

Ready for Accreditation 101

2022 | Office of Instruction



VALENCIA

Valencia Campus
26455 Rockwell Canyon Road
Santa Clarita, CA 91355
(661) 259-7800

CANYON COUNTRY

Canyon Country Campus
17200 Sierra Highway
Santa Clarita, CA 91351
(661) 362-3800

CASTAIC

Del Valle Regional Training Center
L.A. County Public Safety Training
28101 Chiquito Canyon Road
Castaic, CA 91384

Table of Contents

- Accreditation.....3**
- Virtual Visit4**
- Successful Tips5**
- Mission, Vision, Philosophy.....6**
- Strategic Goals7**
- Strategic Plan / Operational Plans8**
- Equity9**
- Program Review Process10**
- Student Learning.....10**
- Student Learning Outcomes11**
 - Program Level Outcomes/Institutional Student Learning Outcomes11
- Student Support Services12**
- Factbook.....12**
- ISER Improvements.....13**
- Quality Focus Essay.....13**
- Fast Facts.....14**
- Partnerships.....16**
- Curriculum Approval Process16**
- Financial Budget Resources17**
- Questions17**

ACCREDITATION

College of the Canyons is accredited by the [Accrediting Commission for Community and Junior Colleges \(ACCJC\)](#), Western Association of Schools and Colleges (WASC), 331 J St., Suite 200, Sacramento, CA 95814, (415) 506-0234, an institutional accrediting body recognized by the [Council for Higher Education Accreditation](#) and the [U.S. Department of Education](#).

According to the ACCJC [Guide](#), accreditation is both a process and a status.

- As a **process**, it ensures that institutions of higher education meet established standards of quality and provide educational programs, services, credentials, and credits that students and the community can trust. ACCJC's comprehensive review process has **four** steps:
 1. Institutional Self-Evaluation and ISER Development
 2. Peer Review
 3. Commission Review and Action
 4. Institutional Response to Recommendations and Ongoing Improvement
- As a **status**, once an institution has achieved initial accreditation with ACCJC, the Commission expects that it will engage in continuous efforts to sustain and improve educational quality and institutional effectiveness.

In addition to the current ACCJC college-wide accreditation, specified programs at College of the Canyons are also accredited and/or authorized by the following external organizations:

- Automotive Technology – National Automotive Technicians Education Foundation (NATEF)
- Center for Early Childhood Education – National Association for the Education of Young Children (NAEYC)
- Emergency Medical Technician – Los Angeles County EMS Agency, State of California and National Registry of EMTs
- Medical Laboratory Technician – National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
- Nursing – National League for Nursing, Commission for Nursing Education Accreditation (NLN-CNEA) and California State Board of Registered Nursing
- Paralegal Studies – American Bar Association (ABA)

College of the Canyons Accreditation History & Status:

- During the 2014 accreditation site visit, COC was reaffirmed once again without any sanctions (which can be in the form of Warning, Probation, and Show Cause), consistent with prior 4 visits.
- Recommendations are expressed by ACCJC in two forms:
 - (1) to increase institutional effectiveness.
 - (2) to resolve deficiencies.
- COC has only received recommendations to increase institutional effectiveness.

See more at
[COC Accreditation Website](#)

[ACCJC WEBSITE](#)

VIRTUAL VISIT

College of the Canyons will be hosting the Accreditation Peer Review Visit Team

Virtually

March 7th-10th, 2022

The peer review team are professional peers from a wide variety of roles at community colleges throughout the region. They are external, volunteer reviewers, providing guidance, insight, and support to advance institutional effectiveness and strong student learning outcomes as they review our ISER and conduct virtual meetings with College of the Canyons.

 Check out the [TEAM HERE](#)

Prior to our virtual visit by the peer team members, they will have already been trained with ACCJC and have read our [Institutional Self Evaluation Report \(ISER\)](#).


During the virtual team visit, PLEASE NOTE:

- The review team will start a kick-off virtual welcome meeting: **MONDAY, MARCH 7TH, 2022 from 9 am – 10 am**
- The review team will request to visit with the chief executive officer, accreditation liaison officer, administrators, department chairs, program coordinators, faculty, staff, members of the governing board, students, and those responsible for producing the Institution Self Evaluation Report.
- There will be two open forums (morning and evening) for all campus community to participate.

Monday, 3/7	Tuesday, 3/8
5:30 pm – 6:30 pm	12:30 pm – 1:30 pm

- The exit forum is on **Thursday, 3/10 from 12:30 pm – 1:30 pm.**

How you can be prepared for the virtual team visit:

- Review everything in this GUIDE .
- **Analyze and know the processes found in the [Institutional Self Evaluation Report \(ISER\)](#).**
- Please demonstrate the educational quality, college values, and the overall effectiveness of our institution. BRAG!
- **Join meetings early and on time, with required downloads installed and tested.**
- Have technology in place to participate in quality interactions: interviews, requested meetings, open forums and the Exit Report.
- **Introduce yourself; be available and maintain an engaged presence (with audio and video camera must be ON).**
- Present yourself consistent with your professional environment and practice, dressing appropriately and minimizing interruptions and/or multi tasking.
- **Meetings should start and end at the scheduled times.**
- Be prepared to answer questions. Refer to the standards.
- **Make effective and efficient use of time.**
- Team meetings should not exceed 90 minute periods for continuous discussion.
- **Consistent with on-site visits, interviews and meetings will not be recorded.**
- Plan for passing time of 10 minutes between meetings.

SUCCESSFUL TIPS

Know how your department, program, division, or office is described and analyzed and what evidence was used to draw conclusions about how the College meets accreditation standards.

Familiarize yourself with the Mission Statement, Vision, Philosophy, and Strategic Goals.

Team Interviews: Be available, be on-time, be honest, be confident. Please do not criticize, complain about people, or use the visiting team to resolve concerns.

Student Learning Outcomes (SLOs) Standards I and II – Will be the focal point of your self-evaluation.

**Standard II.A (Instructional Programs)
Standard II.B (Library and Learning Support Services)**

Gather additional evidence that relates to the standards most relevant to your role at the college.

Introduce yourself. Let the visiting team know your role at the college, and answer any questions they ask to the best of your knowledge. If you get asked a question you can't answer, offer to find someone who can.

During the site visit, please feel free to showcase what you do in your office, classroom, or work area. Be professional.

Rogue Team Member: Do not confront the team member. Speak to Dr. Omar Torres first (your Accreditation Liaison Officer).

Be familiar with the Colleges Decision Making Guide, basic information about Enrollment and Student Population, Institutional Learning Outcomes, Student Achievement Data, Review College Website to make sure all pages are accurate and links are working.

Attend the two open forum sessions. (Morning and Evening). The Team is looking for evidence and honesty.

MISSION

College of the Canyons delivers an accessible, holistic education for students to earn associate degrees, certificates, and credentials, to prepare for transfer, and to attain workforce skills. The College champions diversity, equity, inclusion, and global responsibility, while providing clear pathways in an engaging, supportive environment where all students can successfully achieve their educational goals.

PHILOSOPHY

We believe in the following values:

- **Teaching and Learning:** We honor and reward high performance in teaching and learning.
- **Respect for All People:** We foster a climate characterized by civility, collegiality and acceptance. We expect honesty, integrity, social responsibility and ethical behavior.
- **Partnership with Community:** We create relationships providing the foundation of success for chosen current and future partnerships with local schools, colleges and universities, businesses, government, and social agencies. These partnerships advance the educational, intellectual, artistic, civic, cultural, and economic aspirations of our surrounding community.
- **Excellence:** We set the highest standards for ourselves and support the professional development of faculty, staff and administrators.
- **Creativity and Innovation:** We are an innovative and creative community college. We encourage members of the college community to be entrepreneurial, forward thinking, creative, persistent, spontaneous and welcome changes that will enhance the college's ability to fulfill its mission.

VISION

College of the Canyons is dedicated to being a leading two-year college, recognized locally, regionally, statewide and nationally for technical advancement, institutional effectiveness, student support, model academic and professional programs, excellence in teaching and learning, fostering a broad range of community partnerships, maximizing student access, and for the sense of community that we provide to our students and staff.

STRATEGIC GOALS

ACCESS	ENGAGEMENT	SUCCESS
<p>With an equity-minded lens, promote student access so that every student is able to enter an informed path.</p>	<p>Cultivate an equitable, inclusive, and welcoming environment that supports teaching and learning, fosters engagement, promotes belonging, values diversity, and sustains well-being at our campuses.</p>	<p>Promote equitable student success, attainment of students' goals, and intentionally maximize opportunities for all students.</p>
<ul style="list-style-type: none"> • Increase the adult participation (25+) rate by one percent each year from 2018/19 to 2021/22. • Increase dual-enrolled full-time equivalent students (FTES) from 921 in 2017/18 to 1,375 by 2021/22. • Increase incarcerated FTES from 20 in 2017/18 to 57 by 2021/22. • Increase noncredit CDCP FTES from 167 in 2017/18 to 252 by 2021/22. • Increase overall enrollments for all CTE programs by 4 percent by 2021/22. • Maintain capture rate from application to enrollment from 2019 to 2022. • Set additional targets including those for high school transition by high school, education plan completion, Canyon Country Campus FTES, and noncredit to credit transition. 	<ul style="list-style-type: none"> • Increase diversity of hiring. • Increase student participation in civic, social, global, and cultural engagement. • Increase faculty, staff, and administrator participation in civic, social, and cultural engagement. • Increase the percent of students who participate in campus life. • Increase the percent of faculty, staff, and administrators who participate in campus life. • Decrease the number of students who are food and housing insecure. • Increase the number of students who engage with mental health services at VLC/CCC/OLC. • Increase employee well-being and satisfaction. • Increase interconnectedness through dialogue and collaboration. 	<ul style="list-style-type: none"> • Increase number of students earning non-ADT awards from 1,210 in 2017-2018 to 1,452 in 2021-2022. • Increase number of students earning ADT awards from 905 in 2017-2018 to 1,177 in 2021-2022. • Increase number of certificates (12+ units) awarded from 1,187 in 2017/18 to 1,246 by 2021/2022. • Increase number of noncredit certificates awarded from 306 in 2016/17 to 367 by 2021/2022. • Increase percent of exiting CTE students employed in field of study from 62 percent (2014/15 cohort) to 70 percent by 2021/2022. • Increase number of students completing nine credit CTE units from 755 in 2016/17 to 868 by 2021/2022. • Increase number of students who transfer from 2,255 in 2016/2017 to 2,300 by 2021/2022. • Increase student persistence, from 63% to 70% by 2021/2022. • Decrease the average # of units for degree completers from 90 to 79 by 2021/2022. • Reduce equity gaps by 50% in 5 years for areas of disproportionate impact.



**OPERATIONAL
PLANS**



**OUR...
PLANNING PROCESS**

...is driven by the college's statement of **mission, values, and philosophy**. As we engage in the systematic process, we:


- Reflect on research and external information, such as **outcomes information, self-studies, research reports, program review data, enrollment patterns, and workforce trends**;
- Consider the implications of **state and federal policies** and funding opportunities;
- **Assess changes in the community** that impact the college's programs and services and opportunities for partnerships;
- Identify potential **resource development opportunities**;
- Evaluate our results;
- Design and realign as necessitated by **emerging information, trends, and opportunities** that present themselves; and
- Working to integrate all planning processes and priorities.

- Budget Parameters
- Call to Action/DEI Update
- COVID Plan
- Curriculum Committee Handbook
- Decision Making Guide
- Diversity, Equity, and Inclusion
- Educational and Facilities Master Plan
- Equal Employment Opportunity
- Guided Pathways Plan
- Local Goal Setting
- Planning Model Overview
- Professional Development Plan
- Program Review Handbook
- Student Equity & Achievement Plan
- Technology Master Plan



How do we achieve equity?

- The [Student Equity and Achievement \(SEA\)](#) Plan presentation to the Board of Trustees, as well as presentations on [Guided Pathways](#), are examples of how the College prioritizes student success, equity, and accountability with integrated data.
- Concurrent with the College’s deliberative and data-informed update of its [Strategic Plan](#) to focus even more intentionally on student outcomes and equity, the College began a substantial review of its enrollment management planning. The result of this work was an Enrollment Management Plan aligned with college goals focused on increasing access for all students, promoting equity mindedness and impact, and enhancing student success.
- College established 29 specific, measurable objectives that address student needs including disaggregation for student populations and an equity lens that is tied to the College’s mission and overarching access, engagement and success goals.
- Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps within 10 years.
- The entire mission expresses the College’s broad educational purpose, including specific commitments to “accessible and holistic education,” the championing of “diversity, equity, and inclusion,” and the provision of a “supportive environment where all students can successfully achieve their educational goals.
- The College champions diversity, equity, inclusion, and global responsibility, while providing clear pathways in an engaging, supportive environment where all students can successfully achieve their educational goals.
- The [Institutional Research, Planning, and Institutional Effectiveness \(IRPIE\)](#) Office has developed a variety of Tableau data visualizations, an enhanced data website, and training for faculty data coaches to facilitate department-level equity and success data conversations and planning.
- Student equity, student success, and the guided pathway framework are deeply discussed within college committees with particular focus by the (IE)² committee and related groups, such as the Equity Minded Practitioners group and student alliances. Equity, success, and pathways dialogues about student outcomes are also frequently a part of Academic Senate discussions, Board meetings, and CPT agendas.



TO BE EQUITY-MINDED IN EDUCATION IS TO...

1. Acknowledge and empathize with disparate life experiences contributing to inequalities/gaps in educational outcomes.
2. Attribute those inequalities/gaps to unfair structural, political, environmental, social, cultural, historical practices and policies that have created barriers (deliberately or unintentionally) for individuals to improve their life opportunities through educational achievement.
3. Respond to these barriers with deliberate efforts to eliminate them, and co create more fair and just higher education institutional policies and practices that account for disparate life experiences and foster healthy inclusion through inquiry, shared dialogue and reflection.

PROGRAM REVIEW PROCESS

- The District has a long tradition of strategic vision and planning, beginning with the formation in 1989 of its Comprehensive Planning Task Force, later renamed the College Planning Team. Planning is driven by the College’s statements of mission, values, and philosophy.
- Administrators, faculty and staff engage in a systematic process that contains annual and three-year cycles. They reflect on research and external information, such as outcomes information, self-studies, research reports, program review data, enrollment patterns, and workforce trends; take into consideration the implications of federal and state policies and funding opportunities; assess changes in the community that impact the College’s programs and services; and identify opportunities for partnerships and for potential resource development.
- Departments play a central role and drive college wide-planning, budget development, program development, and other services. At the same time, departmental plans are influenced by College-wide plans, reflecting institutional priorities.
- Every academic department and administrative program completes a full program review every three years with annual updates.
- The committee on [Assessment of Student Learning \(CASL\)/Program Review Committee](#) seeks input from faculty, staff, and administrators annually to make improvements to the program review process.

STUDENT LEARNING

EVIDENCE OF MEETING THE STANDARD IN...		
Instructional Programs	Library and Learning Support Services	Student Support Services
<ul style="list-style-type: none"> • Expanded opportunities for student engagement. • Implementing Guided Pathways since 2014. • Aligned with ongoing student learning outcomes. • Offer 146 degree and certificate programs; 65 AA/AS; 31 ADT. • Creation of new and updated curriculum based on emerging technologies and pedagogical practices in response to industry needs. • Curriculum development using eLumen (five-stage workflow process). • GE patterns allow students to meet core competencies in specific areas required for graduation. • Offer 31 ADTs that allow students to complete a degree with 60 transferable units. 	<ul style="list-style-type: none"> • Library collections are on library website, and tutoring, computer laboratories, learning technology, and instruction are included on these services. • Library completes an annual program review that draws on data that the library collects to shape its goals and objectives. • When the college relies on or collaborates with other institutions or organizations for library or any other services, it documents that formal agreements exist and that the resources and services are easily accessible and utilized. • The library collects quantitative data on interactions with library users, employing the DeskTracker platform and data on use of the collection. 	<ul style="list-style-type: none"> • Title V grant in 2016 allowed COC to increase online tutoring and counseling and hire a 100 percent online counselor, increase online tutoring, and implement an online student education tool named My Academic Plan (MAP). • Maintain student records on strict guidelines on release of records. • College provides counseling and advising programs, including, Academic Advising/ Counseling/ Standing, Athletics Counseling, CalWORKs, Canyons Connects, Canyons Promise, RISE, MESA, Veterans Counseling, Welcome Day, Guided Pathways, Transfer, International Students.

STUDENT LEARNING OUTCOMES



In 2020, the college awarded 5,906 degrees and/or certificates.

Top 5 degrees:

Liberal Arts and Sciences
Business
Noncredit Certificates
Psychology
Health Science

Student Learning Outcomes (SLOs)

...are the specific observable or measurable results that are expected subsequent to a learning experience. These outcomes may involve knowledge (cognitive), skills (behavioral), or attitudes (affective) that provide evidence that learning has occurred as a result of a specified course, program activity, or process. An SLO refers to an overarching outcome for a course, program, degree or certificate, or student services area (such as the library). SLOs describe a student's ability to synthesize many discrete skills using higher level thinking skills and to produce something that asks them to apply what they've learned. SLOs usually encompass a gathering together of smaller discrete objectives (see definition on previous page) through analysis, evaluation and synthesis into more sophisticated skills and abilities.



Program-Level Outcomes are defined by departments for each academic program in the College Catalog, and **Institutional Student Learning Outcomes** are used to improve student learning and instructional approaches through an examination and discussion of assessments of broad learning outcomes shared by multiple departments and divisions.

These **ISLOs** are as follows:

- Critical Thinking
- Effective Oral Communication
- Effective Written Communication
- Collaboration
- Creative and Innovative Thinking
- Information Literacy
- Quantitative Literacy
- Community Engagement
- Global Responsibility

STUDENT SUPPORT SERVICES

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

In meeting the Student Service Standard

The College annually reviews the Administrative Unit Outcomes (AUOs) through program review. Each department identifies areas for assessment, and through data analysis, conducts assessment on services for students. The data allows departments to implement improvements in a timely way. Student Services analyzes the program review data annually, using the Annual Student Survey, Community College Survey of Student Engagement, IRPIE survey data, the SEA plan, Guided Pathways implementation, and focus groups to continue to make improvements across the College.

[Read More Here](#)

Student support services available

[Read More Here](#)

Campus Life & Student Engagement

[Read More Here](#)

Center of Early childhood Education

[Read More Here](#)

Online student support and resources

[Read More Here](#)

MESA (Mathematics, Engineering, Science Achievement)

[Read More Here](#)

Learning Center (TLC)

[Read More Here](#)

COVID-19 Resources

[Read More Here](#)

Student Services

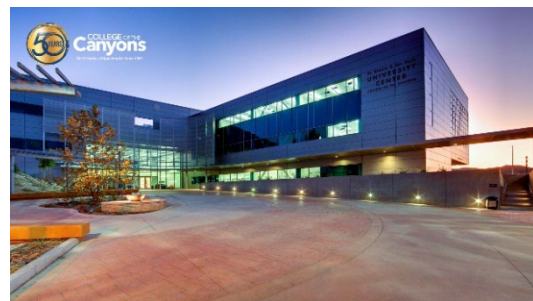
[Read More Here](#)

Library Services

FACTBOOK

Intranet.canyons.edu/resources/documents/information/FactBook.pdf

ISER IMPROVEMENTS



- College staff will further engage together to monitor SLOs mastery and achievement data for all modalities (II.A.16) and create a more robust CPL website interface for students (II.A.8).
- The College will provide expanded tutoring services to justice-impacted students who are participating in instruction beyond English (II.B.1).
- The College is dedicated to continuous quality improvement. The Student Services division is currently reviewing basic needs services the College provides, including addressing homelessness, food insecurity, access to social programs, and mental health needs. The College Board Policy and Administrative Procedure 5040: Student Records. Directory Information, and Privacy BP 3310: Records Retention and Destruction Student Records Annual Clery and FERPA Notice FERPA Regulations Confidentiality Statement FERPA Training Information Security Training Program Institutional Analysis| Standard II: Student Learning Programs and Support Services C. Student Support Services 134 is dedicated to establishing programs that expand the current services of the Basic Needs Center and will expand its offerings to give students greater access to needed services (II.C.3).
- The District will engage in further professional development of the Board as part of its ongoing training when planning for the future, which will address guiding principles associated with the expected Code of Ethics and proper presentation of the District to the public and the press (IV.C.11).

QUALITY FOCUS ESSAY

The Quality Focus Essay (QFE) provides an opportunity for College of the Canyons to identify and advance projects intended to improve student learning and achievement.

As the College began development of its 2022 ISER, the College Planning Team (CPT) engaged in discussions about the development of the QFE and recommended a focus on the College’s “Canyons Completes” or guided pathways efforts.

For this QFE, the College has chosen to highlight its Canyons Completes (guided pathways) implementation to date and identify selected projects intended to increase student learning and achievement, particularly for the most disproportionately impacted students. The College has been engaged in guided pathways (GP) efforts since 2014, with the identification of the Canyons Completes initiative and the creation of the Institutional Effectiveness and Inclusive Excellence (IE)² Committee.

College of the Canyons selected 3 Projects for the QFE from the Action Plan:

CANYONS CONNECTS	PATHWAY MAPPER	STUDENT SUCCESS TEAMS
Provides early intervention strategy to improve course success, retention, and certificate/degree completion rates, keeping students “on the path.” Allows for instantaneous referrals to help students.	Academic Program Maps present the recommended path to complete certificates, degrees, and/or transfer. The Program Pathways Mapper help students select a program of study and progress towards completion.	A student success team is an academic and student services support team that collaborates to plan and implement data-informed, equity-infused practices along the student journey.

COC FAST FACTS

Founded



1969

DEGREES/CERTIFICATES

- Certificates
 - Certificate of Achievement
 - Certificate of Specialization
- General Education
 - AA/AS GE
 - CSU GE
 - IGETC
- Majors
- AA-T / AS-T Degrees
- Non-Credit
 - Certificate of Completion
 - Certificate of Competency

19/20 Student Enrollment
33,481



TOP DEGREES/CERTIFICATES IN 2019/2020
5,906 degrees

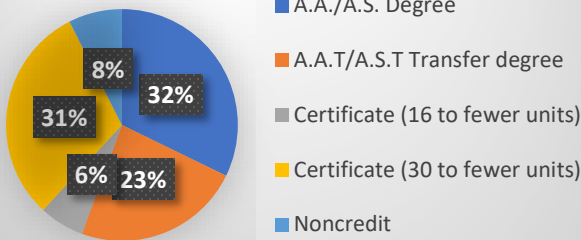
- Liberal Arts & Sciences
- Business
- Psychology
- Health Science
- Noncredit Certificates

9,500

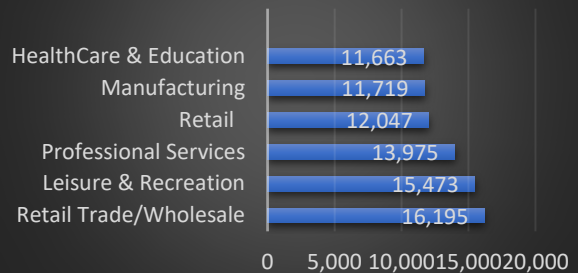
...students have transferred to the University of California and California State University systems in the past 10 years.

Click [HERE](#) to see Data Highlights

Degrees and Certificates Awarded



Employment by Sector Total Jobs 2020



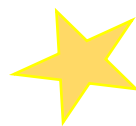
During Pandemic:

- Distributed more than 1,200 free laptops to students
- Awarded \$3.6 million in grants to students

19/20 Generated \$16 million in grant revenue

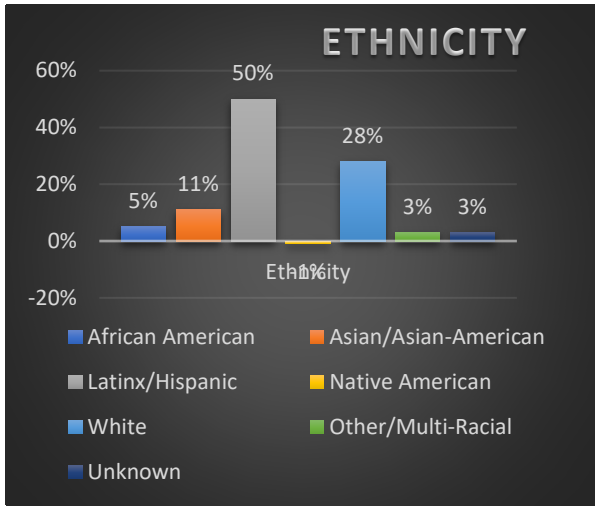
College of the Canyons named Equity Champion of Higher Education 2018, 2019, 2021

SEX	NUMBER OF STUDENTS	POPULATION (AGE 18-64)	PARTICIPATION RATE
Male	4,226	101,507	42
Female	5,110	96,116	53

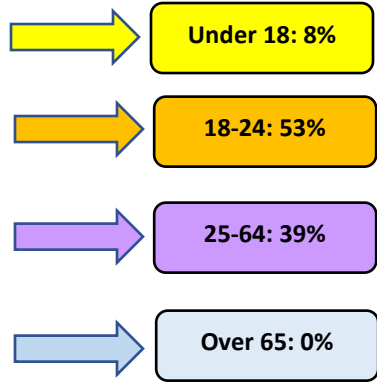


College of the Canyons received national acclaim in winning a 2021 Bellwether Award for its innovative changes to assessment and course sequence redesign.

FACTS CONTINUED...



Age Distribution



DID YOU KNOW...

- 96 Degree Programs
- 146 Certificate Programs
- 3,183 Degrees Awarded (19/20)
- 2,713 Certificates Awarded (19/20)

SPORTS

8 Men's Teams

- Baseball
- Basketball
- Cross Country
- Football
- Golf
- Soccer
- Swimming & Diving
- Track & Field

9 Women's Teams

- Basketball
- Cross Country
- Golf
- Soccer
- Softball
- Swimming & Diving
- Tennis
- Track & Field
- Volleyball

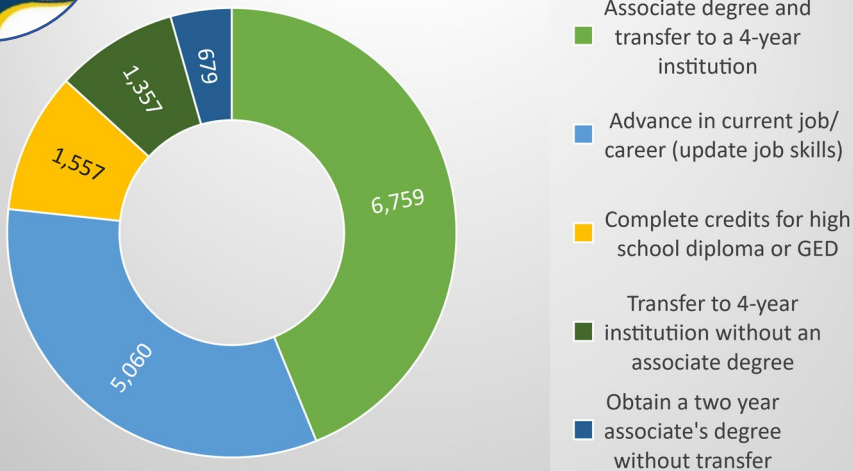
Paying for School

- \$1,380** Community College
- \$7,303** California State universities
- \$14,900** Universities in California

- #### Most Popular Majors
- Accounting
 - Administration of Justice
 - Business Administration
 - Business Studies
 - Mathematics
 - Nursing
 - Psychology
 - Sociology



Educational Goals - COC Students Fall 2020



- Valencia Campus**
153 ACRES
- Canyon Country Campus**
72 Acres
- 1,863 Full-Time & Part-Time Employees**
- General Fund Budget \$124,696.145 (19/20)**

PARTNERSHIPS

- The College partners with nearly every public and social service agency in the community, including the local school districts, the local hospital and healthcare services, as well as the City of Santa Clarita, Los Angeles County, the Chamber of Commerce, the Valley Industrial Association, the Economic Development Corporation, The Los Angeles County Workforce Investment Board, and a majority of the local small businesses and large companies.
- The College's unique University Center offers students bachelor's and advanced degrees from public and private universities. As of December 2020, the University Center was offering 31 programs, including 16 undergraduate degrees, nine master's degree programs, one doctoral degree program, and five credential or certificate programs
- A partnership with the William S. Hart H.S. District, brought Academy of the Canyons (AOC), a middle college high school to reside in a wing of the University Center building on the Valencia campus.
- The College also has partnerships with public safety agencies. For many decades, it has hosted two to three Sheriff's Academies each year on the Valencia campus and has provided a dedicated location for the Academy's programs. In addition, it operates in-service public safety training programs through instructional services agreements (ISAs) for the Los Angeles County Fire and Fire-Lifeguard, Los Angeles Police Department, and Los Angeles County Sheriff's Department.

CURRICULUM APPROVAL PROCESS

- The curriculum is the major statement any institution makes about itself. The Curriculum Committee fosters the development of new curricula, as well as reviewing revisions of existing curricula.
- The Curriculum Committee is responsible for the following: Review and recommend action on existing curricula; review and recommend action on proposed curricula; encourage and foster the development of new curricula; request, consider, and respond to reports from various college groups whose work bears directly on the curriculum; disseminate curricular information and curricular recommendations to the faculty, Academic Senate, administration, and to the Board of Trustees; implement state-mandated regulations or policies that affect curriculum; recommend associate degree requirements to the Academic Senate, administration, and Board of Trustees; recommend additions, deletions, and modifications in general education patterns for the associate degree, the California State University General Education Breadth Requirements, and the Intersegmental General Education Transfer Curriculum (IGETC); and review all curriculum proposals to ensure congruence with the college mission, need, quality, feasibility, and compliance with Title V.

Financial (Budget) Resources

- College of the Canyons demonstrates its ability to support and sustain student learning programs and services and improve institutional effectiveness through its proactive approach to identifying funding, developed in response to student and community needs. In 2020-2021, the District's overall Budget was \$327,216,856, comprised of 21 funds. The largest budgets were in Fund 11—Unrestricted General Fund (\$124,696,145); Fund 12—Restricted General Fund (\$48,519,909); Fund 45—GO Bond Construction Fund (\$80,852,177); and Fund 74—Financial Aid (\$19,764,791).
- The District has been able to secure grant funding to augment resources for existing programs and provide startup funding for innovation and new programs.
- The District's mission and goals are the foundation for financial planning, which is integrated with and supports all institutional planning through the District's integrated Program Planning and Review, and budget development process. Planning documents include the Strategic Plan, Educational and Facilities Master Plan, Five-Year Capital Construction Plan, Technology Master Plan, and Enrollment Management Plan. Budget allocations also link staffing with program planning and review.
- The District has Board Policies and Administrative Procedures to ensure sound financial practices and financial stability that include budget development and administration, budget and fiscal management, revolving cash, fund balance, debt issuance and management, accounting, warrants, investments, payroll, purchasing, bids, contracts, financial audits, and more.
- The Board-approved Budget Parameters establish the District's fiscal policy and describe the following: Fiscally Responsible Criteria; Compliance with Community College Regulations; District Planning and Strategic Goals; Support for Student Access and Successful Completion; Budget Development—Revenues, Expenses, Categorical Funds; Budget Reduction, etc.

Please see the [Decision-Making Guide to review the Life Cycle of a Budget Request](#)

QUESTIONS ?

Assistant Superintendent/Vice President of Instruction and Accreditation Liaison Officer

Dr. Omar Torres

Please feel free to contact me via email (omar.torres@canyons.edu) or phone (661-362-3410)

Thank you in advance for participating and being an important part of what makes our College so great!