

COLLEGE OF THE CANYONS

MIDTERM REPORT

Submitted to

The Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Submitted by

Santa Clarita Community College District
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March 15, 2017

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Table of Contents

Statement on Report Preparation	1
Review of the Midterm Report	3
Introduction	5
Response to Commission Recommendations	7
Recommendation 1: Standard I	7
Recommendation 2: Standard II	11
Recommendation 3: Standard IV	14
Review of Annual Reports	16
2014 Actionable Improvement Plans	18
Appendix (Evidence)	49

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Statement of Report Preparation

College of the Canyons' Midterm Report of March 2017 responds to the recommendations of the accreditation team following their visit in fall 2014, as required by the Accrediting Commission for Community and Junior Colleges (ACCJC). The purpose of the Midterm Report is to demonstrate an ongoing, systematic, and cyclical process that includes evaluation, planning, resource allocation, implementation and re-evaluation. The focus of the College's Midterm Report is to provide evidence that illustrates a commitment to the continuous improvement philosophy. This philosophy forms the foundation by which the College approaches all academic and administrative tasks, and is an on-going theme throughout this report.

The three recommendations from the October 2014 Commission report, included:

Recommendation 1:

“...to increase institutional effectiveness, and be able to assess the degree to which the College's articulated goals are achieved, in a systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation, the College is encouraged to align its program review and strategic plan with its performance indicators (i.e., institution-set standards).”

Recommendation 2:

“...to increase institutional effectiveness, the team recommends that the College develop a systematic, on-going evaluation of its Distance Education courses and programs. The team further recommends that the data from the evaluations be integrated into the assessment and planning cycle of the College at the course, program, and institutional levels to ensure quality.”

Recommendation 3:

“...to increase institutional effectiveness, the team recommends that the College develop formal, written policies and procedures to ensure that governance and decision-making structures and processes are regularly evaluated to ensure integrity and effectiveness, and that the College widely communicate the results of these evaluations and use them as a basis for improvement.”

Writing teams were formed to address each of the visiting team recommendations, review the supporting evidence that was collected, and assess progress with each of the actionable improvement plans drawn from the College's fall 2014 self-evaluation. Updates and draft materials were reviewed by the College's Accreditation Steering Committee each month from September 2015 through January 2017. The Steering Committee's membership includes faculty, staff, students and administrators, who coordinated strategies and reviewed progress for each of the recommendations, as well as actionable improvement plans. Regular updates and documents were then shared with other college committees and work groups.

The final version of the Midterm Report was submitted to the Board of Trustees for approval on February 22, 2017.

Writing team members included:

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Forrest, Jeffrey—Vice President, Economic Development
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Review of the Midterm Report

This Midterm Report is submitted per the requirements of the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges.

This Midterm Report has been reviewed with broad participation of the campus community. We believe that it accurately reflects our responses to date to the recommendations of the fall 2014 Accreditation Visiting Team.



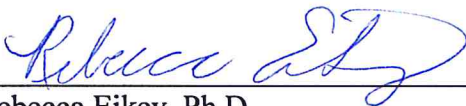
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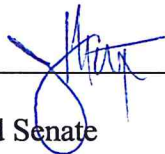
Steven D. Zimmer, J.D.
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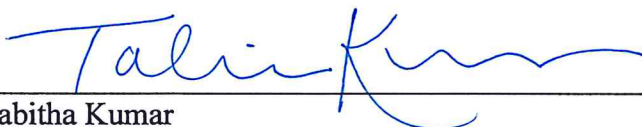
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Introduction

The report and recommendation of the October 2014 ACCJC Accreditation Visiting Team resulted in the reaffirmation of accreditation for College of the Canyons. The team acknowledged the strengths of the College with the following commendations:

1. "...Developing a welcoming, student-centered learning environment characterized by a genuine concern for student success."
2. "...Recognizing and highlighting the talents of its students through the aesthetic display of student artwork throughout the college campuses."
3. "...Successful fiscal management, the breadth and scope of its bond construction program, and its leverage of taxpayer dollars with State matching funds and donations."
4. "...Student leadership. Student leaders are commended for their tireless efforts on behalf of all students on both campuses. Their energy and enthusiasm are infectious. They work very hard every day to ensure that the needs of the many outweigh the needs of the few, or the one. These student leaders are engaging faculty, staff, administrators, and community members daily."
5. "...The stability of its leadership and the community partnerships that have developed as a result of this institutional leadership."

The visiting team also made three recommendations to improve the institutional effectiveness of the College:

Recommendation 1. ...to be able to assess the degree to which the College's articulated goals are achieved, in a systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation, the College is encouraged to align its program review and strategic plan with its performance indicators (i.e., institution-set standards). (Standards I.B.1, I.B.2, I.B.3, IIA.2.e, II.A.2.f)

Recommendation 2. ...the team recommends that the College develop a systematic, on-going evaluation of its Distance Education courses and programs. The team further recommends that the data from the evaluations be integrated into the assessment and planning cycle of the College at the course, program, and institutional levels to ensure quality. (Standards I.B.5; II.A.2.a,c,d)

Recommendation 3. ...the team recommends that the College develop formal, written policies and procedures to ensure that governance and decision-making structures and processes are regularly evaluated to ensure integrity and effectiveness, and that the College widely communicate the results of these evaluations and use them as the basis for improvement. (Standard IV.A.5)

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Response to the Recommendations by the Commission

This Midterm Report addresses the three recommendations made in fall 2014 to improve institutional effectiveness at College of the Canyons. Material included herein represents all work performed, to date, to address these recommendations.

Recommendation 1

In order to increase institutional effectiveness, and to be able to assess the degree to which the College's articulated goals are achieved, in a systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation, the College is encouraged to align its program review and strategic plan with its performance indicators (i.e., institution-set standards). (Standards I.B.1, I.B.2, I.B.3, IIA.2.e, IIA.2.f)

Discussion:

College of the Canyons assesses institutional goal achievement by aligning, and even fully integrating, program review to the Strategic Plan and ensuring that performance indicators and measures of learning outcomes drive the plans. The College begins the cycle of updating the Strategic Plan by reviewing progress on performance indicators, as is reflected in the first section of the Strategic Plan and as reflected in the minutes of the College Planning Team. Furthermore, all previous program review objectives and future objectives are in alignment with the College Strategic Goals. In the Strategic Planning process, the attainment of the previous program goals or objectives and future objectives are reviewed in light of trends. Any changes to goals and objectives are then made in program review to ensure that the Strategic Plan and program review remain aligned and integrated. The College has aligned program review data and performance indicators to include success rates, number of degrees, number of certificates, and number of transfers. Retention, although defined differently at the department level, is also included in both sets of data. Progression from Basic Skills to degree applicable courses is not included in the program review template, since it only applies to three of the 60 departments. Those three departments have therefore used research reports for planning purposes. Similarly, CTE program completion isn't in the online template for program review currently because it only applies to CTE programs. However, the program review process does include additional CTE metrics that are aligned with state requirements. Implementation of the "Doing What Matters" initiative now allows access to CTE outcome indicators through the use of LaunchBoard and the annual CTE outcomes survey. College of the Canyons is also integrating the functions of many college committees, including the Performance Indicators Committee, under the direction of the Institutional Effectiveness and Inclusive Excellence (IE)² committee, which utilizes outcome data to integrate and support major campus initiatives, such as "Canyons Completes," and move the strategic interests of the College forward.

Performance indicator systems continue to evolve with new systems, such as the Institutional Effectiveness Partnership Initiative indicators, as well as available employment and wage data available through the CTE LaunchBoard. As such, the indicators currently used within the College's program review (and as used in other planning processes) will continue to be regularly reviewed in an effort to meet developing needs and to be aligned with future statewide efforts.

The College is committed to hosting ongoing dialogue to ensure that the use of performance indicators remain aligned with evolving planning processes, and data are used to support overall institutional effectiveness and continuous quality improvement.

Specific actions taken to address Recommendation 1:

- A strategic plan update was created that lists outcomes and accomplishments for the strategic plan.¹
- The Program Review Committee evaluated the degree to which there was alignment between performance indicators and program review at its October 26, 2015 meeting. This committee reviewed the 2014 accreditation recommendation concerning alignment of performance indicators with program review.²
- Alignment of program review data and performance indicators currently includes success rates, number of degrees, number of certificates, and number of transfers. Retention is also included in the program review and performance indicators data.³
- Three departments have used research reports for planning purposes. The departments of Mathematics,⁴ English as a Second Language (ESL)⁵ and English⁶ use research reports and briefs for planning agendas related to progression from basic skills to degree applicable coursework.
- CTE program completion only applies to CTE programs, and CTE outcomes indicators are available through LaunchBoard and the annual CTE outcomes survey. All CTE programs complete a two-year CTE addendum to program review that invites faculty to comment on placement and labor market data and employment trends.⁷
- The introduction of Tableau as a data visualization tool has provided additional opportunity to disaggregate and discuss outcome data related to programs and disciplines.³
- The development and introduction of the (IE)² committee has allowed integration of campus committees and statewide initiatives, and focused strategic efforts on utilizing outcome indicators to inform efforts to enhance student completion through a campus-wide initiative called “Canyons Completes”.⁸

Specific Action Taken to Address Standard I.B.1.

- The College created a new subcommittee of the College Planning Team, the Institutional Effectiveness and Inclusive Excellence (IE)² committee, to regularly review the performance indicators, taking over from the Performance Indicators Committee. The

¹ [Strategic Plan Goals 2015-2018 \(E. 1\)](#)

² [Program Review Committee Minutes 10-26-15 \(E. 2\)](#)

³ [Program Review Data Visualization Samples 12-5-16 \(E. 3\)](#)

⁴ [Math Retention and Success Rates Fall 2012 and Fall 2015 \(E. 4\)](#)

⁵ [ESL Retention and Success Rates Fall 2015 \(E. 5\)](#)

⁶ [English PAL Success and Progression Analysis Spring 2012-Spring 2014 \(E. 6\)](#)

⁷ [Water Systems Technology Program Review 2014-2015 \(E. 7\)](#)

⁸ [Institutional Effectiveness and Inclusive Excellence Overview 11-17-16 \(E. 8\)](#)

new (IE)² committee also integrates work related to statewide initiatives, including the Student Success and Support Program (SSSP), Student Equity, Institutional Effectiveness Partnership Initiative (IEPI) Indicators, and Basic Skills Initiative (BSI), with performance indicators. The committee engages in robust dialogue about the indicators and develops focal areas that the various initiatives can use to drive improvement on specific indicators.⁸

- The College includes all performance indicators relevant to all departments in the program review, including course success rate, number of degrees, number of certificates, and number of transfers.³
- The College also has created new visualizations embedded in program review that disaggregates course success rates and retention rates by ethnicity, sex, and age.³

Specific Action Taken to Address Standard I.B.2.

- The College sets aspirational targets for performance indicators, including those identified by ACCJC as requiring institution-set standards and all Institutional Effectiveness Partnership Initiative Indicators. These indicators were developed through the Performance Indicators subcommittee of the College Planning Team and are now set after discussion with the (IE)² Committee. This committee also helps to facilitate the use of the indicators by the various initiatives, such as SSSP, Student Equity and Basic Skills.^{9, 10}
- Once initially developed by the (IE)² committee, and the President's Advisory Committee-Budget (PAC-B) in the case of the fiscal indicators, the indicators were reviewed by the Academic Senate,^{11, 12} Classified Senate,¹³ College Planning Team¹⁴ and Board of Trustees.¹⁵
- Performance indicators and aspirational goals were also used in developing the College's Strategic Plan and Educational and Facilities Master Plan. The final draft is currently being reviewed and finalized in spring 2017.

Specific Action Taken to Address Standard I.B.3.

- Both the (IE)² subcommittee and the College Planning Team annually reviewed the College's performance on performance indicators and aspirational goals. This review was especially important in formulating plans related to initiatives, College Strategic Goals, and therefore budget requests which must be tied to a College Strategic Goal.^{9, 10, 14}

⁹ [Institutional Effectiveness and Inclusive Excellence Committee Minutes 3-22-16 \(E. 9\)](#)

¹⁰ [Institutional Effectiveness and Inclusive Excellence Retreat Minutes 6-27-16 \(E. 10\)](#)

¹¹ [Academic Senate Meeting Minutes 5-5-16 \(E. 11\)](#)

¹² [Academic Senate Meeting Minutes 5-19-16 \(E. 12\)](#)

¹³ [Classified Senate Meeting Minutes 3-15-16 \(E. 13\)](#)

¹⁴ [College Planning Team Agenda 4-18-16 \(E. 14\)](#)

¹⁵ [SCCCD Board of Trustees Meeting Minutes 6-8-16 \(E. 15\)](#)

Specific Action Taken to Address Standard II.A.2.e, f.

- The College includes all performance indicators relevant to all departments in the program review, including course success rate, number of degrees, number of certificates, and number of transfers.³
- The College also has created new visualizations embedded in program review that disaggregates course success rates and retention rates by ethnicity, sex, and age.³
- Program review includes new objectives that faculty use as a result of their specific student learning outcome results.¹⁶

¹⁶ [Program Review SLO Objective Screenshot \(E. 16\)](#)

Recommendation 2

In order to increase institutional effectiveness, the team recommends that the College develop a systematic, on-going evaluation of its Distance Education courses and programs. The team further recommends that the data from the evaluations be integrated into the assessment and planning cycle of the College at the course, program, and institutional levels to ensure quality. (Standards I.B.5; II.A.2.a, c, d)

Discussion:

In response to this recommendation, College of the Canyons uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students. Distance Education course and program evaluation is synthesized within academic program review within departments that utilized distance learning formats.

The Distance and Accelerated Learning Department has solicited and disseminated student input on distance education course sections since fall 2014. Prior to the commission action letter of 2014, the College conducted an annual student survey of online classes. Currently, student focus groups are also convened every year to solicit student input on distance learning formats. The results of student focus groups are disseminated through the Distance and Accelerated Learning website, included in workshops offered by the Distance and Accelerated Learning Department, and distributed to faculty inquiry groups.

Specific actions taken to address Recommendation 2:

- In July 2015, the first student focus group was convened to solicit student input on online and hybrid courses.¹⁷
- Between June and August of 2015, a faculty inquiry group was convened. The faculty inquiry group evaluated educational research and made recommendations on what instructors can do to improve student success in online and hybrid classes, with a specific focus on student groups that have been shown to succeed at lower rates in online and hybrid classes. The faculty inquiry group recommendations were presented in a FLEX workshop held on August 17, 2015.¹⁸
- During the spring 2016 semester, a second faculty inquiry group was convened. This group examined best practices for increasing effectiveness in student-instructor

¹⁷ [Online Student Focus Group 2015 \(E. 17\)](#)

¹⁸ [Faculty Inquiry Group on Improving Online Student Success \(E. 18\)](#)

interaction in online classes and developed recommendations for faculty.¹⁹ The recommendations were presented in a FLEX workshop scheduled for January 30, 2017.

- In order to promote discussion of best practices, dissemination of faculty inquiry group recommendations, and awareness of student input, an Online and Hybrid Instructor Retreat was held on May 1, 2015,²⁰ and on May 6, 2016.²¹
- A task force convened to revise the Online Instructor Qualifications, originally adopted by the Academic Senate in September 2006.²² This task force included administrators, classified staff, adjunct faculty, and full-time faculty. The Academic Senate approved a revision of the Online Instructor Qualifications²³ on May 19, 2016.¹² This revision includes the requirement that instructors refresh their Online Instructor Qualifications every three years by completing a self-paced online training, which includes updates on technology, regulations, accreditation requirements, best practices, and resources.

Specific actions taken to address Standard I.B.5.:

- Substantial changes to the adjunct classroom observation sheet to address DE classes more effectively were negotiated and approved in the last collective bargaining cycle.²⁴
- Currently, the District does not regularly disaggregate the data between online and traditional courses for department chairs. However, departments are provided access to success and retention rates by learning modality by the Office of Institutional Research in research reports.²⁵
- The Committee on Assessment of Student Learning/Program Review (CASL/PR) has begun discussions regarding the disaggregation of SLO data, and potentially including online vs. on-ground courses among other groups.²⁶

Specific actions taken to address Standard II.A.2.a, c, d:

- The institution provided a revised version of Recommendations for Online Instructor Qualifications in May 2015. The committee's recommendations include maintaining the existing online instructor certification process, as well as requiring a certificate renewal every three years to help ensure currency and high-quality online instruction. This report was submitted to the Academic Senate for review and approved in May 2016.²³
- The revised College of the Canyons' *Curriculum Handbook* (2015) states specifically that all the distance learning addendum for all courses must comply to Title 5 and accreditations standards. Distance education requirements call for a separate review process to ensure that a course taught at a distance has the same quality of instruction and

¹⁹ [Faculty Inquiry Group on Improving Online Effectiveness \(E. 19\)](#)

²⁰ [Distance Learning Instructor Retreat Evaluation 2015 \(E. 20\)](#)

²¹ [Distance Learning Retreat Flyer 2016 \(E. 21\)](#)

²² [Online Instructor Qualifications 2006 \(E. 22\)](#)

²³ [Online Instructor Qualifications 2016 \(E. 23\)](#)

²⁴ [AFT Online Instructor Evaluation 2016 \(E. 24\)](#)

²⁵ [Analysis of Alternative Delivery Modes 2015 \(E. 25\)](#)

²⁶ [CASL/PR Meeting Minutes 10-12-16 \(E. 26\)](#)

contact as a face-to-face course. Distance learning addenda are reviewed every five years as courses come before the committee for approval.²⁷

- The institution continues to promote robust professional development specific to improving online instruction. In summer 2016, the College hosted a Summer Technology Institute that included workshops on using elements of the Canvas Learning Management System. The College continues to host an ongoing mentor program for new online instructors.^{28, 29}
- The Committee on Assessment of Student Learning/Program Review (CASL/PR) has begun discussions regarding the disaggregation of SLO data, and potentially including online vs. on-ground courses among other groups.²⁶

²⁷ [Curriculum Handbook 2015 \(E. 27\)](#)

²⁸ [Summer Technology Institute Booklet 2016 \(E. 28\)](#)

²⁹ [Professional Development Mentor Program Brochure 2016 \(E. 29\)](#)

Recommendation 3

In order to increase institutional effectiveness, the team recommends that the College develop formal, written policies and procedures to ensure that governance and decision-making structures and processes are regularly evaluated to ensure integrity and effectiveness, and that the College widely communicate the results of these evaluations and use them as a basis for improvement. (Standard IV.A.5)

Discussion:

The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement. In response to the recommendation, the College Planning Team (CPT) coordinated with the Professional Development Department this past year to host information sessions designed to enable faculty and staff to learn more and maintain familiarity with the College's committee structure, as well as learn about ways in which they can become involved in the College's planning processes. While done routinely at CPT, as an example of continuous improvement, the College is also taking steps to more broadly inform all members of the college community about integrated planning and institutional effectiveness. Actions taken represent an ongoing effort to improve committee participation and involvement in governance-related activities, as well as better prepare current and future committee members with an understanding of member responsibilities, an awareness for the importance of committee participation, engagement in committee processes, and the need for timely communication of committee processes and results, accurately and concisely, to constituencies. Ongoing professional development will continue to improve and simplify planning processes, while eliminating redundancy and enhancing coordination. The focus of these trainings highlights inclusion of all constituent groups in committee and governance dialogues.

Specific actions taken to address Recommendation 3:

- In spring 2014, a *Committee on Committees* was formed. The Committee on Committees is scheduled to meet three times per year ongoing.
- The *Committee on Committees* met on September 8, 2016, and formulated a list of changes to improve committee participation on all campus committees.³⁰
- A committee website is being developed and is due to launch in March 2017.
- The *Decision Making Guide* is updated annually and serves to provide information on committee participation and member responsibilities.³¹
- All committees have been asked to update their information and address delineation of functions for their membership.³²
- All college committees have been asked to update committee website content and maintain currency of posted information, as well as enhance intranet committee web

³⁰ [Committee on Committees Meeting Minutes 09-08-16 \(E. 30\)](#)

³¹ [Decision Making Guide Fall 2014 \(E. 31\)](#)

³² [Committee Structure and Function Form for Bookstore Committee \(E. 32\)](#)

pages to include committee mission, vision and operating procedures, where necessary, in addition to warehousing meeting agendas and minutes.

- The College initiated surveys for all members of college committees in fall 2016. The surveys deployed by each committee asked members to comment on the functional aspects of each committee as it related to operations and workload, timeliness of agendas and minutes, adequacy of meeting times, communication and dissemination of committee information and professional development needs for the committee members. The results of this survey are being used to improve committee functionality and coordination at the College.³³
- Committee “rushes” have been held and will continue to be held twice per semester going forward.

Specific actions taken to address Standard IV.A 5:

- The College informs members of the campus community how to become engaged in the planning and decision-making process through publication of the *Decision Making Guide* and the work and minutes of the College Planning Team (CPT). A new "Committee on Committees" has focused on regular updating of the *Decision Making Guide* to reflect:
 - The structure of committees;
 - A current listing of all college-wide collegial consultation committees; and
 - The context and relation of committee structure to college planning processes.

The new *Decision Making Guide* that reflects these new priorities is scheduled for publication in June 2017.

- A workshop entitled "Getting Involved in Campus Committees" was held six times during the 2014-15 academic year for the purpose of explaining to members of the wider campus community how they can become involved in the College's decision-making process.

³³ [Committee on Committees Survey of Committee Operations Fall 2016 \(E. 33\)](#)

Progress Report

Review of Annual Reports

Student Achievement and Learning Outcomes

1. Institution-Set Standards: Overall, the institution is making progress towards achieving its aspirational institution-set standards and indeed has met or is within 1-2 percentage points of these institution-set standards.^{34, 35}
 - a. Successful course completion increased by two percentage points from the 2015 to the 2016 ACCJC Annual report and is within two percentage points of the target.
 - b. The number of students earning a certificate or degree has increased 19 percent over the past three years (2013/14 to 2015/16). In 2014/15, we exceeded the 2015/16 institution-set standard of 1,127 for this metric.
 - c. The number of students earning a degree has increased 9 percent over the past three years (2013/14 to 2015/16). In 2014/15, we exceeded the 2015/16 institution-set standard of 860 for this metric.
 - d. The number of students earning a certificate has increased 183 percent over the past three years (2013/14 to 2015/16). In 2014/15, we exceeded the 2015/16 institution-set standard of 307 for this metric.
 - e. The number of students transferring to a four-year institution in 2014/15 (1,278) exceeded the 2015/16 institution-set standard of 1,121 by 14 percent.
 - f. The progression rate from basic skills to college-level math reported in 2014/15 (42 percent) exceeded the 2015/16 institution-set standard of 38 percent.
 - g. The progression rate from basic skills to college-level ESL reported in 2014/15 (52 percent) exceeded the 2015/16 institution-set standard of 22 percent.
 - h. The progression rate from basic skills to college-level English reported in 2014/15 (52 percent) exceeded the 2015/16 institution-set standard of 39 percent.
2. Student Learning Outcomes and Student Support Learning Activities:
 - a. The institution increased the number of courses offered by 53 over the 2015 and 2016 reporting period. Evidence of ongoing assessment decreased from 89 to 78 percent during that period, but through its faculty coordinators, the Student Learning Outcomes committee is providing support to departments that have courses identified as not having evidence of ongoing assessment. In addition, the transition from CurricUNET to eLumen in spring 2017 is set up to improve the tracking and reporting of SLO documentation and results.
 - b. There was a slight decrease in the percentage of programs with evidence of ongoing assessment (88 to 81 percent), but as noted above, the SLO committee through its SLO coordinators and “Days of Assessment” events are working to increase this metric.

³⁴ [ACCJC Annual Report 2015 \(E. 34\)](#)

³⁵ [ACCJC Annual Report 2016 \(E.35\)](#)

- c. While still a high percentage of Student or Administrative Support areas with identified unit outcomes and evidence of ongoing assessment has decreased from 100 to 93 percent, the institution held an Administrative Unit Outcome retreat in fall 2016 to help departments develop and/or refine their unit outcomes, which are embedded in the program review process. This was the third retreat of its kind since 2007.

Fiscal Outcomes

A review of the annual fiscal reports submitted to ACCJC for academic years 2013-14 and 2014-15 reveal stable and sustainable budgets for College of the Canyons.^{36, 37}

- a. The Annual General Fund revenues from all sources has increased by \$15,417,407, an increase of 18 percent, from 2012/13 to 2014/15. Over this same time period, revenue from other sources increased by \$24,564,023 (an increase of 57 percent).
- b. The Net Beginning Balance over a three-year period (2012/13-2014/15) remained relatively flat (\$9,667,106 in 2012/13 to \$9,960,335 in 2015/16).
- c. Total Annual General Fund expenditures increased 17 percent from 2012/13 to 2014/15 (\$86,708,451 vs \$101,181,790). The increase in Annual General Fund Revenues during this same time period, 18 percent, exceeds the increase in General Fund expenditures.
 - a. Salaries and benefits increased from \$69,379,935 to \$79,341,479, an increase of 14 percent (2012/13-2014/15).
 - b. Other expenditures increased from \$17,328,516 to \$21,840,311, an increase of 26 percent (2012/13-2014/15).
- d. Total local borrowing for cash flow purposes using a TRANS occurred only in 2012/13 due to State Apportionment Deferrals. The District did not require cash flow borrowing using a TRANS in either 2013/14 or 2014/15.
- e. Debt service has remained flat over a three-year period (\$2,093,969 in 2012/13 and \$2,077,450 in 2014/15).
- f. The deposit into a non-irrevocable reserve for OPEB liabilities has increased 27 percent over a three-year period (\$3,226,953 in 2012/13 to \$4,105,486 in 2014/15).
- g. Cash Balance has increased 68 percent over a three-year period (\$11,804,926 in 2012/13 to \$19,872,054 in 2014/15).
- h. The District exceeded its budgeted FTES each year over a four-year period, with the exception of 2012/13, in which FTES was below the budgeted target (due to the State's recession).
- i. The Student Loan Default Rate over a three-year period (2009/10-2011/12) decreased from 18 to 13 percent.

³⁶ [ACCJC Annual Fiscal Report 2013-2014 \(E. 36\)](#)

³⁷ [ACCJC Annual Fiscal Report 2014-2015 \(E. 37\)](#)

Progress Report

Actionable Improvement Plans

STANDARD IB

Institutional Mission and Effectiveness

Improving Institutional Effectiveness

Actionable Improvement Plan 1 – Training for Integrated Planning Processes:

Standard I.B.3

The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

Actionable Improvement Plan:

Augment existing department planning with additional training opportunities for faculty and staff on integrated planning, emphasizing interconnectedness between planning processes and reflection questions for departments' internal dialogue.

Discussion:

Since the 2014 accreditation site visit, College of the Canyons has expanded both its training and reflection on its planning processes, which included additional program review training for both academic and administrative departments. These additional trainings included presentations and discussions for schools within the College, drop-in data coaching sessions for personnel working with operational planning, as well as scheduled college-wide planning retreats. These expanded opportunities focused on helping the campus community access and utilize data to inform their planning efforts, while simultaneously collecting feedback on ways the College can improve its planning processes, better integrate plans, and provide access to additional data relevant for departmental planning. The College also formed a new committee committed to Institutional Effectiveness and Inclusive Excellence which focuses on integration of plans and dialogue pertaining to college-wide outcome indicators. A specific effort was also made during both fall 2015-16 and fall 2016-17 to train instructional deans and department chairs on the use of program review planning tools, including Tableau data visualization software, and an electronic activity planning form designed to better integrate and relate annual operational planning to college strategic goals and objectives.

Specific actions taken to address Actionable Improvement Plan 1:

- The College implemented a new committee in 2015-16 to improve the integration and communication of planning pertaining to its performance indicators (ACCJC institution-

set standards), Institutional Effectiveness Partnership Initiative indicators, Basic Skills Plan, Student Equity Plan, Student Success and Support Program Plan and other institutional plans. This new committee, Institutional Effectiveness and Inclusive Excellence (IE)², was implemented in 2015-16 and has approximately 35 regular attendees including faculty, classified, student, and manager/administrator representatives.⁸

- The College participated in several integrated planning workshops sponsored by the Chancellor's Office Institutional Effectiveness Partnership Initiative during 2015-16, including one held at College of the Canyons.³⁸
- The College conducted presentations on integrated planning for the College, including presentations to the Management Advisory Council³⁹ and College Planning Team⁴⁰ during 2015-16.
- The Office of Research, Planning and Institutional Effectiveness, in partnership with the faculty co-chair of Student Learning Outcomes, hosted open office hours to help departments access, analyze and apply outcome data in the local planning process, as well as provided hands-on demonstrations to schools of how to access and utilize the new Tableau data visualization tool.⁴¹ These sessions went beyond the standard PowerPoint presentation and allowed faculty to practice using the data visualization software.
- The Chief Business Officer, in collaboration with the Chief Instructional Officer, Academic Senate President and the Office of Research, Planning and Institutional Effectiveness have held budget/resource allocation and program review planning meetings with each school. These meetings were held in 2015-16 and 2016-17.⁴²
- The College also provided training related to integrated planning at Instructional Advisory Council meetings during both 2014-15 and 2015-16.^{43, 44}

Actionable Improvement Plan 2 – Communicate the College's Mission Statement:

Standard I.B.3

The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

Actionable Improvement Plan:

Develop materials and communicate the new Mission Statement to the campus community.

³⁸ [Institutional Effectiveness Partnership Initiative Integrated Planning Workshops Flier \(E. 38\)](#)

³⁹ [Management Advisory Council Meeting Agenda 12-16 \(E. 39\)](#)

⁴⁰ [College Planning Team Meeting Agenda 11-14-16 \(E. 40\)](#)

⁴¹ [Data Coaching Email Evidence \(E. 41\)](#)

⁴² [Program Review and Budget Allocation Meetings with Schools 2016 \(E. 42\)](#)

⁴³ [Instructional Advisory Council Integrated Planning Evidence \(E. 43\)](#)

⁴⁴ [Instructional Advisory Council Integrated Planning Evidence \(E. 44\)](#)

Discussion:

The Public Information Office utilized both print and digital media to ensure that an updated Mission Statement, along with the Vision and Philosophy statements, were communicated effectively to the college community across both campuses.

Specific actions taken to address Actionable Improvement Plan 2:

- The College's mission⁴⁵, vision⁴⁶, and philosophy⁴⁷ posters were updated during fall 2014 using visuals featuring campus scenes. Hundreds of copies of each poster were printed, and then hung in classrooms and offices on both the Valencia and Canyon Country campuses during fall 2014. Pocket-size publications displaying the new mission, vision, and philosophy statements were also created and distributed to all full- and part-time employees on both campuses.
- The updated mission statement was added to the College website in fall 2014.⁴⁸
- The updated mission, vision, and philosophy statements were added to "The Monday Report," the College's weekly e-newsletter sent to all full- and part-time employees on both campuses in fall 2016.^{49, 50, 51}

⁴⁵ [Mission Statement Fall 2014 \(E. 45\)](#)

⁴⁶ [Vision Statement Fall 2014 \(E. 46\)](#)

⁴⁷ [Philosophy Statement Fall 2014 \(E. 47\)](#)

⁴⁸ [Public Information Office Website with updated Mission, Vision, and Philosophy \(E. 48\)](#)

⁴⁹ [The Monday Report with Mission Statement 11-14-16 \(E. 49\)](#)

⁵⁰ [The Monday Report with Vision Statement 11-21-16 \(E. 50\)](#)

⁵¹ [The Monday Report with Philosophy Statement 11-28-16 \(E. 51\)](#)

STANDARD IIA
Student Learning Programs and Services
Instructional Programs

**Actionable Improvement Plan 3 –
Guided Pathways:**

Standard II.A.1

The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

Actionable Improvement Plan:

In order to further support student success and completion, the College will work to create two-year pathway guides for each instructional program, as well as career pathway guides for degree and certificate completion. These will be available and regularly updated via the College website.

Discussion:

College of the Canyons has begun a lengthy process of designing and implementing intentional guided pathways, working with both our K-12 and four-year transfer partners. One of the first accomplishments was the design and publishing of two-year pathway guides for our full-time students. Further discussion among administration and faculty has resulted in an additional focus on creating pathway guides for our part-time students, as well. Work has taken place in the Career and Technical Education (CTE) programs on the design and implementation of career pathways in nine areas of curriculum aligned with the William S. Hart School District. Twenty-two Associate Degrees for Transfer (ADT) have also been created to enhance our students' transfer to the California State Universities (CSU).

Specific Steps taken to address Actionable Improvement Plan 3:

- 21 Associate Degrees for Transfer were created with the California State Universities (CSU) through fall 2016.⁵²
- Nine aligned career pathways were created with the William S. Hart School District during spring 2015.⁵³
- Two-year pathway guides were created for full-time students starting in fall 2016.^{54, 55, 56, 57}

⁵² [College Catalogue Associate Degrees for Transfer Listings 2016-2017 \(E. 52\)](#)

⁵³ [Public Information Announcement of Career Pathways Trust Grant 2015 \(E. 53\)](#)

⁵⁴ [Two-Year Pathway for Communication Studies AA Degree \(E. 54\)](#)

⁵⁵ [Two-Year Pathway for Communication Studies ADT Degree \(E. 55\)](#)

⁵⁶ [Two-Year Pathway for Mathematics AS Degree \(E. 56\)](#)

⁵⁷ [Two-Year Pathway for Mathematics ADT Degree \(E. 57\)](#)

- A grant application is currently in development this spring 2017 for College of the Canyons to participate in the California Guided Pathways Project. The College is also working with Inquiry and Improvement Services, LLC to better integrate concepts, framework and principles of Completion by Design, Guided Pathways to Success and other nationally recognized programs.⁵⁸

Actionable Improvement Plan 4 – Online/Hybrid Course Success and Retention:

Standard II.A.1.b

The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Actionable Improvement Plan:

In order to improve student success and retention rates in online and hybrid courses, the College will identify proven strategies for promoting online and hybrid student success and present them to instructional faculty.

Discussion:

The Distance and Accelerated Learning Department collects, analyzes and disseminates student feedback in an ongoing effort to improve online student success and retention. The department is supported in these efforts by the College's Office of Research, Planning, and Institutional Effectiveness.

Distance and Accelerated Learning undertook efforts during 2014-15 and 2015-16 to both solicit and disseminate student feedback to instructors and the rest of the college community. Prior to the commission action letter of 2014, the College conducted annual student surveys of online students. Since that time, annual student focus groups have also been convened to gather additional student input on various distance learning formats. For example, a student focus group was conducted in July 2015 to obtain student feedback on their online and hybrid courses. As a result of information gained from this focus group, Distance Learning improved student access to instructor orientation letters by integrating a direct link in the class search within the College's online registration system.

A faculty inquiry group was also convened in summer 2015. The group evaluated educational research and made recommendations on actions instructors could take to improve student success in online and hybrid classes, with an emphasis on identifying at-risk student groups that have been shown to traditionally succeed at lower rates. Faculty inquiry group recommendations to address these concerns were presented in a FLEX workshop held on August 17, 2015, and also disseminated via the web. In addition, our learning management system (LMS) workshops and

⁵⁸ [Inquiry2Improvement Board Approval Evidence 8-10-16 \(E. 58\)](#)

“Skilled Teacher Certificate” course have since incorporated a discussion of best practices, such as engaging students by using videos, social media, use of appropriate assignment timelines, and implementing enhanced web-based course designs, in an ongoing effort to increase and strengthen online student-faculty interactions. A second faculty inquiry group was convened in spring 2016. This group also examined best practices for increasing effectiveness in student-instructor interaction in online classes and developed a set of recommendations presented in a FLEX workshop on January 30, 2017. One additional activity has served to improve the delivery of distance education courses, an online and hybrid course instructor retreat was first held on May 1, 2015, and again on May 6, 2016, to further promote discussion of best practices, communicate faculty inquiry group recommendations, and create an awareness of student feedback.

The College also appointed a task force to review and revise online instructor qualifications, which were originally adopted by the College’s Academic Senate in September 2006. This task force included administrators, classified staff, adjunct faculty, and full-time faculty. The Academic Senate approved a revision to the online instructor qualifications on May 19, 2016. This revision included the requirement that instructors refresh their certification every three years by completing a self-paced online training, which includes updates on technology, regulations, accreditation requirements, best practices, and online education resources.

Specific Steps taken to address Actionable Improvement Plan 4:

- Implementation of annual student focus groups for distance and hybrid courses.¹⁷
- Learning management system (LMS) workshops and Skilled Teacher Certificate course have incorporated best practices for distance education courses.^{28, 59}
- Faculty inquiry group (FIG) formed to study distance education and hybrid course success and retention.^{18, 19}
- Hosted annual online/hybrid faculty retreats.^{20, 21}
- Online instructor requirements were revised to require faculty recertification every three years.^{23, 24}
- Disseminated online student survey and focus group feedback via website, workshops, and meetings (ongoing).

Actionable Improvement Plan 5 – Student Learning Outcomes and Program Review:

Standard II.A.2.e

The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Actionable Improvement Plan:

⁵⁹ [Skilled Teacher Certificate Syllabus Fall 2015 \(E. 59\)](#)

In order to better connect District-wide planning to SLOs assessment results, to meet student needs, the College will re-evaluate the program review process to improve the connection between student learning outcome assessment results, program relevancy and future planning needs.

Discussion:

The CASL/PR committee is dedicated to improving student learning and success. The CASL/PR committee has worked with Academic Senate, surveyed faculty, and engaged faculty in work, reflection, and planning to better integrate SLOs, PSLOs, and ISLOs with Program and District-wide planning. To this end several modifications were made to the program review process and planning documents. Faculty were surveyed and specific ISLOs were chosen and approved by faculty through a vote of the Academic Senate. Days of Assessment were held to increase conversation, reflection, development of rubrics, and planning for implementation of ISLOs across disciplines. Workshops on how to use SLO and program review data to establish and evaluate department goals are ongoing.

The program review process was reviewed and modified from 2014 through 2017. The College currently uses the CurricUNET Assessment Module as a more comprehensive way to document SLO assessment and results. Previously, the SLO results were documented in the College's program review software in table format. To improve the connection between student learning outcome assessment results and program planning, additional questions (prompts) were added to the existing program review software:

- *“How has your department used assessment of student learning outcomes (at the course or program level) to initiate program improvement (i.e. curriculum update or changes, delivery of content/services, and or the development of new program goals) since the last program review cycle?”*
- *How have these changes impacted student learning, achievement, and institutional effectiveness?”*

Inclusion of these questions resulted in documented evidence of program improvements, such as restructuring of laboratory courses (Chemistry), and evidence of future planning needs, such as training to increase awareness of high impact teaching practices (Business). To further improve the integration of program review with student learning outcome assessment and curriculum inventory, the College has recently purchased a new product, eLumen, as a single software solution. A task force was formed to review available software-based planning products, which resulted in the adoption of eLumen as a platform to integrate program review, SLOs, student ePortfolios, and assessment. Implementation teams are currently being formed to begin the configuration, training and adoption process for each module.

Specific Steps taken to address Actionable Improvement Plan 5:

- The following question was approved and added to Program Review on May 14, 2014:

*“How has your department used assessment of student learning outcomes (at the course or program level) to initiate program improvement (i.e. curriculum update or changes, delivery of content/services, and or the development of new program goals) since the last program review cycle. How have these changes impacted student learning, achievement, and institutional effectiveness?”*⁶⁰

- Program review modifications to improve planning processes and connections to learning outcomes were approved by the Academic Senate on May 22, 2014.⁶¹
- The College participated in the American Association of Colleges and Universities (AAC&U) initiative to identify relevant institutional student learning outcomes (ISLOs), as adopted by the California State Universities.⁶²
- ISLO Assessment Survey, spring 2015 and fall 2015.^{63, 64}
- Discussion and modification of an institutional learning outcome addressing critical thinking during September 2015.⁶⁵
- Adopted an electronic program review activity form to integrate program review planning needs with budget development.⁶⁶
- Modification of existing software to accept SLO intervention activities into the annual planning cycle.^{67, 68}
- ISLOs approved by Academic Senate at May 19, 2016 meeting.⁶⁹
- Faculty worked to develop assessment rubrics for ISLOs during March, June and November 2016 in the Days of Assessment workshops.^{65, 70}
- Fall 2016 data-coaching workshops were offered during FLEX week and throughout the semester providing instruction on how to use program review and SLO data to help departments establish and evaluate progress toward goals.^{41, 71}
- Investigation and review of available educational planning software; product evaluation rubrics were developed; site visits conducted; recommendation was reviewed by a task force of faculty and administration in May 2016.⁶⁹
- Purchase and adoption of eLumen for academic year 2016-17 as the College software solution to create an integration of the curriculum inventory, program review system, student ePortfolios, and learning outcome assessment records.⁷²

⁶⁰ [CASL Meeting Agenda 5-14-14 \(E. 60\)](#)

⁶¹ [Academic Senate Meeting Minutes 5-22-14 \(E. 61\)](#)

⁶² [ISLO Presentation to College Planning Team 11-16-15 \(E. 62\)](#)

⁶³ [ISLO Survey Results Spring 2015 \(E. 63\)](#)

⁶⁴ [ISLO Survey Results Fall 2015 \(E. 64\)](#)

⁶⁵ [Critical Thinking Workshop September 2015 \(E. 65\)](#)

⁶⁶ [Activity Form Integrating Program Review and Budget \(E. 66\)](#)

⁶⁷ [CASL Meeting Minutes 5-11-16 \(E. 67\)](#)

⁶⁸ [CASL Meeting Minutes 8-24-16 \(E. 68\)](#)

⁶⁹ [Academic Senate Meeting Agenda 5-19-16 \(E. 69\)](#)

⁷⁰ [CASL Meeting Minutes 11-23-16 \(E. 70\)](#)

⁷¹ [Professional Development Data Coaching Session 8-15-16 \(E. 71\)](#)

⁷² [Achievement Software Client Services Agreement for eLumen 6-29-17 \(E. 72\)](#)

Actionable Improvement Plan 6 – Tracking CTE Certifications and Employer Satisfaction:

Standard II.A.5

Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Actionable Improvement Plan:

In order to support that the College's certificates and degrees meet technical and professional competencies, as well as external licensure and certification requirements, the College will improve its system for obtaining employer satisfaction feedback and tracking licensure and certification in CTE areas.

Discussion:

The College performs annual satisfaction surveys of employers as part of the CTE program evaluation cycle. College of the Canyons has also created a testing center now used to deliver industry certification testing, which is assisting in the identification of pass rates on these exams. Full implementation of the CTE Outcomes Survey instrument has also improved access to student information, such as licensure and certification pass rates.

Specific Steps taken to address Actionable Improvement Plan 6:

- Created capacity for on-campus industry certification and licensure testing.⁷³
- Expanded utilization of the CTE Outcomes Survey.⁷⁴
- Implementation of LaunchBoard.⁷⁵
- Employer satisfaction surveys assessed through the Office of Research, Planning and Institutional Effectiveness.^{76, 77}
- Regional and state-wide collaboration to increase access to industry certification data.

⁷³ [Operating Agreement with Prometric by Board of Trustees 10-12-16 \(E. 73\)](#)

⁷⁴ [CTE Employment Outcomes Survey Agreement 2015 \(E. 74\)](#)

⁷⁵ [LaunchBoard Implementation \(E. 75\)](#)

⁷⁶ [MLT Alumni Employer Survey \(E. 76\)](#)

⁷⁷ [Nursing Alumni Employment Survey \(E. 77\)](#)

Actionable Improvement Plan 7 – Course Syllabus Review and Storage:

Standard II.A.5

The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section, students receive a course syllabus.

Actionable Improvement Plan:

In order to ensure that every student receives clear and accurate information with specific learning outcomes, consistent with the College's officially approved course outline of records, the College will implement a system for reviewing and storing accurate syllabi for every class.

Discussion:

The course outline of record is the official contract for student learning. Since the course syllabus functions as a communication tool between instructors and students, it should accurately reflect the outcomes, objectives, content, and assignments found in the course outline of record. In 2015, the Academic Senate created an *Ad Hoc* Standards and Practices Committee to develop a list of required elements for all course syllabi that includes common elements found nationally, and to create a sample syllabus format to assist new faculty, particularly adjuncts, with the intent that the template may be adjusted to meet the unique needs of specific courses. This committee was chaired by the former faculty curriculum chair and included representation by faculty from a variety of disciplines. To support development of a common list of required elements for all course syllabi, the faculty group evaluated research published in peer-reviewed journals from higher education, and helped develop two survey instruments that were delivered in collaboration with the Office of Research, Planning and Institutional Effectiveness. One survey focused on faculty opinions of the most essential elements of an effective syllabus, and the other on student opinions. As a result of this work, the committee created a 25-page report which identified and organized syllabus elements into the following categories: *Required for Accreditation Purposes; Required for Institutional Purposes; Recommended; Optional; Supplemental Items (that can be posted online)*.

Each semester, instructional deans contact individual faculty members to request an electronic copy of their course syllabi. Syllabi are then evaluated for the presence of valid SLO(s) and are cataloged by the instructional dean, and again by the vice president of academic affairs. Syllabi are kept in a centralized electronic folder to facilitate access in the event of mid-term changes to faculty assignments, as well as student or graduate inquiries.

Specific Steps taken to address Actionable Improvement Plan 7:

- The local Academic Senate has received recommendations from a Standards and Practices committee, which developed syllabus standards and examples of recommended practices for College of the Canyons faculty, based on survey feedback from faculty and students.^{78,79}
- Deans acquire electronic copies of all active course sections at the start of each term.⁸⁰
- Syllabi are checked for the presence of appropriate SLO statements.⁸¹
- Copies of syllabi are forwarded to Academic Affairs for central electronic storage.⁸²

Actionable Improvement Plan 8 – Policies - College Catalog and Electronic Format:

Standard II.A.6.c.

The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel, through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

Actionable Improvement Plan:

To ensure accurate and timely review of College policies, the College Policy Council needs to establish a regular cyclical review, revision, and publication process for all College policies and procedures. A new intranet site has been established to help with this process.

Discussion:

The College Policy Council (CPC) is a collegial consultation committee made up of representatives from all campus interest groups, that has met at least once per semester for the past several years. Typically, the CPC is convened when enough new policies or policy revisions have made their way through various entities, such as the Academic Senate, to create a viable agenda – 4 to 5 policies. This process has proven to be very efficient and effective. Of the 209 policies and procedures on campus, over 80 percent have undergone a review within the last several years. Up until recently, policies were selected for revision (or creation) because of changes in legislation and regulations, or, when using the policy, college personnel have found needs for revision. It was recognized that a more systematic and timely approach was needed to ensure a regular cycle for review, adding confidence that nothing was “falling through the

⁷⁸ [Syllabus Survey Faculty Spring 2016 \(E. 78\)](#)

⁷⁹ [Syllabus Survey Students Fall 2016 \(E. 79\)](#)

⁸⁰ [English Syllabi Collection Spring 2015 \(E. 80\)](#)

⁸¹ [Syllabi Components Check \(E. 81\)](#)

⁸² [Syllabus to Academic Affairs \(E. 82\)](#)

cracks.” To that end, the CPC has met to draft a set of policy statements and procedures for the regular review of policy. This “policy on policy” will be reviewed at the February 2017 meeting of the CPC and presumably will make its way through the Board of Trustees policy approval process.

Specific Steps taken to address Actionable Improvement Plan 8:

- Reviewed all college policies currently approved by the Board between 2014 and 2017.
- Sorted existing college policies by creation and last revision dates.⁸³
- Engaged the CPC in a discussion regarding how to systematically review all policies and establish procedures such that a regular review cycle is followed.^{84, 85}
- Established intranet site with published date(s) for upcoming meeting(s).⁸⁶

Actionable Improvement Plan 9 – Faculty Handbook:

Standard II.A.7.a

Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Actionable Improvement Plan:

In its efforts to improve orientation of new faculty, while simultaneously ensuring a more centralized location for important information, the College will update its faculty handbook for both full and part-time faculty, and include pertinent references to all policies and procedures.

Discussion:

Orientation sessions for both new adjunct faculty and new full-time faculty are offered at the start of every semester. For new full-time faculty, the orientation continues through a mentorship program where each new full-time faculty member has a mentor. In an effort to support additional ongoing orientation for all faculty, faculty handbooks have either been created or are being created. In 2015-16, a new electronic adjunct faculty handbook was created and now undergoes an annual update to make certain all critical information is available to part-time faculty each semester. The full-time faculty handbook is currently under design and will be available in fall 2017.

Specific Steps taken to address Actionable Improvement Plan 9:

⁸³ [Master Policy List \(E. 83\)](#)

⁸⁴ [College Policy Council Meeting Agenda 11-22-16 \(E. 84\)](#)

⁸⁵ [College Policy Council Meeting Minutes 11-22-16 \(E. 85\)](#)

⁸⁶ [College Policy Council Intranet Site \(E. 86\)](#)

- Orientation sessions are held every semester for faculty.^{87, 88}
- An adjunct faculty handbook was created in 2015-16 and undergoes an annual update.⁸⁹
- A full-time faculty handbook is currently in production.

⁸⁷ [New Full-Time Faculty Orientation Agenda Fall 2015 \(E. 87\)](#)

⁸⁸ [New Adjunct Faculty Orientation Agenda Spring 2017 \(E. 88\)](#)

⁸⁹ [Adjunct Faculty Handbook Revised Spring 2017 \(E. 89\)](#)

STANDARD IIB
Student Learning Programs and Services
Student Services

**Actionable Improvement Plan 10 –
Expand Outreach to Local High Schools:**

Standard II.B.

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

Actionable Improvement Plan

With changes occurring related to admission and registration priority, the division will increase outreach to local high schools, specifically to secondary counseling staff, and to parents.

Discussion:

The Outreach & School Relations Office works in partnership with William S. Hart Union High School District and other surrounding school districts to deliver outreach services to students, parents and staff throughout the academic year. These outreach services provide students, parents and staff the opportunity to learn about the College’s educational options, student support services and admission processes, including priority enrollment information. These services include establishing monthly new student advising appointments and workshops at the local high schools, an annual High School Counselor Day to provide current information on admissions, academic programs and student support services, and an annual information night for high school seniors and their families. The Outreach & School Relations Office coordinates special 3SP programs to assist students through the matriculation process and earn a priority registration date. These programs include the new Canyons Advantage Program, which provides students the opportunity to complete orientation, assessment and advising at their high school, and Fast Fridays which allows students to complete assessment and advising on the same day.

Specific actions taken to address Actionable Improvement Plan 10:

- The Outreach & School Relations Office coordinates monthly new student advising appointments and workshops at the local high schools.⁹⁰

⁹⁰ [Outreach Activities 2015-2016 \(E. 90\)](#)

- The Outreach & School Relations Office participates in college and career fairs hosted by local high schools.⁹⁰
- The Outreach & School Relations Office hosts an annual High School Counselor Day.^{91, 92}
- The Outreach & School Relations Office hosts and participates in Information Night for high school seniors and their parents in English and Spanish.^{93, 94}
- The Outreach & School Relations Office coordinates special Student Success and Support Programs (3SP) to assist students in completing the matriculation process and earning a priority registration date.⁹⁵
- College of the Canyons has increased outreach to local high schools, including secondary counseling staff, and to parents.⁹⁰

Actionable Improvement Plan 11 – Expand the Student Business Office (SBO):

Standard II.B.1

The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

Actionable Improvement Plan:

The Student Business Office will expand by adding office and support space.

Discussion:

The College has recognized that the Student Business Office (SBO) will need more space to adequately serve our expanding student population. This department's space requirement was partially addressed when the SBO was relocated from the original administrative building to their current space in the Seco Hall. That location change occurred over five years ago. Since that time the office has begun to again out-grow the allocated space. The situation was exacerbated by the fact that the College was only able to remodel existing space in attempting to meet the needs of this department. Going forward, a plan was developed to move from Seco Hall to the ground floor of the Canyons Hall student services and administration building. This change is particularly significant in that Canyons Hall has been the home of both Financial Aid and Admissions and Records. When completed, this plan will allow students one-stop access to all student services in Canyons Hall. Adequate space has been identified in this new location, with construction scheduled to be complete in late 2017.

⁹¹ [Counselor Day Agenda 10-16-15 \(E. 91\)](#)

⁹² [Counselor Day Agenda 12-2-16 \(E. 92\)](#)

⁹³ [Information Night Flyer \(E. 93\)](#)

⁹⁴ [Prospective Student Information Night 2016 \(E. 94\)](#)

⁹⁵ [Fast Friday Flyer \(E. 95\)](#)

Specific Steps taken to address Actionable Improvement Plan 11:

- Identified a space in the newly constructed Canyons Hall for the Student Business Office.⁹⁶

Actionable Improvement Plan 12 – Expand Disabled Student Programs and Services (DSPS):

Standard II.B.1

The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

Actionable Improvement Plan:

DSPS will develop a private office for its counseling staff, as well as lab space, a learning disability testing space, and administrative support space.

Discussion:

This Planning Agenda item is complete. DSPS was able to effectively double their office and laboratory space, thereby accomplishing the goals set forth above. Because the department expanded into existing college space, some cosmetic improvements have not been completed. The College plans to complete minor DSPS remodeling and maintenance tasks when the adjacent SBO space is modernized in late 2017.

Specific Steps taken to address Actionable Improvement Plan 12:

- The College completed construction of a new Student Services building – Canyons Hall and occupied it in 2015.⁹⁷
- Financial Aid was formerly adjacent to DSPS in Seco Hall.
- Financial Aid was relocated to a new location on the ground floor of Canyons Hall.
- DSPS expanded into the old Financial Aid space in Seco Hall.^{98, 99}

⁹⁶ [Planned Campus Moves Including Student Business Office \(E. 96\)](#)

⁹⁷ [Breaking News Article Regarding New Buildings \(E. 97\)](#)

⁹⁸ [DSPS Program Review 2016-2017 \(E. 98\)](#)

⁹⁹ [Evidence of Completed Work Orders for DSPS Expansion \(E. 99\)](#)

Actionable Improvement Plan 13– Expansion of Student Health Services:

Standard II.B.1

The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

Actionable Improvement Plan:

Student Health will develop space for a full-time psychologist, interns, and group meetings.

Discussion:

College staff met with architects in November 2016 to redesign and reallocate space in building X6 to address the expanding needs of Student Services. X6 will house Cooperative Work Experience Education (CWEE) and Internships, the Career Center, and the Veterans Service Center. Movement of the Career Center from Canyons Hall to X6 will also create space necessary for the relocation of the SBO from Seco Hall, as mentioned above. More importantly, these changes will allow for innovative programming and collaboration between departments in this new location, as well as the sharing of staff, especially reception personnel. The newly redesigned X6 will also feature a computer lab, conference room, and several staff offices. To encourage student utilization of these programs and services, the College plans to schedule a number of mandatory student orientation workshops in this new space.

Specific Steps taken to address Actionable Improvement Plan 13:

- The College remodeled space in Bonelli Hall to house Academic Affairs during 2016-17.
- Academic Affairs vacated space in a building known as X6 after moving to Bonelli Hall.
- The vacated X6 building will house CWEE and Internships, the Career Center, and the Veterans Service Center, which includes counseling services for veterans.
- CWEE and Internships were previously located adjacent to Student Health in the Student Center.
- Student Health will expand into this vacated space in the Student Center to create additional space for interns, psychologists, and group meetings.^{100, 101, 102}

¹⁰⁰ [SAMHSA Campus Suicide Prevention Grant Workplan \(E. 100\)](#)

¹⁰¹ [Student Health Program Review 2015-2016 \(E. 101\)](#)

¹⁰² [Student Health Program Review 2016-2017 \(E. 102\)](#)

Actionable Improvement Plan 14– Expansion of the Veterans Program:

Standard II.B.1

The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

Actionable Improvement Plan:

The Veterans Program will be located in the newly constructed Student Services and Administration building, as will the 3SP administrative offices.

Discussion:

The Veterans Program was not moved to the new Student Services and Administration Building once it opened. This was determined not to have the office layout needed for a successful Veterans Program. However, once the Academic Affairs and Payroll offices were moved to other locations on campus, the Veterans Program will be moved to a new location designed specifically for their needs. The Veterans Program will be moved in with the Career Center and Internship office located near the Student Center. This will provide direct access for veteran students, a connection to career services, and a workshop space.

The Student Success and Support Program administrative offices are located in the Student Services and Administration Building, Canyons Hall. The 3SP staff, director, and counselors are located in the same physical space. This allows for collaboration between all incoming services, educational planning, follow-up services to work together and for efficiency for our students.

Specific Steps taken to address Actionable Improvement Plan 14:

- The Veterans Program was not moved to the new Student Services building.
- College of the Canyons has created a new space for the Veterans Program.
- The Veterans Program will be moved to the X6 Building on campus.¹⁰³
- The Program will be housed with Career Center and Internships.
- This will double the Veterans Program space and offices.¹⁰⁴
- The 3SP office is located within the Counseling Office in the Student Services and Administration Building, known as Canyons Hall.

¹⁰³ [Veterans Center Revised Plans \(E. 103\)](#)

¹⁰⁴ [Veterans Center Work with USC via Memorandum of Understanding 6-17-16 \(E. 104\)](#)

Actionable Improvement Plan 15 – Comprehensive Education Plan:

Standard II.B.3.c

The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success, and prepares faculty and other personnel responsible for the advising function.

Actionable Improvement Plan:

Research, develop, and implement an online comprehensive educational planning tool.

Discussion:

College of the Canyons has researched, developed, and implemented an online comprehensive educational planning tool. The online education plan was developed and implemented through funding by the College's Title V grant. The online education plan went live to students in spring 2015. Over 3,500 students have used the product since its inception. The Counseling office has embraced the online education plan, uses the online education plan in their counseling appointments and in the new student advisements, and has shown the plan at various school meetings. This provides rich feedback from faculty and the students. We have implemented ongoing surveys and conducted focus groups to get student feedback to continually improve the online education plan program. The online education plan has been promoted in all 3SP functions and we will be focusing more on advertising to get students to use the plan from the start of their educational career.

Specific Steps taken to address Actionable Improvement Plan 15:

- Purchased the Student Self-Service Ellucian Online Education Planning Module in mid-2014.¹⁰⁵
- Development and implementation occurred in the fall of 2014. In spring 2015, the online education plan was released to students.
- Focus groups and surveys were conducted in fall 2014 for student feedback.¹⁰⁶
- The online student education plan was incorporated into all counseling classes, counseling appointments, and new student advisements.
- A committee was formed to advertise the online education plan, now called My Academic Plan, MAP, and promote the use to students and faculty.¹⁰⁷
- Flex presentations are held to show the product to faculty to promote their programs and classes.¹⁰⁸

¹⁰⁵ [Ellucian Student Planning Module Board Agenda 2014 \(E. 105\)](#)

¹⁰⁶ [Online Orientation Student Focus Groups Fall 2014 \(E. 106\)](#)

¹⁰⁷ [My Academic Plan Website \(E. 107\)](#)

¹⁰⁸ [Professional Development Week Program Booklet Spring 2017 \(E. 108\)](#)

- Ongoing research on how to improve the online education plan continues through work with our Title V grant.

Actionable Improvement Plan 16 – Student Services Program Improvements:

Standard II.B.3.c

The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success, and prepares faculty and other personnel responsible for the advising function.

Actionable Improvement Plan:

Develop, evaluate, and improve programs to meet the requirements of SB 1456–Student Success Act, and changes to Title 5.

Discussion:

College of the Canyons has developed, evaluated, and improved programs to meet the requirements of SB 1456- Student Success Act and changes to Title 5.

At College of the Canyons, in the 3SP department, we have a large agenda of items to improve upon for students. We continually reassess our programs to ensure we have the cutting-edge materials for our students. We have completely redone our orientation to bring it up to date, make it more interactive, and included videos of our own students. The 3SP committee reviews the orientation quarterly to update any information that may be needed.

The academic probation workshops went through a complete overhaul in the 2014-2015 academic year. We contracted with the RP Group to conduct extensive research on the students who are on academic probation and the workshops they attend. The research project has been shared at conferences and with other colleges to help them improve their own follow-up services. We are also using the data from the research project to improve our own processes.

Finally, we have multiple sub-committees working on specific populations of students. We are working on an orientation and new student advisement for new transfer students, notifications for students meeting milestones, and creating workshops or drop-in locations and hours to complete online education plans.

We are also in the final stages of creating a road map and pathways for all incoming students to be able to complete their degree within two to three years.

Specific Steps taken to address Actionable Improvement Plan 16:

- The 3SP committee has redeveloped the online orientation.^{109, 110}
- The academic probation workshops were completely redesigned to focus on growth mindset and GRIT and were also part of an extensive research project conducted by the RP Group.¹¹¹
- The online education plan was developed and implemented for students to create their own student education plan.¹⁰⁷
- Multiple committees are focused on creating additional services for new transfer students, students who have reached milestones in their education, a roadmap, and notification systems.¹¹²

Actionable Improvement Plan 17 – “Ask Canyons” Guides:

Standard II.B.3.c

The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success, and prepares faculty and other personnel responsible for the advising function.

Actionable Improvement Plan:

Collaborate with the 3SP committee to develop and implement peer “Ask-Canyons” Guides to serve as support staff in the Student Services Division.

Discussion:

College of the Canyons developed a new category of Student Services support staff, starting in 2015-16, which consisted of student peer advisors. These peer advisor positions were created through collaboration among the Student Success and Support Program committee members and resulted in the implementation of “Ask-Canyons” Guides to expand outreach to students. The “Ask-Canyons” Guides, also known as Outreach Peer Advisors, are college assistants hired to conduct campus tours, staff the Canyons Hall welcome desk, assist with routing phone calls within Student Services, act as liaisons with our students, and assist in conducting workshops for our students. These peer advisors are also hired with the intent that they will assist in many large Student Services outreach activities both on and off campus, such as “Fast Fridays,” Parent Information Night, and general campus tours. The Outreach Peer Advisors are hired with a one-year commitment from each student.

¹⁰⁹ [3SP Meeting Minutes 07-12-16 \(E. 109\)](#)

¹¹⁰ [3SP Meeting Minutes 08-09-16 \(E. 110\)](#)

¹¹¹ [Academic Probation Workshops Winter 2017 \(E. 111\)](#)

¹¹² [3SP Meeting Minutes 11-29-16 \(E. 112\)](#)

Specific Steps taken to address Actionable Improvement Plan 17:

- “Ask-Canyons” Guides, also known as Outreach Peer Advisors, were implemented in 2015-16 and are trained as paraprofessionals to assist with the delivery of services in all Student Services offices.¹¹³
- Outreach Peer Advisors are now the first point of contact for our students.

¹¹³ [Outreach Peer Advisor Guidelines \(E. 113\)](#)

STANDARD IIC
Student Learning Programs and Services
Library and Learning Support Services

**Actionable Improvement Plan 18 –
Information Competency Assessments:**

Standard II.C.1.b

The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Actionable Improvement Plan:

The Library will renew efforts for the regular use of pre-test and post-test exercises to assess how ongoing instruction efforts fulfill the commitment to teach information competencies.

Discussion:

The measurement of the efficacy and impact of library instruction has diminished in recent years. A pre-test/post-test model has been one commonly used by academic libraries to develop a snapshot of the immediate effect of library instruction for incoming students. The Library had formerly used such a model, but with changes to library personnel in recent years, had fallen out of use. Pre-testing and post-testing remains a simple and useful model, however, and the Library has recommitted to reviving it. To that end, conversations began in fall 2016 regarding the implementation of a new pre-test/post-test tool. The tool's appearance will depend upon the emphasis of the Library's Administrative Unit Outcomes (AUOs) in each program review cycle, since such tests should map back to the outcomes and the specific objectives that they emphasize. The librarians implemented new AUOs in Spring Semester 2017.

Specific actions taken to address Actionable Improvement Plan 18:

- The Head Librarian and the Bibliographic Instruction-Electronic Resources (Instruction) Librarian met in fall 2016 to discuss development and implementation.
- The Head Librarian and other two full-time librarians met in fall 2016 to map out new administrative unit outcomes (AUOs) for the Library, including one related to instruction.¹¹⁴
- The Head Librarian has authored specific objectives related to the AUO on instruction.¹¹⁴
- Head Librarian and Instruction Librarian are developing standardized pre- and post-tests for library instruction based on the new AUO and specific objectives during winter 2017.
- Implementation of new pre- and post-tests is scheduled for spring 2017, along with tracking and assessment of data.

¹¹⁴ [Library Program Review 2016-2017 \(E. 114\)](#)

Actionable Improvement Plan 19 – On-line Information Competency Skills Exercises:

Standard II.C.1.b

The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Actionable Improvement Plan:

Develop online information competency skills exercises and guides for Distance Education students to use and for instructors to potentially embed into course modules.

Discussion:

In an ongoing effort to maintain, build online presence, and support students, the Library, The Learning Center (TLC), and Distance Learning create and offer resources online to assist students, especially online, with skills and guidance.

The Distance & Accelerated Learning Department in collaboration with the Library and Student Equity Committee proposed, in spring 2015, and then hired a Distance Learning Student Success Coach in January 2017. Part of the Student Success Coach's core responsibilities are to plan, create, and deliver student success support materials, activities, and workshops. Also, included in the position's responsibilities is assisting faculty with implementing best practices that, in part, integrate materials into online classes that promote student engagement and success.

Specific Steps taken to address Actionable Improvement Plan 19:

- Hired a Distance Learning Student Success Coach in January 2017.¹¹⁵

Actionable Improvement Plan 20 – Assessment Cycle for Online Content:

Standard II.C.1.c

The institution provides students and personnel responsible for student learning programs and services adequate access to the Library and other learning support services, regardless of their location or means of delivery.

Actionable Improvement Plan:

The Library will establish a schedule to ensure that the online content it creates is regularly assessed and maintained.

¹¹⁵ [Student Success Coach Job Description 2017 \(E. 115\)](#)

Discussion:

Hiring a full-time librarian responsible for online services has resulted in support for the creation, assessment, and maintenance of online content, and the Library is now positioned to work in this area on a scheduled, systematic basis. Conversations began in fall 2016 to establish a schedule for creation and maintenance of the Library's online content, and to develop a plan for assessment, as well as a plan regarding how to use the results of each assessment.

Specific actions taken to address Actionable Improvement Plan 20:

- The Head Librarian, the Collection Development, and the Technical and Online Services (Tech Services) Librarian met in fall 2016 to discuss development and implementation of online content, as well as a process to review existing content.
- The Head Librarian and the Technical Services Librarian developed an ongoing schedule for content creation during winter 2017.¹¹⁴
- The Head Librarian and the Technical Services Librarian developed a plan for assessment and use of results during winter 2017.¹¹⁴
- A system of assessment for the Library's online content will be implemented in spring 2017, based upon prior planning which started in fall 2016.

**Actionable Improvement Plan 21 –
Review of Library Database Utilization:**Standard II.C.1.e

When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

Actionable Improvement Plan:

The Library will plan a scheduled review of database usage and share that data with relevant campus departments to make decisions on retention of databases, on promotion of databases, and on potential selection of other databases.

Discussion:

The Library is able to provide reference databases to the college community through a number of potential vendors. Information on database usage varies according to the vendor, however. Moreover, there are frequently opportunities for the Library to obtain new databases, possibly at the expense of current subscriptions. The Library offers trials of some of these new resources,

but the mechanism for gathering feedback from instructional faculty often yields too little information to justify the expense of a new subscription. With this in mind, the Library has established a better means of database assessment and selection, coordinated with the timing of the College's program review cycle and the purchasing cycle within the Library's consortium. Conversations began in fall 2016 to develop and implement a new assessment and selection process.

Specific actions taken to address Actionable Improvement Plan 21:

- The Head Librarian and Bibliographic Instruction-Electronic Resources (Instruction) Librarian met in fall 2016 to discuss development and implementation.
- The Head Librarian and Instruction Librarian developed an ongoing schedule for data gathering during winter 2017.¹¹⁴
- The Head Librarian and Instruction Librarian developed a plan for sharing data with instructional departments and a method for seeking their feedback during winter 2017.¹¹⁴
- The Head Librarian and Instruction Librarian developed tools for tracking departmental feedback and connecting that information into the Library's program review and purchasing cycles in winter 2017.¹¹⁴
- Implementation of the new system will occur in spring 2017.

**STANDARD IIIA
Human Resources**

**Actionable Improvement Plan 22 –
Faculty Self-Evaluation of SLO Efforts:**

Standard III.A.1.c

Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Actionable Improvement Plan:

The District will work with the full-time faculty to finalize the agreement on including the creation, assessment, and effectiveness in producing SLOs as components of the faculty evaluation process through self-evaluations.

Discussion:

The District and our two faculty unions, representing both full and part-time faculty, negotiated language into the evaluation articles of their respective collective bargaining agreements addressing faculty members' self-evaluations in fall 2014. The American Federation of Teachers (AFT), representing part-time faculty, approved a side-letter agreement on September 24, 2014. The College of the Canyons Faculty Association (COCFA), representing full-time faculty, approved a side-letter agreement for both tenure-track and tenured faculty that became effective on October 15, 2014.

Specific Steps taken to address Actionable Improvement Plan 22:

- COCFA, representing full-time faculty, and the District negotiated the creation, assessment, and effectiveness in producing student learning outcomes (SLOs) as part of faculty members' self-evaluations.¹¹⁶
- AFT, representing part-time faculty, and the District negotiated the creation, assessment, and effectiveness in producing SLOs as part of faculty members' self-evaluations.¹¹⁷

¹¹⁶ [COCFA Articles 7 and 8 Requiring SLOs \(E. 116\)](#)

¹¹⁷ [AFT Article 8 MOU Regarding SLOs \(E. 117\)](#)

Actionable Improvement Plan 23 – EEO Plan:

Standard III.A.4

The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

Actionable Improvement Plan:

The Human Resources Department will update the Board of Trustees-adopted Equal Employment Opportunities (EEO) Plan to be in compliance with recent Title V revisions.

Discussion:

Since the accreditation team's visit in fall 2014, the District EEO plan has been updated in accordance with 2015-16 Title V revisions. The updated EEO plan was reviewed by the Academic Senate, College Policy Council and the Board of Trustees. The plan was then approved by the College's Board of Trustees on October 13, 2015, and subsequently submitted to the State Chancellor's Office.

Specific Steps taken to address Actionable Improvement Plan 23:

- Our District EEO report was approved on October 13, 2015, and subsequently submitted to the State Chancellor's Office.¹¹⁸

¹¹⁸ [SCCD Equal Employment Opportunity Plan \(E. 118\)](#)

STANDARD IIIC Technology Resources

Actionable Improvement Plan 24 – Wireless Infrastructure at the Canyon Country Campus:

Standard III.C.1.a

Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

Actionable Improvement Plan

The IT Department will continue to work on the College's wireless infrastructure with the goal of deploying faculty/staff wireless authentication at the Canyon Country Campus.

Discussion:

In the spring of 2014, a new Aruba 7210 wireless controller was purchased (PO#P0050400) for the Canyon Country Campus to facilitate wireless authentication for faculty and staff. Between the spring of 2014 and the fall of 2015, wireless access points that support wireless authentication were installed and/or upgraded throughout the Canyon Country Campus. Starting in January 2016 Network Policy Servers (NPS) were installed on both campuses to support user authentication (email dated January 22, 2016). This new equipment made it possible to create wireless authentication for faculty and staff similar to what is used on the Valencia Campus. The new authentication system was activated over spring break on April 6, 2016, to minimize the inconvenience to the faculty and students (email dated April 14, 2016). Prior to deploying the new system, the Canyon Country Campus provided limited, unsecure wireless access through a guest profile.

Specific Steps taken to address Actionable Improvement Plan 24:

- In spring 2014, Canyon Country IT staff, along with the District's network engineer engaged in a campus job walk, examining the campus wireless infrastructure to identify gaps in coverage.
- New equipment was ordered in the spring, including new wireless access points and a new wireless controller to support user authentication.¹¹⁹
- Beginning in April 2014, the IT staff installed the new controller and access points.
- After testing the new system, the user authentication system went live in April 2016.¹²⁰

¹¹⁹ [Wireless Authentication for Canyon Country Campus Equipment Order \(E. 119\)](#)

¹²⁰ [User Authentication Follow Up Evidence April 2016 \(E. 120\)](#)

STANDARD IVA
Leadership and Governance

**Actionable Improvement Plan 25 –
College Planning Team - College Committee Orientation and Training:**

Standard IV.A.5

The role of leadership and the institution’s governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Actionable Improvement Plan:

The College Planning Team (CPT) will coordinate with the Professional Development Department to formally host information sessions designed to enable all staff to continue learning and maintaining familiarity with the ever-changing committee structure, as well as how they can become involved in the planning processes of the College District. While this is done routinely at CPT, for continuous improvement, the College is taking the next step to inform the members of the College community.

Discussion:

A *Committee on Committees* was formed in late spring 2014 to enhance the integration of the College’s committee structure and develop improved methods for communicating the purpose and annual progress of individual committees. This overarching committee met on September 8, 2016, and formulated a list of actions to improve college involvement on committees and also committed to the following actions:

The *Committee on Committees* will:

- Hold meetings three times per year.
- Define standards and timing for the communication of committee outcomes to constituency groups.
- Contribute to the design and maintenance of a new intranet committee website to be launched in spring 2017.
- Provide annual survey responses to all collegial consultation committees to assist in the creation of committee action plans.
- Offer an annual “Committee Rush,” initially scheduled for spring 2017, to attract more interest in committee participation.
- Document “best practices” for committee operations, which will be shared via the College’s intranet committee website.
- Organize and offer professional development, starting in spring 2017 to train committee chairs on five topics:
 - Effective meeting facilitation

- Enhancing committee communication and engagement
- Motivating people
- Conflict resolution
- Making meetings productive

Emphasizing the importance of committee participation in helping to enhance the College's operational planning processes, additional activities have been promoted to increase membership in campus committees, including discussions at Classified Development Days, beginning in December 2016, and faculty FLEX Week, beginning in spring 2017. Committee feedback has been discussed as a way to continuously improve and simplify college planning processes, while eliminating redundancy and enhancing coordination of college activities.

Key to the operation and support of committees at College of the Canyons is the *Decision Making Guide*, which is updated annually based upon input from all constituency groups. This document serves to improve access for critical information on how to participate and engage in collegial consultation with the College District. Frequently updating this guide represents an ongoing effort to enhance committee member awareness, participation, commitment, and engagement, with the goal to provide timely and accurate communication of committee outcomes to constituent groups within the College. Plans have been started to implement the following professional development topics to support committee work at the College:

- Teaching and working together
- Effective communication
- Creating a shared understanding and language
- Developing leaders and facilitation skills

Specific Steps taken to address Actionable Improvement Plan 25:

- PAC-B held a budget seminar on September 14, 2015, regarding how to participate in the budget development process.¹²¹
- The *Committee on Committees* met on September 8, 2016, to review the committee's membership and develop a survey template to be used with all committees. This generic survey template was then sent to each committee co-chair and revised based on feedback received from committee members and constituency groups. Each unique committee survey was then sent out to all college committee members during fall 2016 and again during winter 2017.^{30, 33, 122, 123}
- The format of the CPT agenda was modified so that more information is provided in advance of each meeting for all participants to review, and agendas are now distributed at least five days prior to the meeting.¹²⁴

¹²¹ [PAC-B Demystifying the Budget Development Process 9-14-15 \(E. 121\)](#)

¹²² [Committee on Committees Meeting Agenda 9-8-16 \(E. 122\)](#)

¹²³ [Committee on Committees Meeting Minutes 9-8-16 \(E. 123\)](#)

¹²⁴ [College Planning Team Meeting Agenda 12-5-16 \(E. 124\)](#)

APPENDIX

Supporting Documents (in numerical order)

1. [Strategic Plan Goals 2015-2018 \(E. 1\)](#)
2. [Program Review Committee Minutes 10-26-15 \(E. 2\)](#)
3. [Program Review Data Visualization Samples 12-5-16 \(E. 3\)](#)
4. [Math Retention and Success Rates Fall 2012 and Fall 2015 \(E. 4\)](#)
5. [ESL Retention and Success Rates Fall 2015 \(E. 5\)](#)
6. [English PAL Success and Progression Analysis Spring 2012-Spring 2014 \(E. 6\)](#)
7. [Water Systems Technology Program Review 2014-2015 \(E. 7\)](#)
8. [Institutional Effectiveness and Inclusive Excellence Overview 11-17-16 \(E. 8\)](#)
9. [Institutional Effectiveness and Inclusive Excellence Committee Minutes 3-22-16 \(E. 9\)](#)
10. [Institutional Effectiveness and Inclusive Excellence Retreat Minutes 6-27-16 \(E. 10\)](#)
11. [Academic Senate Meeting Minutes 5-5-16 \(E. 11\)](#)
12. [Academic Senate Meeting Minutes 5-19-16 \(E. 12\)](#)
13. [Classified Senate Meeting Minutes 3-15-16 \(E. 13\)](#)
14. [College Planning Team Agenda 4-18-16 \(E. 14\)](#)
15. [SCCCD Board of Trustees Meeting Minutes 6-8-16 \(E. 15\)](#)
16. [Program Review SLO Objective Screenshot \(E. 16\)](#)
17. [Online Student Focus Group 2015 \(E. 17\)](#)
18. [Faculty Inquiry Group on Improving Online Student Success \(E. 18\)](#)
19. [Faculty Inquiry Group on Improving Online Effectiveness \(E. 19\)](#)
20. [Distance Learning Instructor Retreat Evaluation 2015 \(E. 20\)](#)
21. [Distance Learning Retreat Flyer 2016 \(E. 21\)](#)
22. [Online Instructor Qualifications 2006 \(E. 22\)](#)
23. [Online Instructor Qualifications 2016 \(E. 23\)](#)
24. [AFT Online Instructor Evaluation 2016 \(E. 24\)](#)
25. [Analysis of Alternative Delivery Modes 2015 \(E. 25\)](#)
26. [CASL/PR Meeting Minutes 10-12-16 \(E. 26\)](#)
27. [Curriculum Handbook 2015 \(E. 27\)](#)
28. [Summer Technology Institute Booklet 2016 \(E. 28\)](#)
29. [Professional Development Mentor Program Brochure 2016 \(E. 29\)](#)
30. [Committee on Committees Meeting Minutes 09-08-16 \(E. 30\)](#)
31. [Decision Making Guide Fall 2014 \(E. 31\)](#)
32. [Committee Structure and Function Form for Bookstore Committee \(E. 32\)](#)
33. [Committee on Committees Survey of Committee Operations Fall 2016 \(E. 33\)](#)
34. [ACCJC Annual Report 2015 \(E. 34\)](#)
35. [ACCJC Annual Report 2016 \(E.35\)](#)
36. [ACCJC Annual Fiscal Report 2013-2014 \(E. 36\)](#)
37. [ACCJC Annual Fiscal Report 2014-2015 \(E. 37\)](#)
38. [Institutional Effectiveness Partnership Initiative Integrated Planning Workshops Flier \(E. 38\)](#)
39. [Management Advisory Council Meeting Agenda 12-16 \(E. 39\)](#)

40. [College Planning Team Meeting Agenda 11-14-16 \(E. 40\)](#)
41. [Data Coaching Email Evidence \(E. 41\)](#)
42. [Program Review and Budget Allocation Meetings with Schools 2016 \(E. 42\)](#)
43. [Instructional Advisory Council Integrated Planning Evidence \(E. 43\)](#)
44. [Instructional Advisory Council Integrated Planning Evidence \(E. 44\)](#)
45. [Mission Statement Fall 2014 \(E. 45\)](#)
46. [Vision Statement Fall 2014 \(E. 46\)](#)
47. [Philosophy Statement Fall 2014 \(E. 47\)](#)
48. [Public Information Office Website with updated Mission, Vision, and Philosophy \(E. 48\)](#)
49. [The Monday Report with Mission Statement 11-14-16 \(E. 49\)](#)
50. [The Monday Report with Vision Statement 11-21-16 \(E. 50\)](#)
51. [The Monday Report with Philosophy Statement 11-28-16 \(E. 51\)](#)
52. [College Catalogue Associate Degrees for Transfer Listings 2016-2017 \(E. 52\)](#)
53. [Public Information Announcement of Career Pathways Trust Grant 2015 \(E. 53\)](#)
54. [Two-Year Pathway for Communication Studies AA Degree \(E. 54\)](#)
55. [Two-Year Pathway for Communication Studies ADT Degree \(E. 55\)](#)
56. [Two-Year Pathway for Mathematics AS Degree \(E. 56\)](#)
57. [Two-Year Pathway for Mathematics ADT Degree \(E. 57\)](#)
58. [Inquiry2Improvement Board Approval Evidence 8-10-16 \(E. 58\)](#)
59. [Skilled Teacher Certificate Syllabus Fall 2015 \(E. 59\)](#)
60. [CASL Meeting Agenda 5-14-14 \(E. 60\)](#)
61. [Academic Senate Meeting Minutes 5-22-14 \(E. 61\)](#)
62. [ISLO Presentation to College Planning Team 11-16-15 \(E. 62\)](#)
63. [ISLO Survey Results Spring 2015 \(E. 63\)](#)
64. [ISLO Survey Results Fall 2015 \(E. 64\)](#)
65. [Critical Thinking Workshop September 2015 \(E. 65\)](#)
66. [Activity Form Integrating Program Review and Budget \(E. 66\)](#)
67. [CASL Meeting Minutes 5-11-16 \(E. 67\)](#)
68. [CASL Meeting Minutes 8-24-16 \(E. 68\)](#)
69. [Academic Senate Meeting Agenda 5-19-16 \(E. 69\)](#)
70. [CASL Meeting Minutes 11-23-16 \(E. 70\)](#)
71. [Professional Development Data Coaching Session 8-15-16 \(E. 71\)](#)
72. [Achievement Software Client Services Agreement for eLumen 6-29-17 \(E. 72\)](#)
73. [Operating Agreement with Prometric by Board of Trustees 10-12-16 \(E. 73\)](#)
74. [CTE Employment Outcomes Survey Agreement 2015 \(E. 74\)](#)
75. [LaunchBoard Implementation \(E. 75\)](#)
76. [MLT Alumni Employer Survey \(E. 76\)](#)
77. [Nursing Alumni Employment Survey \(E. 77\)](#)
78. [Syllabus Survey Faculty Spring 2016 \(E. 78\)](#)
79. [Syllabus Survey Students Fall 2016 \(E. 79\)](#)
80. [English Syllabi Collection Spring 2015 \(E. 80\)](#)
81. [Syllabi Components Check \(E. 81\)](#)

82. [Syllabus to Academic Affairs \(E. 82\)](#)
83. [Master Policy List \(E. 83\)](#)
84. [College Policy Council Meeting Agenda 11-22-16 \(E. 84\)](#)
85. [College Policy Council Meeting Minutes 11-22-16 \(E. 85\)](#)
86. [College Policy Council Intranet Site \(E. 86\)](#)
87. [New Full-Time Faculty Orientation Agenda Fall 2015 \(E. 87\)](#)
88. [New Adjunct Faculty Orientation Agenda Spring 2017 \(E. 88\)](#)
89. [Adjunct Faculty Handbook Revised Spring 2017 \(E. 89\)](#)
90. [Outreach Activities 2015-2016 \(E. 90\)](#)
91. [Counselor Day Agenda 10-16-15 \(E. 91\)](#)
92. [Counselor Day Agenda 12-2-16 \(E. 92\)](#)
93. [Information Night Flyer \(E. 93\)](#)
94. [Prospective Student Information Night 2016 \(E. 94\)](#)
95. [Fast Friday Flyer \(E. 95\)](#)
96. [Planned Campus Moves Including Student Business Office \(E. 96\)](#)
97. [Breaking News Article Regarding New Buildings \(E. 97\)](#)
98. [DSPS Program Review 2016-2017 \(E. 98\)](#)
99. [Evidence of Completed Work Orders for DSPS Expansion \(E. 99\)](#)
100. [SAMHSA Campus Suicide Prevention Grant Workplan \(E. 100\)](#)
101. [Student Health Program Review 2015-2016 \(E. 101\)](#)
102. [Student Health Program Review 2016-2017 \(E. 102\)](#)
103. [Veterans Center Revised Plans \(E. 103\)](#)
104. [Veterans Center Work with USC via Memorandum of Understanding 6-17-16 \(E. 104\)](#)
105. [Ellucian Student Planning Module Board Agenda 2014 \(E. 105\)](#)
106. [Online Orientation Student Focus Groups Fall 2014 \(E. 106\)](#)
107. [My Academic Plan Website \(E. 107\)](#)
108. [Professional Development Week Program Booklet Spring 2017 \(E. 108\)](#)
109. [3SP Meeting Minutes 07-12-16 \(E. 109\)](#)
110. [3SP Meeting Minutes 08-09-16 \(E. 110\)](#)
111. [Academic Probation Workshops Winter 2017 \(E. 111\)](#)
112. [3SP Meeting Minutes 11-29-16 \(E. 112\)](#)
113. [Outreach Peer Advisor Guidelines \(E. 113\)](#)
114. [Library Program Review 2016-2017 \(E. 114\)](#)
115. [Student Success Coach Job Description 2017 \(E. 115\)](#)
116. [COCFA Articles 7 and 8 Requiring SLOs \(E. 116\)](#)
117. [AFT Article 8 MOU Regarding SLOs \(E. 117\)](#)
118. [SCCCD Equal Employment Opportunity Plan \(E. 118\)](#)
119. [Wireless Authentication for Canyon Country Campus Equipment Order \(E. 119\)](#)
120. [User Authentication Follow Up Evidence April 2016 \(E. 120\)](#)
121. [PAC-B Demystifying the Budget Development Process 9-14-15 \(E. 121\)](#)
122. [Committee on Committees Meeting Agenda 9-8-16 \(E. 122\)](#)
123. [Committee on Committees Meeting Minutes 9-8-16 \(E. 123\)](#)
124. [College Planning Team Meeting Agenda 12-5-16 \(E. 124\)](#)