/14. Additionally, the department has reviewed the initiatives for the college's academic programs, student services departments and the overall district initiatives listed in the Educational Master Plan and has identified those that require support by the outreach department.

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

The college currently operates an Outreach Resource Center which was developed by a LEAP team in 2010 to address the college's need for outreach services. The center is located in the University Center and serves as a one-stop-shop for campus staff to gather information on college programs and services to be used at outreach events in and around the community. The Director of Professional Development is currently responsible for the Outreach Resource Center. However, now that the college has an outreach program, the initial mission of the Outreach Resource Center may need to be modified to ensure the college's outreach program and the center are maximizing their efforts. The Outreach Resource Center should be more centrally located on the campus making it more accessible to staff and closer to the outreach program office. With some minor modifications to the center's services, relocating to a more accessible location on campus and being properly staffed, the Outreach Resource Center could transition into a Welcome Center to assist new, returning and continuing students, campus staff, and the community.

The director is currently the college representative for the District Advisory Committee which is a William S. Hart School District committee comprised of school administrators, parents and students from the district junior high and high schools. As the outreach program becomes more established, community partnerships with organizations and agencies will follow.

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

<table>
<thead>
<tr>
<th>Data Result</th>
<th>Implication</th>
</tr>
</thead>
<tbody>
<tr>
<td>1). Outreach activities increased by more than 70% for 2011/12.</td>
<td>Use 2011/12 as a baseline for increasing outreach activities for next academic year. All off-campus outreach activities will be reviewed and evaluated as to their effectiveness of recruiting prospective students. All on-campus outreach activities will be reviewed and evaluated as to their effectiveness of increasing the awareness of college programs and services.</td>
</tr>
</tbody>
</table>
2). Students participating in outreach activities increased their knowledge of college programs & services by at least 65%.

All feedback provided by students, parents and counselors will be used to improve the delivery of information to increase the knowledge of college programs and services.

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

The Office of Outreach and School Relations has successfully established the department as the designated college liaison to all local area high schools. Through focused outreach efforts, the department has increased the college's presence within the community and increased the awareness of educational opportunities and student support services, programs and resources.

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

It is foreseeable that the Office of Outreach and School Relations may not be able to increase outreach activities by 10% without additional outreach support staff.

**Budget Planning**

[Click Here for Budget Planning]

**Program Needs**

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

**Supplies and Services**

The program needs professionally designed and production of marketing materials and promotional items used at outreach activities to help promote the college.

**Equipment**

Office furniture and computers for additional staff. Office furniture and/or display racks for the Valencia and Canyon Country Welcome Centers.

**Facilities and facility modification**

With the addition of new staff, a classified Administrative Assistant, and two Outreach Specialists, the program will need additional office space. There are current plans to move Outreach to the new Student Services building. The Outreach Resource Center should be relocated to a more central location for campus staff to encourage use of the center, perhaps at the Welcome Center in the new Student Services building. Space will need to be identified for a Welcome Center on the Canyon Country campus.

**Personnel**

The program needs a classified Administrative Assistant and two classified Outreach Specialists. The Valencia Welcome Center will need at least seven college assistants to provide coverage Monday-Friday. An additional five college assistants hired as campus tour guides will be needed to provide campus tours yearlong.

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

Many of these items are contingent upon available funding. With that aside, developing marketing materials will require a coordinated effort with academic and student service departments that will have information included in the materials as well as PIO, Graphics and Repro to produce and print the materials. Investigating options for a prospective student information database will require the assistance of MIS and IT as well as
Admissions & Records. Identifying space for staff and the Welcome Centers will require working with Facilities. The creation of new positions and their job descriptions will require assistance from Human Resources.

<table>
<thead>
<tr>
<th>The following staff participated in conducting this program planning and review.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kari Soffa</td>
</tr>
<tr>
<td>Upload additional files.</td>
</tr>
</tbody>
</table>
### College of the Canyons Program Planning and Review

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

| Program Information for: Re-Entry  
**Year(s):** 2011/2012 to 2013/2014 |
|------------------------------------|

<table>
<thead>
<tr>
<th><strong>College of the Canyons' Mission Statement</strong></th>
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<tbody>
<tr>
<td>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.</td>
</tr>
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<table>
<thead>
<tr>
<th><strong>Program Description</strong></th>
</tr>
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</table>
| Describe the Department's Mission (e.g. services offered and functions performed by this department).  
The mission of the Adult Reentry program is to provide relevant campus resources to remove barriers and ensure adult reentry students’ success in achieving their educational goals. Through initial intakes at the Center, orientations, workshops, educational, career and personal counseling, and classroom instruction, we support reentry students to make the transition to college life and evaluate, plan and study effectively to reach their educational goals. Connect adult reentry students with education and training that lead to high demand jobs. |

| Who are the customers/recipient of the services and functions?  
All students, new, returning and continuing, who are 28 years and older have access to adult reentry services. In fall 2010, we opened the Adult Reentry/Veteran’s Center to better assist our population. In spring 2011, Dare to Dream Scholarship, Christopher Van Aken and Billy Bonnell Memorial Scholarships are being offered to adult reentry students. In 2012 we offered $3000.00 in additional scholarships from Soroptimist to deserving Adult Reentry Students. Every spring we encourage Adult Reentry Students to apply for Institutional Scholarships and provide a workshop to teach them how to effectively apply. |

| Provide a current organizational chart for the department, including all full-time and part-time staff. Show the full-time equivalent of each staff member. Also, you may want to include a proposed organizational chart if you are proposing changes.  
Chart #1: Organization Chart 2014.pptx |
|---------------------------------------|

<table>
<thead>
<tr>
<th>Provide a short description of the history of your department, including how it has changed over the years.</th>
</tr>
</thead>
</table>
The emerging Reentry program began in spring 2008 by inviting interested staff, faculty and administrators to be part of the Reentry Committee. The committee researched COC’s student demographics to determine a need for reentry services, and then visited successful community college programs to determine appropriate program components. Three to four orientations are offered prior to each semester. The orientation provides students an introduction to campus resources, degree and transfer options, a collaborative activity to address unique barriers of returning adults, a survey of their needs, and a follow up counseling appointment for each student that includes full transcript evaluation and educational plan. COUNS 100 was created to address adult reentry needs in the areas of time management, study skills, career options, cognitive learning strategies and more. The 3-unit course is transferable and meets a GE requirement for the associate degree. The workshop series is a valuable resource, in previous years we offered 4 workshops; Blackboard, Time Management, Financial Aid and Career Services. We currently are only able to offer 2 Workshops (Financial Aid and Career Services). The staff member that led the Blackboard Workshops is no longer with college once the positioned is filled we hope to be able to offer the Blackboard Workshop again. The information Time Management Workshop is being covered in the Adult Reentry 100 course and is also available at the TLC. The mentor program has been expanded to cover Spring and Fall Semesters. We will honor reentry students at graduation by giving them a Reentry stole to wear for the ceremony. In 2012 we awarded 3 $1000.00 Soroptimist scholarship at the department level in addition to institutional scholarships. The Center opened in fall 2010 and has been a great help to Adult Reentry Students seeking additional student support services. Outreach has taken place in the community with Single Mother’s Outreach, Betty Ferguson Foundation and Zonta and we hope to reach out to other Adult Reentry Students through more community based organizations. Over the last year we consistently maintained Adult Reentry Services, hosted information sessions and raised awareness of services through participation in campus activity. To help maintain and improve services we are looking forward to working with several volunteers to help encourage and promote services.

### Administrative Unit Outcomes

#### Administrative Unit Outcomes Assessment Model:
The purpose of this assessment process is to improve the unit’s service.

<table>
<thead>
<tr>
<th>Department Goals (Overarching AUOs)</th>
<th>Specific Objectives</th>
<th>Means of Assessment and Criteria for Success</th>
<th>Summary of Data Collected and Number of Cycles</th>
<th>Use of Results</th>
<th>Next Assessment Cycle (Month, Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>To increase the number of Adult Reentry Students completing a certificate, associate</td>
<td>Identify all Adult Reentry students</td>
<td>Pending...</td>
<td>1</td>
<td>The results will be used to refine services, identify personnel needs, resources</td>
<td>Spring 2014</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students who have attended an Adult Reentry orientation, reentry workshops, participate in the mentor program, or</th>
<th>In a follow up counseling appointment, students will identify and evaluate the courses necessary to meet their educational needs</th>
<th>number of Adult Reentry Students Completing a certificate program, associate degree or transferring program.</th>
<th>needed to continue to increase the percentage of Adult Reentry Students completing certificates, associated degrees and transfer programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the number of Adult Reentry Students Completing a certificate program, associate degree or transferring program.</td>
<td>into sub groups based upon participation in Adult Reentry services such as the Information Session, Success Workshops, Mentor and individual appointments. Establish a base line for completion by looking at the completion rate of the sub groups in the previous years. Success is achieved when a greater percentage of students using Adult Reentry services are completing compared to students not using services.</td>
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It is expected that 70% of the students completing orientation, workshops, the mentor program or attend COUNS 100.

<table>
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<tr>
<th>Fall 2013</th>
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<tbody>
<tr>
<td>Number of students in 2011/2012: 215 students completed one or more of the following activities orientation, workshops, the mentor program or attend COUNS 100</td>
</tr>
<tr>
<td>3</td>
</tr>
</tbody>
</table>

<p>| 3 |
| Number of students in 2011/2012: 215 students completed one or more of the following activities orientation, workshops, the mentor program or attend COUNS 100 |
| Fall 2013 |
| Number of students in 2011/2012: 215 students completed one or more of the following activities orientation, workshops, the mentor program or attend COUNS 100 |
| 3 |</p>
<table>
<thead>
<tr>
<th>To facilitate student persistence by teaching students to take responsibility</th>
<th>Students who have attended an Adult Reentry orientation,</th>
<th>In a follow up counseling appointment, students will identify and</th>
<th>It is expected that 60% of all students completing adult reentry</th>
<th>2 Reentry program will continue to invite all orientation</th>
<th>Fall 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>attend a COUNS 100 class, will demonstrate their understanding of the importance of setting an educational goal by meeting with a counselor and charting a course to achieve that goal. We will emphasis the importance of completing an educational plan when meeting with a counselor.</td>
<td>goals and develop an educational plan.</td>
<td>will have a follow up appointment with a counselor. It is expected that 50% of students who meet with a counselor will file an educational plan.</td>
<td>workshops, the mentor program or attended COUNS 100: 139 students followed up with a counselor appointment and filed a education plan. Thus 54% of reentry student who attended orientation had a counseling appointment and received a student education plan. This is a 4% increase over what was expected. The Adult reentry program will continue to encourage goal setting, counseling appointments and completing education plans through orientations, workshops, mentor program and COUNS 100.</td>
<td></td>
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<tr>
<td>Program</td>
<td>Key Points</td>
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</table>
| Adult Reentry | Achieve their educational goals by meeting with a counselor and developing an individual educational plan that will serve as a roadmap of necessary courses and goals. Students will receive priority registration for the next semester or term. By the end of fall 2010, 60% of students completing the reentry orientation will attend a follow-up appointment with a counselor and file an individual educational plan. By the end of fall 2009, 75% of the students completing the Adult Reentry orientation will attend a follow-up appointment with a counselor and file an individual student educational plan. 

| Adult Reentry | Students who have attended an Adult Reentry orientation will demonstrate their understanding of the importance of setting an educational goal and charting a course to achieve that goal. We make additional efforts to discuss the importance of creating an educational plan as a path to success. We are unable to pursue priority registration at this time due to decrease in class offerings. We will revisit priority registration once class offerings increase. |

| Adult Reentry | Program will invite all orientation participants to attend a counseling appointment, discuss educational options and create a path to achieve their educational goals. The Adult Reentry Fall 2013 program will focus on class registration, priority registration, and student success. We will realign course offerings as needed to ensure class offerings are available. |

| Adult Reentry | Students will identify and evaluate the courses necessary to meet their educational goals and develop a one-semester educational plan. In a follow-up counseling appointment, students will evaluate the courses necessary to complete their educational goals and develop an educational plan. By the end of fall 2013, all students participating in the reentry mentor program will attend a counseling appointment and create a plan for the next semester. |

| Adult Reentry | Attend a reentry workshop, participate in the reentry mentor program, or attend a COUNS 100 class, will demonstrate their understanding of the importance of setting an educational goal by meeting with a counselor and charting a course to achieve that goal and will receive priority registration for the next semester or term. |
courses to meet their educational goals.

program will create a priority registration system that requires each orientation student who receives priority registration to participate in the mentor program, and/or attend 2 workshops each semester, or enroll in a COUNS 100 class.

Objectives

Status of Objectives. (Review College Strategic Goals)

Open Objectives

1). Offer additional sections of COUNS 100 when funding becomes available.

   **Goal:** Student Support
   **Status:** In progress
   **Add'l Comment:** In Fall 2013 a distance education component will be added to the curriculum for COUNS 100 so it can now be offered online for students. So there will be one online and one on-ground section of COUNS 100. We are currently working on a plan to more effectively market and raise course awareness for COUNS 100. I have consulted with PIO and we are developing a new marketing strategy that I believe will increase enrollment in accordance with the capacity of the distant learning and on ground class. While continuing to encourage and monitor participation at all Adult Reentry workshops and events.

2). Develop community partnerships that can assist in providing resources and outreach opportunities for reentry students.

   **Goal:** Institutional Advancement
   **Status:** In progress
   **Add'l Comment:** With the assistance of volunteers we plan to reach out to Soroptimist International Greater Santa Clarita Valley, Single Mothers Outreach and the Domestic Violence Center of the SVC.
3). Reach out to more students on campus to raise awareness about adult reentry services, increase participation in information sessions, success workshops, mentor program and counseling. I will continue to track and monitor student participation and adjust the program accordingly until workshops and courses are full to capacity.

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

**Add'l Comment:** In 2012 we reached out to students at the Canyon Country Campus through hosting an open house and actively participating in campus events. In 2013 we facilitated an information session at the Canyon Country Campus raising awareness to the Adult Reentry Services offered at that campus. In 2014 we plan with the assistance of volunteers we plan on participating in club rush, on campus job fairs and seeking other opportunities to promote Adult Reentry Services to students.

4). Secure funding for adjunct counselors and part time clerical assistance. Eventually secure funding for a full time counselor position dedicated to this population.

**Goal:** Human Resources  
**Status:** On hold - pending funding

5). Secure funding for a full-time classified position, the Technician II would allow the program to keep pace with the rapid growth, expand the network of external resources, increase the potential for success and facilitate more workshops. Currently the center facilitates and host 18 events for the Adult Reentry Program and 44 events for the Veterans program.

**Goal:** Human Resources  
**Status:** On hold - pending funding

**Add'l Comment:** We need additional staff to support the orientations and success workshop series that we manage every semester. These workshops and orientations are used to provide the information Adult Reentry students need prior to registration and during the semester when students need it most. The information empowers them to make some of the right decisions at the right time. Staffing resources are split with the Veterans program which is constantly growing in activity as service members withdraw from Iraq and Afghanistan many are enrolling in community college for education and training. This surge is overwhelming our existing services on campus we have switched some activities from individual to group but staffing continues to be an issue.

Completed Objectives

1). Secure funding to provide a dedicated Director, Counselor and Clerical support for the program.

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

**Add'l Comment:** Renard Thomas was hired as the director in 2010 and Felicia Walker was hired as a Technician in 2010 to support the program.

2). Secure funding for a dedicated outreach director.

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

3). Secure funding for a dedicated outreach director.
Goal: Human Resources
Status: Completed

4). Develop community partnerships that will provide resources and outreach opportunities for reentry students.

Goal: Institutional Advancement
Status: Completed
Add'l Comment: Through our relationship with Soroptimist we were able to award 3 $1000.00 department level scholarship in Fall 2012.

5). Continue to develop community partnerships that will provide resources and outreach opportunities for reentry students.

Goal: Institutional Effectiveness
Status: Completed

6). Research and develop an online social network for Reentry Students

Goal: Technological Advancement
Status: Completed
Add'l Comment: We currently have an Adult Reentry Facebook page. Elana Helgesen is a member of the Adult Reentry Committee and she manages the page for the Adult Reentry Program. We are in the process of developing a campaign to more effectively use Facebook.

Additional Accomplishments. (Review College Strategic Goals)

1). Completed 88 Adult Reentry individual appointments and provided assistance to 212 walk- in visits from 08/24/2009 - 03/15/2012 (Goal: Student Support)

2). The Mentor Program averaged 35 mentors and 30 mentees from 2009 - 2012. (Goal: Campus Climate)

3). 189 adult reentry students participated in the Information Session, 449 student attended Success Workshops and 83 students attending Skills Workshops (Goal: Institutional Effectiveness)

4). Spring 2013 hired 3 College Assistants through Cal-Works and Federal Work-study which have no impact to department budget. (Goal: Human Resources)

5). The Adult Reentry and Veteran Programs awarded 3 $1000.00 scholarships through Soroptomist. We created a process to fairly select deserving adult reentry students and presented the scholarships at a recognition ceremony bringing together the donors and awardees. (Goal: Student Support)

6). During fiscal year 2010-2011 the Adult Reentry program met with 59 students, 2011-2012 we met with 100 and so far 2012-2013 we have already met with 80 students. If this trend holds we may increase student contact by 50%. (Goal: Student Support)

New Objectives. Please list new department objectives. These should follow from the needs listed above. Also, they should be specific and measurable. Also, identify the Strategic Goal to which the objective relates.
1. Redesign the existing reception station to accommodate multiple work-stations and incorporate an appropriate area for staff to privately work with adult reentry students. (Goal: Physical Resources)

2. Replace broken or damaged chairs in the lab or offices. (Goal: Physical Resources)

3. Replace damaged front door overhang. (Goal: Physical Resources)

4. Add railing to the pathway leading to the front door to prevent / minimize the possibility of injury to persons restricted to wheel chair or baby stroller. (Goal: Physical Resources)

5. Add storage and full size refrigerator to the conference area to accommodate and store food, resources used in the information session, success work-shops and open house events. (Goal: Physical Resources)

6. Create a lounge area for Adult Reentry students to relax, study or socialize after work, before class or between classes. (Goal: Physical Resources)

7. Improve the completion rate in certificate programs, associate degrees and transfer programs amongst adult reentry students using services in the center. (Goal: Institutional Effectiveness)

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### Other External/Internal Factors

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

In the last three years the Adult Reentry program received two positions, a director and a technician. The director and the technician also support the veterans’ population which limits the amount of time allocated for the Adult Reentry Program to 10-15 hours a week. The demand for the Adult Reentry program is closer to 35 – 40 hours a week. The Adult Reentry Center and Veterans Center shares 4 college assistants. There are currently 7 members on the adult reentry committee. In the next 3 - 5 years the program would benefit from dedicated staff a full-time counselor and a full-time classified position. The full-time position could perform direct student support meetings, coordinate / support workshops, information sessions, events, build community relationships, provide outreach to the community and other miscellaneous activity. I believe that this level of staffing support would lead to a higher success / completion rate by our Adult Reentry Population. Success would be defined by meeting student objectives, suitable career placement or program completions. The position would also allow us to better staff and resource the Veterans program which requires highly trained dedicated staff to properly process VA Education Benefits, the system is complex and constantly evolving. Veterans returning to school after military service is projected to continue growing over the next several years. The adult reentry student represents one of the largest populations on campus over 3500 students and growing. A key component to their academic success is a good strategic student education plan that takes into consideration current transitional circumstances, family obligation, vocational and educational goals.

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

Smart class rooms are used for information sessions, workshops and other supporting presentations. A computer lab consisting of 8 desktop computers is used for application for admissions, registration, as well as student services support and school work. The all in one printer is used to scan documents, send / receive faxes and DATATEL printing. The copy
machine supports the day to day operation copy needs and the student computer lab. There are 4 other printers to support the 4 offices. In 2012 we added a printer with a card reader to track activity, use of services and support student printing needs. SARS is used for scheduling student appointments and to generate reports. Students register for workshops, information sessions on line at the Adult Reentry web-site. We currently use 2 scanners for imaging current and historical records.

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

We work with numerous departments across campus (Counseling, Math Department, Career Center, and Financial Aid) to put on workshops. We are working with all segments of staff: administrators, classified and faculty to serve as mentors and / or facilitate workshops.

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

The largest challenge facing the program is the lack of staffing. The two full-time staff positions currently share responsibilities to the Adult Reentry Program. The pressure for processing the time sensitive, request for VA Education Benefits often competes directly with work hours toward the reentry program. Adding one more full-time position will relieve that pressure and allow for much needed support to match the unique needs of the Adult Reentry Student.

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

The adult Reentry students are very diverse. Ranging from first generations students to student with upper level degrees, single, married with children, technology novices to the technology proficient. With all of this diversity we are challenge to offer a broader base of service. Many students were struggling with developing basic academic and study skills, which led to the creation of the weekly How to Learn workshop. Another group is finishing up transfer requirements and may be able to benefit from one of the programs offered at the University Center. We currently work with the University Outreach Coordinator to set up a table at workshops, information session and other activities. We refine our program based on the many of these diverse needs. The Adult Reentry Student's position in the Priority Registration will change fall 2014. Adult Reentry students will have a lower priority for registering for class making it more challenging to get needed courses. We will have to work closely with the counseling department, EOPS and the curriculum committee to ensure that Adult Reentry students maintain reasonable access to courses, develop a good SEP (Student Education Plan) and connect with beneficial student service departments.

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

There are 321 Adult Reentry students at CCC and 200 of which are only at CCC. We are currently offering 20 hours weekly Monday - Thursday, of Adult Reentry & Veteran Student Support at the Canyon Country Campus. The services we offer at CCC closely mimic the services at the VLC. We offered information orientations at CCC in Summer 2013 for Fall 2013 and plan to continue offering in future semesters. We assist with completing an application for admissions, completing the matriculation process and connecting with the appropriate student services for the student’s individual needs. Students can walk-in or schedule an appointment to meet with trained staff that can help them overcome perceived obstetrical or provide the student with enough information so that they can make an informed decision. Many students that are
coming back to school or going to school for the first time appreciate being able to sit down with someone in person that can assist them on their journey back to school. We are here to do just that and what we found is that as we coach students through this process it is only a few semesters before they are effectively navigating campus resources on their own.

When the Westside Campus opens I would like to place a highly trained individual at that campus for at least 20 hours week Monday - Thursday as well depending on the need for Adult Reentry Services. I think that it will be important to stagger hours to best support Adult Reentry student to accommodate their dynamic schedules.

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

The Adult Reentry Program is continuing to provide services that meet the rapidly growing need for training, re-training and education within the community. We will connect adult reentry students to essential student support services increasing the probability for success and completion. We hope to provide student support services to facilitate student success and maximize student opportunity. We will select and develop high quality staff. We also want to generate support, resources, networks and information to enhance the college success. In 10 years we hope to offer additional information sessions, success workshops and multiple sections of Counseling 100 as the demand for these service warrant. I would also like to have appropriate representation for the Adult Reentry Program at all Campus' to include the West side Campus.

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

The Adult Reentry Committee asked the Office of Institutional Development and Technology to conduct surveys from Fall 2008 - Spring 2012 to gather feedback regarding Adult Reentry Information Sessions. The goal of the survey was to determine whether the programs and services being offered are meeting the needs of reentry students. The recommendations are: The Adult Reentry Committee should continue offering Information sessions to Adult Reentry Students. Consider the times of day a preferred campus location indicated by respondents when scheduling classes. Consider offering workshops for reentry students, such as effective study skills; maximizing your memory; career option; financial aid and scholarships; and time management. "Adult Reentry Information Session Survey-Fall 2008-spring 2010 (Rpt #242)"

The Office of Institutional Development and Technology conducted a survey in Spring 2010 to gather feedback regarding Success Workshops. A total of 82 surveys were completed and returned. This survey was intended to assess student satisfaction with Success Workshop. Recommendation which should be taken into consideration are as follows: The Adult Reentry Committee should continue offering success workshops to Adult Reentry students. Consider suggestions made by students for workshop needs. "Adult Reentry Success Workshop Survey - Spring 2010 (RPT#240)"

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

<table>
<thead>
<tr>
<th>Data Result</th>
<th>Implication</th>
</tr>
</thead>
</table>
1. "Adult Reentry Success Workshop Survey-Spring 2010 (Rpt#240)" The majority of the Adult Reentry success workshop participants "strongly agreed" or "agreed" with the following aspects of the workshops:

- The workshop provided me with valuable or useful information.
- The presenter actively engaged me and encouraged me to participate.
- The presenter was knowledgeable of the topic.
- The environment was conducive to learning i.e., room temperature, seating, lighting, use of audio/visual aids.
- This workshop met my needs and expectations.
- I would suggest a followup or advanced level for this workshop.
- I have gained skills by participating in this workshop.
- I plan to implement these newly gained skills.

2. The majority of the respondents indicated that they are interested in participating in a program for adults returning to college after a break in attendance (88 percent).

Recommendations from the survey are:

- The Adult Reentry Committee should continue offering Information Sessions to Adult Reentry students.
- Consider the times of day and preferred campus location indicated by respondents when scheduling classes.
- Consider offering workshops for reentry students, such as effective study skills; maximizing your memory; career options; financial aid and scholarships; and time management.

"Adult Reentry Information Session Survey Fall 2008 - Spring 2010 (Rpt #242)"

Prior to the start of Spring and Fall semesters we host information sessions to provide Adult Reentry students with critical information that they need to get off to a good start when returning to college or attending for the first time. Currently offer 3 different success workshops, Understanding the Financial Aid Process, Exploring Career Option and Online Black Board. In the Fall 2013 we plan to add Career Technical Education Orientation in an effort to raise awareness for courses that lead to high wage and high employment potential industries.

3. Background Information The majority of respondents indicated that they are interested in participating in a program for adults returning to college after a break in attendance (88 percent). "Adult Reentry Information Session Survey - Fall 2008 - Spring 2010 (Rpt #242)"

We offer Adult Reentry services at CCC and VLC, we facilitate information orientation prior to the start of Fall and Spring semester, we offer success workshop in the evening times when most adult reentry students are available and we increased the opportunity for struggling adult Reentry Students to get one on one assistance.

4. Faculty/Staff Survey: Fall 2011 Adult Reentry Mentor Program (Rpt#264) Explore ways to establish a connection with faculty members, staff members, and administrators who indicate an interest in mentoring returning adult students with the Adult Reentry Mentor Program.

Spring and Fall we host an information session to provide details about the program, what to expect from students and to establish a peer connection with other mentors.

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Departmental Strengths. Describe the department’s strengths or unique features. This should
The Institutional Development & Technology Office conducted a survey for the Adult Reentry Information Session Survey -Fall 2008 - Spring 2010 (Rpt # 242). The student survey indicated that the support provided by the Adult Reentry Program is valuable and appreciated. This is a significant strength for the Adult Reentry Program. We pride ourselves on having outstanding customer services and this survey reflects that the students feel the same way. We work great as a team on a daily basis. The staff is able to connect and identify especially well with adult reentry students because they are also adult reentry students.

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

There are several challenges facing the Adult Reentry Program. The areas are competition for staffing resources with the Veterans program, a marketing budget to more effectively market services for adult reentry students and more financial opportunists for students to help them get started the first semester such as scholarships or grants. For many students the cost of education creates uncertainty and hesitation, if we could provide more start up resources it could help distressed students get started until other aid kicks in. The Student Success initiative may restrict access to courses for Adult Reentry Students.

**Budget Planning**

[Click Here for Budget Planning]

**Program Needs**

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

**Supplies and Services**
Student Folders, bags,

**Equipment**
Update computers in the computer lab, printer for student lab with card swipe

**Facilities and facility modification**
Redesign the reception area to create additional work stations for one on one advisement dedicated space for staff to work. Establish a storage area for refreshments and food used for Information Sessions and workshops

**Personnel**
We need a permanent part time receptionist, a Adult Reentry Advisor and an Academic Counselor.

**Who do you need to coordinate with to make this happen? (e.g. other departments on campus, four-year college, high school, local business or other community colleges)**
The Adult Reentry program needs to coordinate with Fiscal services, computer support, purchasing, Human Resources, Economic Development, Admissions and Records, Veterans, Career Services, CWEE, CTE, Financial Aid, Counseling, Matriculation and other student
The following staff participated in conducting this program planning and review.

Renard Thomas, Felicia Walker

Upload additional files.
File #1: Adult Reentry Activities & Events 2014.doc
File #2: Adult Rentry-(X9),The old EOPS- New reception stations, 03.14.13.pdf
File #3: Quote 18042 - X9 Adult Re-entry 3 14 13.pdf
**College of the Canyons Program Planning and Review**

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

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| Program Information for: Service Learning  
| Year(s): 2011/2012 to 2013/2014 |

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### 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.

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### Program Description

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

The Service-Learning department houses the Service-Learning Program, a Volunteer Opportunities Clearinghouse, and Project-Based Learning (which is currently inactive). All three of these programs allow students opportunities to integrate community service and civic engagement (which may occur locally, regionally, and occasionally globally) into their education.

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

The Service-Learning department's activities reinforce the college’s core strategies to address the diverse educational needs, opportunities, and commitment to the community the college serves. Students, faculty, and staff can build relationships with external community partners, allowing the college to stay abreast of community needs and challenges. These relationships foster student success and retention, can lead to support systems to advance faculty scholarship and participation, and the community benefits from the service provided by students and faculty. Faculty also can see the value of effective student learning through student reflection and a tie to academics.

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

**Chart #1: [Service-Learning Department Org Chart - 2014.doc](#)**

Provide a short description of the history of your department, including how it has changed over the years.
Service-Learning was introduced to our campus in 1998 by way of a Campus Compact grant. A core group of about 12 faculty members were monetarily rewarded for participating. A coordinator was hired. The program steadily grew and became a statewide model. In 2003, the coordinator died tragically, and the program suffered tremendously. Community partners, students, and faculty were shocked and sensitive about participating in service-learning. In Fall 2004, an interim coordinator was appointed, however, the program was downsized, and many of plans were put on hold. In March 2005, the Campus Compact grant came to an end, and an interim director was hired who revived the program, slowly reaching out and rebuilding relationships between and among community organizations, the campus community, and students. A Service-Learning Center was established, housing a volunteer program and Gamma Beta Phi, in addition to the Service-Learning program. Since then, the space has been restored and an additional program was pursued: Project-Based Learning, providing an opportunity for small businesses in the area to propose relevant projects for students, although was never fully implemented. In 2011, the Director left the Program to pursue classroom instruction. Under the direction of the Dean of Student Services, and now currently reporting to the Director of Career Services, the Program has managed to remain strong, adding new community agencies, faculty and students each semester. Through 2013, the trend of increased participation in Service-Learning has continued, with expansion of marketing, outreach and promotion, while volunteering has become a secondary function of the department. The focus in the next few years is to continue the growth in participation of Service-Learning participation, while reviving the volunteer component.

### Administrative Unit Outcomes

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

<table>
<thead>
<tr>
<th>Department Goals (Overarching AUOs)</th>
<th>Specific Objectives</th>
<th>Means of Assessment and Criteria for Success</th>
<th>Summary of Data Collected and Number of Cycles</th>
<th>Use of Results</th>
<th>Next Assessment Cycle (Month, Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Service-Learning Center will continue to update and upgrade our lending library, provide workshops and teaching tools, and work one-on-one with students</td>
<td>Means of Assessment Service-Learning will conduct an annual survey for all faculty utilizing the Service-Learning Center</td>
<td>100% of the faculty respondents favorably to questions about the mechanics of and communications from the s-l program. 100% strongly agreed that they were satisfied with</td>
<td>3</td>
<td>Because of the results of question #16: Personally invite faculty and students to the annual Non-Profit Fair Invite key faculty to the annual</td>
<td>2012</td>
</tr>
<tr>
<td>Overarching AUOs</td>
<td>Faculty members interested in this teaching and learning strategy.</td>
<td>Satisfaction survey will indicate satisfactory service provided by the Service-Learning Center.</td>
<td>The Service Learning Center on the Valencia campus. 100% will use s-l as a teaching strategy with future courses. 91% said s-l has affected his/her relationship with students. 91% said s-l has affected his/her relationship with community partners. 58% said s-l has affected his/her own personal service in the community.</td>
<td>CBO Luncheon</td>
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<tr>
<td>Service-Learning</td>
<td>The operational process of the Service-Learning Program (S-L) has many factors. We wanted to survey students to measure the understanding and ease of use of (1) The S-L Orientation process, (2) The S-L required paperwork, and (3) The S-L deadline process.</td>
<td>Students, when visiting the office, were provided with a survey. Question #1 asked if the S-L ORIENTATION is easy to understand and follow. Question #2 asked if the S-L REQUIRED PAPERWORK is easy to understand and complete. Question #3 asked if the S-L DEADLINES are reasonable and easy to follow. Questions are scored on a scale from 1 to 5.</td>
<td>58 students completed the survey. 56 students, or ninety six percent (96%), responded with a 3, 4, or 5 for Question #1 regarding the Orientation process. 57 students, or ninety eight percent (98%), responded with a 3, 4, or 5 on Question #2 regarding the required paperwork. 57 students, or ninety eight percent (98%), responded with a 3, 4, or 5 to Question #3.</td>
<td>1 based on the results, the process will be fine-tune and adjusted, including forms, assignments and timelines to make it easier to participate for new and existing students. In addition, one issue we will address as a result of the open-ended question will be to check the currency of Spring 2014.</td>
<td></td>
</tr>
</tbody>
</table>
opportunities in the community.

(Strongly Disagree) to 5
(Strongly Agree), with an
additional open-ended question
for suggestions. Criteria for
Success:
Success will be
defined as 90%
of students
scoring a 3
(Agree) or
higher on all
three questions.

regarding the
deadlines.

each agency to
make sure
they are
still
accepting
student
volunteers.

The Service-Learning Center will
continue to update and upgrade our
lending library, provide
workshops and teaching tools, and
work one-on-one with
faculty members
interested in
this teaching and learning strategy.

Service-Learning will conduct an
annual survey for all faculty
utilizing the Service
Learning Center.
A standard of
50% of faculty
completing a
satisfaction
survey will indicate
satisfactory
service provided
by the Service-
Learning Center on the Valencia
Campus.

57% faculty
responded;
100% faculty
responded
favorably to
questions about
the
communications
from and
mechanics of
the program.
100% strongly
agreed that they
were satisfied
with the
Service-
Learning Center
on the Valencia
Campus.

1 Because of the results
of question
#16: hold a
celebratory
event for
faculty and
students.
Hold a
workshop
for faculty
and
community
partners
during flex
week, fall '08.

Objectives

Status of Objectives. (Review College Strategic Goals)

Open Objectives
1). Create crossdisciplinary projects with interested faculty members.

**Goal:** Campus Climate

**Status:** None
Add'l Comment: Although many different disciplines participate in Service-Learning, we currently do not have any cross-disciplinary projects in place.

2). Create new online orientation for the Program.

**Goal:** Technological Advancement

**Status:** None

Add'l Comment: Although many of the Program's resources and forms are currently accessible on our website, we do not have a complete orientation process online at this time.

3). Explore how the reflection assignment might align with SLO's of various departments on campus.

**Goal:** Teaching and Learning

**Status:** None

4). Continue to explore grant opportunities.

**Goal:** Institutional Advancement

**Status:** In progress

Add'l Comment: Staff has begun dialogue with the College's Grants Development team to identify viable grants to support and/or supplement the Program.

5). Increase participation of faculty, non-profit agencies, and students to the program through outreach, attending department/division meetings, creating partnerships with other programs on campus, and exploring developing a committee of faculty and other departments on campus to promote participation in the program.

**Goal:** Institutional Advancement

**Status:** In progress

Add'l Comment: Several new agencies were added in 2012. Several new faculty were added, although a few were lost. Student participation numbers increased through mid-2012, compared to the previous year and continued through 2013. Service-Learning is now promoted at new faculty orientations, and the non-profit fair exploded in 2013 with the largest turnout of agencies and students.

6). Create a new marketing plan to promote the program on and off campus to gain more interest from students, faculty and non-profit agencies. The plan will include website enhancement, creating a brochure to hand out on campus and at community events, join with Career Center and CWEE in marketing the program, joining social network sites to advertise, and improving outreach with community agencies as student enrollment increases.

**Goal:** Institutional Advancement

**Status:** In progress

Add'l Comment: We are well into our new marketing plan which includes: creating a new flyer for faculty that simplifies the S-L process, conducting presentations to "new hires" on campus, creating a new logo, cross-promoting services with the career Center and Internships, and following up with faculty who had questions from the faculty survey. We also conducted a flex workshop in fall 2013 as a part of the plan. We still need to explore social media venues such as a FaceBook page, methodically present at division meetings, create a brochure, and fine-tune our new website.
7). Collaborate with, and survey community agencies to understand their needs and how the program can help.

   **Goal:** Institutional Advancement  
   **Status:** In progress  
   **Add'l Comment:** Although not a formal survey, we are continually approaching new agencies to identify what their needs are and how our program and students can help.

8). Investigate possible ways to make Service-Learning more visible, as its location is somewhat hidden and there is minimal signage on the outside of the building.

   **Goal:** Physical Resources  
   **Status:** In progress  
   **Add'l Comment:** We have ordered new signage for the exterior doors of the building, and are waiting for them to arrive and be mounted. We also ordered and displayed a large new banner on the outside of the building, close to the office entrance.

9). As student participation increases, increase part-time staff to full-time, to allow for more office coverage.

   **Goal:** Student Support  
   **Status:** In progress  
   **Add'l Comment:** Re-classification paperwork is currently in progress for the 2014 cycle. Currently, two part-time staff (1 Adult Hourly, 1 Federal Work Study) support the classified staff (72.5%).

Completed Objectives

1). Continue to increase recruitment efforts at the Canyon Country Campus.

   **Goal:** Teaching and Learning  
   **Status:** Completed  
   **Add'l Comment:** Orientations are held at the Canyon Country Campus, although attendance is minimal. We have closely monitored attendance to see if there is a need to continue orientations, or how we can make them more productive. We have concluded that two orientations per semester appear to be sufficient for the population, to be adjusted as faculty participation increases.

2). Revisit the reflection assignment, modifying as needed to increase the quality of learning the student experiences, by asking leading questions to get them thinking before, during and after their project hours.

   **Goal:** Teaching and Learning  
   **Status:** Completed  
   **Add'l Comment:** The reflection assignment was revised to include "leading" questions throughout the entire reflection process. The process was also simplified for faculty as well.

3). In an effort to allow more students to participate in the program, modify the Service-Learning calendar by extending the deadline to participate to week number 8, with exceptions up to week 11.

   **Goal:** Student Support
Status: Completed
Add'l Comment: The Service-Learning calendar was revised, extending the deadline to week 11 for students to complete their assignments.

4). Continue to add viable community-based organizations to our growing list
   
   Goal: Institutional Advancement
   
   Status: Completed
   
   Add'l Comment: This is on-going, and we continue to add new agencies on a regular basis.

5). Create a flex workshop highlighting the Service-Learning Program
   
   Goal: Institutional Advancement
   
   Status: Completed
   
   Add'l Comment: A flex workshop for Service-Learning was developed and conducted in Fall 2013. It was well-attended, with over 20 attendees.

6). Research other models of service-learning in surrounding communities and states
   
   Goal: Institutional Effectiveness
   
   Status: Completed
   
   Add'l Comment: Several college's S-L programs were researched for best practices. we especially liked the CSU Channel Islands Program and used several ideas when developing our new orientation and calendar.

7). Expand usable office space for visiting students, as the office is currently limited in space to 2 or 3 at a time.
   
   Goal: Physical Resources
   
   Status: Completed
   
   Add'l Comment: The office was re-configured and now is much more student friendly, allowing more student space in the front, while still maintaining a functional work area for staff.

8). Expansion of service-learning opportunities outside the LA area. Student directed model
   
   Goal: Innovation
   
   Status: Completed
   
   Add'l Comment: Several sites outside of our local valley have been brought on board over the past few years, based on faculty and student requests. We will continue to work on this objective as requests are brought to our attention.

Additional Accomplishments. (Review College Strategic Goals)

1). Collaborated with several departments and programs on campus, allowing for grants to be received and students and faculty to get involved. Some of the programs include TEACH, MESA, and the Performing Arts Center. (Goal: Institutional Advancement)

2). The Service-Learning Program, for multiple years, has been awarded and accepted to the President's Higher Education Community Service Honor Roll. (Goal: Innovation)

3). The Service-Learning Program partnered with the Counseling Department to serve over
100 First Year Experience (FYE) students, who completed exploration projects tied their instruction within the FYE Program. (Goal: Teaching and Learning)

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

1). As a way to promote Service-Learning's success, create a video(s) that include interviews with agency partners, faculty and students. These could be used for program promotion, and could be posted on our website and used in program orientations. (Goal: Technological Advancement)

2). Identify Service-Learning opportunities on-campus, for those students who cannot get out into the community, but want to participate and benefit from Service-Learning. (Goal: Institutional Advancement)

3). Explore a formalized process to streamline volunteering as an option for students who's faculty do not participate in Service-Learning, and to promote volunteering to students and faculty on campus. (Goal: Student Support)

**Other External/Internal Factors**

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

With the full-time director exiting in 2011, and with a temporary director to report to for the past 2 years, the Department is in need of a permanent full-time designated leader, if not just for marketing purposes to the campus and outside community. Although temporary management, along with staff, made positive strides in 2012 and 2013, the designation of a Program Director and the increase of part-time staff to full-time staff will help the Department to move ahead, without the "temporary feeling", with the focused plans for growth, outreach and program development.

**Technology.** How is technology being used for service delivery? What specific changes in the use of technology should be implemented? Please indicate the hardware and software (including version if known) needs for department. Also, indicate if a budget augmentation is needed. Currently, Service-Learning has a website that houses all program information, including a list of all current nonprofit partners, program guidelines for students and faculty, orientation schedule, and program philosophy. The department currently has 2 staff computers and 1 student use computer to allow for students to register and research nonprofits when visiting the office. Possible ideas for the future will include an updated online orientation process, an additional student computer in the office and a stronger social media presence.

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

A regular part of the Service-Learning program is to establish relationships with other departments on campus, including both Student Services and Instruction. Service-Learning works hand-in-hand with Career Services, assisting students with building their resume, both before and after their service-learning experience. Student Development receives completed student hours to include in the Student Services transcript that reflects the completed student service hours. Relationships exist with multiple instructional departments, in setting up specific service-learning opportunities that relate to their academic area. Such areas include Biology,
Sociology, Nursing, Psychology, English, etc. Finally, relationships exist with a variety of programs and clubs on campus, including First Year Experience (FYE), TEACH, MESA, honors clubs, and performing arts, to name a few. Generally, these clubs require their members to complete a certain number of hours as a regular part of membership, and the Service-Learning program meets this need.

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

Challenges that face Service-Learning include (1) Staffing issues: Currently, there is not a full-time staff member in Service-Learning, and although it runs efficiently, plans to expand services by adding more students, faculty and nonprofits may be hindered. To address this, we are pursuing a reclassification to increase a staff member to full-time, for better service and office coverage. (2) Faculty buy-in: As faculty sometimes see service-learning as a way for their students to get extra credit, they miss the true purpose of civic duty, volunteerism and the opportunity to build a resume for the student's future. To address this, we envision connecting directly with faculty with targeted emails, division presentations and in-person orientations, as needed. Without a faculty "spokesperson", it has been challenging to get new faculty to participate. (3) Marketing: Although there is a website, there seems to be a lack of advertising and marketing for service-learning on campus, although we made positive strides in 2013. In addition, there is minimal signage on the outside of the building, making it hard to find the department. To address this, we will need to create a stronger social media presence, increase outreach to faculty and students in the form of emails and presentations, and develop better signage from the outside of the building so that Service-Learning can attract the "walk-in" student (we have currently ordered new signage and are waiting for them to arrive and be mounted). In addition, we hope to start a Service-Learning newsletter in 2014.

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

Due to the change in management in November 2011, the focus in 2012 was primarily on maintaining existing relationships with faculty and nonprofits, while adding new relationships of those interested. Beginning 2013, there was a concerted effort to implement a new marketing plan to reach out to more students and faculty and to grow the program. Much progress was made throughout 2013, however, a permanent management solution has not been identified, as the Center still reports to the Career Services Director.

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

Service-Learning is available at the Canyon Country Campus, although there are no official office hours there due to a lack of available staff. Orientations are held at the Canyon Country Campus at the beginning of the semester for those students interested in signing up, however, have been poorly attended resulting in a reduction of orientations. Faculty are informed via email of the program and the dates and deadlines for the semester, in the same method as with the Valencia Campus. Questions are addressed via phone and email, sufficiently managing issues and lessening the need to be present at that location. Targeted classroom presentations have been conducted when requested. Although it appears, at this time, that services can be centrally located at the Valencia campus, and effectively administered remotely at the Canyon Country Campus and a possible Westside Campus, we will continue to investigate ways to target our approach to get faculty and students involved at the Campus.

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

Plans were set in three areas: (1) Personnel - the plan was to have 1 full-time Specialist and 1 full-time Coordinator. The Program currently has 1 Technician II, at 72.5%, and no full-time staff. The goal will continue to be to have minimum 1 full-time staff to oversee and coordinate the program. This position could also be a Coordinator or a Director (2) Equipment - The plan was to have a computer lab for students. There is currently 1 computer for student use in the office. The goal will be to add a second student computer in the office. (3) Facilities - The plan was to have a Student Learning Center for students, faculty and staff. The Program currently operates in an office, with an additional office for storage. We moved storage units/cabinets out of the office, and into the vacant Director's office, to create more space for students. With the new Student Services Administration Building planned for completion within the next year, there will be an opportunity for the Service-Learning program to more closely align with similar programs that offer student opportunities to gain experience in their communities. Programs such as internships (CWEE) and Career Services are excellent compliments, and the joining of these three departments into one area will allow better sharing of resources and services for students. 10-year goals include expanding the Program, both in student, faculty and community involvement, strengthening the volunteer component, and in staffing and facility space. The addition of a Faculty Coordinator would help with staff involvement and "buy-in". Offering a Service-Learning course (S-L 101) would drive more students towards service-learning as an ultimate goal. Finally, the development of project-based opportunities for students will add another component to the program, further strengthening it in the future.

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

The growth of Service-Learning relies on a few components: faculty, students and nonprofits. The Program will grow as more faculty become involved. This seems a natural place to start, as we are currently rich in community sites and opportunities, and we simply need more students to get involved to fill them. In addition, the Project-Based component, which has not fully taken off yet, has a lot of potential to significantly increase student involvement, in addition to community involvement in providing the projects. Finally, formalizing the volunteer process will drive more students to participate without needing a faculty member on board.

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

<table>
<thead>
<tr>
<th>Data Result</th>
<th>Implication</th>
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<tbody>
<tr>
<td>1). As a result of the Faculty Staff Survey, Fall 2012, there were two themes that needed to be addressed: (1) The lack of time to participate in Service-Learning and (2) The lack of understanding of what Service-Learning is.</td>
<td>Both of these issues are critical to faculty participation. As a result, we partnered with PIO and created a new flyer. It defines Service-Learning in simple and easy to understand terms, and focuses on the ease of participating. Student testimonials were included to show the value their students receive as well. the flyer was distributed to all faculty at the beginning of the spring 2013</td>
</tr>
</tbody>
</table>
**Departmental Strengths.**  Describe the department’s strengths or unique features. This should principally include information from the data summarized above.

The Department's strengths include the many relationships it has with various academic departments and faculty, campus programs and clubs. The purposes for students to participate in Service-Learning are many fold, whether civic duty, classroom requirement, personal improvement, experience, required hours, networking, or a foot in the door. This plays to our advantage, as we can entice students from a variety of angles.

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

If a student's instructor is not involved, and they are not in a club that requires hours, they may never know or hear about service-learning. The challenge is to get more faculty involved, and not all want to participate. In addition, those who have participated in the past sometimes elect to drop out due to other obligations. Staffing has been another challenge. Having the Program reporting to another Program (Career Services) has shown to cause some confusion with faculty, and in some cases with the community. In addition, although the office is staffed with several part-time staff, there are times when there are no staff present and the office has to close, and is a primary reason we do not run the Program in the summer. Increasing the classified part-time staff to full-time will help to address this issue, and would allow the program to expand into the summer, a time when staff and community organizations/non-profits have requested the Program.

## Budget Planning

[Click Here for Budget Planning](https://intranet.canyons.edu/offices/FiscalServices/APRBudget2010/ANPRForm.asp?Program=...)

## Program Needs

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

### Supplies and Services
For daily operations of the office, regular office supplies are needed. Certificates are needed for every student that completes hours through the Program.

### Equipment
The Department currently has the equipment needed to operate effectively. There may be a need for one more student computer, with plans to increase in student population.

### Facilities and facility modification
The current facility is sufficient, however, is limited to a small group of students at a time. A larger space would allow more students to enter and receive service (primarily needed at peak times at the beginning and end of semester). In addition, the Program relies on the use of the office next door for storage. Loss of this office would necessitate a larger area being needed for
operations and storage. With the Student Services Administration Building planned within the next two years, the idea of joining similar departments based on opportunities for students to gain experience in their communities is possible. Aligning the services of the Career Center, Internships (CWEE) and Service-Learning will allow for more space, while maximizing resources and streamlining service to students.

**Personnel**

Having one part-time (72.5%) classified and two part-time student workers has been sufficient in covering the office, without running a summer session. However, there is still a need for 1 full-time staff to coordinate the overall daily operations of the Program and office staff, to provide continued office coverage, and to focus on growing the program the way we would like to by expanding participation and adding the summer session. In addition, hiring a faculty coordinator will be important to increase and strengthen faculty involvement to meet the demands of the students who want to participate in service-learning opportunities.

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

Coordination with the Dean of Student Services will be vital regarding facilities and staffing needs.

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

- Anthony Michaelides, Director, Career Services
- Kim Arredondo, Student Services Technician II

Upload additional files.
### Program Information for: Student Business Office

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

#### College of the Canyons' Mission Statement

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

#### Program Description

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

The Mission of the Student Business Office is to provide efficient, courteous, exceptional customer service and financial counseling in the collection and disbursement of funds for our students, departments and external agencies.

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

The Student Business Office serves the needs of several customer groups. The largest group is students; including prospective, continuing, returning, reentry and veteran students. The second largest group is intra-college departments. By working closely with other departments, we are able to ensure that students receive exceptional customer service. The third group is members of the community, businesses and outside agencies. The Student Business Office works closely with several outside agencies for third-party billing, sponsorships and recovery agencies. Some of these agencies include, Department of Rehabilitation, Veteran Administration, Military Agencies, State Tuition Programs and Verizon.

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

Chart #1: [Org Chart 13.xls](#)

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

Over the last ten years the Student Business Office (SBO) has changed dramatically. The SBO has become a member of Student Services, experienced an increased work load, adjusted to new technology, adapted to fee changes and has relocated.

As a member of the Student Service team our focus is on student success. Staff members have been trained in areas such as customer service, procedures, fees and government regulations. Fliers and handouts have been created to assist students and staff has attended college events to convey payment and billing information.

The College’s growth and economic trends have led to an increased workload. This has directed restructuring, new job descriptions and adjustments in staff responsibilities. Assignments have been redistributed and processes have been improved. Improvements include refund processing, collection...
developments, third party billing and revamping Service Agreement billing. The department was able to receive dual monitors which have allowed staff to work more efficiently. In addition, changes in government regulations have led to an increase in military sponsorship accounts. The Veteran sponsorships have had a large impact on our department. Additional government and business sponsorships continue to increase each year. We are continually striving for improvements to assist with the work load.

The Student Business Office has kept up with technology trends. SBO Data has shown an increase in online activity. In 2002, 72% of all payments were in person, 15% by phone and 13% were online. In 2011, 43% of all payments were in person and 57% were online. These changes have directed us to create an Online Refund Request, update our web information and work on online payment process improvements.

California Community Colleges have experienced an increase in enrollment fees and there are plans for the fees to continue to increase. Ten years ago enrollment fees were $11 per unit. Today they are $46 per unit. This is a 418% increase. These increases have led to additional challenges for the staff. There has been an increase in financial counseling at the counters, establishing payment plans, third party sponsorships, collection, recovery actions and fraud prevention.

The Student Business Office has relocated. A lot of effort was placed in the establishing the office organization layout to assure efficiency and safety. There is an established cash room that has a secured cash control setting. There is a separate cashier area with three windows. Cash handling procedures were established to ensure safety.

### Administrative Unit Outcomes

<table>
<thead>
<tr>
<th>Administrative Unit Outcomes (AUOs) Assessment Model:</th>
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<tbody>
<tr>
<td>The purpose of this assessment process is to improve the unit's service.</td>
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</table>

<table>
<thead>
<tr>
<th>Department Goals (Overarching AUOs)</th>
<th>Specific Objectives</th>
<th>Means of Assessment and Criteria for Success</th>
<th>Summary of Data Collected and Number of Cycles</th>
<th>Use of Results</th>
<th>Next Assessment Cycle (Month, Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student Business Office staff will attend customer service and diversity training. As a result of the training, the staff will have a better understanding of generational differences. This will aid in how situations are handled and how information is presented so</td>
<td>The Student Business Office will use data that is collected in the form of surveys. Two separate surveys will be administered. The first survey will be issued to the staff prior to the training assessing their understanding of the topic and the second survey will be administered directly following the customer service/generational training. A standard of 75% of the staff will have gained clear knowledge of generational differences prior to the The Student Business Office will use data that is collected in the form of surveys. Two separate surveys will be administered. The first survey will be issued to the staff prior to the training assessing their understanding of the topic and the second survey will be administered directly following the customer service/generational training. A standard of 75% of the staff will have gained clear knowledge of generational differences prior to the</td>
<td>There were 19 employees who attended the training and completed the surveys. Of the 19 employees, only 8 or 42.1% of the employees agreed or strongly agreed that they could accurately list specific examples of the generational differences prior to the</td>
<td>A standard of 75% was established as the expected level of achievement for employees successfully gaining clear knowledge of generational differences and applying what they learned to the way they interact with students and handle customer service. After review of the</td>
<td>2012</td>
<td></td>
</tr>
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</table>

This Administrative Unit Outcome is in its second cycle. The Student Business Office continually strives to provide excellent student support and services to facilitate student success and maximize student opportunity. By having a well trained staff, the Student Business Office will be able to assist students in achieving their goals.
Provide student support by having a staff that is diversified and are experts in their areas so that they can provide excellent student assistance.

- That accurate information is received by the students.
- The topic and be able to list specific examples of the different generation types as well as understand that one type of customer service will not work for all students.
- Training. At the completion of the training all 19 or 100% of the employees either Agreed or Strongly Agreed that they could accurately list specific examples of the generational differences. This was a 57.9% increase. Of the 19 employees, 10 or 52.63% Strongly Disagreed that there was only one type of customer service. At the completion of the training 14 or 73.68% of the employees Strongly Disagreed that there was only one type of customer service. This was a 21.5% increase in understanding of the topics.
- Staff, we are able to provide students with the resources that are needed for their success.
- Data, 100% of employees gained a clear knowledge of generational differences and were comfortable giving specific examples. The results of this question exceeded the original expectations. In addition, 73.68% of the employees felt strongly that there was more than one type of customer service. Although, this did not reach the estimated 75% it is a good start.
- Only 1 or 5.3% of the employees agreed that there was only one type of customer service at the end of the training. As a result of this training, the Student Business Office will continue to attend customer service training.

<table>
<thead>
<tr>
<th>Due to the passing of a new GI Bill, The Student Business Office will use data that is accurate and received by the students.</th>
<th>There were 7 employees who attended this Administrative Unit Outcome.</th>
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</table>
| A standard of 90% was established as 2012.
Provide student support by having a staff that is diversified and are experts in their areas so that they can provide excellent student assistance.

There has been a large increase in Military Sponsorships. The Student Business Office staff will attend training on the different Military Sponsorships that are available and how their accounts are processed. As a result of the training, the staff will have a better understanding of generational differences between the sponsorships and what is included in the sponsorship. This will aid the staff by increasing their knowledge base. In turn, they will be better equipped to assist this population of students with any billing or payment questions that they might have.

The training and completed the surveys. Of the 7 employees, 3 or 42.86% Disagreed or Strongly Disagreed that they were able to give information in regards to parking charges with the sponsorships. At the completion of the training 7 or 100% of the employees Agreed or Strongly Agreed that they were able to supply parking information and charges to the military students. Of the 7 employees, only 1 or 14.29% of the employees Agreed or Strongly Agreed that they were comfortable answering student questions in regards to the military sponsorships. At the completion of the training all 7 or 100% is in its third cycle. The Student Business Office continually strives to provide excellent student support services to facilitate student success and maximize student opportunity. By having a well trained staff, we are able to provide students with the resources that are needed for their success.

The expected level of achievement for employees successfully gaining clear knowledge of military sponsorships and applying what they learned to by passing on the information to the students. After review of the data, 100% of employees gained a clear knowledge of generational differences between the sponsorships and what was included in the sponsorship. The results of this training exceeded the original expectations. As a result of this training, the Student Business Office will continue to keep the staff updated on procedures and conduct additional training when needed in regards to sponsorships.

The results of this training exceeded the original expectations. As a result of this training, the Student Business Office will continue to keep the staff updated on procedures and conduct additional training when needed in regards to sponsorships.
of the employees either Agreed or Strongly Agreed that they had a clear understanding of the topic and were comfortable answering student questions. This was an 85.71% increase in understanding of the topics.

Due to changes in fees, there has been a large increase in Student questions regarding fee changes and why a fee is charged. The Student Business Office staff will attend training on the different fees, how the fee is authorized, if the fee is optional and if there are any planned changes. As a result of the training, the staff will have a better understanding of generational differences between the

The Student Business Office will use data that is collected in the form of surveys. Two separate surveys will be administered. The first survey will be issued to the staff prior to the training assessing their understanding of the topic and the second survey will be administered directly following the fee training. Level of Success A standard of 90% of the staff will have gained clear knowledge of the topic and will be able to successfully handle student payments and questions in regards to fees.

There were 8 employees who attended the training and completed the surveys. Of the 8 employees, 2 or 25% were Neutral and 2 or 25% Disagreed that they were comfortable answering student questions in regards to fees. Only 50% of the staff was comfortable answering student questions in regards to fees. At the completion of the training 8 or 100% of the employees Agreed or

A standard of 90% was established as the expected level of achievement for employees successfully gaining clear knowledge of fees and applying what they learned by passing on the information to the students. After review of the data, 100% of employees felt that they had gained a better understanding of the fees. The results of this training exceeded the original expectations.

Provide student support by having a staff that is
The Student Business Office continually strives to provide excellent student support services to facilitate student success and maximize student opportunity. By having a diversified and are experts in their areas so that they can provide excellent student assistance.

fees, how they are established and how they are processed. This will aid the staff by increasing their knowledge base. In turn, they will be better equipped to assist students with any billing or payment questions that they might have.

Strongly Agreed that they were comfortable answering student questions in regards to fees. Of the 8 employees, only 2 or 25% of the employees Agreed or Strongly Agreed that they were comfortable in explaining the capital outlay fee. At the completion of the training 7 or 88% of the employees Strongly Agreed that they were comfortable in explaining the capital outlay fee. Only 1 or 12% remained neutral.

As a result of this training, the Student Business Office will continue to keep the staff updated on procedures and conduct additional training when needed in regards to fees.

The Student Business Office will use data that is collected in the form of surveys. Two separate surveys will be administered. The first survey will be issued to the staff prior to the training assessing their understanding of the topic and the second survey will be administered directly following.

There were 6 employees who attended the training and completed the surveys. Of the 6 employees, 1 or 17% were Neutral and 4 or 67% Disagreed or Strongly Disagreed that they understood

A standard of 90% was established as the expected level of achievement for employees successfully gaining clear knowledge of 1098T forms and applying what they learned by passing on the

Fall 2013
Provide student support by having a staff that is diversified and are experts in their areas so that they can provide excellent student assistance.

The 1098T training. Level of Success A standard of 90% of the staff will have gained clear knowledge of the topic and will be able to successfully handle student questions in regards to this tax document.

What was considered qualified tuition and were comfortable explaining these totals to the student. Only 17% of the staff was comfortable explaining these amounts. At the completion of the training 6 or 100% of the employees Agreed or Strongly Agreed that they were comfortable answering student questions in regards to fees. Of the 6 employees, 5 or 83% of the employees Disagreed or Strongly Disagreed that they were comfortable in determining eligibility. At the completion of the training 5 or 83% of the employees Strongly Agreed that they were comfortable in explaining the capital outlay fee.

Information to the students. After review of the data, 100% of employees felt that they had gained a better understanding of the 1098T tax form. The results of this training exceeded the original expectations. As a result of this training, the Student Business Office will continue to keep the staff updated on procedures and conduct additional training when needed in regards to fees.
In turn, they will be better equipped to assist students with any 1098T related questions. Only 1 or 17% remained neutral.

There has been a large increase in Military Sponsorships. This has forced the department to re-assign duties for coverage. Front counter staff is now responsible for the Pre-Sponsorship Screening Process for Military Sponsored accounts. The Student Business Office staff will attend training on processing Military Sponsorships, logs and files. As a result of the training, the staff will have a better understanding of the sponsorships, reviewing forms, setting protections, creating files, logging statistical information and filing.

The Student Business Office will use data that is collected in the form of surveys. Two separate surveys will be administered. The first survey will be issued to the staff prior to the training assessing their understanding of the topic and the second survey will be administered directly following the military sponsorship training. A standard of 90% of the staff will have gained clear knowledge of the topic and will be able to successfully handle student parking and billing questions, review the VP20, assign protections, create files, log accounts and compile accurate military sponsorship records.

There were 6 employees who attended the training and completed the surveys. Prior to the training, 3 or 50% of the employees Disagreed or Strongly Disagreed that they were able to verify classes and determine the chapter from the VP20. At the completion of the training, 6 or 100% of the employees had a clear understanding and Agreed or Strongly Agreed that they were comfortable determining classes and status with the VP20. Prior to the training, only 2 or 40% of the employees Agreed that they were comfortable with the information to the students. After review of the data, 100% of employees gained a clear knowledge of the pre-sponsorship screening process for Military Sponsored Accounts. As a result of this training, the Student Business Office will continue to keep the staff updated on procedures and conduct.

A standard of 90% was established as the expected level of achievement for employees successfully gaining clear knowledge of military sponsorship accounts and applying what they learned to by passing on the information to the students.
This will aid the staff by increasing their knowledge base. In turn, they will be better equipped to assist this population of students with any billing, payment or sponsorship questions that they might have.

Handling students under CH 33 that were being billed as a non-resident. At the completion of the training all 6 or 100% of the employees Strongly Agree that they had a clear understanding of how to process a CH 33 student with non-resident tuition.

Additional training when needed in regards to sponsorship accounts.

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## Objectives

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

### Open Objectives

1. Implement new technology as it becomes available to deliver success to students.

   **Goal:** Technological Advancement  
   **Status:** In progress  
   **Add'l Comment:** We are continually looking for new ways to improve with the use of technology. A computer has been added to our lobby to assist students with online registration and payment activities. New up to date credit card machines were installed. Campus email has also become our main form of communication with students. Emails are sent for notifications, non-payments, and collections. This has led to a cost saving in postage.

2. Encourage professional development.

   **Goal:** Human Resources  
   **Status:** In progress  
   **Add'l Comment:** Staff members are encouraged to attend professional development. In addition to Professional Development Day, members have completed MS Excel training, MS Office updates, Apple updates and storage training, HR Training, the Mentor Program, LEAP and one member is beginning LEAP2.

3. Offer 1098T tax forms online.

   **Goal:** Innovation  
   **Status:** In progress
4). Develop additional ways to assist students with Student Business Office Activities

**Goal:** Innovation

**Status:** In progress

**Add'l Comment:** Staff members have received additional training to aid in assisting students. Our front line staff has been beneficial in assisting students with Veteran Sponsorship billing and payment questions. With an increase in lines during the beginning of the semesters, new ways were reviewed and utilized to assist with parking passes and the wait time. Staff members walked the line with a tablet assisting students with parking passes. We have a diversified staff that speaks multiple languages, assisting with customer service.

5). Assist other departments with billing and payment related procedures and issues.

**Goal:** Institutional Advancement

**Status:** In progress

**Add'l Comment:** We have worked closely with several departments to assist with payments and fees. Including, collecting funds for the Financial Aid Department, processing Field Study payments and establishing several new material fees.

6). Create a productive and a positive working environment.

**Goal:** Physical Resources

**Status:** In progress

**Add'l Comment:** We have a strong team that works well together. This is evident with members who are willing to assist coworkers with assignments, assuring that deadlines are upheld.

7). Implement additional process improvements to assist with added work load.

**Goal:** Innovation

**Status:** In progress

**Add'l Comment:** We are continually looking for additional ways to improve. Currently, we are streamlining our Veteran Administration Sponsorship filing system and processes.

8). Pursue process improvements to increase cash flow from enrollment fees.

**Goal:** Financial Stability

**Status:** In progress

**Add'l Comment:** We have successfully processed daily drops for non-payment, created student awareness of payment policies, established procedures to lessen fraudulent activity and are currently working on updating the online payment process.

9). Remain current on changes in the State of California Laws, Federal Laws, Veteran's Affairs, Santa Clarita Community College Board of Directors or other college departments that affect students and billing will have a direct impact on the Student Business Office.

**Goal:** Financial Stability

**Status:** In progress

**Add'l Comment:** We continually strive to remain current on changes including regulation and fee adjustments. We have updated our processes to reflect changes to Veteran’s Affairs requirements. Billing has been adjusted to reflect changes such as fee increases and AB540 regulations.

10). Develop a web site that is modern and easy to use.

**Goal:** Technological Advancement

**Status:** In progress

**Add'l Comment:** The Student Business Office Web Site was revamped. We are continually making
improvements to keeping information current and accurate. We are continually making improvements to keeping information current and accurate.

11). Maintain continuous communication with the Veterans and Reentry department on billing and payment processing.

   **Goal:** Campus Climate  
   **Status:** In progress  
   **Add'l Comment:** An open line of communication has been established with the Veterans and Reentry Department. This has been instrumental in assisting with the billing and payment process. In addition, we have streamlined procedures allowing for paperwork and information to easily transition between departments.

12). Streamline the non-payment drops.

   **Goal:** Innovation  
   **Status:** In progress  
   **Add'l Comment:** Our Datatel billing system is very complicated. We have been working with MIS on revamping this process and are currently reviewing the improvements.

13). Streamline payment plan processes and payments.

   **Goal:** Innovation  
   **Status:** In progress  
   **Add'l Comment:** We have completed handouts, attended group information meetings, established student meetings to discuss financial responsibilities and attended registration in the Zone. We are also looking into the possibility of applying student financial aid funds towards balances due prior to distribution of funds.

14). Streamline web payment.

   **Goal:** Innovation  
   **Status:** In progress  
   **Add'l Comment:** Specifications have been established to streamline the online payment process and programming changes are currently being reviewed for student ease and accuracy.

15). Implement document imaging.

   **Goal:** Technological Advancement  
   **Status:** In progress  
   **Add'l Comment:** This is in the very early stages. We have begun to look at options for document imaging items such as our sponsorship accounts that take up a lot of file space.

16). Construct a safe environment allowing for proper cash handling and control procedures.

   **Goal:** Financial Stability  
   **Status:** In progress  
   **Add'l Comment:** In order to ensure the safety of staff while collecting cash, a locked door was installed in Valencia keeping students from wandering into the back office or cashier booth. A waiting area was set up in the lobby to allow staff to meet with students when they have questions regarding their billing. Procedures have been established and have been put in place to assure that cash controls are in place at both the Valencia and Canyon Country Campus.

17). Create a cohesive working environment that will encourage positive language, open communication, staff motivation, trust and team building among staff members.

   **Goal:** Campus Climate  
   **Status:** In progress  
   **Add'l Comment:** Open communication and trust among staff is highly encouraged and additional
areas are always being reviewed to encourage team building. With the large workloads, staff members work together as a cohesive team maintaining communication and assisting each other with processes to assure that deadlines are met.

18). Promote a positive learning environment.
   **Goal:** Campus Climate
   **Status:** In progress
   **Add'l Comment:** Small training sessions and process reviews are often included in staff meetings to assure that the staff on both the Valencia and Canyon Country Campuses has the tools necessary to complete their assignments and convey accurate information to students.

19). Assist staff with increasing responsibilities and workloads.
   **Goal:** Innovation
   **Status:** In progress
   **Add'l Comment:** The office has been restructured, job descriptions have been revised, work assignments have been redistributed and processes have been improved to assist staff with the increasing workloads.

20). Look at the bigger picture by participating in programs, committees and activities.
   **Goal:** Leadership
   **Status:** In progress
   **Add'l Comment:** Staff is encouraged to participate in college activities. This year staff members worked as a team in the holiday door contest. By participating in the campus event, team cohesiveness was promoted and positive environment was created. There was also a great sense of pride in being part of College of the Canyons.

Completed Objectives

1). Provide student support by offering students instructions on refund procedures and the options that are available to them including deadlines and petitions.
   **Goal:** Student Support
   **Status:** Completed
   **Add'l Comment:** Our online refund process has been very successful. Students are easily able to review the policy in the online schedule, on the student's individual billing statement and at our counters.

2). Streamline processes for Veteran Administration and other military programs for billing, processing payments, issuing refunds, working with the Veteran's Department and assisting students.
   **Goal:** Student Support
   **Status:** Completed
   **Add'l Comment:** Established procedures for sponsorship processing, payments and refunds. A new bank account was established for Post 911 GI Bill payments and membership to several different military web sites have been set up to allow billing to be processed.

3). Maintain open communication between campuses by conducting trainings and meetings.
   **Goal:** Human Resources
   **Status:** Completed
   **Add'l Comment:** Open communication between campuses has been established. Staff meetings, staff trainings and cross training between campuses have been conducted aiding communication between campuses in regards to procedures.

4). Complete Veteran Administration certification.
   **Goal:** Institutional Advancement
**Additional Accomplishments.** *(Review College Strategic Goals)*

1. Several process improvements have been implemented to assist the department with efficiency. These include installing dual monitors, creating an online refund request system, flyers and handouts for student awareness and staff training on items such as fees and sponsorships to better assist with student needs. (Goal: Innovation)

2. Several process improvements have been implemented to increase cash flow. These include programming to avoid repeat returned checks for fraud prevention, requiring credit cards to be present to avoid charge backs, installing counterfeit currency devices, increased collection efforts, processing daily non-payment drops, increasing student awareness on the college's payment policy and processing payment plans. (Goal: Financial Stability)

3. The Student Business Office has remained current on changes in laws and regulations. These include following changes at the state level and updating the billing charts for changes in fees and regulations, including fee increases and the Dream Act. Attended training for processing Veteran Affair’s sponsorships (Goal: Financial Stability)

4. The Student Business Office has implemented new technology to assist with student success. These items include offering a lap top computer in our lobby to assist with student registration needs and developing an online refund request. The online refund request has been very successful. Currently 80% of all student initiated refund requests are made online. (Goal: Technological Advancement)

5. Professional Development is strongly supported in the Student Business Office. Several employees have used the resources that are available to the staff by attending professional development classes and participating in the Mentor Program, LEAP program as well as working towards professional degrees.
(Goal: Human Resources)

6). Research has been conducted on the ability to offer 1098T student tax documents online. Government regulations and datatel options have limited our ability to move forward. We will continue to review this option until a programming solution is available. (Goal: Innovation)

7). Collaborated with several departments to implement new material fees. (Goal: Campus Climate)

8). Collaborated with Distance Learning to implement and collect fees for Field Study Meal Plans and Field Study Lodging. These fees will be billed at the time of registration. (Goal: Campus Climate)

9). Collaborated with Student Development to issue fee waivers and remove the optional activity fee. (Goal: Campus Climate)

10). Established procedures for Student Business Office staff, at both the Valencia and Canyon Country Campuses, to issue refunds for lost funds at the vending machines. (Goal: Campus Climate)

11). Facilitated meetings, training sessions and staff visits with the Canyon Country Student Business Office to ensure that we retain open communication between the two campuses and will serve as one voice to the student population. (Goal: Financial Stability)

12). Increased student awareness on the college’s payment policy through updating counter signs, billing statements, handouts and the web. (Goal: Student Support)

13). Due to the current economy, the staff has successfully managed an increased workload and assisted students with financial counseling, payment issues, sponsorships, establishing payment plans and collections. (Goal: Student Support)

14). Updates were made to the Student Business Office Web Site with additional information on payment, refunds, fees and collections. TEC ADV. (Goal: Technological Advancement)

15). Processes for Veteran payments and sponsorships have been streamlined by collaborating with our Veteran Department and establishing a sponsorship paper trail with the VP-20 form. (Goal: Student Support)

16). Assisted our Financial Aid Department with the collection of fees. Procedures were established at both the Valencia and Canyon Country Campuses for staff to process Financial Aid payments. These include return of Title IV funds and collection of book script. Additional reporting has been established notifying Fiscal Services for accurate record keeping. (Goal: Financial Stability)

17). Completed a process analysis and improvements for the Post 911 GI Bill Sponsorship procedures - including billing, payment processing, refunds, account filing and notifications between departments. (Goal: Institutional Advancement)

18). Front counter staff has received training in the different GI Bills and have successfully taken over the pre-sponsorship screening process. This includes, notifying students of procedures, collection of any additional fees, issuing parking, collecting and reviewing the VP-20 form for classes, creating a student log sheet to track changes, creating folders, matching enrollment certifications and filing. This has aided in the flow and allowed for additional time for billing review, sponsorships, payments and refunds. (Goal: Institutional Advancement)

19). Established Datatel process and procedures with Fiscal Services to create sponsorship refunds. (Goal: Campus Climate)

20). Successfully adjusted student accounts for billing modifications and completed invoicing for the Henry Mayo Contract Education Nursing Program established with the COC Employee Training Institute. (Goal: Campus Climate)

21). Established several new third party sponsorship billing accounts, including Department of Rehabilitation Iowa, Sedwick Insurance Claims, Salt River Indian Reservation, Saudi Arabia Cultural Mission and college savings plans. (Goal: Leadership)

22). In order to assist with fraud, procedures have been established for the processing and billing of credit card chargebacks. (Goal: Financial Stability)

23). Check logs have been created to track all payments received and processed through the mail. (Goal:
24). Successfully completed the year end process, including write offs for past due balances and unclaimed refunds, processing Instructional Service Agreement billing and payments and posting payments and returned checks. (Goal: Financial Stability)

25). The Student Business Office Staff is a cohesive team that works well together. This has allowed the Department to successfully complete assignments with a minimal staff and has also allowed staff to work well under pressure. As the college has moved to daily drops, the staff has worked diligently on reviewing and auditing every dropped class for accuracy and made corrections when needed. (Goal: Campus Climate)

26). Completed required calculations, mailed and submitted over 22,700 student tax forms for 2012 (Goal: Financial Stability)

27). Completed required calculations, mailed and submitted over 24,600 student tax forms for 2013 (Goal: Financial Stability)

28). Established a separate bank account for all incoming Department of Veteran Affairs payments. All deposits are recorded and procedures were established for processing all incoming payments. All procedures meet both fiscal and auditing requirements. (Goal: Financial Stability)

29). Created a billing and payment tracking system to monitor the Department of Veteran Affairs overpayments, collection letters and return of funds. This has been extremely beneficial when the amount of the debt needs to be disputed. (Goal: Financial Stability)

30). Procedures were put in place to streamline and increase our collection procedures. Non-payment drops are run daily when needed. Past due accounts that were not included in the daily drops go through our in house collections with a series of emails and written letters. Extremely past due accounts are forwarded to a recovery agency. New reporting was created to track accounts sent to the recovery agency along with notification when payments were made on campus. Measures were put in place for processing payments from the recovery agency. (Goal: Financial Stability)

31). The Student Business Office has a large workload, especially with the increase in Veteran sponsorships. A lot of our procedures are very technical, but this has not stopped us from taking on additional responsibilities and assisting other department on campus. All of these projects have been managed effectively allowing us to complete all assignments with a minimal staff. (Goal: Campus Climate)

32). A new web site was developed allowing for easier use and additional billing and payment related information. (Goal: Student Support)

33). Worked in partnership with Adult Reentry and have participated in their information sessions. (Goal: Campus Climate)

34). Successfully processed all Instructional Service Agreement billing and payments. (Goal: Financial Stability)

35). Participated in both the Summer Rush and Fall Rush. Both were a success for the Student Business Office in collecting payments and being able to talk to new students on the college’s payment and refund policies. (Goal: Student Support)

36). The Department was restructured and job descriptions and duties have been realigned in order to cover the heavy workload. (Goal: Campus Climate)

37). In order to work around flaws in our current non-payment drop program, the program was studied and several additional reports and steps were put into place. These reports allow us to identify and correct accounts prior to being dropped. This has decreased the number of accounts that need to be corrected and re-added by Admissions. (Goal: Student Support)

38). Technology has been used to facilitate payments, parking passes and customer service. During the first week of each semester, even with all three cashier windows open, students can wait over an hour for assistance. In 2013 fall a table was staffed with a laptop outside the office to assist with questions and issue pre-paid parking passes. Students were able to save time by purchasing a pass through their
phones or computers and not wait in the long line. In 2014 Spring, staff walking the line with a computer tablet to assist with questions and issue pre-paid parking passes. (Goal: Student Support 39). Staff is very customer service oriented. They are responsible for answering phones with a heavy call volume, have processed in one year 75,000 payments, issued 30,000 parking passes and issued 6,500 refunds all within one year. (Goal: Student Support)

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

**Other External/Internal Factors**

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

The Student Business Office was restructured to accommodate an increased work load. The office is directed by a full time classified administrator and employs one SBO Technician I, one Accounting Technician II, two Accounting Technician III positions and two part-time members.

With the college’s growth and current economic situation, the Student Business Office has experienced a large increase in workload and responsibilities. Changes to the Post 911 military GI Bill have had the greatest impact. In addition, the number of students sponsored by a third party has dramatically increased. With each new sponsorship, there is additional responsibility in monitoring and adjusting for each vendor’s unique situation. Each military organization has a separate contact, web site and payment process.

Collection efforts and daily non-payment drops have increased and refund are in high demand. Additional payment processing and fees are continually added. Restructuring was necessary to allow for the additional projects and responsibilities. A majority of these processes are highly technical and require a strong knowledge of business and accounting procedures.

The Student Business Office is in need of hiring additional staff members. Even with the recent restructuring, it is difficult to remain current while staff is continually being interrupted to assist with student questions and process payments at the counter. Our current office is working on reduced hours and is closed on Fridays. In order to expand these hours, maintain full office coverage and keep up with the increased work assignments, additional staff will need to be hired. Currently, this Department needs the following additional positions: an Assistant Director, an additional Accounting Technician I position, convert two part time staff members to permanent part time and hire a seasonal adult hourly position.

An Assistant Director is needed to assist with the daily operations, deposit reviews, monitor cash control, auditing, web site updates, creating new accounts, scheduling, taxes, Veteran Administration over-payment monitoring and Datatel program reports and updates.

In order to have full coverage at the Valencia cashier counter, we need two SBO Technician I positions, two permanent part time SBO Technician I positions and a part time seasonal position. The Student Business Office has been reduced to two part time staff members making it extremely difficult to operate. Classified staff is pulled away from their busy desks to work the counters. Also, we have run out of filing space. Staff will be needed to scan.

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

Technology has changed the way that the Student Business Office does business. There has been a continual increase in the number of students using the Web payment system. In 2002-2003, 13.33% of all payment transactions were processed through the Web. In 2011-2012, 57.44% of all payment transactions were processed through the Web. This is more than a 44% increase in a 10 year period. The Student Business Office staff must stay on top of any new technology in order to help students with any questions or problems that they might have.

By working closely with our MIS Department, we were able to develop an online refund request. This has been extremely successful. Current refund data has shown that within one year, 80% of all student initiated
refund request are made through the online system. There are several additional technological changes that the Student Business Office would like to make. By working closely with our MIS department we would like to update the Web payment process so that students are automatically directed to the payment screen following registration. This will help greatly with non-payment drops and collections. With our MIS department so over loaded, it would be helpful if they had an additional programmer that was assigned to work on Student Service related work orders and issues. It would be a great service to students if the college’s 1098T Student Tax Documents were available online. We will continue to stay updated on Datatel options and programming that will serve both our needs and meet IRS requirements. If programming was purchased, there would be additional costs associated with the service. However, there will be a cost savings on postage if we do not have to mail the forms. In order to offer information to students waiting in line, a monitor displaying current information would be beneficial to get needed information to students. A monitor or projector in the office area would also assist with staff trainings and meetings, a document imaging system would help with storage issues and a monitor in the lobby and outside the front door would assist with security concerns. The use of a tablet for issuing parking passes during busy periods was extremely beneficial and we would like to continue this practice.

**Interdisciplinary Collaboration.** Describe any relationships with other departments/programs.
The Student Business Office works very closely with several different departments on campus. Teamwork between departments is necessary for several services to be successfully completed. A close working relationship has been established with Admissions and Records, since any time a student adds or drops a class the billing is adjusted. The Admissions staff also assists with the refund petition process. Continuous communication and collaboration is maintained with the Veteran’s Department, Financial Aid and Disabled Students to assure that sponsorship and scholarship accounts are processed for third party billing. We work closely with the Financial Aid Office on payment plans, fraud issues, the distribution of loan and scholarship checks, and the collection of payments for the textbook rental program. We issue Student Activity Fee waivers, remove optional fees and process refunds for the Student Development Office. On the Canyon Country Campus, SBO staff collects payments for Student Development related fees such as movie tickets and badges.
The Student Business Office works together with Fiscal Services to process the daily deposits, apply cash control procedures, process student refunds, handle credit card charge-backs, returned checks, accounting issues, establishing new accounts, Public Safety payments, invoices and purchases. The MIS department assists with reporting, computer billing issues, and programming to keep up with technology. The reprographics department has assisted the Student Business Office with several of the large mailings. By folding letters and stuffing envelopes, they have helped our workload considerably while allowing the department to have additional time to help students. The Student Business Office processes meal plans payments and reporting for Distance Learning and the Field Study Program. We create and update the billing codes, billing tables and refund rules used by the office of instruction when setting up courses or establishing material fees. The Student Business Office processes payments for library fines and the removes holds for past due fines.

**Challenges.** Please indicate any challenges your department or program has faced which may affect services. Also, please indicate how you plan to address these challenges.
The Student Business Office faces challenges with staffing, programming and office space. Economic trends have resulted in an increased work load. California has experienced an increased unemployment rate. In 2006, Santa Clarita’s rate was 3.2 and California’s rate was 5.2. In 2010, Santa Clarita’s rate was 8.3 and California’s rate was 11.9. (Just the Facts 2011, p. 31.) In addition, California Community Colleges have increased enrollment fee. There has been a 418% increase in enrollment fees since 2002. (2002-$11 to 2012-$46) Paying for an education has become a worry and the staff has been in the front line fielding these concerns. There has been an increase in financial counseling, payment issues, non-payment drops, financial fraud, returned checks and reversed credit cards. With a large number of students re-entering college, there has been an increase in sponsorship accounts. With changes made to the Veteran GI, there has been a huge increase in military sponsorships. This has had a large impact on the department’s workload. In order to cover the workload and expand our hours, additional staff will need to be hired.
The operation is greatly impacted with programming issues. Due to fraud and payment issues, non-
payment drops are run daily. However, due to program issues, additional reports are run for monitoring and dropped accounts are audited for accuracy. In addition, several accounts are excluded from the drop and require additional collections. We are working with MIS on a permanent fix.

The Student Business Office has relocated. The location allows for a cohesive working environment and better cash control with a separate cash room and cashier space. However, the space, due to size, does not allow for privacy when meeting with students and discussing financial information. We have reached our maximum capacity and there is no room for growth or additional work stations. The location is isolated from Student Services, leaving cashier staff more vulnerable and security issues are a concern. In order to assist with these issues a lobby was set up for student meetings, a security door was installed, there are always two staff members in the office and a height indicator was purchased. We will be looking into safety training, addressing irate patrons, handling a possible robbery and installing an additional emergency button and a monitor to see out the front door.

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

Any changes in the State of California Laws, Federal Laws, Santa Clarita Community College Board of Directors or other college departments that affect students and billing will have a direct impact on the Student Business Office. For example, in 2012 Fall the enrollment fees were adjusted from $36.00 per unit to $46.00 per unit and the Dream Act allowed AB540 students to be eligible for BOG qualification. With these changes, the billing and rate tables were adjusted and students were notified of the change. The staff must be able to easily adapt to any new change that is implemented, keep up with the changes and be able to explain these changes to students.

Economic trends and hardships have changed the way we operate. Increases in check and credit card fraud required procedure changes. Programming was established to limit repeat returned checks, credit cards are required in person and identified accounts have been turned in for discipline. There has been an increase in payment plans forcing the department to look at process improvements. Brochures were established, information meetings were scheduled and financial aid awards were applied towards account balances.

Changes in the community and outside agencies also have an effect on our operation. For example, due to recent changes in the GI Bill, Veterans sponsorships have increased considerably and will require additional processing and monitoring of student accounts, payments, invoicing and refunds. There has been an increase in additional sponsorship and third party billing. Collections have increased and students are in desperate need of their refunds immediately.

With the advancement of technology, the Student Business Office has strives to place additional services online. Refund Requests have been added online and payment improvements and tax documents are being looked at. Changes are also in process for online payments and non-payment drops.

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

The Canyon Country Campus SBO is a fully functional cashiering operation, providing students with the same level of cashiering service on both campuses. The cashier operation is continually changing as accommodations are made for the collection of new fees. Staff members must be knowledgeable and easily adapt these changes. Canyon Country SBO has also taken on additional responsibilities to assist other departments with services. They issue movie tickets, badges and 25 Score cards for Student Development, sells blue books and scantrons due to shortened book store hours and process vending machine refunds. They are a paperless campus, so all documents are scanned and the original paperwork is forwarded to the Valencia Campus for storage.

There is a full time Student Services Coordinator specializing in Student Business Office procedures assigned to this location. Due to the multiple areas of specialties that this position covers, they report to the Associate Dean, Student Services. A strong level of coordination between the two campuses has been established to ensure that continuous communication is maintained and that cash control procedures are followed. The coordinator is responsible for training the part-time staff in Student Business Office functions. As the operation develops, it is hoped that these positions will be converted to permanent part-time positions. The Canyon Country Staff is included in all Student Business Office e-mails and the coordinator attends weekly staff meetings. In order to increase communication and camaraderie between
campuses, we have conducted staff meetings/trainings at the Canyon Country Campus and cross training of employees. These have been very positive. We plan on scheduling a regular meeting/training sessions. Cashiers have made visits and/or cross-trained at each campus. This allows for a better understanding of the locations and helps to assist students. This process has allowed staff to be able to feel a connection and be able to place a face with the person on the other end of the phone.

Services at the possible West Side Campus would require a fully functional cashier operation. Staffing needs will require a full time coordinator and three permanent part-time staff members. The location would need a secured cash area, a safe, cashier lockers, starting funds, a dual control key system and cashier windows with locking cash drawers, computers, key pads, scanners and credit card machines. Secured money transporting service would also be needed.

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

The Student Business Office continually reviews the Educational and Facilities Master Plan to ensure that we are achieving the established goals. The main areas of focus have been on Financial Stability, Student Success, Innovation and Campus Climate. Under financial stability, the Student Business Office has updated for changing fees, created programming to avoid repeat returned checks, taken action on fraudulent credit card chargebacks, installed counterfeit detection and increased collections. The Student Business Office has strived to come up with new ways to ensure student success through the use of staff trainings and available information. By concentrating on innovation, things like the online refund request were possible. The Student Business Office feels that maintaining a positive campus climate is important. This department has assisted several other departments with reporting, fee creation and collection.

As we look towards the next ten years, are areas of focus are on technology, staffing needs and office space. As shown in statistical data there has been a continuous increase in online activity. The Student Business Office will have to remain current on new trends to assure that we are meeting the needs of the students. We will be looking at services that can be offered online as well as new ways to convey policy information to students. As the college continues to grow, so does our operation. With new students the amount of payments, refunds, tax documents, third party billing and services also increase. The Student Business Office staff member’s workloads have reached maximum capacity. In addition, we are working on limited hours of operation due to staffing. This increase in operational, student needs and expanding hours of operation will require hiring of additional staff members. Our physical office space, does not allow for any room to expand. With new construction and secondary effects, the Student Business Office will be expanding their office space.

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

Through the course of this program review, the Student Business Office has researched general trends and activities along with changes in the economy.

The Student Business Office data has shown a substantial increase in online activity. This was evident by comparing the payment data over the course of the last ten years. In 2002, only 13% of payments were made online. In 2011, 57% of payments were made online. This is an overall increase of 44%. In addition, with the implementation of an online refund request, 80% of students have used the online system for refunds. These trends have required us to look at our current operation for additional items that can be made available online.

Over the last couple of years the economy has also had an impact on our operation. The overall cost of enrollment fees in the last ten years has increased by 418%. In the last five years, there has been a 5.1 increase in the rate of unemployment in the City of Santa Clarita. This is still less than the 6.7 increase in the State of California. These changes in the economy have caused us to review our operation and focus on the college’s goal of financial stability.

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

<table>
<thead>
<tr>
<th>Data Result</th>
<th>Implication</th>
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<tbody>
<tr>
<td>1). Streamline Non-Payment Drops</td>
<td>Work on programming</td>
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<tr>
<td>2). Additional Staffing is Needed</td>
<td>Hiring additional staff and restructure department</td>
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<tr>
<td>3). Additional Space is needed</td>
<td>Restructuring office to accommodate staff</td>
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<tr>
<td>4). Positive Learning and Training Environment</td>
<td>Use of technology</td>
</tr>
<tr>
<td>5). Streamline Online Payment Process</td>
<td>Work on the online program for ease of use</td>
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<td>6). Offer 1098T Forms Online</td>
<td>Review programs and Datatel updates</td>
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<td>7). Streamline Payment Plans</td>
<td>Look at outside program</td>
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<tr>
<td>8). Maintain Fraud Awareness</td>
<td>Staff training</td>
</tr>
<tr>
<td>9). Improve Department Processes and Storage</td>
<td>Implement document imaging</td>
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**Departmental Strengths.** Describe the department’s strengths or unique features. This should principally include information from the data summarized above.

The Student Business Office’s greatest strength is its staff. They are extremely customer service oriented and take great pride in helping students and handling issues. The senior staff is well trained and experienced in the accounting and auditing fields which is extremely important when auditing and adjusting student accounts. They are power Datatel users in the Student Account Receivable Module. By maintaining open communication between staff members on both the Valencia and Canyon Country campuses, a strong bond has been created. This has allowed staff to easily adapt to new changes in procedures, operations, fee increases, economic trends and technology. This team is diversified and works well together in close quarters while providing a high level of productivity.

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

There are four main challenges that the Student Business Office faces. These included staffing restraints with the additional responsibilities and workloads, our office space, implementing and keeping up with the latest technology and budget restraints. Additional staff and restructuring is needed to continue to process the military accounts and increased workloads. Currently, staff members are over worked and are starting to feel the pressure of the challenges that they face. The Director of this department spends several additional hours each week completing sponsorships projects, billing, account adjustments, daily paperwork and process issues. The additional work has placed total focus on the daily activities and trying to get caught up while not leaving enough time in the week for planning and campus participation. The current work space does not allow for any additional growth or privacy when meeting with students. Document imaging would help with storage. In addition, the location feels more isolated and precautions for safety are continually addresses. New online resources will need to be made available for student success. Budget cuts have had a negative impact on the department including eliminating part time positions, limited supplies and the ability to attend professional conferences so that we remain current on regulations. The budget from 2007 is needed to fully be operational.

**Budget Planning**

[Click Here for Budget Planning]

**Program Needs**

Describe the needs in each of the following areas that will be necessary to meet the program objectives...
Supplies and Services
No additional supplies will be needed in order to complete these objectives. However, there may need to be changes made to our current contract and service for processing 1098T Student Tax Documents online. We will need additional budget for professional memberships and to be able to attend professional conferences keeping current with new regulations.

Equipment
The Student Business Office will need scanner for document imaging, a monitor for security viewing and training and a monitor for information in the lobby. We have a problem with two of our cashier computers that are outdated and freeze. We would like to have these replaced with space saving units. Our current location does not have room for standard computers. Our credit card processing machines were purchased in 2007 and are outdated and beginning to have problems. Three new credit card machines will need to be purchased.

Facilities and facility modification
The Student Business Office is in need of additional space. The current space does not allow for privacy when meeting with students and there is no room for growth.

Personnel
The Student Business Office would like to restructure the department to accommodate the additional responsibilities associated with military sponsorships and balance the current work flow. We would like to hire an Assistant Director and restructure the office to accommodate the challenges that we face with the increasing responsibility associated with the Post 911 military sponsorships, billing and refunds. We will need an additional part time person to assist with the military files and scanning.

In the next three to five years, we would like convert our adult hourly positions to permanent part time positions.

Who do you need to coordinate with to make this happen? (e.g. other departments on campus, four-year college, high school, local business or other community colleges)
We will need to coordinate with computer support for computers, monitors and 1098T programming; Human Resources for hiring and office restructure; and facilities regarding office space.

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

- Kathy Benz, Director, Student Business Office
- Beny Babasi, Accounting Technician III
- Alex Mendez, Accounting Technician I
- Boyd Williams, Accounting Technician II

Upload additional files.
### College of the Canyons' Mission Statement

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

### Program Description

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

It is the mission of the Office of Student Development to develop, promote and support social, cultural and educational co-curricular activities and programs which promote student development and compliment academic life. These various opportunities enhance and develop student leadership, personal growth, interpersonal skills, and civic responsibility. The Office of Student Development offers students, faculty and staff of College of the Canyons a comprehensive range of service and opportunities for involvement in, and enrichment from, student development programming and campus life.

Who are the customers/recipient's of the services and functions?

Students, faculty, staff and the community.

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

Since 2011 The Office of Student Development has gone through a variety of changes. The office has extended our services by opening on strategic Saturdays during the semester. In addition, the Office now accepts credit card payments and has increased ASG Benefits by contracting with another theatre company to offer discount tickets. The staff has been working very closely with the CCC staff to offer more programs and events for campus life. In fall 2013, we hosted with the CCC a Fall Fest and Movie Under the Stars event where over 250 people attended. There is a spring Battle of The Bands currently being worked on to be coordinated in May 2014. The office no longer coordinated the College Ambassador program due to budget cuts. However with the new 3SSS requirements being imitated statewide, the office is coordinating the new Canyons, Peer Advisors Program (CPA). Their training begins in April 2014 and ends in June 2015. There will be five stations for the CPA, 4 on the Valencia campus and 1 at the CCC. In addition, there are now 56 active clubs compared to the 42 in 2011. In order to help club advisors, a Club Advisor Handbook has been created, and FLEX workshops offered. The Office co-sponsored the Honor's Leadership conference as well as presented and facilitated half of the workshops for students. This is a continual partnership and commitment between us and Honors and is calendared to be offered every fall.

The ASG Computer Lab's student use and traffic has risen. The lab regularly sees over 500 students per day.
and over 600 during finals. In addition, the lab is now open until 7:00 p.m. one evening a week in an effort to extend our services. There is now a funded, although small, lab at the CCC. The ASG funded 7 computer stations to be added and the Lab has extended day and evening hours. Their numbers have also increased as the awareness and student population has risen at the CCC. The ASG and their advisors have created a Legislative Handbook and presented their legislative ideas at state conferences. The ASG continues to stay active in advocacy by participating in trips to Sacramento, writing resolutions, and planning events. The department is trying to provide support to other Student Services departments by assisting and helping with their services.

### Administrative Unit Outcomes

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

<table>
<thead>
<tr>
<th>Department Goals (Overarching AUOs)</th>
<th>Specific Objectives</th>
<th>Means of Assessment and Criteria for Success</th>
<th>Summary of Data Collected and Number of Cycles</th>
<th>Use of Results</th>
<th>Next Assessment Cycle (Month, Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>To improve club advisor knowledge about district policies for example ASG purchase orders, reserving rooms, student travel, rechartering, etc.</td>
<td>A survey was developed and administered beginning in spring 2010 and a follow up survey in fall 2010 to assess club advisor knowledge about district policies for example ASG purchase orders, reserving rooms, student travel, rechartering, etc. This survey is continued to be used so the staff can plan trainings accordingly to faculty needs. 85% of respondents will report that they understand</td>
<td>The majority of respondents know that clubs may not establish off-campus bank accounts (95 percent), purchase orders must include the club advisor’s signature (90 percent) and that checks deposited into a club account are to be made payable to “COC ASG” (71 percent). The majority of respondents did not know that purchase orders must have minutes and the invoice/receipts attached (62 percent), purchase orders must be submitted 7 business days in advance (62 percent), and which individual/department is responsible for handling all club accounts (52 percent). The majority of</td>
<td>3</td>
<td>The results guided Student Development staff to provide club advisor workshops in the following areas: ASG grants, club fiscal and travel processes, donations, and fundraising. Workshops have and will continue to been facilitated by Student Development and Fiscal staff. In addition, a club advisor roundtable workshop has been added to the fall and spring flex sessions. During the sessions, faculty were able to provide feedback to the Student</td>
<td>Spring 2014</td>
</tr>
</tbody>
</table>

3

### Improve club advisor knowledge about district and ASG policies and procedures.

**How to fill out an ASG Purchase order correctly.** 85% of respondents will report that they understand how to correctly reserve a room. 90% of respondents will report that they understand how and where to fill out a Food Permit Form.

- Development staff about future and additional trainings needed.

To provide club advisors with training through FLEX credit workshops throughout the academic year.

A survey was developed and administered in spring 2013 to assess club advisor knowledge about district policies for example ASG purchase orders, The Brown Act, student travel, rechartering, etc. Due to the results and feedback, 50% of club advisors will attend three workshops per academic year in order to gain knowledge about how District and ASG policies pertaining to clubs. Only 25% of club advisors attended workshops offered through the semester and Flex.

The results will be used to create a series of workshops for club advisors and continue to market to club advisors training opportunities to improve their knowledge in order to provide expertise and support to students in their clubs.

Spring 2014
provided by faculty, the Student Development staff works closely with the FLEX committee and faculty advisors to provide on-going flex credit and semesterly workshops. Another survey should be developed to follow up and see the progress and satisfaction faculty have with the current training in the spring 2015 program review.

To improve communication between Student Development staff and club advisors.

A survey was administered in spring 2010 and fall 2010 to assess club advisor satisfaction with communication from the Student Development staff. 80% of respondents will report being satisfied with communication with the Student Development staff. The survey will be distributed for round two in spring and fall.

Surveys were distributed through surveymonkey.com on April 24, 2010 to faculty members, staff members, and administrators that were identified as club advisors by the Office of Student Development. Of the 42 surveys distributed, 21 completed surveys were returned, resulting in a response rate of 50 percent. Nearly half of respondents (43 percent) indicated that they were “satisfied” or “very satisfied” with the communication between Student Development staff.

The results of the survey were used to create workshops for faculty advisors. Data provided Student Development staff with guidance for creating better means of communication tools for club advisors. New tools being developed for club advisors include Kelly Dapp setting up a Basecamp page for club advisors to post questions, concerns, and advise. This site
To continue improving communication between Student Development staff and club advisors.

A survey needs to be developed and administered to club advisors in spring 2015 to assess club satisfaction with communication.

Now that club advisors have been utilizing their own Basecamp communication and project management site, the Office of Student Development will work with Institutional Development to create a follow up survey to see how satisfied and effective the faculty view Basecamp as a tool for communication.

<p>| 2011. | Twenty-four percent of respondents indicated a “neutral” response regarding the level of satisfaction with the communication between Student Development staff and the club advisors. Data will be collected in spring and fall 2011 during round two and reported in the spring 2012 Program Review. | will allow all club advisors to communicate with each other about upcoming events, meetings dates and changes. It is a forum developed for club advisors. Kelly Dapp will provide oversight for Basecamp. ICC minutes will be posted to the Office of Student Development website as well as Basecamp. Now that club advisors have been utilizing their own Basecamp communication and project management site, the Office of Student Development will work with Institutional Development to create a follow up survey to see how satisfied and effective the faculty view Basecamp as tool for communication. |</p>
<table>
<thead>
<tr>
<th>Objective</th>
<th>Action</th>
<th>Data Collection</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve student leader's knowledge about The Brown Act and Robert's Rules of Order.</td>
<td>Student leaders will gain knowledge about the Brown Act and Roberts Rules of Order.</td>
<td>The data will be collected at the last ICC and ASG transitional retreat in spring 2014.</td>
<td>Spring 2014</td>
</tr>
<tr>
<td>A survey will be administered to club leaders in the beginning of the fall 2013 semester to determine a baseline knowledge for the Brown Act and Roberts Rules of Order.</td>
<td>2 To see the progress of students leaders through the academic year to see how the knowledge they learn during training improves the running of a successful meeting.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Development will work with Institutional Development to create a follow up survey to see how satisfied and effective the faculty view Basecamp as tool for communication.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Objectives

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

**Open Objectives**

1. Create virtual and on-line clubs and organizations  
   - **Goal:** Technological Advancement  
   - **Status:** In progress

2. Create APPS to download onto phones and tablets for Cougar Mentors, ASG, Emerging Leaders, and Clubs  
   - **Goal:** Innovation  
   - **Status:** In progress  
   - **Add'l Comment:** Cougar Mentors have created an app for iPhones for the Cougar Mentor Program. The program hopes to pilot the app in fall 2013

3. Work with Computer Support Services and Student Services to update and write a Student Computer Use Policy.  
   - **Goal:** Student Support  
   - **Status:** In progress  
   - **Add'l Comment:** The Student Development staff created a Student Computer Use policy specifically for the ASG Computer Lab with the assistance of Computer Support Services and their different student technology policies. As board policies are updated, Student Development will modify the ASG Lab policy.

4. Rewrite and modify the ASG Financial Code.  
   - **Goal:** Leadership  
   - **Status:** In progress

5. Update the department's website focusing of restructuring our marketing of our services, benefits, programs and events. Create new pages for Commencement and step by step instructions that will answer questions efficiently and clearly for students when using "Ask Canyons".  
   - **Goal:** Technological Advancement  
   - **Status:** In progress

6. Assist the ASG with creating a midterm small grant program for departments and clubs to help fund more special projects, conferences, and student involvement opportunities.  
   - **Goal:** Innovation  
   - **Status:** Yet to be started

7. Create a marketing video using ASG students and Cougar mentors to be played in the Student Center Atrium highlighting Student Development programs, events, and involvement opportunities.  
   - **Goal:** Campus Climate  
   - **Status:** Yet to be started

8. Hire a full time specialist for the Canyon Country Campus  
   - **Goal:** Human Resources  
   - **Status:** Yet to be started

9. Hire a Student Services Coordinator to be split between the Canyon Country Campus, Newhall Ranch, and other possible remote locations.
10). Hire a Student Services Technician to create, modify, and constantly update social medias for department and programs.

**Goal:** Human Resources  
**Status:** On hold - pending funding

11). Replace and purchase a new copier machine for the ASG Computer Lab.

**Goal:** Student Support  
**Status:** On hold - pending funding

12). Coordinate a High School Leadership Conference hosted and led by the ASG and Club officers.

**Goal:** Leadership  
**Status:** On hold - pending funding

Completed Objectives

1). Create and facilitate a set of workshops for club advisors for FLEX credit throughout the semester.

**Goal:** Teaching and Learning  
**Status:** Completed  
**Add'l Comment:** A set of workshops for club advisors are now scheduled during the year. In addition, a club advisor roundtable workshop is annually offered during fall and spring flex weeks.

2). Convert the CCC ASG Lounge into a partial ASG Office and Computer Lab with seven computer stations for students to use who have paid the Student Support Fee.

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

3). Extend services, programs, and events at the CCC, including those coordinated by ASG, Cougar Mentors, and Student Development.

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

4). Pursue a merchant account so the Student Development Office can accept credit card payments.

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

5). Support student art by purchasing and maintaining two large display cases in the Student Center and one at the CCC.

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

6). Student Development will work with Computer Support Services and Jaycees to place Emerging Leader Skillshops online using Blackboard or another web-base learning module.

**Goal:** Technological Advancement  
**Status:** Completed

7). Upload campus and department forms onto webpage for easier access for student groups and organizations.

**Goal:** Technological Advancement  
**Status:** Completed  
**Add'l Comment:** With the assistance of CSS, Student Development has been able to place the club charter forms, food permit, campus tours, and several other documents and forms available online.
Specifically the food permit and campus tour request forms have been extremely helpful for both the students and the staff for planning and documentation backup.

8). Purchase Smart board for the ASG Senate and Club rooms.
   **Goal:** Technological Advancement  
   **Status:** Completed

9). Coordinate ASG and Club Officer Annual Mixer.
   **Goal:** Campus Climate  
   **Status:** Completed

10). Continue development and streamlining of campus club program. As more and more clubs become chartered, it will be extremely important to continue communicating with club advisors and members about upcoming meetings, trainings, events, and deadlines so they are not lost in the shuffle and are successful clubs.
   **Goal:** Campus Climate  
   **Status:** Completed

11). Create New Club Advisor Handbooks
   **Goal:** Leadership  
   **Status:** Completed
   **Add'l Comment:** After completion, the handbooks were distributed to all current advisor at a training workshop. In addition, when new clubs are charted, the Student Development Coordinator, has a meeting with the new advisor to review the handbook and help the advisor understand their role clearly. The feedback we have received from faculty advisors about the handbook has been extremely positive. The department considers the handbook a living document that will be updated and added to through the years and as clubs and advisors roles evolve.

12). Plan and facilitate student leader orientations for new club officers. This will be annual event where ASG leaders will provide training to new club officers in the fall semester.
   **Goal:** Leadership  
   **Status:** Completed

13). Create an advocacy plan with the ASG that provides other community college student governments with options for advocating for their district and students without participation in the Statewide Student Senate.
   **Goal:** Leadership  
   **Status:** Completed

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

1). Provided Student Support Fee benefits at the CCC, including free printing and computer use at the ASG Student Lounge/Lab. *(Goal: Student Support)*

2). Provided student clubs with a new club room for meetings and computer and printer for club use. *(Goal: Leadership)*

3). Renovate and design an ASG Office at the CCC. *(Goal: Leadership)*

4). Coordinated an End-of-the-Year Emerging Leaders Celebration for facilitators and students. *(Goal: Leadership)*

5). Extended hours at the ASG Lounge in CCC. *(Goal: Campus Climate)*

6). Coordinated student advocacy efforts. *(Goal: Leadership)*

7). The ASG Computer Lab provides service to over 28,000 students each semester. *(Goal: Student Support)*
8). The ASG Computer Lab assists other department like A&R, Career Services, Service-Learning for student workshops. (Goal: Student Support)
9). Created FLEX credit workshop series for club advisors. (Goal: Teaching and Learning)
10). Launched and utilized project management software, BaseCamp for the College Ambassador Program, ASG, Cougar Mentors, ICC, and Club advisors. (Goal: Technological Advancement)
11). Campus clubs have increased to 45 active clubs. (Goal: Leadership)

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

1). Provide more open hours of operation at the Valencia Campus, including Saturday hours. (Goal: Student Support)
2). Students are able to obtain a free student ID Card for free from the Office of Student Development including if cards were lost, stolen or student would just like a reprint, so students can utilize the TLC and other departments requiring college ID card for service. (Goal: Student Support)
3). Coordinate a specialized 45th anniversary themed commencement. (Goal: Campus Climate)
4). Increase number of student participants in commencement. (Goal: Institutional Effectiveness)

Other External/Internal Factors

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

In 2011 the Office of Student Development experienced staffing changes. The Staff went from one Classified Administrator, four full-time and one 75% permanent part-time classified staff positions to its current status: one administrator and three classified full-time positions. The vacant 75% ASG funded position and one 100% District position have been merged into one position in hopes to contribute salary savings back to the District’s general fund. This could potentially provide a 75% salary savings to the District. The newly combined position will be filled in spring 2012.

In the next three years, looking at the growth, services, and programs needed at the CCC, and possible remote locations like Newhall Ranch, additional positions will be needed. Positions include a Student Services Specialist 100% at CCC, a Student Services Coordinator split 50% at CCC and 50% at Newhall Ranch and other remote locations, and finally a Student Services Tech specializing in social media for program and services for all campuses.

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

Student Development uses several modes of technology for service delivery. Over the past years, emailing has been the most used delivery source for information regarding our programs and services. More recently, Student Development has created BaseCamp, a central project management software, pages for College Ambassadors, Cougar Mentors, Clubs, and ASG to distribute information and planning documents. Social media tools are the latest modes Student Development has developed in order meet students’ needs and delivery modes. An app has been created for the Cougar Mentor program which will be launched in spring 2012. In the works are apps for ASG, Emerging Leaders, College Ambassadors, as well as, other services and programs our department oversees.

In the future, ASG is looking to purchase an electronic map of the Student Center, publicizing programs, workshops, and services in the building. Furthermore, purchase electronic bulletin boards to keep information current is being discussed and researched.

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

Student Development partners with several other departments to provide workshops, events, programs, and
expand services. The department currently has partnerships and collaborates with the following departments: Admissions and Records, the Student Health Center, Campus Safety, Instruction, Athletics, Service-learning, Outreach, Computer Support Services, DSPS, Fiscal Services, Contracts, Facilities, COC Foundation, Institutional Development, Career Services, Student Business Office, COC Honors programs, International Students, Public Information Office, and Financial Aid.

**Challenges.** Please indicate any challenges your department or program has faced which may affect services. Also, please indicate how you plan to address these challenges. Challenges the department anticipates are linked to staffing and budget. With the state budget continuing to make cuts, the District will need to continue to cut our department’s resources. Student Development will work with Grants to pursue funding from outside sources to fund staffing and programs.

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

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

Currently, Student Development has a limited presence at the CCC. Students may request the Student Support Fee refunded, get their ID cards and badges made, pick up their 25 Score cards, purchase discount movie and theme park tickets through cross training of staff at the CCC. In addition, students receive free printing at the CCC library provided by the ASG. The ASG is currently funding a computer lab/lounge for students at the CCC to be completed in spring 2012. The lounge/lab will have six computer stations, free printing and copies for students who have paid their Student Support Fee. In addition, the space has been created for the four office positions established by the ASG. Officers are able to work on projects, hold meetings and their office hours on the CCC. The ASG, Cougar Mentors, and the Emerging Leaders programs hold semeserly events at the campus. In addition, the College Ambassadors offer campus tours to interested, current, and future students.

With a possible Westside campus, Student Development would need to cross train additional staff to provide the same services and programs at the campus. In addition, the ASG would need to consider changing their Bylaws to include officer position for their board who take classes and represent the students from the campus. Student Development and ASG would like to see a student center at each campus where both the department and our programs could be housed.

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

In the 2007-2012 Educational and Facilities Master Plan, Student Development made goals to incorporate more activities and services to the CCC. They included, hosting a Welcome Week, conducting monthly Cougar Mentors workshops, hold ASG officer hours, implement on-line instant messenger staff hour, and host ASG semester BBQs. All of our goals have been met and expanded with the exception of instant online staff hours. The department tried this for a year, and students were not interested in instant messaging but rather communicating through email.

10-year Goals
- The ability to accept credit card payments in the department.
- Purchasing and managing electronic bulletin boards in the Student Center and at possible remote campuses
- Recognition ceremonies for students receiving their certificate
- A District Student Leadership Conference
- A comprehensive Club Advisor Handbook and FLEX credit training series
- Creating a leadership training series for club leaders
- Placing the Student Development Transcript program online
- Hosting MajorQuest at remote campuses
- Create social media apps for our programs and services

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

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

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

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

Staffing continues to be a challenge. With the CCC continuing to grow and the possibility of services and programs at the Westside campus, more staffing is required, in order to provide our current and future students with Student Development services.

**Budget Planning**

[Click Here for Budget Planning]

**Program Needs**

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

**Supplies and Services**
Basic office and service supplies will need to be funded in order to meet the programs desired objectives and needs.

**Equipment**
When facilities and staffing are funded in the future, equipment will need to be funded for each additional staff member. In addition, when new campuses are established, Photo ID machines and printers will need to be purchased for each site.

**Facilities and facility modification**
Facility consideration when planning the future Canyon Country and Westside campuses. In order to meet our objections and goals, staff and students will need a location where Student Development and Campus Activities to be housed. This includes office and storage space.

**Personnel**
In order to meet our program objectives, especially for the CCC and Westside campuses the following positions will need to be funded and filled:
- Student Services Specialist III
- Student Services Coordinator
- Student Services Technician

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

The following staff participated in conducting this program planning and review.
<table>
<thead>
<tr>
<th>Kelly Dapp</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ronna Randall</td>
</tr>
<tr>
<td>Melinda Ursetta</td>
</tr>
<tr>
<td>Robin Herndon</td>
</tr>
</tbody>
</table>

Upload additional files.
### Program Information for: Student Services

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

### College of the Canyons' Mission Statement

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

### Program Description

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

This office provides administrative support for all other student services offices. In addition, student discipline cases are managed through this office. Student hearings and mediation efforts are scheduled. The Vice President performs District related functions as needed and required.

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

All student services personnel are served by this office as well as selected faculty and staff as required by individual situations. This office provides services to the general student population as required.

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

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

The Vice Presidents office was formerly the Deans Office. Titles changed about 10 years ago. Nevertheless the office has always housed the CSSO, managed student issues, and in the last 9 years provided District leadership to collective bargaining.

### Administrative Unit Outcomes

**Administrative Unit Outcomes (AUOs) Assessment Model:**

The purpose of this assessment process is to improve the unit's service.
Objectives

Status of Objectives. (Review College Strategic Goals)

Open Objectives

1). Manage the office effectively
   
   **Goal:** Student Support
   
   **Status:** None

2). Provide effective student services to students attending the Canyon Country Center
   
   **Goal:** Student Support
   
   **Status:** None

3). Encourage awareness and action related to student equity issues
   
   **Goal:** Cultural Diversity
   
   **Status:** None

Additional Accomplishments. (Review College Strategic Goals)

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

1). Transition into the new Student Services Building. This year several departments will be moving into permanent space in the newly built Student Services building. There will undoubtedly be challenges regarding space and resources that will need to be overcome.
   
   (Goal: Student Support)
## Other External/Internal Factors

<table>
<thead>
<tr>
<th><strong>Positions in your department.</strong></th>
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## Budget Planning

[Click Here for Budget Planning]

## Program Needs

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

Equipment

Facilities and facility modification

Personnel

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

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

<table>
<thead>
<tr>
<th>Name</th>
</tr>
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<tbody>
<tr>
<td>Michael Wilding</td>
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</table>

Upload additional files.
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Program Description

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

The Student Services Division at the Canyon Country Campus provides administrative support for Student Services offices and programs, coordinates closely with department directors to ensure adequate staffing and services at the Canyon Country Campus, identifies opportunities to improve, promote, and extend consistent and seamless student services to the Canyon Country Campus in coordination with and under the leadership of the Vice President, Student Services. This office will plan, lead, and collaborate on Student Services programming at the Canyon Country Campus, identify strategies to promote student success, and promote the visibility and use of services to students.

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

This office provides administrative support to those Student Services departments that provide direct service to the general student population. This office also works closely with college staff, faculty, and local community members.

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

Chart #1: [CCC Org Chart 2013-14.pdf](https://intranet.canyons.edu/offices/FiscalServices/APRBudget2010/ANPRForm.asp?Prog...)

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

Student Services departments have been a critical part of CCC operations since its inception in 2007. Staffing levels and services on campus respond seasonally to campus changes, growth, and student needs. Full-time, on-ground administrative supervision by a Student Services administrator
began in 2010 with the addition of an Assistant Dean, Student Services. A subsequent reorganization of the Canyon Country Campus was completed in May 2012, with supervision of Student Services activities now assumed by the campus Dean in coordination with the VP, Student Services. Administrative staff at CCC include the campus Dean and the Assistant Director of Campus Safety and a semi-regular rotation of administrative personnel from the Valencia Campus who may spend a portion of their week at CCC. On-ground supervision at CCC provides for daily oversight, coordination, and planning, and two full-time Student Services Coordinators, one full-time counselor, one full-time financial aid technician, a part-time student services administrative assistant, and part-time program advisors, counselors, and hourly/college assistants round out the Student Services team at CCC. As the campus continues to grow in terms of student enrollment, physical square footage, and sections offered, the Student Services offices must continue to respond to student needs. This pattern of growth will require additional permanent Student Services staff at CCC and ongoing analysis of hours services and spaces occupied on campus.

### Administrative Unit Outcomes

<table>
<thead>
<tr>
<th>Department Goals (Overarching AUOs)</th>
<th>Specific Objectives</th>
<th>Means of Assessment and Criteria for Success</th>
<th>Summary of Data Collected and Number of Cycles</th>
<th>Use of Results</th>
<th>Next Assessment Cycle (Month, Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>In order to provide excellent student support, Student Services division staff must be proficient with FERPA privacy laws as they relate to student services operations. The Student Services Division at CCC will conduct</td>
<td>A pre-workshop survey was distributed before the training to obtain a baseline level of knowledge and perceptions of FERPA law. A post-workshop service was completed following training to assess the impact of this training. A high level of awareness of FERPA as</td>
<td>11 staff participated in the FERPA training, including 9 part-time staff. 9 pre-and post-workshop surveys were completed. Of the 9 surveys, the post-survey responses noted 8 of the staff “strongly agreed” that they had a full understanding of FERPA as</td>
<td>2</td>
<td>Student Services staff at CCC will continue to participate in FERPA workshops at least once a year. The results have shown increased awareness of FERPA law as it relates to student services at COC, but post-workshop respondents agreed that additional training is</td>
<td>- - - 2014</td>
</tr>
</tbody>
</table>
The Student Services Division at CCC will ensure consistent and seamless District services/information for students. Annual FERPA training for front-counter staff in order to provide appropriate service. Front-counter staff in the Admissions & Records Office, the Student Business Office, and the Assessment Center were selected to participate in the first annual FERPA training at CCC. This training will provide staff with information to stay up-to-date on privacy law and its relationship to academic records and student services at College of the Canyons.

In order to provide excellent student support, Student Front-counter student services staff in the Admissions & Records 9 staff completed a brief pre- and post-test survey (12 questions), 2 A pre-test overall score of 76% accuracy was followed with a post-test overall score of - - 2015

| FERPA standards was expected (90% “strongly agree” with full understanding of FERPA as it relates to their job at COC) FERPA pre-workshop survey identified 6 who “agreed” and 1 who “strongly agreed.” This workshop identified that 89% did “strongly agree” that they had a full understanding of FERPA, which was just short of the expected goal of 90%. Additional online training refreshers have been provided along with regular incorporation of FERPA training into staff meetings. | It relates to their position in Student Services. The pre-workshop survey identified 6 who “agreed” and 1 who “strongly agreed.” This workshop identified that 89% did “strongly agree” that they had a full understanding of FERPA, which was just short of the expected goal of 90%. Additional online training refreshers have been provided along with regular incorporation of FERPA training into staff meetings. | Use. Future training will work to increase the level of “strongly agree” proficiency of FERPA standards to 100% of CCC front-counter staff. Future trainings will also be scheduled to include full-time staff with back-office responsibilities. The next workshop will be completed late Spring 2014. |
Services division staff will demonstrate familiarity with all student services offered on campus. Division staff will demonstrate satisfactory knowledge of the services provided by all Student Services departments, in order to provide timely and accurate information and student referrals when needed.

Office, the Student Business Office, and the Assessment Center will participate in a pre-test survey to gauge their understanding of Student Services offices and services, followed by an in-person and online training, and concluding with a post-test survey. This assessment should note an increase in awareness of Student Services and assist in ongoing quality improvement of Student Services staff knowledge.

A target goal of 100% proficiency is set for the next cycle of assessment. This ongoing assessment is important to the Student Services Division at CCC, especially when staff turnover occurs. This ongoing assessment will continue to address and improve core knowledge in order to meet the objective of quality and accurate information to students on campus.

An in-person workshop discussion is intermediated by one month of online and in-person discussion about Student Services programs and services. The pre-test noted that only 2 questions were answered correctly by all staff (on-campus services questions). 9 questions were answered correctly by 7 or more of the 9 staff. Two questions were answered incorrectly by all but two staff (program acronyms, definitions, and terms). The post-test noted substantial improvement with all but one question answered correctly by 8 or more staff.
the surveys also corroborated the results, with staff agreeing that the exercised increased the knowledge and familiarity of services available to students.

### Objectives

**Status of Objectives.** *(Review College Strategic Goals)*

Open Objectives

1). Increase awareness of service hours and types of services available at CCC  
**Goal:** Student Support  
**Status:** In progress  
**Add'l Comment:** Ongoing presentations to the District community have increased awareness of services/hours on campus. (#279--Student Survey)

2). Increase hours of operation for students, as appropriate to department, service, and data.  
**Goal:** Institutional Effectiveness  
**Status:** In progress  
**Add'l Comment:** Adult Reentry and Veterans, Student Health, Career Services, CWEE/Internships, and Student Development (ASG Lounge) have increased their hours such 2012/2013. Additional increases for other offices will be accomplished as appropriate.

3). Outline a roadmap for staff/office programming growth during transition period to permanent buildings  
**Goal:** Physical Resources  
**Status:** In progress  
**Add'l Comment:** In consultation with the VP, Student Services, a space utilization template will guide the growth of Student Services offices on campus until additional permanent facilities are available.

4). Work closely with VP, Student Services, to grow services.  
**Goal:** Leadership  
**Status:** In progress

5). Communicate effectively on behalf of Student Services at CCC.
Goal: Campus Climate  
Status: In progress  
Add'l Comment: Through newsletters, website links, in-person presentations, events, and other forums, Student Services communication continues.

6). Coordinate and collaborate with Student Services staff to ensure seamless, consistent services and provide for best-use of Student Services space at CCC.

Goal: Innovation  
Status: In progress

7). In conjunction with VP, Instruction, collaborate and plan for expanded instructional delivery at CCC to support student growth.

Goal: Teaching and Learning  
Status: In progress

Add'l Comment: Ongoing consultation for robust 2013SU and 2013FA offerings at CCC continues.

8). Continue to innovate for better communication between District and Division staff, through use of collaborate technology (such as OneNote, CCC-Confer, GoogleDocs, Skype, etc.).

Goal: Technological Advancement  
Status: In progress

Add'l Comment: All referenced technology are currently used to support District communications at CCC.

9). Support additional staffing requests for CCC, including office spaces needed for departmental growth (esp. Counseling, Student Health, Switchboard).

Goal: Human Resources  
Status: In progress

Add'l Comment: The following positions were added at CCC in 2013: Administrative Assistant II (72.5%) and Customer Services Technician II (47.5%). Additional staffing is required, particularly at the Switchboard, to ensure that critical offices remain open/staffed during required hours of operation.

10). Increase Student Health center hours at CCC

Goal: Student Support  
Status: In progress

Add'l Comment: In Spring 2014, an additional half-day of service was added at CCC. Additional staffing/coverage is still needed to support campus growth.

11). Hold regular all-CCC student services staff meetings.

Goal: Leadership  
Status: In progress

Add'l Comment: These meeting are held several times a semester to provide a venue for cross-departmental collaboration, planning, and coordination.

12). Coordinate with Outreach Director to continue promotion of CCC offerings in the community.

Goal: Institutional Advancement
**Status:** In progress

**Add'l Comment:** This objective is ongoing, as part of the pre-Fall 2014 rollout of 3SP changes as part of the Student Success Taskforce.

13). Add permanent administrative support for Division

**Goal:** Human Resources

**Status:** On hold - pending funding

**Add'l Comment:** Proposed second administrator for the Canyon Country Campus, providing backup supervision of campus operations

Completed Objectives

1). Add campus support position to support Student Services and educational administrators at CCC.

**Goal:** Human Resources

**Status:** Completed

**Add'l Comment:** In December 2013, additional administrative support was added with the hiring of the following CCC position: Administrative Assistant II, CCC Student Services Support and Campus Liaison, 72.5%. However, there is now only one educational administrator at CCC. A future second admin is a campus priority.

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

1). Completed CCC website conversion to SharePoint, providing a dynamic new resource for students and a communications tool that will help promote the Student Services Division. (Goal: Technological Advancement)

2). Regularly coordinated with Student Services directors and staff to plan and adjust services at CCC. (Goal: Leadership)

3). Prepared and disseminated regular communication with students enrolled at CCC to promote the programs/services provided by the Division. (Goal: Student Support)

4). Implemented staff-exchange between Valencia and CCC staff to increase awareness of campus challenges and office arrangements. (Goal: Innovation)

5). Coordinated with ASG on campus events and communication with students. (Goal: Student Support)

6). Departmentalized student services functions at CCC in alignment with operations at VLC. (Goal: Human Resources)

7). Made significant progress for District document imaging through regular use of imaging stations at CCC. (Goal: Technological Advancement)

8). Continued “Did You Know” information campaign for Welcome Week 2013 (Goal: Teaching and Learning)

9). Expanded services for several offices (Student Health, Veterans) in coordination with department directors. (Goal: Student Support)

10). Began production of on-demand transcripts at CCC A&R, including electronic PDF transcripts. (Goal: Technological Advancement)

11). Arranged student spaces, including reorganized Quad-1 setup, to promote dissemination of information to students (info center). (Goal: Physical Resources)
12). Celebrated student groups (ASG, Veterans, Student Clubs) through a campus events, bulletin board displays, and presentations. (Goal: Campus Climate)
13). Added display cases and streaming powerpoints regarding campus and student services opportunities. (Goal: Student Support)
14). Created and promoted regular communication through social media at CCC. (Goal: Innovation)
15). Received second grant from ASG for student art display cases at CCC. (Goal: Campus Climate)

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

1). In consultation with the VP, Student Services, conduct a systematic review of campus expenditures and identify staffing and budgetary solutions (including reallocation of budget funds by campus location code) necessary to support effective Student Services at CCC. (Goal: Financial Stability)
2). Add a second campus administrator at CCC, providing increased campus coverage and supervision. (Goal: Leadership)
3). Establish a rotation of student art to display regularly at CCC (using Quad-3 student art display cases and other campus locations). (Goal: Campus Climate)
4). Complete campus "fitness loop" with identification signs/placards. (Goal: Physical Resources)
5). Work closely with ASG and Student Development staff to promote consistent staffing of ASG student leadership positions and regular campus life events. (Goal: Student Support)
6). Promote on-campus student gathering spaces (student lounge, café patio, study room/café) and identify additional options to promote extracurricular student meeting space (awnings, benches, etc). (Goal: Physical Resources)
7). Complete campus emergency operations center, in conjunction with Campus Safety. (Goal: Physical Resources)

**Other External/Internal Factors**

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

Student Services departments have been a critical part of CCC operations since the campus opened in 2007. Staff and department hours adjust to respond to campus demands and growth. Full-time, on-ground administrative supervision by a Student Services administrator began in 2010 with the additional of an Assistant Dean, Student Services. A subsequent reorganization of the Canyon Country Campus was completed in May 2012. Student Services at CCC are now supervised by the Dean, Canyon Country Campus. Administrative personnel at CCC includes the campus Dean and the Assistant Director of Campus Safety and a semi-regular rotation of additional administrative staff from the Valencia Campus. Future campus growth will require the addition of a second permanent manager to coordinate campus operations and provide supervision for a dynamic facility. Current Student Services staff at CCC includes two full-time Student Services Coordinators, one full-time counselor, a financial aid technician, a part-time student services administrative assistant, and part-time program advisors, counselors, college assistants, and hourly
staff. Expected growth of CCC instruction and the accompanying growth of student headcount on campus will require growth of Student Services departments. Identification of flex-space options, additional campus modular, or innovative means of extending services (virtual offices) must be considered. Use of temporary staff and college assistants should be transitioned to permanent staff positions wherever possible.

**Technology.** How is technology being used for service delivery? What specific changes in the use of technology should be implemented? Please indicate the hardware and software (including version if known) needs for department. Also, indicate if a budget augmentation is needed. The Student Services Division has expanded the amount of services available online via MyCanynons, the College website, and through specific-CCC information online. Document imaging software supports the paperless goals of the Division and a significant number on databases support Student Services work on a variety of petitions and office functions. Social media, online chat, and IntelliResponse support CCC, as well as additional imaging stations and a staff workroom. One photo ID machine currently supports the campus--an additional terminal will be needed as the campus grows. Transcripts are now processed online. OneNote and shared hard drive space expand the communication and coordination between VLC and CCC. The next three years will require expanded computer labs for students, additional imaging stations for Student Services staff, and new telephony services. An reorganized workroom in Quad-1C provides a back office space for organization of Student Services files, supplies, and materials, but replacement computers/scanners will be needed in the coming two years. Quad-1B lab and assessment spaces are increasingly crowded and will require additional computing terminals in the future or additional space on campus. A Student Services powerpoint is displayed at several locations on campus through LCD monitors, but should be displayed in all student gathering spaces. Fee-based services such as Flickr and other social media/sharing accounts to facilitate better communication with students and campus outreach. Determine ethernet switch needs for each quad as the campus continues to grow. Link CCC Student Services telephone services to "telepresence" software at the Valencia Campus.

**Interdisciplinary Collaboration.** Describe any relationships with other departments/programs. The Student Services Division at CCC interacts regularly with all Student Services offices. This office communicates and coordinates on a daily basis with the Vice President, CCC. Regular staff meetings with on-ground CCC staff allow coordination with other offices and divisions, such as Facilities, CSS/IT. Institutional Research, HR, Instruction, etc. The next three years will require expanded, regular communication with department directors and other Valencia staff (particularly in Instruction) to coordinate the continued growth of District services and instruction at CCC. A second permanent campus administrator is needed, as well as continued department-by-department identification of campus budgetary, staffing, and facilities needs.

**Challenges.** Please indicate any challenges your department or program has faced which may affect services. Also, please indicate how you plan to address these challenges. Being off-campus, distance between Canyon Country and Valencia can affect communications between District offices. However, many steps have been taken to minimize this challenge (see accomplishments). Regular meetings, intercampus staff exchanges, and training continue to help coordinate operations at both campuses. The transition of temporary staff positions to permanent CCC positions will provide greater stability and expertise on campus while also supporting the growth of student enrollment and use of student services functions at CCC. The 3SP taskforce changes require particular attention to staffing and support services provided by the Counseling Office. Communication and regular discussion of CCC items with District staff will continue to be essential. Access and use of timely data on student enrollment, staffing, and community growth will be essential for continued services at CCC and ongoing planning.

**Department/Program Changes.** Please describe any changes (institutional or within the broader
Supervision of CCC Students Services functions is provided by the Dean, Canyon Country Campus. A second full-time campus administrator (ideally from the Student Services division) is needed. Continuing campus challenges included the coordination of timely and accurate communication between all District staff and the alignment of seamless service for students at both campuses. CCC 9000-level budgetary codes must also be reviewed regularly across all departments to continue to ensure their adequacy to campus needs.

### Canyon Country Campus and a possible Westside Campus

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

The following Student Services departments/programs currently provide regular, on-ground services at CCC: Admissions & Records, Assessment, Campus Safety, Career Services, ASG Computing spaces, Counseling, DSPS, Financial Aid, Student Business Office, Student ASG Lounge and Student Development, Student Health Center, and Veterans Center, Adult Reentry, biannual Service Learning workshops, CWEE/Internships.

The following services do not have a regular on-ground presence at CCC, instead providing their services via appointment, website, or workshop: EOPS, Non-Credit Counseling, Transfer Center. These services have been asked to address this in their annual Program Reviews, in order to plan for appropriate service to students at CCC. Other services, such as Student Health, must continue to expand their service footprint at CCC in conjunction with the growth of student enrollment at CCC.

### Connection to Educational and Facilities Master Plan

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

In coordination with the Vice President, Student Services, this office works closely to monitor trends in enrollment and the associated adjustments that may be needed for Student Services. The Division has largely achieved/surpassed the goals presented in the previous Master Plan and has set ambitious goals in the most recent Educational/Facilities Master Plan. A Fall 2014 general state construction bond will allow construction of several permanent buildings at CCC, including a laboratory science building. The continued growth of FTES at CCC will necessitate the expansion of Student Services programming. Ongoing goals for the next 3+ years include adding a permanent presence for all Student Services departments, additional administrative leadership, augmented student services budgets, and reduced reliance upon temporary staff.

### Other Information

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

District studies—such as Faculty/Student services and Research Reports/Briefs—are used to assess the appropriate level of service needed at CCC. Coordination with campus committees, groups, and community partners is also a part of gathering and responding to information affecting operations at CCC. The leadership of the Vice President, Student Services is important to this task.

### Use of Data

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

<table>
<thead>
<tr>
<th>Data Result</th>
<th>Implication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Close coordination with Instructional staff to</td>
<td></td>
</tr>
</tbody>
</table>
1). Projected FTES expansion at CCC
coordinate scheduling for offered degree programs and on-campus offerings

2). Annual Student Survey data on ASG and student life activities
Need for consistent staffing of ASG leadership positions for CCC and regular student life activities at CCC

3). Student Survey highlights needs for greater visibility of Student Services available at CCC.
Welcome Week, outreach campaign, enhanced website, regular newsletters, and on campus events/workshops have highlighted Student Services offerings.

4). Enrollment patterns at CCC show an increase in average unit load.
This means that students at CCC will be spending more time on campus than previous semesters, which increases the importance of appropriate service footprints on campus. Outreach efforts should continue to raise awareness of services for this student population.

5). Annual Faculty/Staff survey results
Identification of areas of high/low satisfaction, high/low awareness of services, and communication issues for the Division.

**Departmental Strengths.** Describe the department’s strengths or unique features. This should principally include information from the data summarized above. CCC—and the Student Services Division at CCC in particular—has a “pioneer spirit” that is willing to tackle the challenges and opportunities of a growing campus, growing resources, and evolving campus space. The Division has a highly collaborative team culture, works as a “paperless” office with coordinated imaging of all academic documents, and functions semi-autonomously with limited staff compared to offices at VLC. Moreover, the Division has close communication with local students and services as a central information/opportunity gateway for students on campus, due to the comparative lack of other permanent staff at CCC. The fact that most on-campus Student Services are housed within the same quad on campus provides a level of geographic convenience that is not parallel at VLC. The Student Services team at CCC is a tight-knit group that supports one another and support District students who attend classes at CCC. They work hard and with periodic space and funding challenges, but the future is very bright for this division at CCC.

**Departmental Challenges.** Describe the department’s challenges. This should principally include information from the data summarized above. Given the size of the campus, not all Student Services offices have a footprint at CCC. As average unit load of students at CCC increases, and as District enrollment management plans increase the number of sections offered on campus, Student Services offices must respond to the growing slice of District students that take a sizeable portion of their unit load at CCC. Student enrollment trends continue to portend the need for increased services and the need for additional permanent staff at CCC. Space limitations for multiple Student Services offices sharing a single quad space continue, as well as communications barriers across geographic distance, the fact that current office arrangements are in temporary space, the reliance upon more part-time staff due to lack of permanent staff, ongoing challenges of communication with students to highlight what services are available on-campus and when, and the need for student gathering spaces on campus.
Program Needs

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

**Supplies and Services**
Growth in offices/staffing will require additional custodial/facilities support and supplies; as the campus ages, scheduled maintenance costs will increase as campus items ages; increased supply budget; support for expanded technology/equipment; student computing and gathering spaces (lobby); signage (marquee, bulletin boards); campus escort staffing/budget increase is needed to expand shuttle service on campus; reduced reliance upon temporary signage

**Equipment**
New parking meters are needed in Lots 1, 2, and 3; electronic campus marquee; updated computer workstations in Student Services offices; additional document imaging stations; student computing labs; connected ADI phone interface; expanded wifi and cellular support; expanded or additional network switch to accommodate the growth in networked printers and computers on campus

**Facilities and facility modification**
Additional physical space for an expanding list of Student Services departments on campus; secondary effects remodeling may be necessary to adapt temporary spaces to fit expanding services prior to construction of permanent buildings; additional modular buildings; campus directional signs; shade structures; additional outdoor seating venues

**Personnel**
A full-time second campus administrator; additional classified staff in FinAid (specialist support staff); additional permanent Counselor and permanent program advisor; permanent staff for Veterans/Reentry services; transition of college assistant to permanent staff at Student Services counters; additional Career Services advisor to accommodate full-day service; identify appropriate waiting/gathering spaces for students waiting for appointments; permanent part-time staff for SBO and A&R; expansion of the Health Center into a full-time operation with additional medical assistant and/or nurse; transition 60% DSPS counselor to 100% and hire permanent PT staff; add complete palette of EOPS/CARE programs at CCC; expanded Student Development lounge with evening hours (full-time); on-campus staffing from student services offices that do not currently have services at CCC

Who do you need to coordinate with to make this happen? (e.g. other departments on campus, four-year college, high school, local business or other community colleges)
Vice President of Student Services, Human Resources, Instruction, Facilities, Fiscal Services; CCC Advisory Committee; District

The following staff participated in conducting this program planning and review.
Ryan Theule, Mike Wilding, Liz Shaker, Gail Ishimoto, Robynn Fridlund, Jamie Page, Samantha
Weber, Anthony Michaelides, Jim Temple, John Makevich, additional CCC student services staff.

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

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

| Program Information for: Transfer Center  
Year(s): 2011/2012 to 2013/2014 |

College of the Canyons' Mission Statement

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

Program Description

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

To identify, recruit, and motivate College of the Canyons students who represent diverse backgrounds as well as all socioeconomic levels and provide them with the appropriate support services to transfer to four-year colleges and universities to complete a baccalaureate degree and further.

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

College of the Canyons students, staff, faculty, administrators and community members.

Provide a current organizational chart for the department, including all full-time and part-time staff.

Show the full-time equivalent of each staff member. Also, you may want to include a proposed organizational chart if you are proposing changes.

Chart #1: ORGANIZATIONAL CHART.doc

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

The College of the Canyons Transfer Center (TC) began informal operations in November 1997. The TC shared services and office space with the career center. The TC was staffed by Transfer Center Specialists. An academic counselor was assigned the coordinating responsibilities to the transfer functions of the center. A gradual increase of transfer students accessing transfer services was shown with each new academic year beyond 1997. In the fall of 1999 term, a permanent Director/Counselor position was filled. Since that time, the demand for services have rapidly increased and the role the center staff plays on the campus has broadened significantly. Currently the center no longer exists and the one staff member and Director has been relocated into the counseling department.

Administrative Unit Outcomes

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

<table>
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Due to budget cuts college representatives are looking for ways to meet with students without having to travel to various community college locations. Our department welcomes outreach from the various college reps and find it very beneficial for our students. We came together and decided to provide virtual appointments for our students when outreach visits aren't available.

After an appointment students were given a quick short answer survey to rate their satisfaction of the appointment. Verbal responses were also collected from students.

The data collected was positive. 90% of the students felt that the appointment provided them with the assistance they needed. Of those students who had meet with a college representative face-to-face at a previous appointment 93% found that the appointment was just as affective, thus receiving the information they needed. They felt that through the use of virtual appointments, there was more opportunities to meet with representatives even if it was not a face-to-face appointment.

The Transfer Center will continue to offer virtual appointments as a means for students to meet with college representatives, in addition to face-to-face appointments when made available. We are currently inviting more college campuses to offer appointments virtually.

As a result of sending an outreach letter to selected students based on certain criteria, these outreach efforts will increase Transfer Center appointments.

An outreach letter will be sent to students who have completed 12 units inviting them to the Transfer Center to receive services. It is expected that 30% of the students will respond based on the letter received.

53% of students who received an outreach letter visited the Transfer Center and scheduled appointments.

The Transfer Center will continue to send letters as one of its outreach efforts to publicize and inform students of the services/resources available within the Transfer Center.

Increase student appointments/visits/workshops

An assessment will consist of

The results indicated that

3

Outreach methods were

- - - 2013

Spring 2014

2012
| Action                                                                 |
|-----------------------------------------------------------------------|---|
| during slower periods within the Transfer Center.                    |
| reviewing overall student contacts on a monthly basis and determining what specific months show fewer student contacts. |   |
| the winter terms showed fewer student contacts by 20%                |
| used to invite students to visit the transfer center. This was done by sending emails and letters to students of interest. The results indicated that the student contacts increased by 7%. Additional efforts will be made by providing outreach tables in highly student populated areas to increase visits. |
| To increase Transfer Admission Agreements every fall semester        |
| At the end of each fall term, total completed TAG forms will be counted. It is estimated that there will be an increase of 20% each fall term. | 1 |
| There was an increase of completed TAG forms by 15%                 |
| Increased outreach will be done by means of letters and/or via email to inform students of the TAG opportunity and the eligibility requirements. This will be done in hopes to increase TAG completions. |
| Provide college representative appointments via web cam              |
| Student will be able to set an appointment during a specific day and time to meet with a representative from UCSB via web cam. After the appointment the student will be asked about their experience and overall satisfaction with the appointments' means of delivery. | 7 |
| The students thought that the experience was a positive and liked the opportunity to use the web cam. The UCSB representative stated that it will allow for them to assist students without having to travel since budgets and staffing has been cut. |
| Due to the current conditions with budget cuts, lack of admissions and lack of spring |   |
| During the "Transfer Fair," students                                |
| Surveys were collected from both                                     | 1 |
| The results indicated that 80% of the                                | 2012 |
| 2012                                                                  |
| 2012                                                                  |
openings at the UC's and CSU's more students are turning to private universities as a transfer option, yet many of these students know very little about the various private institutions. The transfer Center will host, in the spring semester (2011), a private university "transfer fair" to address and provide additional transfer options for students to pursue.

and private university representatives will be given a brief questionnaire with questions pertaining to the event. The transfer representatives and students asking for their thoughts about the event. Students found the event very useful and acknowledged that they had limited information and knowledge when it came to many private universities. These same students indicated that this event was much needed and helpful. Over 80% of the representatives stated that they had many student inquiries and 92% thought it was a successful event.

<table>
<thead>
<tr>
<th>Objectives</th>
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<tbody>
<tr>
<td><strong>Status of Objectives.</strong> <em>(Review College Strategic Goals)</em></td>
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</table>

1). Secure a ful-time transfer counselor

**Goal:** Student Support

**Status:** None

**Add'l Comment:** A counseling position would allow for more counseling appointments, workshops, and transfer outreach.

2). Technology is greatly needed. We would like to regain our computer lab for the transfer center which was removed and placed into another student services department

**Goal:** Student Support

**Status:** None

**Add'l Comment:** Transferring requires the use of web based resources, therefore access to computers for the use of researching college information, financial aid/scholarships, major course information, and the completion of applications for admissions to name a few, is very critical. The few computers in the lobby is insufficient for students use do to the high demand for other students who access the same computers for COC admission purposes.

3). Create a separate center dedicated to the needs of transfer students

**Goal:** Student Support

**Status:** None

**Add'l Comment:** Due to our current conditions (within the past 3 years) we have relocated, which required the transfer center to loose it's computer lab and sufficient space for our university representatives to meet with students. This has changed our daily operations, which has cut back service to our students via open lab opportunities.

4). Provide students with accurate transfer related information to assist them in planning educational goals
### Goal: Teaching and Learning

**Status:** None

5). Continue to develop more Transfer Agreements and to increase current agreements through outreach and various media opportunities.

### Goal: Student Support

**Status:** In progress

6). Provide transfer information to groups of students by providing workshops for other various departments on campus.

### Completed Objectives

1). Increase Transfer Agreements from fall 2010 to fall 2011

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

1). Providing counseling appointments with college representatives via web cam (Goal: Teaching and Learning)

2). Provided new transfer related workshop entitled, "How to finance a UC education." (Goal: Teaching and Learning)

### New Objectives.

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

1). Coordinate with Outreach Director to promote existing transfer agreements to incoming freshmen (Goal: None)

### Other External/Internal Factors

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

The Transfer Center has changed locations and has been moved into the counseling department. Staff is at a minimum and student needs will continue to increase within the next three years. A counseling position would be a great addition, which would allow us to increase counseling appointments, provide more workshops and transfer outreach.

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

We continue to use the current technology for the basic service delivery. We have added college representative appointments via web cam and have now allowed students to sign up for transfer workshops via SARS. In addition, if the transfer center would regain their computer lab, more students will be serviced by use of open lab. Technology will continue to be the avenue for transfer related information and research. Without adequate computers for student use, we will not be able to provide this much needed service to our students.

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

Workshops are provided by the Transfer Center to various departments and class presentations are provided upon instructor’s request.

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

A lack of staffing and budget cuts have affected the Transfer Center just as it has affected other student services departments on campus. We have had to deal with the challenges for some time now. We continue to provide services to students with the staffing and availability of services and technology we currently have.

**Department/Program Changes.** Please describe any changes (institutional or within the broader academic
discipline/program area) that require changes in the department or program structure, focus, or emphasis. The current changes don't allow us to provide some of the technical services and amount of peer advising to students due to the lack of our computer lab. We are able to provide one-on-one peer advising through staffing (one transfer center specialist), but the computer lab allowed for more students to be serviced by using the transfer center specialist as a resource as students accessed the computer lab verses one-on-one assistance. This service is no longer available.

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

The services that are currently provided are workshops, college representative appointments and outreach. There aren't any current plans for changes.

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

We are continuing to provide services to students to help assist them in achieving their educational goal(s). Our 10 year plan is to be able to increase services by having adequate staffing, space and the technology to provide more support. This would allow us to assist more students as the demand increases. More staff, more appointments would be available to students.

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

The transfer center has established great relationships with colleges and universities which helps to assist in the transition of students transferring to these universities. The continued development of transfer admission agreements helps ease the transfer process for our students. We developed agreements with Bradman University and are currently working with the University of Phoenix. Peers at other community colleges continue to rely on technology (Computer resources) to provide the most current information, resource tools and student access for our transfer students. We hope to be able to provide this service again to our students via a computer lab.

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

<table>
<thead>
<tr>
<th>Data Result</th>
<th>Implication</th>
</tr>
</thead>
<tbody>
<tr>
<td>1). As a result of students attending a counseling appointment they were able to identify at least one transfer university of interest</td>
<td>Through the use of technology (web based resources), students were able to research and explore various college/university options to help in their educational decision making process.</td>
</tr>
<tr>
<td>2). As a result of students attending a minimum of two counseling appointments they were able to identify their transfer major.</td>
<td>Through the use of technology (web resources) and specific guidance from the counselor, student's were able to research, explore and identify a transfer major.</td>
</tr>
<tr>
<td>3). As a result of students attending three or more counseling appointments, students who indicated interest in attending a UC/CSU were able to identify their lower-division prep courses for their major.</td>
<td>Through the use of technology resources (web based) students were able to identify and access courses required for their transfer major based on their college/university of choice.</td>
</tr>
<tr>
<td>4). As a result of creating virtual student appointments with university representatives, the transfer center has increased university representative appointments</td>
<td>Due to budget cuts, the decrease of availability of university outreach visits has been evident. Through the use of technology students have benefited in being able to get the support they needed.</td>
</tr>
</tbody>
</table>

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

Students need assistance in researching/selecting transfer colleges and information related to the transfer process as a whole. Our department provides these services in addition to completing admissions applications, scholarship applications, admissions essays and various transfer related workshops.

**Departmental Challenges.** Describe the department’s challenges. This should principally include information
from the data summarized above. Our department faces challenges that deal with the lack of adequate technology (computer lab) access for our students. The ability to provide technology will allow us to better serve more students versus one-on-one. This would not eliminate the much needed one-on-one appointments, but it will enhance the department and provide resources that other departments provide to their students. Technology is very important when serving our students. It is the means of our information, research, and access to higher education and educational/career goal planning. In addition, a counseling position will allow for more appointment availability, the increase of transfer related workshops and transfer outreach. The more available our technology along with more personal assistance, the better we can service and reach more students.

### Budget Planning

[Click Here for Budget Planning]

### Program Needs

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

**Supplies and Services**
Continued available appointments for students, office supplies and staffing support to run the operations of the office.

**Equipment**
With the reestablishment of the computer lab we will be able to provide students with the necessary technology to assist them with their educational goal(s).

**Facilities and facility modification**
Adequate spacing is required to meet the demands of the students and the ability to provide appropriate services (i.e. workshops)

**Personnel**
Due to the fact that student appointments continue to fill up two weeks at a time, more staffing would allow for more student appointments to be made available, therefore more students will be able to be serviced.

**Who do you need to coordinate with to make this happen? (e.g. other departments on campus, four-year college, high school, local business or other community colleges)**
The support of the Student Services Dean and VP

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

<table>
<thead>
<tr>
<th>Danielle Butts</th>
</tr>
</thead>
</table>

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

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

Program Information for: Veterans Services
Year(s): 2011/2012 to 2013/2014

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

Program Description
Describe the Department's Mission (e.g. services offered and functions performed by this department).
The mission of the Veterans Program is to create a supportive and informative environment receptive to all veterans / eligible dependents seeking to accomplish academic and vocational goals. The Veteran Program staff is dedicated to excellence by providing exceptional service to a diverse community to facilitate, assist and ensure student success.

The Veterans Program on campus is a collaborative between several student service departments (A&R, Counseling, SBO and Financial Aid) to assist military service members, veteran and their dependents in accessing education using VA Education Benefits. Education and training is a key component in the transition process for veterans. We provide access to education, career services and other veteran specific support resources such as the VET Center for mental health counseling and Habitat for Humanity, Homes for Heroes which is assisting veterans in becoming home owners.

Who are the customers/recipients of the services and functions?
Over 2.4 million Veterans have served in support of the war in Iraq or Afghanistan. Please see attached Veteran Population FY2010-2040. At least 200,000 veterans are expecting to go to school using VA education Benefits. Approximately 10,000 veterans live here in the Santa Clarita Valley. On average 800 veterans a year use the service in our program in pursuit of education or vocational training. The customers that the Veterans Programs serves are; Military Recruits, Military Service Members, Veterans, eligible dependents, residents and non-residents, new or returning students.

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

Chart #1: Organization Chart 2014.pptx

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

The Veterans Program has adapted to a high influx of transition from military duty and combat to college. In August 2009 the Post 9/11 GI Bill was launched and was immediately followed by a dramatic spike in student veteran activity on campus. Prior to the Post 9/11 GI Bill the Veterans program was serving a little over 100 student veterans per term. The program currently serves over 800 veterans a year. The program supported 300 veterans and 500 athletes and lived in a cubicle in the Admissions & Records Office. We used 2 computers, the counseling work station when available and any other work station when necessary. The combination of New GI Bill and limited resources caused our enrollment certifications processing times to increase up to 4-6 weeks at times. Delayed payments could have severe consequences for student veterans.

I received a promotion from A&R Manager, Veterans & Athletic Eligibility to Director, Adult Reentry & Veterans Program. The program was relocated from the A&R Office cubicle to X-9, which has 4 private offices, reception area, conference area and work-shop / lab area. The Center was fully furnished with pre-owned furniture, 2 computers from A&R, and 4 new computers, 8 computers borrowed from the transfer center, 1 printer from A&R, 4 new printers, copy machine and overhead projector. Fall 2009 and Spring 2010 we were augmented with 16 additional hours of staff support from the Human Resources Department. During that period Linda Clark split her shift between the two departments. Linda also performed as the Interim Director of the Adult Reentry and Veterans Office while I was out on Military Leave from March 2011 – September 2011. In preparation for my Military Leave we also promoted the Lead VA Work-Study to Certifying Official. With 3 trained certifying officials we were able to reduce processing time down to 2-4 days. Upon my release from active duty Linda returned to her duties in the Human Resources Department.

We are currently staffed with a full-time director, full-time technician, hiring a full-time Academic Counselor for veterans, 4 college assistant and 4 VA Work-Study students. Every Veteran Student using the Post 9/11 GI Bill and VOC Rehab recipients are assigned sponsorship accounts which are managed by the Student Business Office.

**Administrative Unit Outcomes**

<table>
<thead>
<tr>
<th>Administrative Unit Outcomes (AUOs) Assessment Model:</th>
</tr>
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<tbody>
<tr>
<td>The purpose of this assessment process is to improve the unit's service.</td>
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<table>
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<tr>
<th>Department Goals (Overarching AUOs)</th>
<th>Specific Objectives</th>
<th>Means of Assessment and Criteria for Success</th>
<th>Summary of Data Collected and Number of Cycles</th>
<th>Use of Results</th>
<th>Next Assessment Cycle (Month, Year)</th>
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- Administrative Program Planning and Review
- 6/11/2014
The Veterans office will stay up to date with VA certifying regulations. It is essential that we develop efficient processes to support constantly increasing number of veterans enrolling in college and that we report all applicable information to the VA in a time efficient manner. In July of 2008, the Post-9/11 GI Bill was signed into law. This version of the GI Bill is structured differently from previous version and requires additional training. Staff from the COC Veterans Department, SBO and the Veteran Counselor will attend the training meetings, conferences and workshops to obtain the

The plan from this point forward is for the COC Veterans Department, SBO and Veteran Counselor to collectively participate in all available training. So that each stakeholder can train to his/her specific role in the Certification process. This object will be assessed in 3 levels. The first is met when the COC Veterans Department has complete the Certifying Official Online Training. The second is when all full time staff in the Veterans Department have attended WAVES or NAVPA and Veterans Program Administrators of California (VPAC) Meeting. The third is when SBO & Veterans

This year we plan to send representatives from department to (VPAC) meeting and Western Association of Veterans Education Specialist (WAVES) Conference in Summer 2013. The Director will participate in all training to include National Association of Veteran's Program Administrators (NAVPA). This training will be used to improve upon present processes, maintain alliance with federal regulations and increase the flow of accurate information to veteran students.

Once all administrators, staff and faculty have attended required training we will adjust current procedures and policies in reference to the certification process and the management of veteran funds (sponsorships, deposit and refunds). The full-time staff will train all supporting part-time staff. The Veterans counselor will train the counseling department in Veteran Student Education Plans and best practices for counseling Veteran students.

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To provide education, training and resources that promote the wellbeing and a positive mental health disposition for veteran students.

The transition from military life to college sometimes has a negative impact on returning veteran students’ health and academic performance. To address this concern, we have adopted a 45 minute online training simulation to assist faculty and staff to better support our student veterans.

This objective will be assessed in three levels. The first will be met when COC Veteran’s full-time and part-time staff have completed the training. The second when stakeholders like the SBO and the Veteran’s Counselor have completed the training. The third will be met when the majority of full-time staff and faculty have completed the Kognito online training.

During the Spring 2013, semester all full-time and part-time Veteran’s staff completed the Kognito, "Veteran on Campus" online training. All SBO staff completed the Kognito training. The Veteran Counselor completed the Kognito online training. So far 59 employees have completed Kognito online training.

To measure and monitor how many staff members have completed training and assess future training needs. To develop complementing and relevant future training opportunities.

Objectives

Fall 2013
<table>
<thead>
<tr>
<th><strong>Open Objectives</strong></th>
</tr>
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</table>
| **1)**. Image all VA records.  
  **Goal**: Technological Advancement  
  **Status**: In progress  
  **Add'l Comment**: A scanner has been installed at the Veterans office on the CCC. All inactive records 3 years or older have been moved to the Veterans office at CCC. Currently creating the database for document to be scanned and training staff to image records. Will hire VA Work-study student to image all records.

| **2)**. Create and update the procedure manual for the Enrollment Certification Process.  
  **Goal**: Institutional Effectiveness  
  **Status**: In progress  
  **Add'l Comment**: Currently in draft format waiting review and approval from the Director of the Adult Reentry and Veterans Program. Completed a process analysis of the veterans program under the direction of the Dean of Enrollment Services and with the input of the Director of the Student Business Office and the Director of the Adult Reentry and Veteran Program.

| **3)**. Hire full time and part time staff, counseling faculty, and sponsorship technician to enhance the student's experience with the veteran benefits. Hire a full-time Coordinator, VA Certifying Official and SBO Liaison with accounting experience or education. Hire a permanent part-time 30 hrs a week, Student Services Specialist as receptionist.  
  **Goal**: Human Resources  
  **Status**: In progress  
  **Add'l Comment**: We currently staff college assistants to support processing request for VA Education Benefits. We are dependent upon their ability to certify accurately and in a timely manner. They are difficult to replace because the work is specialized and detailed and requires time to become proficient. It would be more cost effective and stable to hire a Coordinator, VA Certifying Official and SBO Liaison.

| **4)**. Hire, train and maintain College Assistants and VA work-study personnel while we wait on funding for permanent full-time and part-time positions.  
  **Goal**: Human Resources  
  **Status**: In progress  
  **Add'l Comment**: Currently hiring 2 additional VA work-study and 2 college assistants. Previously we were fortunate to find staff that were paid for through the CalWorks and Federal Work-Study program minimizing the impact on our staffing budget of $21,000.00. The current certifying officials and receptionist are no longer eligible for neither program and are funded out of our budget. We need at least a $30,000 increase to staff the center.

| **5)**. Redesign Reception Area to add workstations and work space for staff to conduct VA Education Advisement without disrupting students using the study / computer lab facilities.  
  **Goal**: Physical Resources  
  **Status**: In progress  
  **Add'l Comment**: We requested and received an estimate with diagram for updating
workspace. We are presently seeking funding from off campus sources in the form of a grant or donation.

6). Improve the process to report changes to the VA with in 30 days and the "FW" grade withing 3-5 days of grades posting. Improving this process should reduce the fluctuation in billing due to changes not being reported in a timely manner or being reported inaccurately.

**Goal:** Financial Stability  
**Status:** In progress  
**Add'l Comment:** I hope with adding full time staff we will have enough manpower to maintain our current processing rate and report all changes in 30 days.

7). Improve the refund process with the Department of Veteran Affairs and balance the new veterans bank account

**Goal:** Financial Stability  
**Status:** In progress  
**Add'l Comment:** The SBO has reorganized staff and distributed current veteran sponsorships to 2 SBO employes. Non-current sponsorships is being managed by the SBO Director Kath Benz. It has been increasing difficult to work with the VA in regards to billing, payments and debts. The VA has a very complex payment system and requires a great effort to resolve a single account issue. The next step is to hire a full time coordinator to function as a liaison to the veterans program and the student Business office. This position would process all changes, address/resolve payment and debt issues with VA and provide training and write changes to policy and procedures.

8). Maintain student study computer lab and study area. Replace damaged or broken chairs, update computers and maintain projector.

**Goal:** Physical Resources  
**Status:** In progress

9). Implement Process and develop staff so that request for VA Education Benefits are sent electronically to the COC Veteran Office and SBO. Which in turn will lead to both the student and the school receiving payments faster.

**Goal:** Financial Stability  
**Status:** On hold - pending funding  
**Add'l Comment:** We currently lack the staff to support such an ambitious Request for VA Benefits processing time line. In order to reach this goal we would have to hire another full-time Certifying Official and a permanent part-time receptionist. We currently staff college assistants part-time in both positions. We also need to create an online form using Acrobat pro so that veteran can request benefits on line.

Completed Objectives

1). Provide veteran specific mental health and well being training for student veterans, staff and faculty.

**Goal:** Teaching and Learning  
**Status:** Completed  
**Add'l Comment:** Over the last 4 years we have conducted military friendly training to raise awareness of veteran issues, to discuss best practices, and to provide on campus or
off campus resources, to staff and factually. We also hope to ensure that the culture on
campus is considerate of veteran students. The Health Center received a grant to provide
additional mental health training and resources to veterans. Which we have used to support
training and other veterans specific activity. We recently hosted a Welcome Home
Veterans Event and a Regional Strategizing Forum on Veterans Mental Health and Related
Support Services. There were other schools, mental health professionals, veterans
organizations, the VetCenter and the Department of Veterans Affairs in attendance.

2). Improve certifying timeline as veteran population grows.
   
   **Goal:** Student Support
   **Status:** Completed

3). Conduct and host Post 9/11 GI Benefit information brief.
   
   **Goal:** Student Support
   **Status:** Completed

   **Add'l Comment:** The Post 9/11 GI Bill Education Benefit Information Brief is hosted
   once a week on Wednesdays at 9:00 am. Refreshments are provided through a mental
   health grant. The Vet Center sends a out reach representative to provide information on
   Vet Center services and develop positive connection with COC's student veteran
   population.

4). Improve the enrollment certification process, so that certification is completed within 5-7
   business days from the time of submission.
   
   **Goal:** Student Support
   **Status:** Completed

   **Add'l Comment:** We completed a program analysis in 2013. In order to reach this goal
   and increase the accuracy in reporting we temporally hired and trained 2 part time staff
   members to pre-certify and certify VA Education Benefits. The receptions answers the
   majority of the phone calls, and provides most of the support for the lab allowing the
   certifying officials to focus on certifying with minimal interruption. The number of weekly
   enrollment certification during peek periods have almost doubled and there have been less
   corrections required.

5). Attend local training meetings, regional conferences and other training.
   
   **Goal:** Human Resources
   **Status:** Completed

   **Add'l Comment:** The full-time staff from the COC Veterans program, Director of the
   Student Business Office and the Veterans Counselor are scheduled to attend the Veterans
   Program Administrators of California (VPAC) meeting on March 21, 2013 at the
   University of California San Diego. The the Student Services Technician 1 Veteran
   Affairs, Director of Student Business Office and Veteran Counselor are planning to attend
   the WAVES 2013 conference. The Director of the Adult Reentry and Veterans Program is
   planning to attend NAVPA 2013.

6). Provide training program for full-time, part-time, and VA Work Study Students.
   
   **Goal:** Institutional Effectiveness
   **Status:** Completed

   **Add'l Comment:** Felicia Walker, Full-time Classified employee, Technician II, Certifying
Official attended WAVES conference in 2012. Renard Thomas, Director Adult Reentry and Veteran Program attended NAVPA 2012. The Director is the primary trainer and the Technician provides additional training during day to day operations based on information learned at training conferences. In order to meet the institutional standards and federal regulation as defined by the department of Veterans Affairs this will be an ongoing objective for the department.

Canceled Objectives

1). Provide a workshop on "How to learn", and additional academic support within the Adult Reentry and Veteran Center.
   **Goal:** Teaching and Learning
   **Status:** Canceled

2). Contribute to Regional VA Education Benefits training by hosting training meetings.
   **Goal:** Institutional Advancement
   **Status:** Canceled

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

1). 1 Full-time employee attended WAVES 2012 Annual Conference and completed the intermediate level of training for Certifying Official. The director attended the NAVPA 2012 annual conference and completed the experienced level of training for certifying Official. (Goal: Student Support)

2). Established Community Partnership with Habitat for Humanity. Currently sitting on the Homes for Heroes Advisory board. Received a Proclamation from the Los Angeles County Supervisor October 2011. (Goal: Innovation)

3). Completed 6 success workshops. Total attendance 120 students. (Goal: Student Support)

4). Certified 436 veterans for GI Bill Benefits in 2011. (Goal: Student Support)

5). Established VA Education Benefits and Adult Reentry Services at CCC. (Goal: Student Support)

6). Completed 636 VA Education Initial Interviews. (Goal: Student Support)

7). Certified 457 veterans for GI Bill Benefits in 2012 this is up 5% from previous year. (Goal: Student Support)

8). Training over 35 COC employees in Veteran Mental health and transition issues for veterans. (Goal: Student Support)

9). Hired 3 College Assistants. 2 for the VLC and 1 for CCC (Goal: Human Resources)

10). Reported 132 changes to the VA using VA-Once during Spring 2013 as of March 14, 2013. (Goal: Financial Stability)

11). -Re-established Canyon Country Services, increasing hours from 8 to 20 hrs a week. -134 veteran students at CCC, 52 of which are only at CCC (38% of CCC Veteran population) (Goal: Student Support)

12). Raised over $250,000.00 fundraising for veteran with Habitat for Humanity at the Habitat Hearts for Heroes The Builder's Ball 2013 (Goal: Leadership)

13). 2012-2013 we certified 481 veterans for VA Education Benifits (Goal: Student Support)
14). Received honors, recognition and awards from the City of Santa Clarita, the County of Los Angeles, California Legislature Assembly, 2 from the State of California Senate and from U.S. Congressman Buck McKeon for outstanding and invaluable services to Veterans and the community. (Goal: Institutional Effectiveness)

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

**Other External/Internal Factors**

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

Although the student population has grown over 36% in the last 3 years, full-time staffing has not increased from the 2 original full-time employees. The processes necessary to certify veterans is more complicated with the introduction of the Post 9/11 GI Bill in 2009. There have also been major revisions to the Post 9/11 GI Bill to include payments for the tuition and fees coming from the VA to the college. Without increasing staffing levels, the growth of the program has caused negative consequences in services to the veteran student and the management of VA funds paid to the college on behalf of veteran students. The first negative consequence is the limited operation hours due to the lack of additional permanent full time staff. It is very difficult to manage out of the office time, off time such as sick days, vacation time and work related activity outside the office with only 2 full-time employees. This causes a delay in the certification of Veteran’s benefits.

The second negative consequence is that we have a considerable amount of turn-over amongst VA Work-Study Students and we have been unable to find Work-study program qualified applicants. We have been able to relieve some pressure by hiring College Assistants to assist with certification; however, this is really full time classified work.

We currently have 4 Certifying Officials. Because of the turnover in staff, we are constantly providing additional training to maintain compliance with education code, state and federal guide lines. We need to average 50-60 hours a week on processing request for VA Education Benefits, reporting changes, probation and FW grades in order to be in full compliance with VA Federal mandates and standards. In August 2012, Sylvia Tran was hired as the Veteran Academic Counselor in a 20 hrs. A week part-time adjunct position. In June 2013 Sylvia was approved to work 35 hours a week. During peek periods she will serve 17-20 veteran students a day. Sylvia has helped us to serve more veteran in a more timely manner that otherwise would not be able to use services. In order to service continue serving over 800 student veterans annually, support operating hours and both campus we must increase the staffing budget from $20,000.00 to $50,000.00 annually.

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

VLC

There are 4 desk top computers used in the offices and at the reception desk. There are 2 lap top computers. 1 is used by the Director the other is used by part-time staff as a floating work
station. The director has a dual monitor. In the study area there are 9 computers for student use.  
1 Projector used for presentations. Computers are being utilized by students to apply to college,  
register for classes, research student services, and apply for VA Education benefits as well as homework. One computer in the lab is used to scroll important information to students in a  
PowerPoint presentation another computer is used to print with a college print card.

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - Webcam</td>
<td>$135.00</td>
</tr>
<tr>
<td>Adobe Acrobat Pro</td>
<td>$62.00</td>
</tr>
<tr>
<td>Need to add a software code to the budget</td>
<td></td>
</tr>
<tr>
<td>3 Computers</td>
<td></td>
</tr>
<tr>
<td>6 monitors for dual monitors set up</td>
<td>$1,770.51</td>
</tr>
</tbody>
</table>

CCC
There are 2 computers, with dual monitors, a printer, a label maker and two telephones.  
We need the following technology going forward into the Future

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - Webcam</td>
<td>67.73</td>
</tr>
<tr>
<td>1 - Card Reader</td>
<td></td>
</tr>
<tr>
<td>1 - All in one wireless printer</td>
<td>$300.00</td>
</tr>
</tbody>
</table>

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

We refer students to any and all applicable departments. Most of the referrals are to the counseling department, Student Business Office and Financial Aid Office. We all so work closely with the Career center, CWEE and the University Center transfer programs.

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

The biggest challenge that we are currently facing is in the area of staffing. It is very difficult to support an annual student veteran population of 800 hundred with only one classified employee. It is critical that we process certifications for VA benefits in a timely and accurate manner. Student veterans are dependent upon these resources for all living expenses. Processing enrollment certification must be an isolated and uninterrupted process to ensure accuracy and efficiency so that we meet VA guidelines. Having only one full-time classified person also makes it very difficult to maintain and complete Veteran’s certification process with a reasonable amount of time for students and in reference to compliance with VA Guidelines.

The physical space in the office should be rearranged so that there is an appropriate space to address student inquiries, answer phones, make referrals, conduct information meetings and student interviews as well as provide workstations for part-time staff to work. By adding staff and the modifying the workstations to better meet the needs of our students, we can minimize distractions increasing productivity.

A refrigerator and storage cabinets are requested to store the refreshments and food prior to and after the events. A refrigerator is approximately $1000.00 and the cost of the storage cabinets are include in the quote for the redesigned reception area $8,891.26.

The changes would convert the current station from a single work station to 3 separate workstations with privacy dividers protecting private personal information as it is used to serve students. I have attached the quote and design drawings.
Recent changes to the laws and policies governing VA Education Benefits required adaptation and in some cases a complete revision of existing practices. There were dramatic changes to how money is to be refunded to student veterans which directly impacted the way the Student Business Office managed the Student Veteran Accounts. Federal Tuition Assistance now requires that billing take place using a Department of Defense online program. We are currently in the process of establishing the account; additional training and resources may be required.

### Canyon Country Campus and a possible Westside Campus.

Please describe your department’s services that are available at the Canyon Country Campus and any plans for changes. Also, please include plans for offering services at a possible Westside Campus. There are 134 veteran students at CCC, 52 of which are only taking classes at CCC (38% of CCC veteran population).

The Adult Reentry and Veteran Office is currently open for 20 hours a week.

The Veteran Office at CCC currently provides benefits counseling, initial benefits interviews, collection of VA Documents and assists with submitting online VA Education Benefits Applications. We also work with the existing students service departments to help veterans successfully transition from military life to student life.

I recommend an increase staff presence from one to two representatives. This will allow us to document image all VA Records, add veteran oriented workshops and participate in other applicable campus activity.

We would also like to research the potential for a possible cohort to be developed using the existing Career Technical Education programs available at CCC.

I plan on using Skype or other video conferencing software to support Information briefs and assists staff at CCC.

We are currently working closely with ASG and the CCC leadership to build awareness of our service and stimulate interest.

The staff at CCC stays productive by imaging all old VA Records, updating website, department social networking outlets, event planning and special projects as assigned.

### Connection to Educational and Facilities Master Plan.

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

In 10 years we hope to support up to 1000 veterans or at least 10% of the Santa Clarita Valley Veteran population (10,000 Veterans) veterans annually. We will need four full time certifying officials, a full-time Academic Counselor and a full-time receptionist.

### Other Information.

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

We partner with Habitat for Humanity, "Homes for Heroes" and "Nickels for Nails" programs.
We also work closely with the Sepulveda Vet Center.

### Use of Data

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

### Departmental Strengths

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

The physical space is one of our greatest strengths. The Adult Reentry and Veterans Center is housed in X-9, which has 4 offices, conference area, 8 computers in the student lab, 8 tables for home work and reception area. This space has allowed us to offer practical services to the Adult Reentry and Veteran student population. We currently support over 600 veterans annually. We employee and train veterans to help other student veterans use the GI Bill, navigate campus resources and acclimate to a student life style. We have developed a unique relationship with several members of the community expanding the networking, beneficial information and resources available for veterans.

### Departmental Challenges

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

The lack of additional full-time staffing is one of our largest challenges. We also need additional staffing so that changes in student enrollment can be reported within 30 days as required by the Department of Veteran Affairs. The Student Business Office needs additional staffing to meet the demands of a dramatic increase in VA payments to the college as well as the staffing required to process refunds back to the VA within the time required by VA guidelines. Another challenge is that most of the staff in the office are part-time employees and generally stay in their positions for 2 - 3 semesters, forcing the department to frequently retrain new part-time staff in the complicated process of Veterans Education Benefits work.

The solution is to increase staffing levels. Hire a Coordinator, Veteran Certifying Official and SBO Liaison to work thought the complex bureaucratic process for payment to the school and debts owed to the VA. Another recommendation is to reduce turn-over by hiring more full-time staff and hire part-time staff as needed to compliment full-time positions. Some of the obvious benefits to hiring full-time staff vs part-time staff is that they will not have to be retrained on the same level training as required for a new employee leading to improved accuracy and increased efficiency. Inaccurate reporting or slow processing time can decrease the likely hood of academic success for student veterans.

There is also a significant risk to the district in regards to the potential loss of funds paid on the behalf of veterans by the Department of Veterans affairs to the college if the Veterans Payment Account is not managed appropriately.

### Budget Planning

Click Here for Budget Planning

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### Program Needs

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

**Supplies and Services**
The Adult Reentry & Veteran center will need office supplies, marketing material, and shredding services.

**Equipment**
The Adult Reentry & Veteran Center will need updated computers, monitors, desk, file cabinets, webcams, printers, card readers and software.

**Facilities and facility modification**
The Adult Reentry & Veteran Center needs to redesign the reception area to better serve veteran students. Currently there is only one workstation, I propose to convert that space in to 3 separate workstation. A receptionist station and to student advisement station. This resource will be used to serve both Adult Reentry and Veteran students. To support the many workshops, events, training meetings and other activities I propose that we purchase a full-size refrigerator, storage cabinets for the food storage before and after activities to prevent waste and preserve food.

**Personnel**
The VA Program needs another full time Certifying Official, full time receptionist, and an academic counselor to support rapidly growing veteran student population. With the current population it takes 60 hours exclusively dedicated to certification of benefits. Every student veteran is required to have all external transcripts evaluated and complete a Student Education Plan. They also require specialized counseling to facilitate a healthy transition from the military to the classroom.

**Who do you need to coordinate with to make this happen? (e.g. other departments on campus, four-year college, high school, local business or other community colleges)**
I need the recommendation and support from the Dean of Enrolment Services, the Vice President of Student Services, the blessing from the Chancellor’s and approval from the Board of Trusties.

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

Sylvia Tran, Felicia Walker, Renard Thomas

Upload additional files.

File #1: [KHTS Radio Article Builders Ball 2014.pdf](https://intranet.canyons.edu/offices/FiscalServices/APRBudget2010/ANPRForm.asp?Prog...)

File #2: [SCV Homes For Heroes Recognized By County Supervisors.doc](https://intranet.canyons.edu/offices/FiscalServices/APRBudget2010/ANPRForm.asp?Prog...)

File #3: [Quote 18042 - X9 Adult Re-entry 3 14 13.pdf](https://intranet.canyons.edu/offices/FiscalServices/APRBudget2010/ANPRForm.asp?Prog...)

File #4: [Veterans Program Activities & Events 2014.doc](https://intranet.canyons.edu/offices/FiscalServices/APRBudget2010/ANPRForm.asp?Prog...)

File #5: [VA Education Benifits Report 2014.ppt](https://intranet.canyons.edu/offices/FiscalServices/APRBudget2010/ANPRForm.asp?Prog...)

File #6: [Population_slideshow Veterans.pdf](https://intranet.canyons.edu/offices/FiscalServices/APRBudget2010/ANPRForm.asp?Prog...)

File #7: [Adult Rentry-(X9),The old EOPS- New reception stations, 03.12.13.pdf](https://intranet.canyons.edu/offices/FiscalServices/APRBudget2010/ANPRForm.asp?Prog...)

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File #8: Adult Rentry-(X9), The old EOPS- New reception stations, 03.14.13.pdf
File #9: CCC Veterans Program Overview 2013.doc
File #10: Visit to Oxnard College March 2014.docx