

College of the Canyons

ACCREDITATION 2022

Comprehensive Institutional Self Evaluation Report





**Institutional Self-Evaluation Report
In Support of an Application for
Reaffirmation of Accreditation**

Submitted by

Santa Clarita Community College District
College of the Canyons
26455 Rockwell Canyon Road
Santa Clarita, CA 91355

to

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

December 2021

Certification

To: Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

From: Dr. Dianne G. Van Hook, Chancellor/President
Santa Clarita Community College District/College of the Canyons
26455 Rockwell Canyon Road
Santa Clarita, CA 91355

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

Dr. Dianne G. Van Hook, Chancellor/President _____ Date _____

Dr. Edel Alonso, Governing Board President _____ Date _____

Dr. Omar Torres, Assistant Superintendent/Vice President
of Instruction, Accreditation Liaison Officer _____ Date _____

David Andrus, President, Academic Senate _____ Date _____

Abigail Royster, President, Associated Student Government _____ Date _____

Michael Monsour, President, Classified Senate _____ Date _____

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A. Introduction



Overview

During the past five decades, College of the Canyons, in the Santa Clarita Community College District (SCCCD), has been dramatically transformed, from a small community college serving several hundred students to a multicampus institution serving more than 33,000 students annually. The College's 367-square-mile service area, the Santa Clarita Valley (SCV), is located in the northwest portion of Los Angeles County. The College currently provides two main campuses plus an approved permanent public safety training site at the Del Valle Regional Training Facility, instructional programs at high schools and at other community locations, including programs for incarcerated or justice-impacted students.

Since the college opened, significant change has occurred. The College has evolved in tandem with the community's growth, through the guidance and unwavering vision of the Board of Trustees and District leadership. The Board has been stable with minimal turn over. Two of the five current trustees have served for several decades, one for more than 10 years, one for five years, and one new trustee was elected in 2020. The current CEO, Chancellor Dr. Dianne G. Van Hook, has provided stable leadership for 34 years. Four previous CEOs served during the first 19 years of the College's operation.

Looking at the two main campuses today, one sees a tremendous number of new facilities, including new and fully renovated buildings on the Valencia campus, and ongoing construction at the Canyon Country Campus (CCC). This is the highest level of construction for the future since the original campus was built in the early 1970s. In fact, most of the College's nearly 850,000 square feet of building space have been added during the tenure of Dr. Van Hook, who began serving as superintendent-president in 1988, and became District chancellor in 2008. She accessed most of the funding for this work by leading the District to succeed in passing three general obligation bond measures during a 15-year period, with the most recent, Measure E in 2016 bringing \$230 million in resources to fund multiple projects at both campuses.

Additional resources were added by pursuing grants from the state, federal government, and private foundations. In 2019-20, the College's efforts resulted in more than \$13 million in grant revenue for its programs. Looking at the bigger picture, since the 2014-2015 year, the College has brought in \$100,535,127 dollars in grants revenue. Adding more support, the COC Foundation brought the College additional resources amounting to \$7,906,540 since 2014. The Foundation also raised \$365,000 toward a goal of \$500,000 to support the College Promise program, and, in 2020, created the Student Resource and Success (SR&S) Fund to address food and housing insecurity, emergency funds, transportation support, remote learning, technology resources and mental health. The Foundation doubled its goal of \$51,000, raising \$113,733.

The GO Bond funds, legislative advocacy, support for statewide bond measures, and development of positive community relationships enabled Dr. Van Hook's leadership to dramatically transform the College to keep up with the community's growth and to anticipate the educational and training programs that will be needed in the future, thus leading College of the Canyons to become one of the fastest growing community colleges in the nation.

College Formation and History

Local voters created the Santa Clarita Community College District (SCCCD) in 1967, electing a board of trustees that in 1968 hired Dr. Robert Rockwell to be the first superintendent-president of College of the Canyons. The College officially opened classes in 1969, in after-school rooms

at Hart High School in Newhall. In 1970, the District purchased 153 acres on the east side of Interstate 5, moving into modular buildings. This became the Valencia Campus.

When the Board hired Dr. Van Hook, the College operated in eight buildings, including Cougar Stadium. A visionary, she immediately began organizing collegial planning groups and started developing Strategic Plans and Educational and Facilities Master Plans. She then began intense relationship building and advocacy to access and increase capital construction monies and state growth funding that helped growing communities and community colleges throughout the state.

Dr. Van Hook's leadership resulted in ongoing innovative projects and facilities construction in the District, work that continues today. She led the district through repair, renovation and seismic upgrades after the 1994 Northridge earthquake, and since has led development, construction and renovation of numerous major structures as well as development of the District's second campus. In addition to developing facilities, she has led the District to engage in numerous innovative partnerships and programs that have improved higher education and supported economic development and job training for the entire community.

Valencia Campus and Del Valle Regional Training Site: Facilities in the West SCV

The Valencia campus projects included unique buildings such as a 926-seat Performing Arts Center. It also included a 110,000-square-foot, multi-story University Center that brings upper division and advanced degree educational programs from university partners to the community. This building includes a separate wing for Academy of the Canyons, a middle college high school. A state-of-the-arts Culinary Arts building was added, along with many general education and support facilities, such as a new and then expanded Library and Learning Center, a new student services and administration building, lecture and laboratory buildings for science, media and fine arts, technology, physical education and general education programs, new parking lots, a new entrance and a multistory parking garage.

Recently, the District received approval of a substantive change proposal for the completed public safety Del Valle Regional Training Facility, which is a few miles north and west of the Valencia campus.

The Canyon Country Campus: Facilities in the East SCV

The District also began exploring a second center and opened the Canyon Country Campus (CCC) August 27, 2007, with 3,401 students. Since then, CCC has served more than 5,000 students annually. Development of plans and designs for permanent buildings began right away and the first permanent building, the Applied Technology Education Center opened in 2011. The campus opened its doors to a state-of-the-art, 55,000-square-foot science building in fall 2021, providing additional access to disciplines such as anatomy, physiology, microbiology, and general chemistry. Work is underway at CCC on a four-story building to house Student Services and The Learning Center. It will sit adjacent to the new science building at the center of the campus. When its permanent buildings are completed, the CCC will serve up to 10,000 students.

Community Engagement and Partnerships

The College participates in many innovative partnerships that have redefined the traditional role of community colleges. These partnerships have broadly helped the SCV develop and improve its educational systems, healthcare, business and economic strength, and social stability, while building respect, financial and voter support, pride and enrollment for the College. The College's partnerships developed and grew quickly once Dr. Van Hook was hired and began strategic

outreach to other educational institutions, public agencies, organizations and businesses throughout the community. Consequently, many of these programs have developed deep, long-term roots in the SCV. Other programs have been started or been more fully developed during the most recent decade, and some have been implemented quite recently. The College partners with nearly every public and social service agency in the community, including the local school districts, the local hospital and healthcare services, as well as the City of Santa Clarita, Los Angeles County, the Chamber of Commerce, the Valley Industrial Association, the Economic Development Corporation, The Los Angeles County Workforce Investment Board, and a majority of the local small businesses and large companies. Some of the partnerships and innovative programs are discussed below.

The College's unique University Center offers students bachelor's and advanced degrees from public and private universities. As of December 2020, the University Center was offering 31 programs, including 16 undergraduate degrees, nine master's degree programs, one doctoral degree program, and five credential or certificate programs. Since opening in 2002, more than 3,800 students have earned degrees or certificates through University Center partnerships. These partnerships solved a major problem for the District's students, who identified commuting to Southern California universities as the major block in their ability to earn bachelor's degrees after finish at the College, and to accessing advanced degree programs.

A partnership with the Hart H.S. District, brought Academy of the Canyons (AOC), a middle college high school to reside in a wing of the University Center building on the Valencia campus. Local high school students enrolled at AOC take high-school classes part of the day and college classes part of their day. In addition to supporting AOC's high school students, the College has partnered with the Hart District to offer additional programs for high school students to get a head start on higher education, by enrolling concurrently or by becoming dual enrolled students. Currently, more than 1,600 high school students enroll at the College each year, a number that increased during the last four years since college classes started being offered at the high schools during the school day. The total of Concurrent enrolled students, plus Dual enrolled students in 2014 was 890. In 2020 that number was 1,641, an 84.2 percent increase. These numbers are expected to increase even more in the coming years.

The College also has partnerships with public safety agencies. For many decades, it has hosted two to three Sherriff's Academies each year on the Valencia campus and has provided a dedicated location for the Academy's programs. In addition, it operates in-service public safety training programs through instructional services agreements (ISAs) for the Los Angeles County Fire and Fire-Lifeguard, Los Angeles Police Department, and Los Angeles County Sheriff's Department. As mentioned above, the College recently received a substantive change approval for a permanent location at the 70-acre Del Valle regional training facility. Also, in collaboration with the L.A. County Sheriff's Department, the College expanded its offerings for justice-impacted students at Peter J. Pitchess Detention Center in 2015. At that time, the College was part of the Back on Track LA Project initiated by Kamala Harris and was the primary provider of education services. Since then, the College has offered hundreds of general education and career education courses for Rising Scholars in multiple Pitchess Center locations. Instruction is at the South location and the North County Correctional Facility (NCCF). Recently, expansion of continuing education to this population has provided noncredit courses in English, career skills, health, CPR, and green gardener, and life skills courses on parenting, anger management, domestic violence, and substance abuse.

Economic Development

The history of the College's economic development work in the SCV began shortly after Dr. Van Hook was hired. The College's first step in meeting these needs was to establish the Employee Training Institute (ETI), which was up and running by 1989. This department of the College began offering customized training for local business employees, with many classes offered at those businesses, even on their shop floors. ETI continues to provide customized job-skills training to businesses and organizations in the Santa Clarita Valley. In 1996 ETI applied for and received its first Employment Training Panel (ETP) funds. In 2019, ETI was awarded more than \$749,000 from the Employment Training Panel and in total has received \$6,863,568 in ETP funds. It is now applying for its 16th ETP contract to equip local businesses with the training they need to be competitive and thrive in today's global marketplace. The College's ETI is one of only six multiple employer providers in the state.

The growing number of Economic Development programs was brought together by creating an Economic Development Divisions, which since 2003 has generated more than \$40.1 million from contracts, and state and federal grants to support partnerships with business.

Since 2006, the College's Small Business Development Center (SBDC) has been serving the Santa Clarita, San Fernando and Antelope valleys, providing free one-on-one technical assistance and training to entrepreneurs and business owners to help create economic impact through business starts, jobs supported, sales growth, and access to capital. In 2019, the SBDC generated \$7.1 million in sales growth and \$19.4 million in capital investment impact to local economies, supporting the creation of 982 jobs and 1,325 new businesses. In recognition of the SBDC's contributions to the local community, the U.S. Small Business Administration presented the SBDC with its Excellence in Service Award in 2019.

The SBDC Team has worked remotely for many years and consequently, it has continued to be accessible during the COVID-19 pandemic, providing outreach, disaster assistance and recovery services, and non-disaster business advising to the community, to entrepreneurs, business owners and nonprofits. Services are delivered via phone and virtually, seven days a week, during regular business hours, early mornings, evenings and weekends. The SBDC has been helping entrepreneurs, business owners and nonprofits apply and secure disaster assistance resources, including the Paycheck Protection Program (PPP), Economic Injury Disaster Loan (EIDL), federal, state and local grants and loans. It has been sponsoring and distributing personal protective equipment (PPE) to businesses in the Santa SCV) and Antelope Valley, presenting numerous disaster assistance webinars and helping business owners survive the impacts of COVID-19 through one-on-one technical assistance.

The College also has operated a Center for Applied Competitive Technologies (CACT) since 1998, which offers accelerated training programs to equip individuals seeking careers in advanced manufacturing with the skills they need. Efforts are underway to create a free-standing Advanced Technology Center that will house additional credit and noncredit curriculum so traditional and non-traditional students and incumbent workers can access industry-recognized certifications to fill employment supply gaps in essential infrastructure sectors.

In August 2017, the College launched its Strong Workforce Apprenticeship Group (SWAG) to expand apprenticeships throughout the Santa Clarita region. SWAG has nearly 50 apprentices receiving training in high-demand industries such as advanced manufacturing, logistics, and cybersecurity. Recently, SWAG entered a partnership with Google to offer a certification course

for entry-level professionals in the information technology field. Also, in 2017, the California Community Colleges Small Business Sector launched a new Strong Workforce Program (SWP) funded project around Self-employment Pathways in the Gig Economy. The purpose of the project is to prepare students to become freelancers and independent contractors in the growing Gig Economy. Under the leadership of Dr. Van Hook, the College was awarded \$500,000 to be lead college on the project. Twenty colleges joined as participants.

Major Developments Since Prior Accreditation

Since the 2014 institutional self-evaluation report, the College has added, expanded and championed many important initiatives to support student access, engagement, and success. They include Guided Pathways, College Promise, a major expansion of continuing education/noncredit programs, expansion of degrees and certificates, expansion of online access for students, and much more. These advancements are discussed within the standards appropriate for their content.

On March 13, 2020, in response to the novel coronavirus (COVID-19) pandemic and concerns about the safety and well-being of students, staff, and the surrounding community, the College took the unprecedented step of suspending in-person instruction for one week, effective Monday, March 16. This provided time for faculty and staff to transition to remote instruction, with all instruction resuming no later than Monday, March 23. It allowed classes that were already online to continue uninterrupted, and it reduced the number of people on campus, making it possible to reconfigure facilities for safe social distancing, lowering the risk of possible exposure while complying with public health recommendations. The decision was recommended by the College's Coronavirus Taskforce, an operations team consisting of faculty, staff, students, and administrators working in close consultation with numerous on- and off-campus groups including qualified legal, medical, and technical experts to assess the risks and recommend actions. The College met its deadline, resuming instruction with most classes online, and with safe protocols in place for functions on campus. The taskforce continues to meet and provide advice, counsel, and public information, including ongoing recommendations on providing safe and functional workspaces on campus for students and employees.

From the start of the pandemic, executive leadership has been regularly communicating updates to students, staff, and everyone connected to the College, through email, webinars, web reports, Return to Campus Coalition groups, Board updates, and a list of available website resources for all constituencies. The College has effectively maintained continuous dialogue to meet student and staff needs for information during this uncertain and evolving period. Specifically needed professional development was started with the original goal to give faculty and staff help transitioning to remote instruction. It continues, enhancing technology access and virtual services while supporting faculty and staff with ongoing workshops on available technological platforms to best support students. To ensure the needs of students, faculty, and staff were best addressed, the Institutional Research office produced and distributed multiple student and staff surveys to assess the impact of COVID-19 and to inform forthcoming operations and planning.

The College united in efforts to minimize disruption to the student educational experience. It coordinated a mass laptop distribution program, using safe, drive-thru pickup; provided grants, using COVID funds so students could purchase specific needed technology; loaned high-end laptop computers for resource intensive programs to avoid disruption to instruction; provided technology-aided student tutoring and study opportunities; and established safe, on-campus Zoom zones at all campus sites so students could access broadband internet.

The administration worked closely with employee groups to negotiate multiple memoranda of understandings to safely address faculty and staff needs. The College provided necessary training and ongoing professional development to faculty and staff, including access to laptops, cameras, printers, monitors, microphones, desk configurations, tablets, software, and technical support. The College also added and sustained key software licenses for products such as Adobe Cloud, Proctorio, and Canvas, with 24/7 support; provided access to a Zoom Help Desk where faculty and staff could receive instant support on technical issues in addition to providing support via email and phone; and partnered with the Academic Senate and curriculum committee to create distance learning addenda for all courses offered, along with modified requirements for online teaching certification, while devising new synchronous online certification requirements.

The College quickly worked to develop a COVID-19 Containment, Response and Control Plan to facilitate a safe environment for employees and students. This plan meets or exceeds all current orders and guidance from local and national health authorities, including the California Department of Public Health, the County of Los Angeles Department of Public Health, the Centers for Disease Control and Prevention, and other agencies such as the California Occupational Safety and Health Administration, the Environmental Protection Agency and the U.S. Equal Employment Opportunity Commission. The plan addresses the full reopening of campus facilities in light of California’s lifting of pandemic restrictions; ongoing safety mandates; treatment of vaccinated and unvaccinated individuals; and permissible campus activities. The College continues to keep this plan current and has safely arranged for campus visitors to enter each campus at various check-in points to confirm vaccination status or acceptably recent negative COVID-19 test results, based on a fall 2021 Board resolution.

Through it all, College of the Canyons has been a provider of higher education, professional training and opportunity for more than 200,000 people since it opened 53 years ago. Thousands have graduated, and many students returned to pursue their professional careers at the College. Many of SCV’s local businesses are owned by or managed by the College’s graduates. The College’s commitment to excellence is set by its innovative, results-oriented, flexible, and responsive transformational leadership. As the next chapters of the College’s history are written, the institution will build on its vibrant foundation while contributing to its thriving community.

Institutional Profile Data

In the following sections, data are presented for various areas of the College’s operations. Where “student headcount” is displayed, this is an unduplicated count of the number of students. “Enrollment count” indicates the number of enrollments, which may be duplicated counts in instances where students can be counted more than once if they are majoring in multiple programs, are enrolled in multiple courses and course-types (e.g., delivery mode), and/or earn more than one degree or certificate.

College Students within Program Majors

The number of students by program major, including data for fall 2018, 2019, 2020¹ is provided in Table 1. This table, linked in footnote #1, shows enrollment of unduplicated students in programs across the last three fall semesters through 2020. Students may be duplicated between program titles as a student can pursue multiple majors. Business Administration for Transfer had the highest enrollment with 1,509 students in fall 2020.

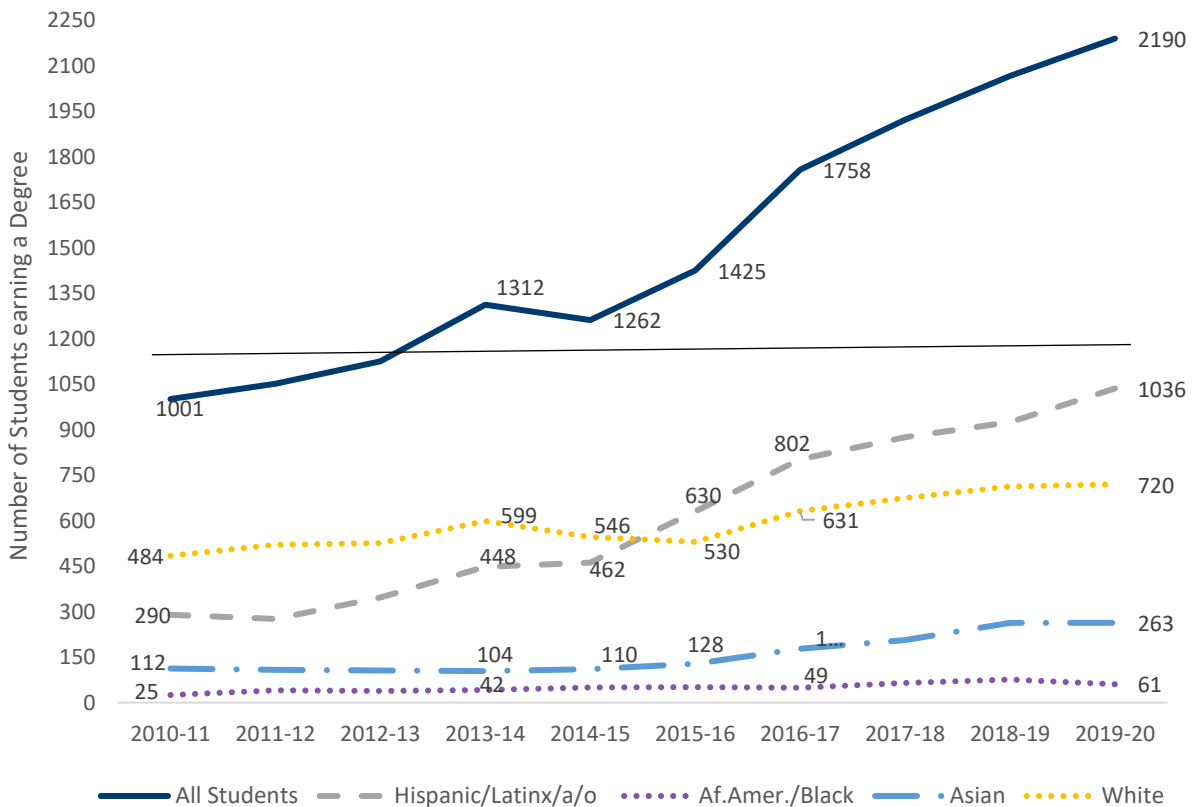
¹ Table A-1: Number of Students by Program Major (Fall 2018-2020)

Associate Degrees Earned

The number of degrees earned across academic years 2017-18, 2018-19, and 2019-20,² are displayed in Table 2, located in footnote #2. This table shows the number of associate degrees/associate degrees for transfer earned by each program in each academic year. The data are retrieved from the Academic Program Review Tableau dashboard. The total number of associate degrees/associate degrees for transfer earned increased by 580, going from 2,604 in 2017-18 to 3,184 in 2019-2020. This was a 22.3 percent increase. The total number of unduplicated students earning an associate degree/associate degree for transfer increased by 14 percent (increasing from 1,922 to 2,190).

The figure below, featuring degree recipients’ race/ethnicity, was examined to assess the difference in demographics of students graduating with a degree over time. Overall, there was a 119 percent increase during the 10-year period with a 257 percent increase among Latinx identifying students. During this time-period, the annual count for the general student population (excluding the College’s public safety training accomplished through instructional services agreements or ISAs) increased by 20.1 percent, with 20,092 students in 2010-11 increasing to 24,302 students in 2019-20.

Figure A-1: Number of Students Earning a Degree over 10 years by Race/Ethnicity*



*Asian includes Filipinx/o/a, other groups were excluded from the chart due to small group sizes (i.e., Native American/Alaska Native, Hawaiian/Pacific Islander, Two or more Races and Unknown).

² Table A-2: Associate Degrees Earned Across Academic Years 2017/18-2019/20

Certificates Earned

Table 3, Certificate Degrees Earned Across Academic Years 2017-18, 2018-19, and 2019-20³ shows the number of state and locally approved certificates earned by each program during the last three years through 2020. This table is located in footnote #3. The data are retrieved from the Academic Program Review Tableau dashboard, where the number of certificates earned continues to increase, going from 1,957 in 2017-2018 to 2,720 in 2019-2020, a 40 percent increase in a two-year period. The number of unduplicated students earning a certificate increased by 26 percent (increasing from 1,773 to 2,232).

Student Enrollment: Unit Load

The following chart displays the unit load status of students enrolled in fall 2020. Full-time is defined as 12 or more units attempted during the given term, and part-time is defined as fewer than 12 units attempted during the given term. These data were pulled from Data Mart.

Figure A-2: Unit Load: Full-Time versus Part-Time Students* fall 2020 (N = 19,944)

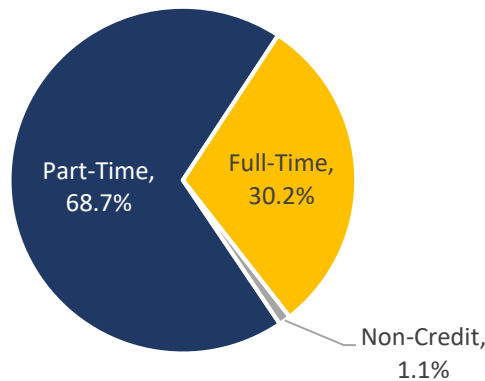
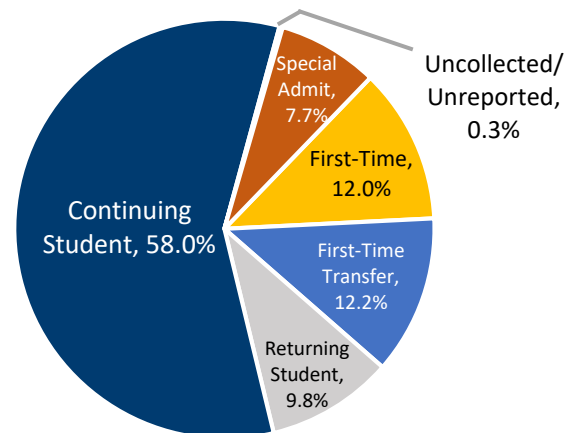


Figure A-3: Admit Status fall 2020 (N = 19,944)



* Includes ISAs

Student Enrollment: Admit Status

The previous chart Figure A-3 displays the percentage of students by their admission status during fall 2020. First-time college students are students who are enrolled in the current term and are attending college for the first time anywhere. First-time transfer students are enrolled in the current term, have attended college before, but are attending College of the Canyons for the first time. Returning students are students who are enrolled in the current term and have previously attended College of the Canyons but have missed at least one major term (fall and/or spring). Continuing students are students who are enrolled in the current term and enrolled in the previous term. Special admit are students who are enrolled in K-12, and unknown students are students who are uncollected, unreported, or unknown. Data were pulled from Data Mart.

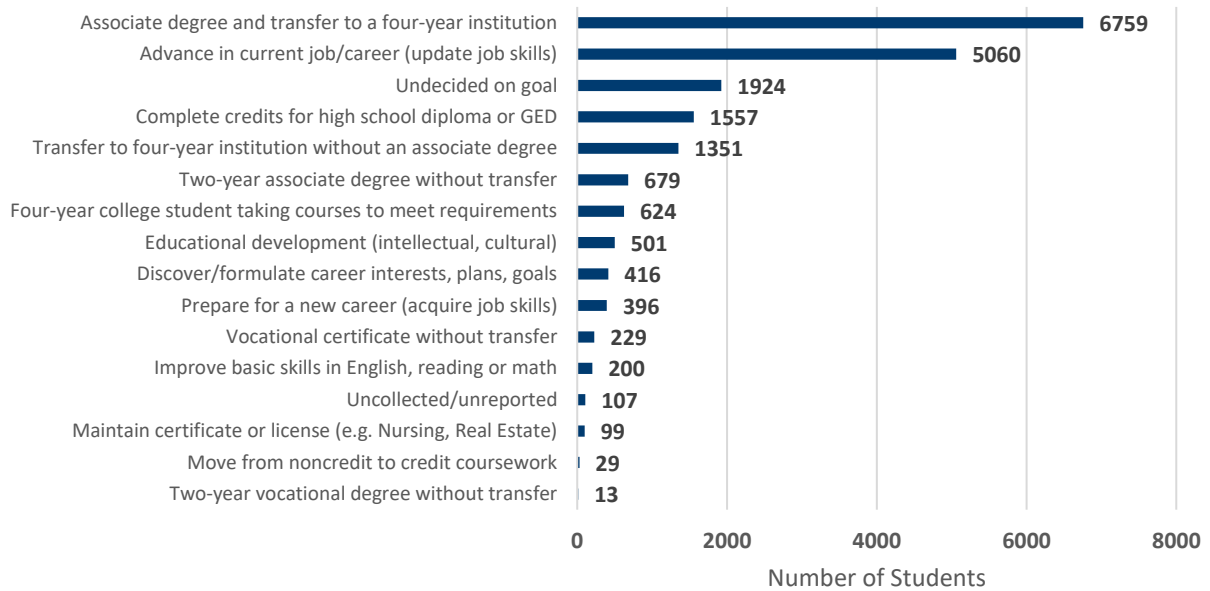
Student Enrollment: Educational Goal

Figure A-4 displays the number of students by their stated educational goal in fall 2020. The data were pulled from the UST referential file. The most common educational goal is to obtain an

³ Table A-3: Certificate Degrees Earned Across Academic Years 2017/18-2019/20

associate degree and transfer to a four-year institution followed by advancing in current job/career.

Figure A-4: Educational Goal (fall 2020) (N=19,944)



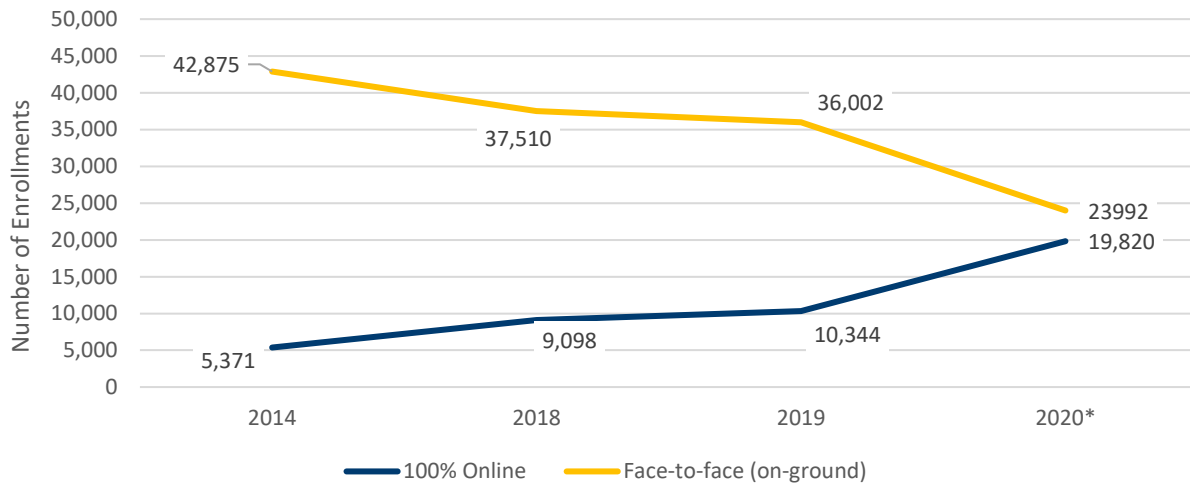
Source: UST referential

Student Enrollment: Delivery Mode

Enrollments by delivery mode method between fall 2014 and fall 2020 appear in Figure A-5: Enrollments by Delivery Mode (fall term comparisons). Delivery mode was defined from the Enrollment Academic Program Review Dashboard (2014-2019) and the Fall Success/Retention visualization (2020), and the number of enrollments was defined from MIS data. Online course sections are 100 percent online, and face-to-face includes hybrid sections.

In fall 2020, all but essential infrastructure courses (e.g., Emergency Medical Technician) were delivered remotely and virtually. The distinction displayed in the chart is strictly based on whether the course section was designated and advertised in the schedule of classes as an Online (100 percent online), or Online Distance Education (displayed as equivalent to face-to-face in prior terms). These fall 2020 “face-to-face” sections may or may not have had a synchronous delivery component unlike prior terms where all face-to-face/hybrid sections included synchronous delivery, which required students to meet with the instructor at a designated time/day.

Figure A-5: Enrollments by Delivery Mode (fall term comparisons)



*Due to the stay-at-home orders, face-to-face sections included those that met virtually.

Table 4: Enrollments by Delivery Mode (fall terms)

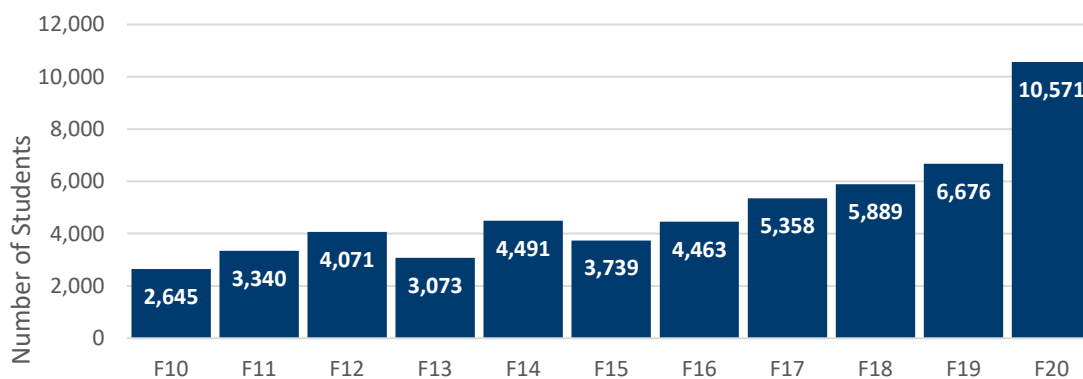
	2014	2018	2019	2020*
100% Online	5,371	9,098	10,344	19,820
Face-to-face (on-ground)	42,875	37,510	36,002	23,992
Total	48,246	46,608	46,346	43,812

Due to the stay-at-home order, face-to-face designated sections in fall 2020 include those that met remotely/virtually and may or may not have had a synchronous component.

Source: 2014/2018/2019 Annual Program Review; 2020 Retention/Success Dashboard

Figure A-6 shows the trend for the number of students enrolled in at least one 100 percent online course section over a 10-year period.

Figure A-6: Number of students Enrolled in 100 percent Online Courses over a 10-year period



Source: 320 file

Student Demographics and Special Populations Data

The following tables illustrate the changes in student demographics at College of the Canyons over time. The tables include the most recent complete data available up to fall 2020 and, in some cases, (2019/20) for annually tracked data. Differences between 2014 (when the last accreditation review cycle was completed) and 2019 are presented. When data are in percentages, the percentage point difference is adopted and when data are provided in counts, percent differences are presented. To assess pre- and post-pandemic impacts, 2020 is also provided.

Race/Ethnicity

Compares the percentage of students by ethnicity in fall terms specified above. The data were pulled from Data Mart.

Table 5: Ethnicity across the 3 fall terms

Ethnicity	2014	2019	2020	Difference (percentage point) 2014 vs. 2019
African American/Black	5%	5%	5%	0%
Asian/Pacific Islander	5%	7%	6%	+2%
Filipinx/o/a	4%	5%	5%	+1%
Hispanic/Latinx/o/a	45%	50%	50%	+5%
Native American	<1%	<1%	<1%	-
White	37%	28%	28%	-9%
Other/Two or more races	4%	2%	3%	-2%
Unknown/Declined to state	1%	4%	3%	+3%
Total Student Headcount	20,303	20,018	19,944	

Asian/Pac. Isle, Filipinx, Native American and Unknown not reported as separate groups during these periods.

Gender, Age, and Socioeconomic Status

The next table compares the percentage of students by gender, age and Socioeconomic Status (SES) from fall 2014 to fall 2019 (Difference). To assess pre- and post-pandemic impacts, 2020 is additionally included. The data were pulled from Data Mart. SES is tracked and reported for the corresponding complete annual years. Students were deemed low socioeconomic status if they received either the Pell Grant or California Community Colleges Promise Grant during the academic year. The data were retrieved from the CCCCO SFAW (Student Financial Award File).

A rise in the percent of traditional-aged students can be attributed to the overall substantial increase in concurrent/dual enrolled students.

Table 6: Gender, Age and Socio-economic Status

		2014	2019	2020	Difference (percentage point) 2014 vs. 2019
Total Student Headcount		20,303	20,018	19,944	
Gender	Female	45.7%	46.3%	45.5%	0.6%
	Male	54.1%	53.0%	54.0%	-1.1%
	Unknown	0.0%	0.6%	0.5%	0.6%
Age	< 19	30.5%	33.8%	32.5%	3.3%
	20-24	31.8%	28.1%	24.2%	-3.7%
	25-34	17.8%	18.2%	21.0%	0.4%
	35+	19.9%	19.9%	22.3%	0.0%
		2014-15	2019-20*	2020-21	Difference (percentage point) 2014 vs. 2019
Low SES	Yes	41.4%	39.7%	-	-1.7%
	No	59.6%	60.3%	-	0.7%

*Because financial aid file data are tracked annually, 2020/21 data are not yet available.

Special Populations

The following table provides unduplicated counts for special population students for three fall terms (2014, 2019, and 2020). Differences across time are based on changes in counts.

Table 7: Special Population headcounts (3 fall terms)

Special Populations	2014	2019	2020	Difference 2014 vs. 2019
Total Student Headcount*	20,303	20,018	19,944	-1.4%
In-Service Agreement (ISA)	3,550	3,451	5,197	-2.8%
Concurrent/Dual Enrolled	890	1,639	1,641	84.2%
Canyons Promise/First Year Experience (FYE)	-	938	1,393	-
Disabled Students Programs & Services (DSPS)	1,264	975	602	-22.9%
First Generation	3,979	3,987	3,736	0.2%
Athletes	416	381	336	-8.4%
Extended Opportunities Prog. & Services (EOPS)	354	427	321	20.6%
Veterans	442	323	262	-26.9%
International Students (ISP)	238	163	120	-31.5%
Mathematics, Engineering, & Science Achievement (MESA)	116	139	119	19.8%
Cal. Works	175	79	60	-54.9%
Foster Youth Students	55	94	87	70.9%
Incarcerated**	-	103	72	-
Formerly Incarcerated (Ex-offender)**	-	24	2	-
Homeless**	-	12	11	-

Source: Fall term comparisons Datamart and local MIS files, for FYE and Athletes; Factbook for ISAs.

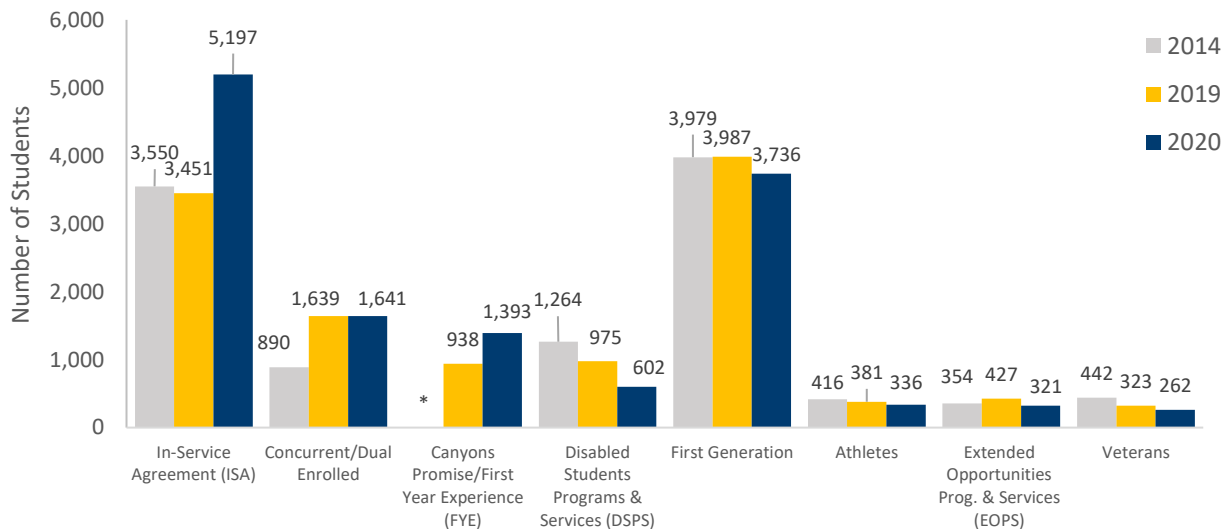
*Total Student Headcount includes ISAs

Canyons Promise program started in 2017.

**Data for these groups started to be documented in fall 2017 and 2018

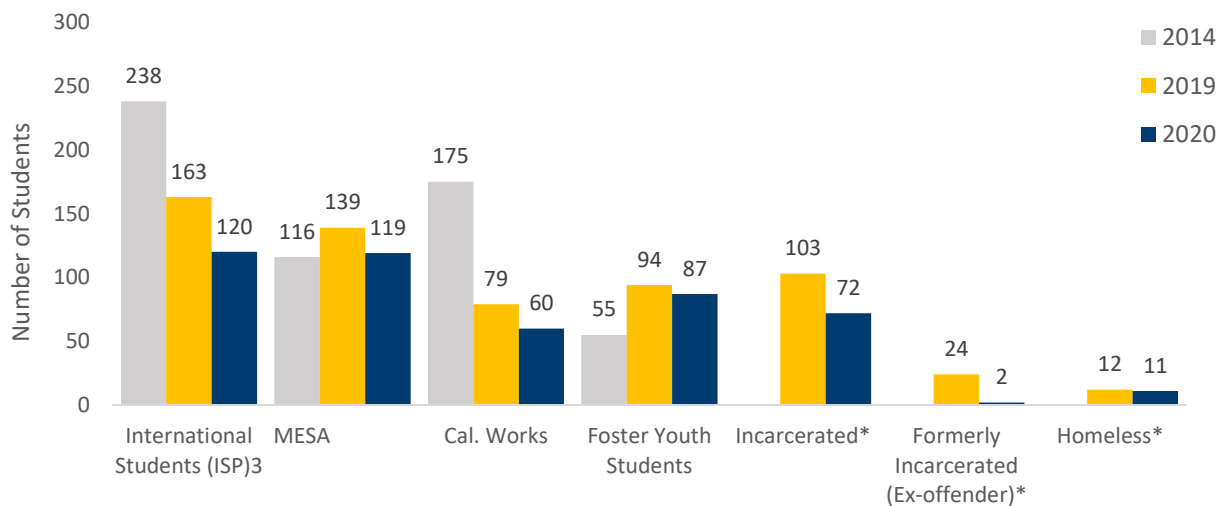
The following figures provide visual representations of the change in numbers for special populations over the three specified fall terms.

Figure A-7: Special Population (3 fall terms)



*Canyons Promise program started in 2017

Figure A-8: Special Populations (3 fall terms) (contd.)



*Data for these groups started to be documented in fall 2017 and 2018

Demographics shifts over 20 years

The following table shows the trend data for demographics between 2000, 2010, and 2020. Most populations had relatively small changes in percentage of enrollments over twenty years, except for a significant increase in the percentage of Hispanic/Latinx/o/a students enrolling in the college, and a significant drop in the percentage of white students represented.

Table 8: Demographics 10-Year Trends

		2000	2010	2020
Total Student Headcount		10,891	22,968	19,944
Ethnicity	African American/Black	4%	7%	5%
	Asian/Pacific Islander	5%	6%	7%
	Filipinx/o/a	3%	3%	5%
	Hispanic/Latinx/o/a	19%	36%	50%
	Native American	1%	<1%	<1%
	White	56%	45%	28%
	Two or more races	6%	2%	3%
	Unknown/Declined to state	7%	2%	3%
Age	<19 years	37.5%	25%	32.5%
	20-24 years	27.1%	24%	24.2%
	25-34 years	15.2%	18%	21.0%
	35+ years	20.2%	34%	22.3%
Gender	Female	52.9%	40.0%	45.5%
	Male	47.1%	60.0%	54.0%
	Unknown	0%	<1%	<1%

Service Area

The following tables illustrate the demographics (race/ethnicity and income) of residents in the College's service area (2020 population census) in comparison to the demographics of the in-district residing student population (fall 2020 term). White residents represent the largest population in the service area whereas Hispanic/Latinx/o/a represent the largest population among in-district residing students. Among groups representing more than one percent of the total population, Hispanic/Latinx/o/a has the highest participation rate per 1000 individuals.

Table 9: Participation Rate by Ethnicity: In-district Students vs. Service Area Residents

Ethnicity	Out-of-district* Students Fall 2020 N (%)	In-district Students Fall 2020 N (%)	In-district Population 2020 N (%)	Participation Rate*** (per 1000)
African American/Black	302 (5.6%)	346 (3.7%)	14,766 (4.9%)	23
Asian**	478 (8.8%)	1,302 (14.0%)	40,569 (13.4%)	32
Hispanic/Latinx/o/a	3,360 (61.9%)	3,960 (42.5%)	99,573 (33.0%)	40
Native American	13 (<1%)	28 (<1%)	407 (<1%)	-
White	1038 (19%)	3,142 (33.7%)	134,939 (45.0%)	23
Other/ Two or more races	124 (2.3%)	390 (4.2%)	10,326 (3.4%)	38
Unknown/Declined to state	111 (2.0%)	153 (1.6%)	709 (<1%)	-
Total	5,426	9,321	301,919	31

*Excludes ISAs.

**Asian includes Filipinx/o/a/Pacific Islander

***Participation rate is calculated by dividing the number of in-district residing enrolled students by the corresponding Santa Clarita Valley population (all ages) for each race/ethnicity group, multiplied by 1000. Rates are calculated for groups representing larger than 1% of the community population.

Source: Claritas, Inc. (2020 Santa Clarita Valley Census), CCCCCO Data Mart, and UST referential file (Fall 2020).

Table 10: Median household income for Santa Clarita Valley, Los Angeles County, and California

Income	Santa Clarita Valley	L.A. County	California
\$500,000 or more	3.5%	3.0%	3.7%
\$200,000-\$499,000	15.7%	9.0%	10.4%
\$150,000-\$199,000	13.8%	7.8%	8.8%
\$125,000-\$149,000	10.4%	6.9%	7.4%
\$100,000-\$124,999	11.9%	9.4%	9.7%
\$75,000-\$99,999	12.9%	12.0%	12.0%
\$50,000-\$74,999	12.3%	15.4%	14.9%
\$35,000-\$49,999	7.5%	11.3%	10.4%
\$25,000-\$34,999	4.4%	7.7%	7.1%
\$15,000-\$24,999	3.6%	8.3%	7.3%
\$14,999 or less	4.2%	9.6%	8.2%

Source: Claritas 2020

Labor Market Data

The Santa Clarita Community College District service area consists of 301,919 individuals in 2020 and is projected to be 315,731 individuals by 2025. Source: Claritas Inc., March 2020

Table 11: Top Middle-Skill Occupations in the Service Area 2020

Top Middle-Skill Occupations	Projected Annual Job Openings (2020-25)	Average Hourly Wage	Average Annual Wage
Bookkeeping, Accounting, and Auditing Clerks	724	\$23.62	\$49,130.25
Teaching Assistants, Except Postsecondary	613	\$17.81	\$37,046.54
Heavy and Tractor-Trailer Truck Drivers	533	\$23.74	\$49,369.76
Hairdressers, Hairstylists, and Cosmetologists	443	\$18.75	\$38,992.18
Nursing Assistants	329	\$16.59	\$34,509.48
Automotive Service Technicians and Mechanics	289	\$21.65	\$45,023.99
Dental Assistants	265	\$18.95	\$39,413.37
Medical Assistants	241	\$18.36	\$38,195.17
Manicurists and Pedicurists	230	\$14.80	\$30,777.31
Preschool Teachers, Except Special Education	201	\$17.31	\$36,001.43
Massage Therapists	196	\$23.07	\$47,976.42

Source: EMSI Labor Market Analytics, 2021

Sites

College of the Canyons includes two campus locations in Valencia and Canyon Country as well as a permanent site center for public safety training. In addition, the College offers occasional classes at other locations throughout the Santa Clarita Valley.

<i>Valencia Campus</i>	<i>Canyon Country Campus</i>	<i>Del Valle Regional Training Center</i>
26455 Rockwell Canyon Road Santa Clarita, CA 91355	17200 Sierra Highway Santa Clarita, CA 91351	28101 Chiquito Canyon Road Castaic, CA 91384

Specialized or Programmatic Accreditation

The Automotive Technology Program is accredited by the National Automotive Technicians Education Foundation (NATEF)

101 Blue Seal Drive, SE, Suite 101
Leesburg, VA 20175
703-669-6650
www.natef.org

The Center for Early Childhood Education is accredited by the National Association for the Education of Young Children (NAEYC)

1401 H Street NW, Suite 600
Washington, DC 20005
202-232-8777
www.naeyc.org

The Emergency Medical Technician Program is approved by the Los Angeles County EMS Agency, State of California and the National Registry of EMTs

10100 Pioneer Boulevard, Suite 200
Santa Fe Springs, CA 90670
562-347-1604

<https://dhs.lacounty.gov/emergency-medical-services-agency>

The Medical Laboratory Technician Program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)

5600 N. River Road, Suite 720
Rosemont, IL 60018
773-714-8880

www.naacls.org

The Nursing Program is accredited by the National League for Nursing – Commission for Nursing Education Accreditation (NLN-CNEA)

The Watergate
2600 Virginia Avenue, NW, Eighth Floor
Washington, DC 20037

<https://cnea.nln.org>

The Nursing Program is approved by the California Board of Registered Nursing (BRN)

1747 N. Market Boulevard, Suite 150
Sacramento, CA 95834
916-322-3350

<https://www.rn.ca.gov>

The Paralegal Studies Program is approved by the American Bar Association (ABA)

321 N. Clark Street, 19th Floor
Chicago, IL 60654
312-988-5618

www.americanbar.org

B. Presentation of Student Achievement Data and Institution-set Standards



Presentation of Student Achievement Data and Institution-set Standards

The student achievement data and institution-set standards were established with over 100 campus constituents. The process started with workgroups formed to review the Local Goal Setting data in alignment with the California Community Colleges Chancellor's Office (CCCCO) Vision for Success 2022 goals and the Student Equity and Achievement data. These workgroups were tasked with establishing the proposed targets/goals, which were then vetted through the Institutional Effectiveness and Inclusive Excellence committee, College Planning Team, Classified Senate, Academic Senate, Associated Student Government and then presented to the Board of Trustees. Updates on progress towards the 2022 targets/goals are presented and discussed with these constituent groups each year.

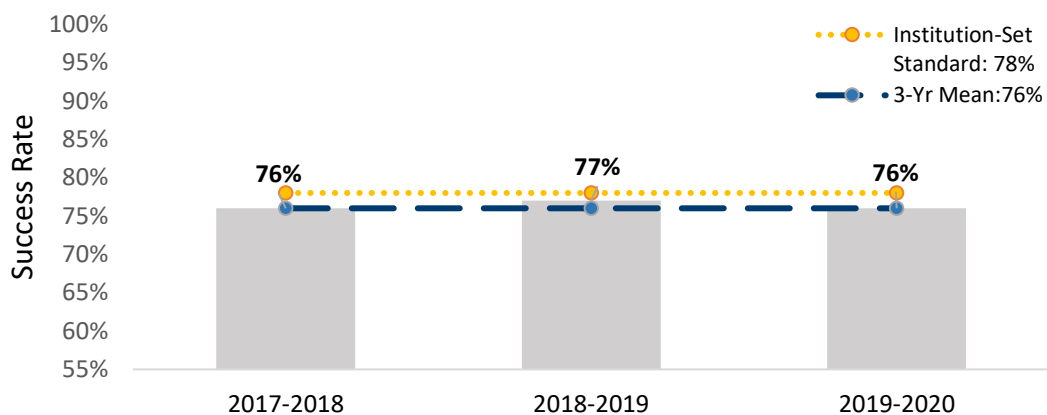
Success Rate

Success rates were calculated as the percent of enrollments in the 2019/20 academic year in which students received a passing grade of A, B, C, P, IA, IB, IC, or IPP. The data were pulled from MIS. The three-year mean is 76 percent, the institution-set standard is 78 percent (to be revised 2022).

Success Rate by Academic Year

The overall College of the Canyons success rates over the past three academic years are as follows: 2017-2018 (76%, n = 113,761), 2018-2019 (77%, n = 112,074) and 2019-2020 (76%, n = 110,601).

Figure B-1: Success Rate by Academic Year (2017/18-2019/20)

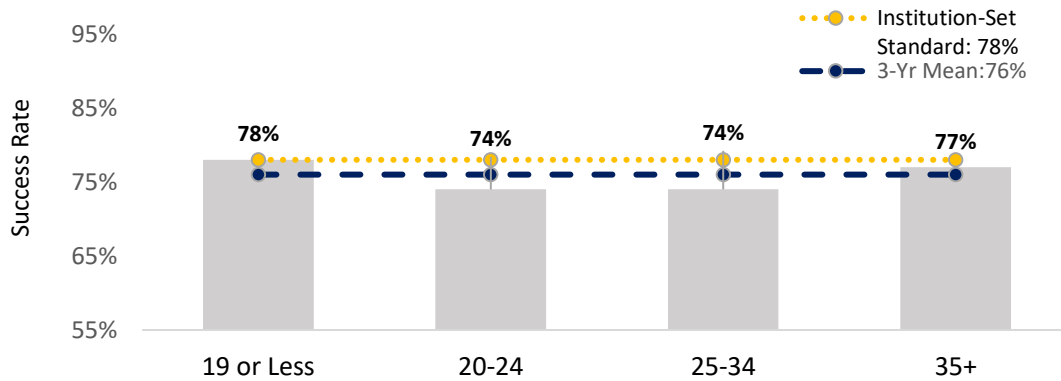


Presentation of Student Achievement Data and Institution-set Standards

Success Rate by Age

The success rates disaggregated by age group in ascending order are as follows: 19 or less (78%, n = 39,513), 20-24 (74%, n = 28,375), 25-34 (74%, n = 11,753), 35+ (77%, n = 7,513).

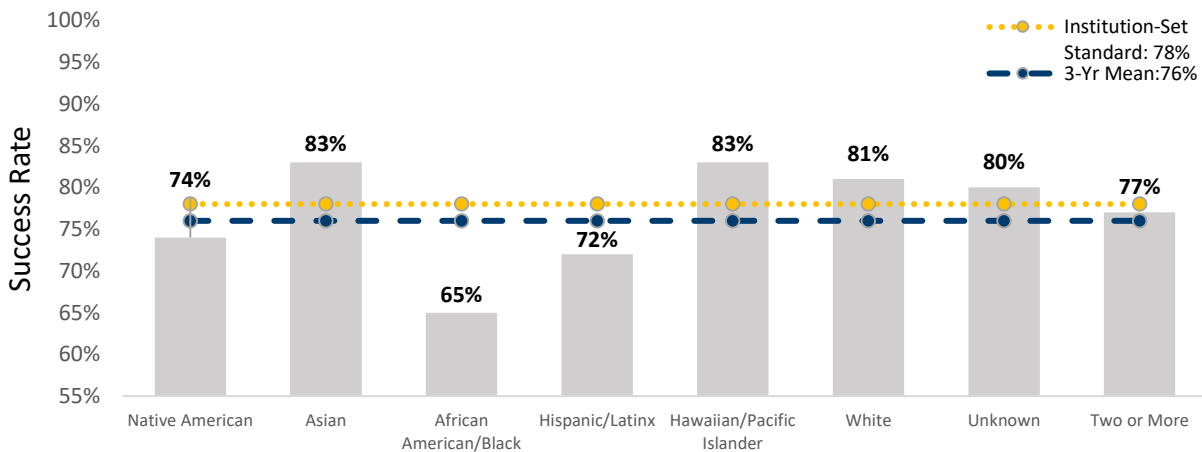
Figure B-2: Success Rate by Age; Academic Year 2019/20



Success Rate by Ethnicity

The success rates disaggregated by ethnicity ranked from highest to lowest are as follows: Asian (83%, n = 12,160), Pacific Islander (83%, n = 204), White (81%, n = 25,686), unknown (80%, n = 2,812), Two or more (77%, n = 1,716), Native American (74%, n = 374) Hispanic/Latinx (72%, n = 40,355), and African-American/Black (65%, n = 3,847).

Figure B-3: Success Rate by Race/Ethnicity; Academic Year 2019/20

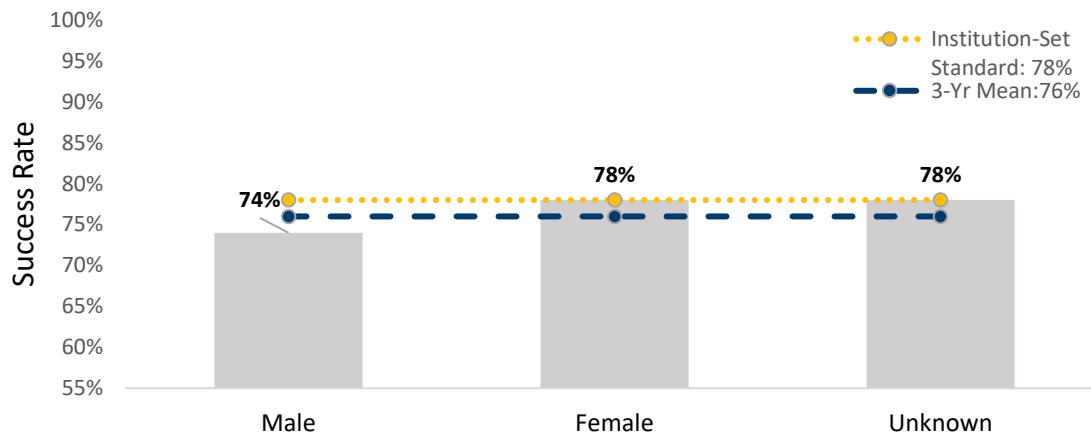


Presentation of Student Achievement Data and Institution-set Standards

Success Rate by Gender

The success rates disaggregated by gender ranked from highest to lowest are as follows: unknown (78%, n = 888), female (78%, n = 57,957), and male (74%, n = 51,756).

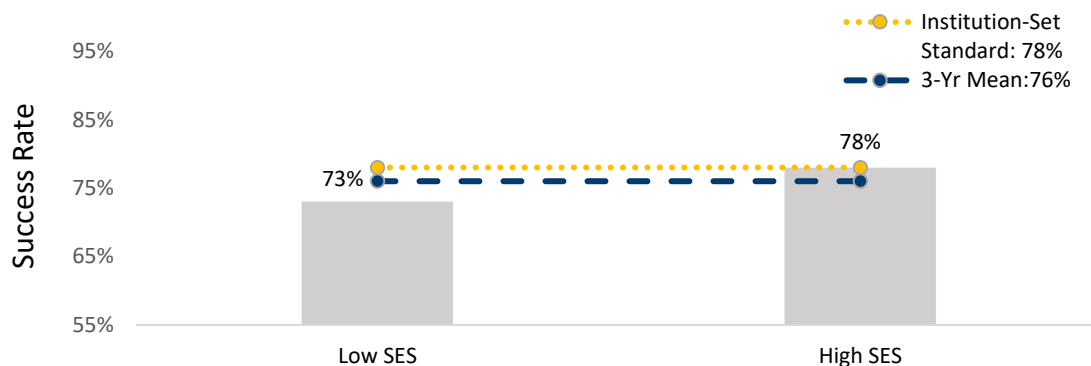
Figure B-4: Success Rate by Gender; Academic Year 2019/20



Success Rate by Socioeconomic Status

Students were deemed low socioeconomic status if they received either the Pell Grant or California Community Colleges Promise Grant during the academic year. High socioeconomic students have a success rate of 78% (n = 45,772), while low socioeconomic students have a success rate of 73% (n = 41,382).

Figure B-5: Success Rate by Socioeconomic Status; Academic Year 2019/20

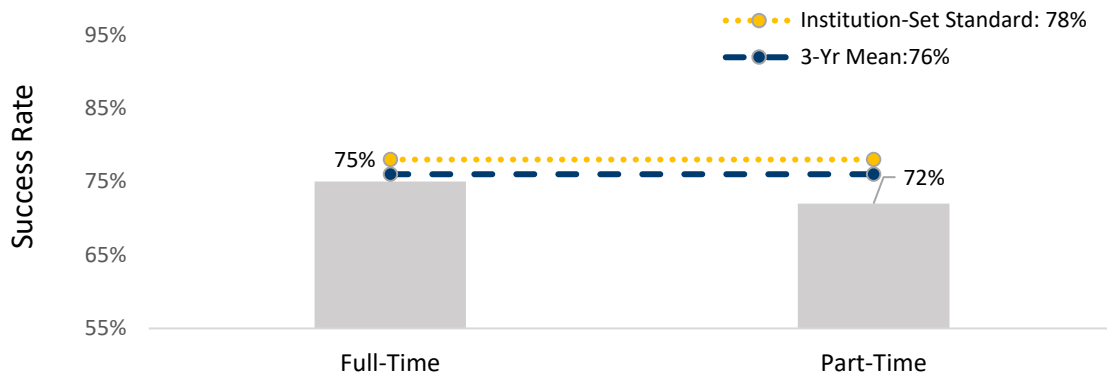


Presentation of Student Achievement Data and Institution-set Standards

Success Rate by Unit Load

A full-time student is defined as taking 12 or more units during a term, whereas a part-time student takes fewer than 12 units in a term. The success rates disaggregated by unit load ranked from highest to lowest are as follows: full-time (75%, n = 19,294 enrollments) and part-time (72%, n = 15,981 enrollments). Results presented are limited to the fall 2019 unit load as full- and part-time status changes per student across terms.

Figure B-6: Success Rate by Unit Load; Fall 2019



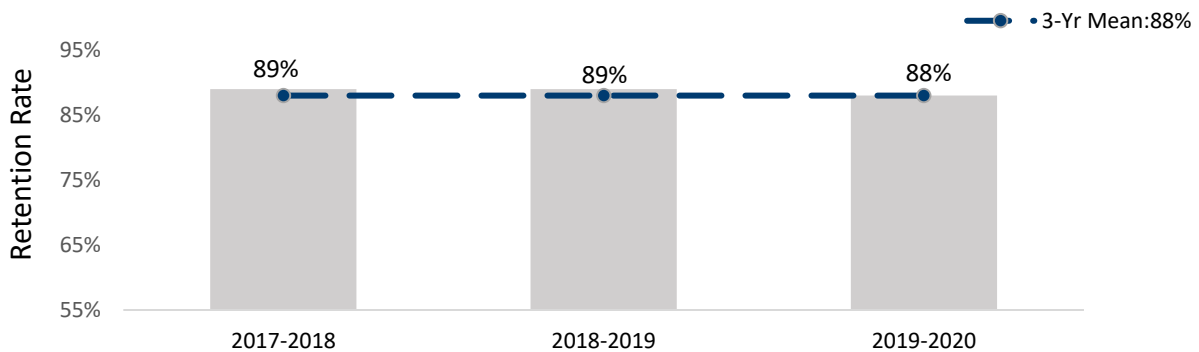
Retention Rate

Retention rates were calculated as the percent of enrollments in the 2019-2020 academic year in which students received a grade of A, B, C, D, F, P, NP, I*, or IPP. In other words, retention is defined as completion of a course with a grade other than withdrawal. The three-year mean is 88 percent. The data were pulled from MIS.

Retention Rate by Academic Year

The overall College of the Canyons retention rates over the past three academic years are as follows: 2017-2018 (89%, n = 113,761), 2018-2019 (89%, n = 112,074) and 2019-2020 (88%, 110,601).

Figure B-7: Retention Rate* by Academic Year (2017/18-2019/20)



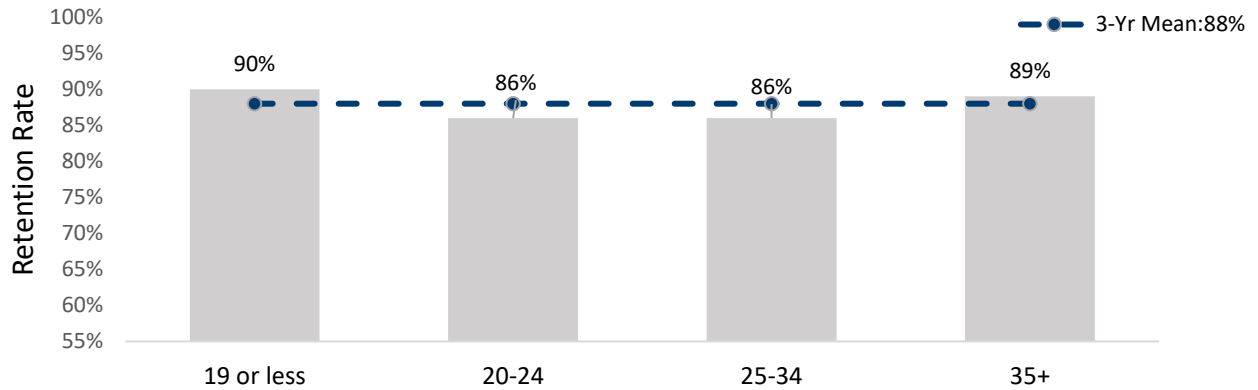
*Institutional Standard was not set for Retention.

Presentation of Student Achievement Data and Institution-set Standards

Retention Rate by Age

The retention rates disaggregated by age groups in ascending order are as follows: 19 years or less (90%, n = 45,771), 20-24 years (86%, n = 33,145), 25-34 years (86%, n = 13,662), and 35+ years (89%, n = 8,712).

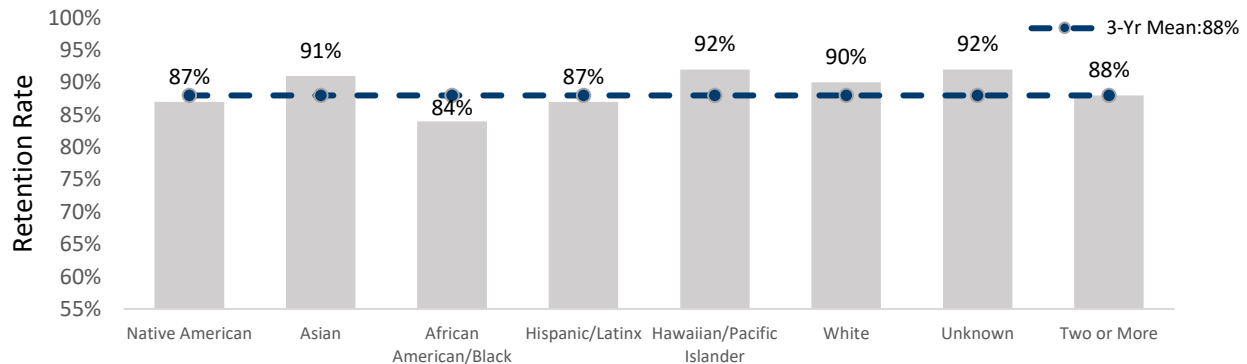
Figure B-8: Retention Rate by Age; Academic Year 2019/20



Retention Rate by Ethnicity

The retention rates disaggregated by ethnicity ranked from highest to lowest are as follows: Hawaiian/Pacific Islander (92%, n = 225), unknown (92%, n = 3,228), Asian (91%, n = 13,383), White (90%, n = 28,470), Two or more (88%, n = 1,949), Native American (87%, n = 436), Hispanic/Latinx (87%, n = 48,656), African-American/Black (84%, n = 4,945).

Figure B-9: Retention Rate by Race/Ethnicity; Academic Year 2019/20

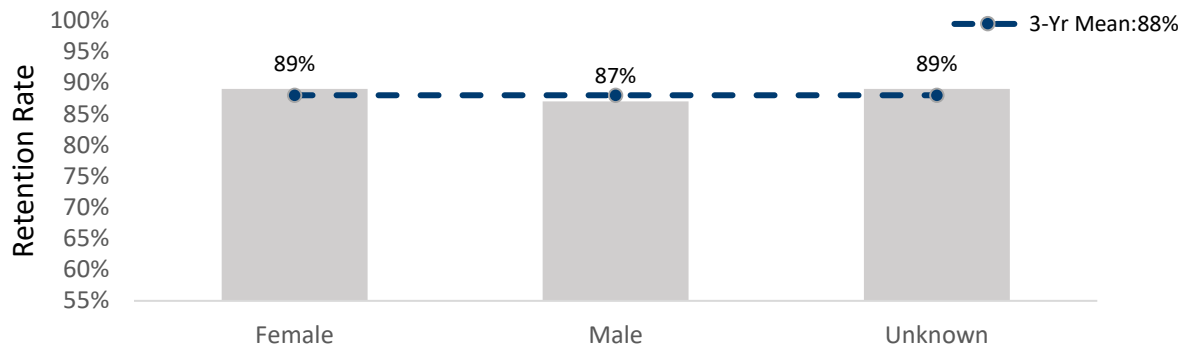


Presentation of Student Achievement Data and Institution-set Standards

Retention Rate by Gender

The retention rates disaggregated by gender are as follows: female (89%, n = 57,957), male (87%, n = 51,756), unknown (89%, n = 888).

Figure B-10: Retention Rate by Gender; Academic Year 2019/20



Retention Rate by Socioeconomic Status

Students were deemed low socioeconomic status if they received either the Pell Grant or California Community Colleges Promise Grant during the academic year. The retention rates disaggregated by socioeconomic status ranked from highest to lowest are as follows: high socioeconomic status (90%, n = 52,511) and low socioeconomic status (87%, n = 48,781).

Figure B-11: Retention Rate by Socioeconomic Status (SES); Academic Year 2019/20



Presentation of Student Achievement Data and Institution-set Standards

Retention Rate by Unit Load

A full-time student is defined as taking 12 or more units during a term, whereas a part-time student takes fewer than 12 units in a term. The retention rates disaggregated by unit load ranked from highest to lowest are as follows: full-time (90%, n = 23,079) and part-time (87%, n = 19,335).

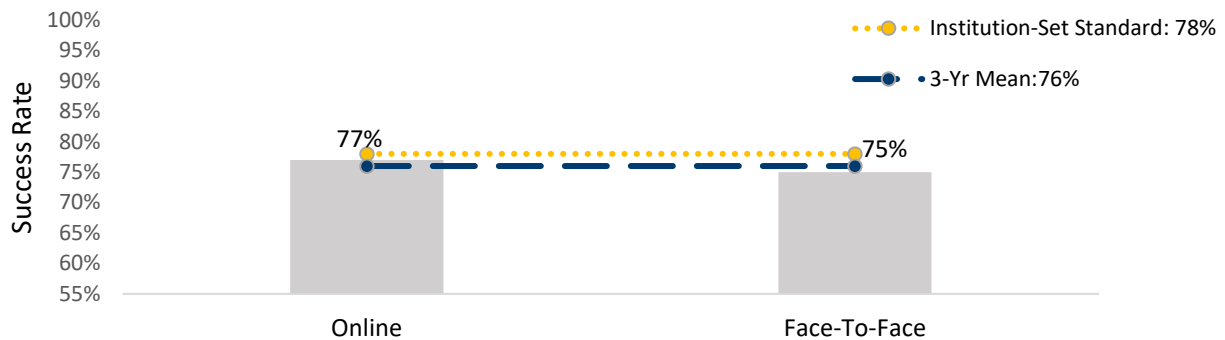
Figure B-12: Retention Rate by Unit Load; Fall 2019



Course Success and Retention by Delivery Mode

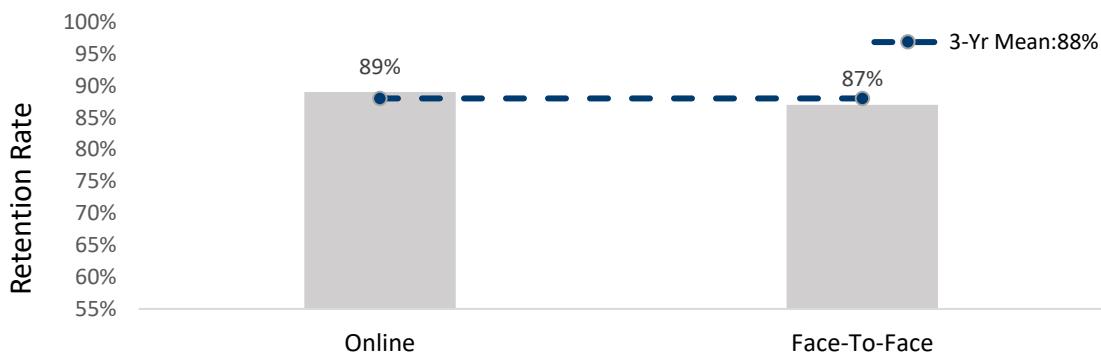
The success rates disaggregated by delivery mode ranked from highest to lowest are as follows: online (77%, n = 34,165), face-to-face (75%, n = 76,436), and hybrid are included with the on-ground/face-to-face sections for the 2019/20 academic year.

Figure B-13: Success Rate by Delivery Mode; Academic Year 2019/20



The retention rates disaggregated by teaching method from highest to lowest are online (89%, n = 34,165) and face-to-face (87%, n = 76,436).

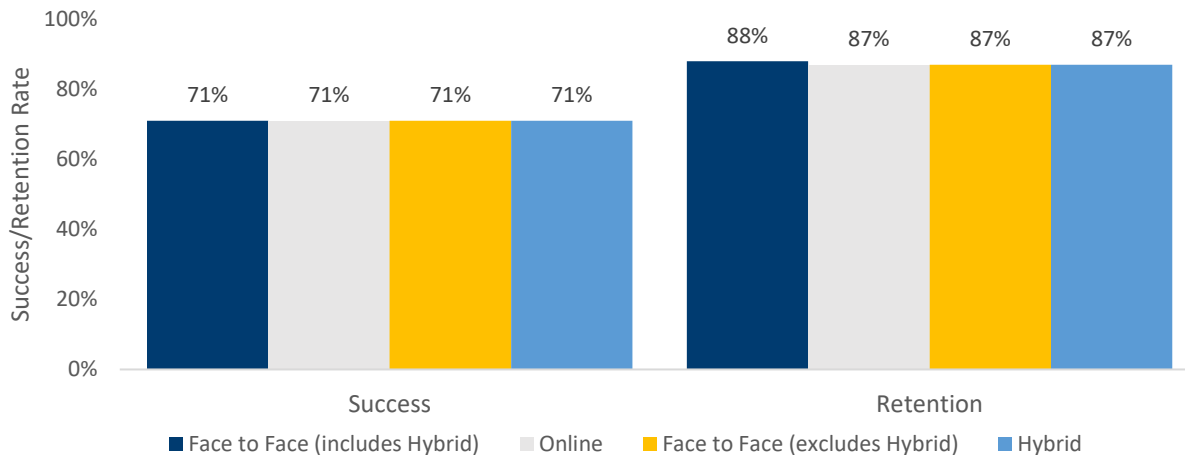
Figure B-14: Retention Rate by Delivery Mode; Academic Year 2019/20



Presentation of Student Achievement Data and Institution-set Standards

In Fall 2019, the success and retention rates were the same for face-to-face, online, and hybrid courses, regardless of the duration of the course.

Figure B-15: Success and Retention Rate for Face-to-Face, Online and Hybrid: Fall 2019



The following tables present success and retention rates for more specific instructional delivery modalities and durations: full semester online, full semester hybrid; five- and eight-week face-to-face, online, and hybrid courses; Personalized Accelerated Learning (PAL) where two courses are taught within one semester with the same instructor, College Now (CNOW), and Dual Enrollment (DUENR) to courses taught in a traditional format (face-to-face, full term).

- **Full Semester:** defined as a class that meets for the length of a semester. Full semester courses are offered in an online, hybrid, or face-to-face format.
- **Accelerated:** defined as a course that is offered in a shorter period of time than semester length courses (e.g., five-week and eight-week courses). Accelerated courses are offered in an online, hybrid, or face-to-face format.
- **Hybrid:** defined as a course that meets occasionally face-to-face in a classroom at scheduled times but has much of the coursework done in an online or alternative format.
- **Personalized Accelerated Learning (PAL):** defined as back-to-back short-term (eight-week) math and English courses, in which students can complete their math and English course work at a faster pace and personalize their learning experience. More specifically, students enter as a cohort, take two math and/or two English courses back-to-back, and have the same instructor and classmates for both courses.
- **Dual Enrollment (DUENR):** defined as college courses offered during period one or period seven of a high school day taught by a college instructor.
- **CollegeNow (CNOW):** courses offered at the high school sites, after hours, and open to both high school and non-high school students taught by a college instructor.
- **GO:** first set of courses in limited number of disciplines offered 100% online for a 5-week duration before standardization of this mode.

Examining success rates, PAL had the highest in Fall 2016 (83 percent); however, eight-week face-to-face had the highest in Fall 2017 (86 percent). In Fall 2018, five-week online courses had the highest success rates (80 percent), while DUENR courses had the highest in Fall 2019 (88 percent). Overall, PAL had the highest retention rates for the Fall 2016, 2017, 2018, and 2019 semesters, while full semester online courses had the lowest retention rates. See Table 12

Presentation of Student Achievement Data and Institution-set Standards

and Table 13 for detailed percentages by instructional delivery method. Fall 2020 is not included because of the pandemic's implications, for there are too many confounding variables during this term to make any comparisons.

Table 12: Success Rates by Delivery Mode: Fall 2016-Fall 2019

	Fall 2016	Fall 2017	Fall 2018	Fall 2019
5 weeks Online (GO)	71%	72%	73%	--
5 weeks Online	--	--	80%	71%
8 weeks Online	67%	68%	68%	73%
8 weeks Hybrid	82%	72%	77%	75%
8 weeks Face to Face	66%	86%	75%	80%
Full Semester Online	65%	66%	70%	68%
Full Semester Hybrid	66%	70%	73%	72%
Full Semester Face to Face	74%	74%	75%	73%
PAL	83%	74%	78%	85%
DUENR	--	--	--	88%
CNOW	--	--	--	80%

Table 13: Retention Rates by Delivery Mode: Fall 2016-Fall 2019

	Fall 2016	Fall 2017	Fall 2018	Fall 2019
5 weeks Online (GO)	90%	89%	87%	--
5 weeks Online	--	--	89%	91%
8 weeks Online	85%	86%	85%	89%
8 weeks Hybrid	92%	86%	91%	90%
8 weeks Face to Face	85%	92%	91%	91%
Full Semester Online	81%	81%	83%	83%
Full Semester Hybrid	82%	85%	86%	87%
Full Semester Face to Face	89%	88%	88%	88%
PAL	95%	92%	93%	97%
DUENR	--	--	--	99%
CNOW	--	--	--	93%

Student Equity & Achievement and CCCCCO Vision for Success Goals

Table 14: Student Equity & Achievement Plan and Local Goal Setting⁴ (linked in the footnote below and evidence) represents findings of analyses as part of the Student Equity and Achievement (SEA) plan and Local Goal setting alignment with the CCCCCO Vision for Success goals. For each metric, the 2020/21 goals were set as targeted projections based on data provided by the CCCCCO in 2019 which had 2017/18 outcomes as the most current year of data. Changes to metrics/definitions over the last 3 refresh cycles have yielded changes in the raw numbers for all previous years, some of which may have impacted where we currently are in reference to the goal.

⁴ [Table 14: Student Equity & Achievement Plan and Local Goal Setting](#)

Presentation of Student Achievement Data and Institution-set Standards

Table 15: Disproportionate Impact: Student, Equity and Achievement Plan and Vision for Success/Local Goals by Subpopulations⁵ (linked in the footnote below and evidence) illustrates where Disproportionate Impact (DI) was identified for targeted subpopulation demographic groups with regard to the SEA Plan and Local Goal metrics.

Table 16: Disproportionate Impact: Interaction of Sub-population and Gender⁶ (linked in the footnote below and evidence) shows disaggregation within sub-groups by gender. DI for Black/African American is not driven by gender with the exception of transfer to a four-year institution. DI for Latinx would have been missed for three of the metrics with the first slice looking at the group as a whole, but when examining sex by ethnicity, we see DI for retention, attaining the Vision Goal for Completion and transferring to a four-year institution.

Licensure/Certification Examination Pass Rates

Finally, the following table provides examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study. In both of these nationally accredited programs, our students continue to exceed the respective institution set standard.

Table 17: Pass Rates for Licensure examinations (3 most recent years)

Licensure Examinations	Exam Type	Institution Set Standard	2017-18 Pass Rate	2018-19 Pass Rate	2019-20 Pass Rate
Registered Nursing (RN)	National	85%	89.0%	89.3%	89.4%
Medical Laboratory Tech (MLT)	State	75%	100.0%	100.0%	100.0%

Source: ACCJC Annual Survey 2020-21

⁵ [Table 15: Disproportionate Impact: Student, Equity and Achievement Plan and Vision for Success/Local Goals by Subpopulations](#)

⁶ [Table 16: Disproportionate Impact: Interaction of Sub-population and Gender](#)

C. Organization of the Self Evaluation Process



Organization of the Self Evaluation Process

Organization of the Self Evaluation

College of the Canyons began preparations for writing its Institutional Self Evaluation Report (ISER) during the spring 2020 semester, two years in advance of its scheduled visit by the appointed ACCJC team. On [January 30, 2020](#), Chancellor Dr. Dianne Van Hook invited ACCJC liaison and Vice President—Dr. Gohar Momjian—to the College to provide the executive leadership with an overview of the accreditation process. On [April 20, 2020](#), Dr. Van Hook partnered with Dr. Omar Torres—Assistant Superintendent/Vice President of Instruction and Accreditation Liaison Officer (ALO)—to provide an initial accreditation training to the College Planning Team (CPT) in order to familiarize students, faculty, classified professionals, and administrators with the accreditation process. Members of CPT reviewed the purpose and fundamentals of accreditation, information featuring the revised 2014 accreditation standards and new Quality Focus Essay requirements, and the proposed two-year timeline leading up to the spring 2022 site visit. Shortly before the end of the spring 2020 semester, the ALO worked with the Chancellor, Academic Senate President, Associated Student Government President, and Classified Senate President to assemble volunteers to serve on the evidence collection and writing teams. A subsequent training for these volunteers was held with Dr. Momjian on [April 24, 2020](#), providing a framework for the accreditation process and ISER preparation. Volunteers were tasked to coordinate with their constituents to begin evidence collection after meeting with their teams.

Despite the challenges associated with the raging pandemic, the various teams were able to continue collecting evidence remotely throughout the fall 2020 semester. During the spring 2021 semester, each evidence collection and writing team assembled to review collected evidence and begin the writing process. On [March 26, 2021](#), the ALO hosted a technical ISER preparation training that addressed ISER writing logistics, document length, style guide, and proper draft notation. Thereafter, teams met more often to prepare the initial draft of the document and to review subsequent drafts. A comprehensive draft document was then reviewed by the Chancellor, ALO, editor, and all Standard Team members during the summer and fall 2021 terms. The proposed final draft was presented to CPT on [October 18, 2021](#), and posted on the College’s internet site with notification for interested parties to provide third-party comments. The ALO also presented the final draft to the Academic Senate, Associated Student Government, Classified Senate, Foundation Board of Directors, and the Board of Trustees before submitting the finalized ISER to ACCJC on [December 14, 2021](#).

ISER Production Staff

<i>Chancellor</i>	Dr. Dianne Van Hook
<i>Accreditation Liaison Officer</i>	Dr. Omar Torres
<i>Editor</i>	Sue Bozman
<i>Graphic Designer</i>	Kendra Harvey
<i>Administrator Resources</i>	Mr. Eric Harnish and Dr. Ryan Theule
<i>Evidence Organization</i>	Audrey Fairbanks
<i>Staff Resources</i>	Ayesha Khan and Stephanie Tamayo

Organization of the Self Evaluation Process

Writing Team Composition

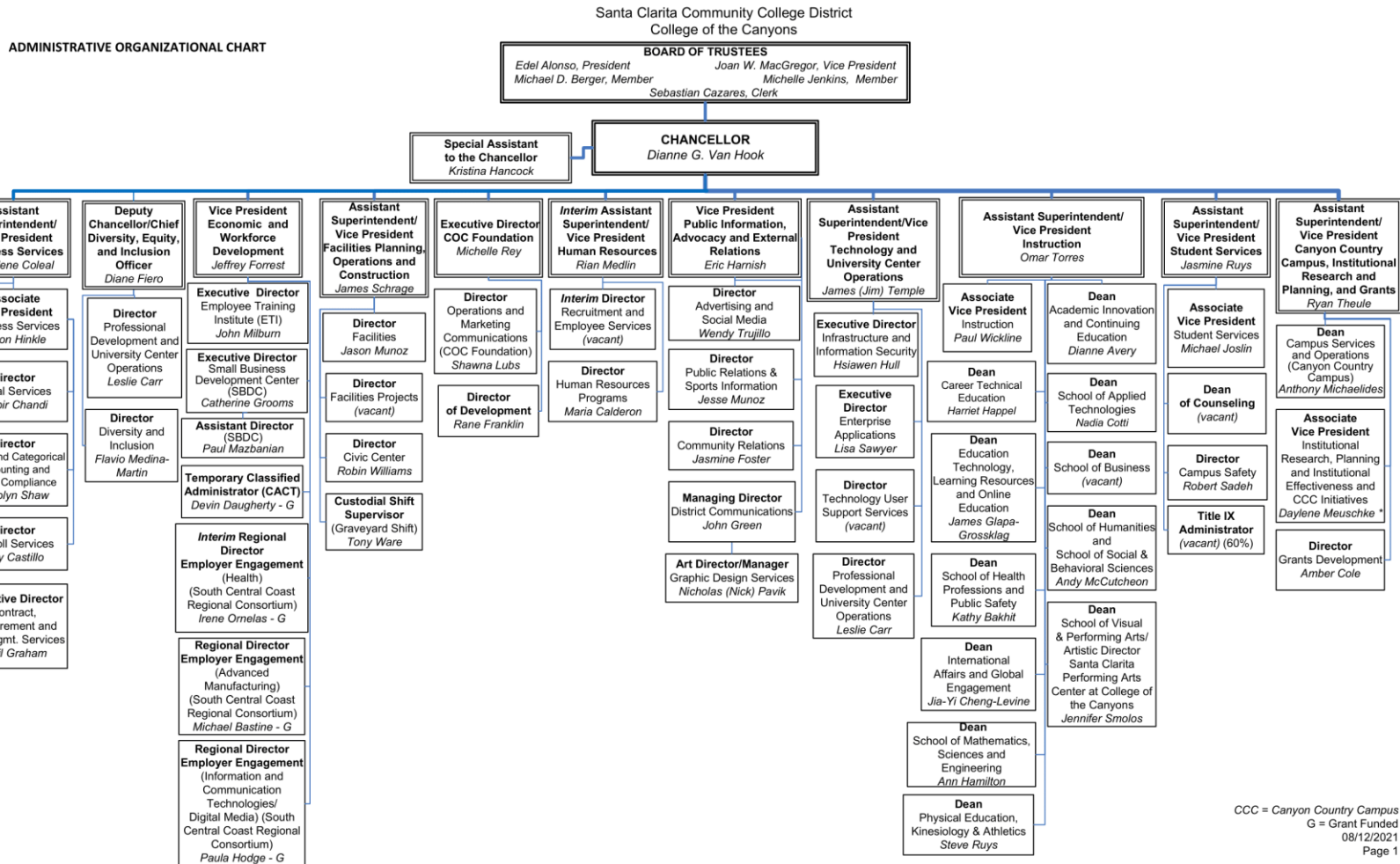
	Administrator	Faculty	Classified and Confidential Staff	Student
Standard I	Ryan Theule (chair) Daylene Meuschke (chair) Don Carlson Andy McCutcheon Paul Wickline	Gary Collis (chair) Garrett Hooper (chair) Aivee Ortega Cindy Stephens	Tammie Decker (chair) Catherine Parker (chair) Jocelyn Harris Linda Malik Jamie Page	
Standard II	Omar Torres (chair) James Glapa-Grossklag (chair) Jasmine Ruys (chair) Kathy Bakhit Gina Bogna Jia-Yi Cheng Levine Jeff Forrest Ann Hamilton Harriet Happel Michael Joslin Chuck Lyon Mojdeh Mahn Andy McCutcheon Olivia Ryan Joy Shoemate Jennifer Smolos Paul Wickline	Lisa Hooper (chair) Peter Hepburn (chair) Albert Loiaza (chair) Erin Barnthouse Jeff Baker Regina Blasberg Chris Boltz Jeremy Goodman Brittany Huerta Susan Ling Sab Matsumoto Garrett Rieck Diane Solomon Edith Soto Cindy Stephens Jennifer Thompson	Dianne Avery (chair) Patrick Backes Noelia Borcharding Laurie Chacanaca Yarely Gonzalez Sharon Johnston Chloe McGinley Connie Palazzolo Rebecca Rassool Debbie Sall Nichols Schutz Evis Wilson	John Ayala Kayla Jaramillo
Standard III	Diane Fiero (chair) Jim Schrage (chair) Jim Temple (chair) Sharlene Coleal (chair) Gina Bogna Roy Castillo Ann Hamilton Harriet Happel Jason Hinkle Hsiawen Hull Rian Medlin Jason Munoz Chad Peters Joy Shoemate	Jason Burgdorfer (chair) Nicole Faudree (chair) Diane Sionko (chair) Tim Baber Jeannie Chari Christina Chung Gary Collis Miriam Golbert Rick Howe Anne Marengo Pamela Williams-Paez	Justin Bradshaw (chair) Dianne Avery Robert Betancourt Stephen Burns Michelle Goodman Gail Ishimoto Rosie Kochendorfer Bob Kuch Lucy Medina Be Phan John Slezinger Andrea Varney Samantha Weber	Anthony Mason
Standard IV	Dianne Van Hook (chair) Jia-Yi Cheng-Levine Sharlene Coleal Diane Fiero Jeff Forrest John Green Kristina Hancock Eric Harnish Chad Peters Jim Schrage Jennifer Smolos Renard Thomas Ryan Theule	Claudia Acosta (chair) David Andrus (chair) Juan Buriel Teresa Ciardi Justin Hunt Alisha Kaminsky Gary Peterson Lori Marie Rios Patty Robinson Rebecca Shepherd Ambika Silva Diana Stanich Erika Torgeson	Michael Monsour (chair) Marilu Ramirez (chair) Justin Smith (chair) Justin Hunt Anthony Morris Preetta Saxena Andrea Varney	Janette Mireles

D. Organizational Information



The Organizational framework on the following page provides an overview of the District's overall administrative organization for its programs and services. The reference link below the overarching framework provides greater detail of each service area. These charts were current as of August 2021. By the time of the Accreditation External Evaluation Team visit in March 2022, the College anticipates several changes to these charts. On arrival, the Visiting Team members will be provided up-to-date organizational charts.

Organizational Information



The enclosed reference citation provides additional details of each service area.⁷

⁷ Administrative Organization of the College August 2021

E. Certification of Continued Compliance with Eligibility Requirements



Certification of Continued Compliance with Eligibility Requirements

Eligibility Requirement 1: Authority

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

College of the Canyons, one of California's 116 community colleges, has authority to operate as a degree granting institution due to continuous accreditation by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges, an institutional accreditation body recognized by the Council for Higher Education Accreditation and the United States Department of Education. This authority is noted on page one of the College Catalog.⁸ ACCJC approved the College's 2017 Midterm Report, which found that "the College has sustained the work accomplished since the last comprehensive evaluation and has maintained compliance with Standards."⁹

Eligibility Requirement 2: Operational Status

The institution is operational, with students actively pursuing its degree programs.

Since 1969, College of the Canyons has operated continuously as a post-secondary institution. The state Chancellor's Office Data Mart indicates unduplicated headcounts of 20,018 for fall 2019; 20,914 for fall 2018; and 20,489 for fall 2017; with a total of 5,897 degrees and certificates awarded in 2019-20; 4,976 awarded in 2018-19; and 4,564 awarded in 2017-18. The full range of available degree and certificate instructional programs, found in the current College Catalog, further demonstrates the College's continued operational status.¹⁰

Eligibility Requirement 3: Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

The College offers 65 two-year area of emphasis (AOE) associate of arts and associate of science degrees, 31 associate degrees for transfer (ADTs), and 146 certificates (104 state approved and 42 locally approved certificates). Associate of arts and associate of science degrees require a minimum of 60 semester units, including general education courses, which can typically be completed in two years by a full-time student. The College Catalog provides a listing of all degrees and certificates offered at the College.¹¹ In fall 2019, 16,180 students were enrolled in degree-applicable credit courses out of the total 46,346 enrollments. Degrees awarded in 2019-2020 were 3,184, with 2,388 students transferring to four-year colleges or universities and 2,720 certificates awarded. Additional information describing student enrollment in degree and certificate programs can be found on the College's Tableau data visualization website.¹²

⁸ [College Catalog 2021-2022 Accreditation Authority](#)

⁹ [ACCJC 2017 Confirmation Letter](#)

¹⁰ [College Catalog 2021-2022 Instructional Programs](#)

¹¹ [College Catalog 2021-2022 Instructional Programs](#)

¹² [Tableau Data Visualization](#)

Certification of Continued Compliance with Eligibility Requirements

Eligibility Requirement 4: Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

The Santa Clarita Community College District Board of Trustees (SCCCD) appoints the chief executive officer (CEO) of the College. Dr. Dianne G. Van Hook, Chancellor of the SCCC and Superintendent/President of College of the Canyons is the CEO, who possesses the requisite authority to administer board policies and administrative procedures.^{13, 14} Dr. Van Hook's primary responsibility is to direct the operations of the District and lead the College to meet its mission. Dr. Van Hook has led the District as its CEO for 34 years.

Eligibility Requirement 5: Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

The SCCC is audited on an annual basis by an independent auditing firm. The firm is selected by evaluating the scope of its experience, the size of the firm and its ability to provide backup personnel and a wide range of expertise. References are carefully evaluated. The auditing firm employs *Government Audit Standards*¹⁵ issued by the Comptroller General of the United States, *Audits of State, Local Governments and Non-Profit Organizations* (formerly OMB Circular A-133 and now 2 CFR part 200, subpart F),¹⁶ and the California Community Colleges Chancellor's Office *Contracted District Audit Manual*.¹⁷ Financial aid audit information showing Title IV compliance is included in the audit. The Board of Trustees reviews the audit findings, exceptions, letters to management, and any recommendations made by the contracted auditing firm. These are available to the public on the District's website. Annual audits are conducted for the District,¹⁸ the Foundation,¹⁹ and two General Obligation bonds.^{20, 21} The annual audits have been outstanding with unmodified opinions and no material weaknesses identified in all the audits over the last seven years since the College's last accreditation site team visit in 2014.

¹³ [Board Policy 2430: Delegation to CEO](#)

¹⁴ [Administrative Procedure 2430: Delegation to CEO](#)

¹⁵ [Government Auditing Standards 2018 Revision](#)

¹⁶ [2 CFR part 200](#)

¹⁷ [California Community Colleges Chancellor's Office Contracted District Audit Manual](#)

¹⁸ [Santa Clarita CCD Final Audit Report for District 2020](#)

¹⁹ [Santa Clarita CCD Final Audit Report for Foundation 2020](#)

²⁰ [Santa Clarita CCD Final Audit Report for Measure E 2020](#)

²¹ [Santa Clarita CCD Final Audit Report for Measure M 2019](#)

F. Certification of Continued Compliance with Commission Policies



Certification of Continued Compliance with Commission Policies

College of the Canyons certifies that it continues to be in compliance with the federal regulations noted below and with Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

Public Notification of an Evaluation Team Visit and Third Party Comment

Regulation citation: [602.23\(b\)](#).

The College has appropriately solicited third-party comment. The website provides a link to accreditation information²² on the homepage of its website under the “About COC” area and within the A-Z index. Included on this page are past self-evaluation and midterm reports, letters from the Accrediting Commission reaffirming accreditation, and a list of accredited programs at the College. Also included is the public invitation to submit comments about the College to our accrediting body, including a link to the third-party comment form²³ and an announcement of the next comprehensive visit in spring 2022. Finally, this source also includes a list of resources including training videos and presentations dating back to April 20, 2020.²⁴

The College has also solicited third-party comments through presentations about the 2022 accreditation visit to students and faculty in a variety of venues since spring 2020, including at the faculty Academic Senate,²⁵ the Classified Senate,²⁶ College Planning Team meetings,²⁷ college-wide webinars,²⁸ and a formal announcement and training session at the Board of Trustees meeting on March 24, 2021²⁹ announcing the upcoming accreditation visit. The College complies with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions on third-party comments and commits to cooperating with the visiting peer review team to follow up and resolve any issues that may be raised by third-party comments.

Standards and Performance with Respect to Student Achievement

Regulation citations: [602.16\(a\)\(1\)\(i\)](#); [602.17\(f\)](#); [602.19 \(a-e\)](#).

College of the Canyons complies with the associated Code of Federal Regulations and Commission Policies with respect to student achievement as further described in the ISER Introduction. The College has defined institution-set standards for student achievement, which are reviewed and updated regularly through the College Planning Team (CPT) and are shared widely with the campus community.^{30, 31}

²² [Accreditation homepage](#)

²³ [Third Party Comment Form on Accreditation Website](#)

²⁴ [Accreditation CPT Training 4.20.20](#)

²⁵ [Academic Senate meeting 12.3.20](#)

²⁶ [Classified Senate meeting 4.6.21](#)

²⁷ [CPT meeting 3.15.21](#)

²⁸ [District Webinar 4.15.21](#)

²⁹ [Board of Trustees Meeting 3.24.21](#)

³⁰ [Academic Senate SEA Plan Presentation 4.11.19](#)

³¹ [Board of Trustees Presentation 12.9.20](#)

Certification of Continued Compliance with Commission Policies

The College has a long history of setting standards for student achievement, reflected in past accountability metrics. From 2004–2012, the College regularly defined and presented institution-set standards beginning with the Accountability Report for Community Colleges (ARCC) in response to AB 1417. Institution-set standards and student outcome data were further reviewed through the representative College Planning Team as well as presented annually to the Board of Trustees in keeping with accreditation best practices and state mandates. ARCC data later transitioned to performance indicators, in response to the Commission’s call to further establish institution-set standards, and the College established a Performance Indicators sub-committee of the College Planning Team to further review and update these indicators. Between 2012–2018, the College shifted its focus for data review to the Student Success Scorecard through the Performance Indicators sub-committee as ARCC further evolved into a new accountability framework. The Performance Indicators sub-committee subsequently integrated its efforts with CPT’s Institutional Effectiveness and Inclusive Excellence (IE)² sub-committee, which served as the lead for reviewing data and establishing initial targets/goals for the College Planning Team and constituent group review. Through these strategies, the College continued to thoughtfully review and address institution-set standards through the Student Success Scorecard and Institutional Effectiveness Partnership Initiative (IEPI) metrics from 2015–2018. The College currently monitors and reviews the Student Success Metrics and Vision for Success 2022 goals according to the State Chancellor’s Office data metrics and accountability frameworks on an annual basis.

The College’s Student Equity & Achievement Plan, Local Goals from the Strategic Plan 2019–2022, and Student Success Metrics are aligned with the CCCCO Vision for Success 2022 goals. The College’s three overarching goals focused on access, engagement, and success are intended to make a positive impact on student outcomes and attend to student needs. The College established 29 specific, measurable objectives that address student needs including disaggregation for student populations and an equity lens that is tied to the College’s mission and overarching access, engagement and success goals.³²

The College also maintains standards for student achievement in instructional programs, including job placement and/or licensure exam pass rate targets.³³ These elements are incorporated within the annual program planning and review processes, providing departments a regular opportunity to review and update progress on relevant data. Program review and annual reports to the Commission provide updates on standards for student performance, including career education programs.

Program-level outcomes are defined by departments for each academic program in the College Catalog, along with institutional student learning outcomes used to improve student learning and instructional approaches through an examination and discussion of assessments of broad learning outcomes shared by multiple departments and divisions. These ISLOs are as follows: Critical Thinking, Effective Oral Communication, Effective Written Communication, Collaboration, Creative and Innovative Thinking, Information Literacy, Quantitative Literacy, Community Engagement, and Global Responsibility.

Standards and performance with respect to student achievement are relevant to guiding self-evaluation and institutional improvement at the College, and results are disseminated and

³² [Strategic Plan 2019-2022](#)

³³ [ACCJC Annual Report 2021](#)

Certification of Continued Compliance with Commission Policies

discussed to make improvements.³⁴ The Office of Institutional Research, Planning, and Institutional Effectiveness (IRPIE) publishes institutional effectiveness measures on its website, and collegewide program planning reviews are available to the college community for all academic and non-instructional programs. Learning outcomes are further presented by the Committee on Assessment of Student Learning (CASL) website. Institution set standards are further aligned with the California Community College Chancellor's Office (CCCCO) Vision for Success goals through the local vision goals framework as appropriate to a public community college, and these goals are frequently reported through IRPIE, program review, and college planning venues.

Credits, Program Length, and Tuition

Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.

Credit-hour assignments and degree program lengths are within the range of good practice in higher education. Board Policy/Administrative Procedure 4100 (BP/AP 4100): Graduation Requirements for Degrees and Certificates identifies the minimum number of credits for a degree (60) or certificate (16)³⁵ along with the College Catalog.³⁶ The College is guided by the California Community Colleges' Program and Course Approval Handbook as well as its local Curriculum Committee Handbook³⁷ for processes to develop courses and program curricula, and therefore, ensure credit hours and degree program lengths are reliable and accurate across classroom-based courses, laboratory classes, and distance education classes. BP 4020 and AP 4020 on Program and Curriculum Development govern the development of curriculum at the District's colleges and defines a credit hour.^{38, 39}

The enrollment fee for California state residents is set by the state legislation. Nonresident tuition is established according to BP/AP 5020: Non Resident Tuition in accordance with applicable state guidelines and regulations.^{40, 41}

Transfer Policies

Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).

College of the Canyons publishes all information related to the transfer of units in the College Catalog. The policies include Credit for Prior Learning,⁴² Advanced Placement,⁴³ International Baccalaureate,⁴⁴ College Level Examination Program,⁴⁵ Credit for Military Service,⁴⁶ and

³⁴ [Student Data Highlights Fall 2020](#)

³⁵ [Board Policy 4100: Graduation Requirements for Degrees and Certificates](#)

³⁶ [College Catalog 2021-2022 Graduation Requirements](#)

³⁷ [Curriculum Committee Handbook 2021](#)

³⁸ [Board Policy 4020: Program and Curriculum Development](#)

³⁹ [Administrative Procedure 4020: Program and Curriculum Development](#)

⁴⁰ [Board Policy 5020: Nonresident Tuition](#)

⁴¹ [Administrative Procedure 5020: Nonresident Tuition](#)

⁴² [Credit for Prior Learning Description College Catalog 2021-2022](#)

⁴³ [Advanced Placement Course Equivalency Description College Catalog 2021-2022](#)

⁴⁴ [International Baccalaureate Description College Catalog 2021-2022](#)

⁴⁵ [CLEP Description College Catalog 2021-2022](#)

⁴⁶ [Credit for Military Service Description College Catalog 2021-2022](#)

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transfer credits. College of the Canyons has established BP 4235 and AP 4235 for implementation of Credit for Prior Learning, AP, IB, CLEP, and Military Service.^{47, 48}

College of the Canyons has also established the transferability of courses through articulation agreements with private⁴⁹ and public⁵⁰ California institutions, along with local high school articulated courses⁵¹ with the College, as per BP 4050 and AP 4050.^{52, 53} Transfer information, such as to out-of-state universities, can be found on the Counseling website.⁵⁴ Course transferability to the CSU and UC are found in the College Catalog. The College employs a full-time classified staff member designated as the Curriculum Analyst and Articulation Officer, who works with a dedicated counselor to ensure articulation standards are met with the UC, CSU, and private universities.

Distance Education and Correspondence Education

Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.

College of the Canyons develops, implements, and evaluates all courses and programs according to the institution's total educational mission, including those delivered through distance education and correspondence education, in consultation with its faculty, Curriculum Committee, Academic Senate, and Board of Trustees.

The curriculum review process ensures that all distance education courses are developed and implemented according to standards consistent with the official course outline of record and feature regular, effective instructor-initiated student contact.⁵⁵ Proposals to offer courses in a distance education format are examined to ensure: (1) methods of evaluation match those in the in-person courses, (2) accessibility is addressed via Section 508 compliance, and (3) regular and substantive student-instructor and student-student interaction is planned and appropriate for the discipline. Due to the recent COVID-19 pandemic, the College also developed provisional distance learning addenda, which allow courses to be offered via distance education when needed during emergencies, through mutual agreement. These addenda are for courses that ordinarily would not be offered in a virtual format (e.g., science laboratory courses).⁵⁶

The curriculum review process also ensures that correspondence education courses are developed and implemented according to standards consistent with the official course outline of record.⁵⁷

The College clearly defines appropriate student learning outcomes for all courses and programs, including those delivered through distance education. It also provides the resources and structure needed to accomplish these outcomes and to demonstrate that its students achieve these

⁴⁷ [Board Policy 4235: Credit for Prior Learning](#)

⁴⁸ [Administrative Procedure 4235: Credit for Prior Learning](#)

⁴⁹ [Articulation Website Private California Universities](#)

⁵⁰ [Articulation Website Public California Universities](#)

⁵¹ [Articulation Website William S. Hart High School Courses](#)

⁵² [Board Policy 4050: Articulation UPDATE](#)

⁵³ [Administrative Procedure 4050: Articulation UPDATE](#)

⁵⁴ [Transfer Website to Out of State Universities example](#)

⁵⁵ [Distance Learning Addendum for Course Outline of Record](#)

⁵⁶ [Provisional Distance Learning Addendum for Course Outline of Record](#)

⁵⁷ [Correspondence Education Addendum for Course Outline of Record](#)

Certification of Continued Compliance with Commission Policies

outcomes through application of appropriate assessment, for example, through the Online Education Department and the Committee for Assessing Student Learning.

The College submits to the Commission Substantive Change Proposals related to programs and certificates that can be completed 50 percent or more via Distance Education, most recently in April 2018. The College informed the Commission of its intent to embark on Correspondence Education for justice-impacted students in a separate communication during July 31, 2020, noting that such offerings are delimited to courses offered at our local jails only in response to the COVID-19 pandemic, and no College programs, certificates, or degrees are offered in which 50 percent or more of the courses are delivered via correspondence education.

All classes offered in an online format utilize the District-selected learning management system (Canvas), so that the College can ensure integrity of the online classroom, including student grades and usage data. To maintain integrity in Canvas, students must use a unique username and a password of their own creation to ensure the same person who participates every time and completes a course or program receives the appropriate academic credit.⁵⁸ In addition, students may take proctored examinations in The Learning Center at the College, which will also arrange for proctored examinations for students who do not live within easy reach of the College.

In compliance with federal and state law, the College has established procedures governing student records and the control of personally identifiable information.^{59, 60} The College adheres to strict confidentiality standards as stated in the Family Educational Rights and Privacy Act (FERPA) and California Education Code. No student records, other than directory information, will be released without written consent by the student, except as authorized by the law. In addition, no directory information will be released regarding any student who has notified the Admissions & Records office in writing that such information should not be released. There is no charge associated with verification of student identity.

Student Complaints

Regulation citations: [602.16\(a\)\(1\)\(ix\)](#); [668.43](#).

College of the Canyons has clear policies and procedures outlined on the website, in board policy, and in the College Catalog regarding student complaints. The standards and procedures for student conduct are found in Board Policy 5530,⁶¹ 5531,⁶² and 5532.⁶³ The Student Code of Conduct is found on the College's website. The standards and procedures for the Grade Review Policy are found in Board Policy 5533.⁶⁴ These policies and procedures are also found in the College Catalog. Students may report alleged violations, a grievance, or incident through an Online Complaint Form, Campus Safety, Dean of Student Services, or the Title IX coordinator. Procedures for the grade review process can be found on the College website.

⁵⁸ [Distance Education Faculty Handbook May 2020](#)

⁵⁹ [Board Policy 5040: Student Records, Directory Information, and Privacy](#)

⁶⁰ [Administrative Procedure 5040: Student Records, Directory Information, and Privacy](#)

⁶¹ [Board Policy 5530: Disciplinary Action](#)

⁶² [Board Policy 5531: Due Process](#)

⁶³ [Board Policy 5532: General Student Grievances](#)

⁶⁴ [Board Policy 5533: Grading Review Policy](#)

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If students believe their complaints have not been resolved at the College level, the Online Complaint Form⁶⁵ has the contacts for the California Community Colleges Chancellor's Office or the Accrediting Commission for Community and Junior Colleges/Western Association of Schools and Colleges.⁶⁶

Institutional Disclosure and Advertising and Recruitment Materials

Regulation citations: 602.16(a)(1)(vii); 668.6.

College of the Canyons provides timely and accurate information on its programs, services, locations, and policies to students and the public through various means including:

- Publication of information on the College website
- Publication of information in print format
- Signage and information postings in various campus locations
- Digital signage in key campus locations
- Printed brochures and fliers
- News releases, advertisements and Public Service Announcements in local media
- Mailed newsletters and publications

The College Catalog and Schedule of Classes serve as primary informational tools about the College. The Instruction Office, Public Information Office, Student Services, Admissions & Records Office, and others collaborate to ensure that these publications provide accurate, up-to-date information in a suitable style and format.

The Public Information Office creates and distributes news releases,⁶⁷ magazines,⁶⁸ brochures, fliers,^{69, 70, 71} print and online advertisements, digital displays, and more to provide prospective and current students, College personnel, and community members⁷² with relevant and accurate information about the College. The Public Information Office and Graphic Designer publish an official style guide⁷³ and follow writing, proofreading, branding, and social media guidelines to ensure that information about the College is presented clearly, accurately, and professionally. Additionally, the Information Technology (IT) department manages the College website with input from campus departments and the Web Oversight Committee as appropriate to ensure that students and the public have access to current and accurate information about the College.

The College Catalog, which is accessible both online and in print, also provides information regarding the College's accreditation status as required by the Commission. All accreditation reports, documents, procedures, resources, and information about the Commission are readily available to students, College personnel, and the public.

⁶⁵ [Online Complaint Form on College Website](#)

⁶⁶ [Third Party Comment Form on Accreditation Website](#)

⁶⁷ [Breaking News Fall 2020](#)

⁶⁸ [Bottom Line Fall 2020](#)

⁶⁹ [Instructional Aid Flyer in Spanish by Public Information Office](#)

⁷⁰ [Canyons Promise Flyer by Public Information Office](#)

⁷¹ [Continuing Education Flyer by Public Information Office](#)

⁷² [Annual Report 2019-2020](#)

⁷³ [Communications Guide from the Public Information Office](#)

Certification of Continued Compliance with Commission Policies

Title IV Compliance

Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.

College of the Canyons complies with the requirements of Title IV of the Higher Education Act. Since the last accreditation site team visit in 2014, the College has continued to receive unmodified opinions for financial statements and federal awards, as evidenced by the more recent 2019/2020 audit,⁷⁴ 2018/2019 audit,⁷⁵ 2017/2018 audit,⁷⁶ and 2016/2017 audit.⁷⁷ The College complies with all requirements for federal programs. These audit results are reported annually and presented to the Board of Trustees. Student loan default rates are well within the acceptable range defined by the U.S. Department of Education (USDE), as evidenced by the report from the National Student Loan Data System, which shows 16 percent or lower since 2011.⁷⁸

1. For 2015, the 3-year Official CDR is 15.5 percent based on 91 borrowers defaulting of 585 who have entered repayment.
2. For 2016, the 3-year Official CDR is 11.6 percent based on 66 borrowers defaulting of 568 who have entered repayment.
3. For 2017, the 3-year Official CDR is 5.4 percent based on 25 borrowers defaulting of 455 who have entered repayment.

The College continues to demonstrate diligence in keeping loan default rates at an acceptably low level while complying with program responsibilities defined by the USDE. College of the Canyons has had no negative actions taken by the U.S. Department of Education regarding compliance with Title IV.

⁷⁴ [Santa Clarita CCD Final Audit Report for District 2020](#)

⁷⁵ [Santa Clarita CCD Final Audit Report for District 2019](#)

⁷⁶ [Santa Clarita CCD Final Audit Report for District 2018](#)

⁷⁷ [Santa Clarita CCD Final Audit Report for District 2017](#)

⁷⁸ [National Student Loan Data System](#)

G. Institutional Analysis



Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

A. Mission

1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Evidence of Meeting the Standard

The College of the Canyons guiding mission provides the core statement of the College's most fundamental goals and purposes. It broadly describes the student populations it intends to serve, the various degrees and credentials it offers through its programs, and its commitment to student learning and achievement. The mission provides a clear and inspiring guide to everyone associated with the College.

The review of the mission statement is overseen by the College Planning Team (CPT), the College's umbrella decision-making group consisting of campus-wide representation. Developed, regularly reviewed, and revised through a college wide collaborative process, the mission is printed, published online and widely disseminated. The College most recently reviewed and updated the mission statement in 2020-21, as noted by the date stamps on Board Policy (BP) 1200 District Mission.⁷⁹ The Board of Trustees approved the current mission statement on May 12, 2021, following two readings and college wide review.⁸⁰ The College of the Canyons mission statement reads as follows:

College of the Canyons delivers an accessible, holistic education for students to earn associate degrees, certificates, and credentials, to prepare for transfer, and to attain workforce skills. The College champions diversity, equity, inclusion, and global responsibility, while providing clear pathways in an engaging, supportive environment where all students can successfully achieve their educational goals.⁸¹

The College regularly reviews and updates its mission statement to ensure effectiveness according to the Commission Standards. The current mission statement is effective for the College and aligned to the Standards, defining its purpose, student population, degrees and awards, and demonstrated commitment to student learning and achievement in concert with associated vision and philosophy statements that accompany the mission statement. The mission statement was thoroughly reviewed and discussed by the College Planning Team (CPT),⁸²

⁷⁹ [Board Policy 1200: District Mission](#)

⁸⁰ [Mission Statement 2nd Board Reading 2021](#)

⁸¹ [Mission Statement Website](#)

⁸² [College Planning Team Mission](#)

College Policy Council (CPC),⁸³ Academic Senate,⁸⁴ Classified Senate,⁸⁵ and Associated Student Government (ASG)⁸⁶ prior to approval by the Board.

The entire mission expresses the College’s broad educational purpose, including specific commitments to “accessible and holistic education,” the championing of “diversity, equity, and inclusion,” and the provision of a “supportive environment where all students can successfully achieve their educational goals.” The mission defines the intended student population, referring to all students in the college community and service area with the ability to benefit from instruction and services. More details about the student population and service area are noted in The College’s Fact Book⁸⁷ and in the Introduction section of this report.

The College appropriately describes the types of degrees and credentials offered, stating “...associate degrees, certificates, and credentials, to prepare for transfer, and to attain workforce skills.” These words and phrases broadly describe the community college degrees, certificates, and credentials offered by the College, which are more fully and more specifically described in the College of the Canyons Catalog. The College is committed to student learning and achievement according to the mission statement language, which says “... providing clear pathways in an engaging, supportive environment where all students can successfully achieve their educational goals.” The mission statement describes the College’s commitment to principles and practices of diversity, equity, and inclusion as well as an ongoing commitment to global responsibility. The College supports student learning that enriches lives and furthers success, and this mission is consistent with that of the California Community Colleges, while serving the College in guiding its work.⁸⁸

The mission statement is fundamental to every aspect of the College’s service, so multiple standards refer to it throughout the Self Evaluation Report. In some cases, footnotes and evidence link to an earlier version than the current one, used in 2014 and subsequently updated and in place by 2016.⁸⁹

Analysis and Evaluation

Coordinated by the CPT, the College’s mission statement and associated documents serve as an impactful summary and inspiring guide to the College, describing its broad educational purposes, intended student population, types of degrees and credentials, and the College’s thorough commitment to student learning and student achievement.

2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard

College of the Canyons has a strong culture of inquiry and improvement. It collects, analyzes, and reports data regularly to assess its effectiveness in fulfilling its mission. The Institutional

⁸³ [College Policy Council Agenda 03.23.21](#)

⁸⁴ [Academic Senate Mission](#)

⁸⁵ [Classified Senate Mission](#)

⁸⁶ [Associated Student Government Mission](#)

⁸⁷ [Fact Book 2021](#)

⁸⁸ [Ed Code 66010.4 CCCCCO Mission](#)

⁸⁹ [Mission Statement 2016](#)

Research, Planning, and Institutional Effectiveness (IRPIE) Office is responsible for collecting, analyzing, and reporting on student success data and other metrics related to the mission, and these data are easily accessible on the College's research website.⁹⁰ The annual Fact Book^{91, 92, 93} and multiple data visualization dashboards provide easy access to these data. College forums, including committees such as the CPT,⁹⁴ the Leadership Education in Action Program (LEAP),⁹⁵ the Institutional Effectiveness & Inclusive Excellence (IE)² Steering Committee,⁹⁶ and the Board of Trustees⁹⁷ receive data reports that assess the effectiveness of the College's programs in meeting the College's mission. The Student Equity and Achievement (SEA) Plan presentation⁹⁸ to the Board of Trustees, as well as presentations on Guided Pathways,⁹⁹ are examples of how the College prioritizes student success, equity, and accountability with integrated data. The CPT minutes, IRPIE website materials, and Board of Trustees agendas demonstrate evidence of significant dialogue, presentation, and engagement with guided pathways, student equity, research data, surveys and reports, institutional learning outcomes (ILOs), and institution-set standards.¹⁰⁰

The Educational & Facilities Master Plan¹⁰¹ and the Strategic Plan¹⁰² goals and objectives serve as progress metrics for the College and the achievement of its mission. The Strategic Plan, for example, includes three overarching goals of access, engagement, and success with twenty-nine specific objectives. Institution-set standards are assessed annually, and all program planning, design, and review objectives are linked to an associated Strategic Plan goal under the mission. The mission directs institutional planning and priorities, as described in detail in the College's Decision Making Guide.¹⁰³ The Educational & Facilities Master Plans, Strategic Plans, and Decision Making Guides are planning and guiding documents that are regularly updated. Most references to these documents are to the most recent versions of each; however, earlier versions of each document are also provided here because they were in use during this accreditation cycle.^{104, 105, 106, 107}

In 2015-16, the College produced a heat map to illustrate the disproportionate impact areas in most need of attention based on the Student Success Scorecard data.¹⁰⁸ This heat map was instrumental in focusing the College's attention and resources for addressing areas with the

⁹⁰ [IRPIE Website](#)

⁹¹ [Fact Book 2015](#)

⁹² [Fact Book 2017](#)

⁹³ [Fact Book 2021](#)

⁹⁴ [College Planning Team January 2021 Retreat - What Do Our Data Say?](#)

⁹⁵ [LEAP Using Data to Inform Planning and Decision Making](#)

⁹⁶ [\(IE\)² Data 020921](#)

⁹⁷ [Board of Trustees Retreat Pathways Presentation 09.20.19](#)

⁹⁸ [SEA LGS Board of Trustees Presentation](#)

⁹⁹ [Board of Trustees Pathways Spring 2021](#)

¹⁰⁰ [Summarized Standards Table](#)

¹⁰¹ [Educational & Facilities Master Plan 2016 - 2022](#)

¹⁰² [Strategic Plan 2019 - 2022](#)

¹⁰³ [Decision Making Guide 2021, p 37-39](#)

¹⁰⁴ [Educational & Facilities Master Plan 2012 - 2018](#)

¹⁰⁵ [Strategic Plan 2015 - 2018](#)

¹⁰⁶ [Decision Making Guide 2016](#)

¹⁰⁷ [Decision Making Guide 2018](#)

¹⁰⁸ [Disproportionate Impact Heat Map](#)

greatest need. As the California Community College Chancellor's Office (CCCCO) transitioned from the Student Success Scorecard to the Student Equity & Achievement and Local Goal Setting (LGS) alignment with the CCCCCO Vision for Success goals, new data tables were shared with the campus community showing the College's integrated SEA/LGS historical data and 2022 goals for these metrics.¹⁰⁹ In addition, the IRPIE office prepared an updated heat map showing where there was disproportionate impact by ethnicity and the interaction of ethnicity and gender.¹¹⁰ These data are shared with the campus community through presentations and dialogues with the CPT,^{111, 112} (IE)² committee, Academic Senate,¹¹³ Classified Senate, ASG, and the Board of Trustees.^{114, 115}

The CPT regularly solicits input from all constituents, clearly communicates its planning goals, shares internal and external opportunities, puts data front and center in college dialogue, and ensures that student equity and success objectives are clearly stated and worked on by relevant college groups.

Analysis and Evaluation

A rich culture of data and meaningful use of data exists at the College, helping to accomplish its mission and direct college priorities to meet the needs of students. Thorough data resources, presentation matter, planning documents, program reviews, and committee materials, the College demonstrates regular use of data to accomplish its mission in practice.

[3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.](#)

Evidence of Meeting the Standard

College programs, services, and planning are aligned with the mission. The College uses a comprehensive program review cycle, including annual updates and three-year comprehensive updates. Each review begins with the institutional mission linked to department objectives and strategic plan goals.¹¹⁶ Program Review is a process through which instructional and academic support programs systematically assess themselves to ensure they are current, relevant, and appropriate, and that they achieve stated goals and outcomes in relation to the College's mission.

The mission statement is the key foundation for planning and decision-making at the College. College planning documents, such as the Educational and Facilities Master Plan, and the Strategic Plan begin with the mission. As noted in the Decision Making Guide section on comprehensive planning, the institutional mission, values, and beliefs are key components of the

¹⁰⁹ [SEA Vision Data](#)

¹¹⁰ [SEA LGS Sex Ethnicity Visualization](#)

¹¹¹ [College Planning Team January 2021 Retreat - Data](#)

¹¹² [College Planning Team Goal Setting for Student Success](#)

¹¹³ [Academic Senate 1st Reading 3.28.19](#)

¹¹⁴ [SEA LGS Board of Trustees Presentation](#)

¹¹⁵ [Canyons Completes SEA LGS Board of Trustees Presentation](#)

¹¹⁶ [Program Review Workshop Overview](#)

planning process alongside research, data, and resources.¹¹⁷ Institutional plans and processes demonstrate that the College mission guides planning.

The President’s Advisory Council on Budget (PAC-B)¹¹⁸ works to ensure that the budget allocation process is also driven by the mission, strategic goals, and college wide planning. The Budget Parameters¹¹⁹ provide further guidelines regarding the process of developing the annual budget in support of the mission, strategic goals, planning documents and academic and administrative program reviews. As noted in Administrative Procedures (AP) 6200 Budget Development,¹²⁰ Budget Parameters provide guidelines to assist in the process of developing the annual budget in support of the mission, strategic goals, planning documents, and instructional and academic support (non-instructional) program reviews. The Budget Parameters document further states that the budget will support the Strategic Plan with program review objectives tied to strategic goals in order to request budget augmentations. Budget and planning are tied to the mission and guide resource allocation decisions.

AP 3250 Institutional Planning¹²¹ further states that college wide plans, including the budget, are interrelated and developed with the purpose of advancing efforts of every department on campus in meeting their departmental and institutional goals in support of the College’s mission. College of the Canyons is known for innovation, planning, and results, and this is due to integrated planning processes that are well designed to support the attainment of its mission and goals.

One unique example of programs and services aligned with the College’s mission is the International Services and Programs (ISP) office. The mission says that the College “champions diversity, equity, inclusion, and global responsibility, while providing clear pathways in an engaging, supportive environment...”. Accordingly, the ISP office has supported the development of international and global views, helping to foster perspectives of global citizenship. The ISP office has led a variety of student programs relevant to the goal of global responsibility, and this work has taken place in concert with related civic engagement and project-based learning work as part of the mission statement’s emphasis on an “engaging, supportive environment.”¹²² The College of the Canyons Global¹²³ taskforce, known as COC Global, was established in 2016, and has been instrumental in collaborating with all College stakeholders to strategize and implement tenets of Comprehensive Internationalization, including initiating the Global Studies-AAT program, approved in 2019, and housed within the Political Science Department.¹²⁴ COC Global is also in the process of developing a Global Competency Certificate program, anticipated to be complete in 2022. These are a selection of many examples of programs and services aligned with the mission that are making an impact on students.

¹¹⁷ [Decision Making Guide, p 37](#)

¹¹⁸ [Decision Making Guide, p 67](#)

¹¹⁹ [Budget Parameters](#)

¹²⁰ [Administrative Procedure 6200: Budget Development](#)

¹²¹ [Administrative Procedure 3250: Institutional Planning](#)

¹²² [International Services & Programs Strategic Goals](#)

¹²³ [COC Global](#)

¹²⁴ [Global Studies AA-T](#)

Analysis and Evaluation

At College of the Canyons, programs and services are thoughtfully aligned with the College's mission, which ultimately drives planning, decision-making, resource allocation, and institutional goals for student achievement. The College's mission drives integrated institutional planning, informed by the CCCCO Vision for Success, which paves the way for the Strategic Plan goals and their annual links to program design, planning and review objectives and budget prioritization.

4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

Evidence of Meeting the Standard

The College reviews and updates the mission statement and publishes it widely to the college community. BP 1200 District Mission¹²⁵ was most recently approved by the Board of Trustees in Spring 2021 following review from the CPT¹²⁶ and college wide constituents, such as the Academic Senate,¹²⁷ Classified Senate,¹²⁸ and the ASG.¹²⁹ The mission statement is prominently displayed on the College's website,¹³⁰ in the Catalog, in college wide planning documents and publications, and on posters¹³¹ throughout the physical campuses.

Analysis and Evaluation

The College's mission is regularly reviewed by the CPT, ultimately approved by the Board, and published widely for the College and community as detailed below. The most recent mission statement was approved in Spring 2021. It is published in the College's Catalog and on its website, printed on posters that are widely displayed on each campus, and provided in planning and other documents.

Conclusions on Standard I.A. Mission

The College of the Canyons mission statement appropriately describes its purpose, population, offerings, and student learning commitment. The mission is an integral guide to planning and resource allocation, and the College uses data to monitor effectiveness and progress on the mission and related college plans. Moreover, programs and services are aligned with the mission, and program design, planning, and review processes are linked to the mission to ensure that annual objectives and budget requests are driven by the mission. The College has thoroughly publicized the mission and is proud of its focused, student-centered elements.

Improvement Plan(s)

None.

¹²⁵ [Board Policy 1200: District Mission](#)

¹²⁶ [CPT Agenda](#)

¹²⁷ [Academic Senate Minutes](#)

¹²⁸ [Classified Senate Minutes](#)

¹²⁹ [ASG Minutes](#)

¹³⁰ [District Mission Website](#)

¹³¹ [Mission Statement Poster](#)

Evidence List

- [I.A.1.1](#)
- [I.A.1.2](#)
- [I.A.1.3](#)
- [I.A.1.4](#)
- [I.A.1.5](#)
- [I.A.1.6](#)
- [I.A.1.7](#)
- [I.A.1.8](#)
- [I.A.1.9](#)
- [I.A.1.10](#)
- [I.A.1.11](#)
- [I.A.2.1](#)
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- [I.A.4.3](#)
- [I.A.4.4](#)
- [I.A.4.5](#)
- [I.A.4.6](#)
- [I.A.4.7](#)

B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard

Student equity and success dialogues take place throughout College of the Canyons, in keeping with the institutional mission¹³² of “diversity, equity, inclusion...where all students can successfully achieve.” This work aligns with the California Community Colleges Chancellor’s Office (CCCCO) system-level Vision for Success 2022 goals for student achievement. The College Planning Team (CPT)¹³³ regularly dedicates time for key planning, evaluation, and improvement dialogue along with prominently placing data front and center to ensure that student equity and success objectives are clearly understood and addressed by college groups.

The Student Equity and Achievement Plan¹³⁴ (SEA) and ongoing associated work have helped the College to improve student success through intentional and research-based strategies that support students and aim to close equity gaps for disproportionately impacted groups. The College has a rich history of equity-focused planning, and groups such as the Equity-Minded Practitioners¹³⁵ and the Institutional Effectiveness & Inclusive Excellence (IE)² committee¹³⁶ regularly research and apply effective student support strategies designed to improve the student experience and outcomes. The work of (IE)², along with other cross-functional teams, has helped ensure that equity and success are integrally and prominently part of institutional effectiveness work.

The College continues to pursue new strategies to share actionable student success data to move student success, pathways, and equity work forward. The Institutional Research, Planning, and Institutional Effectiveness (IRPIE) Office has developed a variety of Tableau data visualizations,¹³⁷ an enhanced data website,¹³⁸ and training for faculty data coaches¹³⁹ to facilitate department-level equity and success data conversations and planning. IRPIE also supports program review training, addressing disproportionate impact analyses,¹⁴⁰ as well as providing an abundance of research reports and data highlights¹⁴¹ related to student equity, success, and achievement.

Between the end of the previous accreditation cycle and the start of the COVID-19 pandemic in spring 2019, the IRPIE Office continued its intentional and iterative development of data resources to enhance engagement with student success data. These data included 22 new and

¹³² [Mission Statement](#)

¹³³ [College Planning Team Agenda Example](#)

¹³⁴ [Student Equity and Achievement Plan](#)

¹³⁵ [Equity Minded Practitioners](#)

¹³⁶ [\(IE\)²](#)

¹³⁷ [IRPIE Tableau Data Visualizations](#)

¹³⁸ [Data Website](#)

¹³⁹ [Data Coaches](#)

¹⁴⁰ [Program Review Workshop Overview](#)

¹⁴¹ [IRPIE Research Reports and Data Highlights](#)

interactive Tableau data visualizations since 2014, along with an average of 62 surveys and 30 research briefs and reports each year to facilitate the College’s engagement with meaningful data. To that end, the IRPIE Office launched a Data Labs program in spring 2019 as part of the first phase of establishing a Data Coaching Model with faculty data coaches.^{142, 143} The purposes of the Data Labs and coaching sessions are to increase awareness and use of institutional, state and federal data to inform planning efforts. In fall 2020, faculty data coaches participated in a collaborative, cross-department team program review training on accessing and using data, for other department chairs with Business Services, student learning outcomes faculty coordinators, Center for Excellence in Teaching faculty coordinators, program review faculty coordinators and IRPIE staff.

Concurrent with the College’s deliberative and data-informed update of its Strategic Plan to focus even more intentionally on student outcomes and equity, the College began a substantial review of its enrollment management planning. The result of this work was an Enrollment Management Plan aligned with college goals focused on increasing access for all students, promoting equity mindedness and impact, and enhancing student success. The Enrollment Management Plan goal notes that the plan “aligns closely with the Strategic Plan...[and] to that end, the Enrollment Management Plan will focus on Access, Equity, and Success.”¹⁴⁴ As a result of high-quality instruction, student services, and an integrated college focus on student success, the Enrollment Management Plan demonstrates sustained, substantive and collegial dialogue about student outcomes, equity, and educational quality as part of the College’s ongoing institutional effectiveness work.

The College engages in ongoing dialogue about supporting students, faculty and staff through its committee meetings, town halls, and podcast-style talks. The 2020-21 academic year amplified the need to create opportunities for coordinating student and employee town halls on social justice and anti-racism efforts. In 2020-21, numerous dialogues took place beginning with a student town hall that more than 100 people attended through Zoom as part of the (IE)² committee’s annual retreat.¹⁴⁵ The (IE)² retreat focused on providing a safe space for dialogue about historical, systemic and institutional racism. The (IE)² committee and the College committed to hearing from Black students on their lived experiences. Originally, the committee planned to resume work on the Canyons Completes guided pathways action plan at the June retreat but rescheduled that dialogue due to this critical topic.

The College committed to focusing on civil unrest in the nation by honoring Black students, faculty, and staff. The campus community recognized that there is a tremendous opportunity to hold space for these important dialogues and reflect on what practitioners at the College can do as individuals to affect change within college spheres of influence. As part of this work, the College responded to Chancellor Oakley’s Call to Action for the California Community Colleges in June 2020. The College drafted a local Call to Action Plan and formed a Call to Action Coalition to ensure continued progress and institutionalization of the District’s commitment to

¹⁴² [Data Lab 05.07.21](#)

¹⁴³ [Unearthing Data Lab](#)

¹⁴⁴ [Enrollment Management Plan](#)

¹⁴⁵ [Calendar of Events – Call to Action](#)

diversity, equity, inclusion and anti-racism efforts.¹⁴⁶ In addition, a Multicultural Center was created with the goal of increasing equity.¹⁴⁷

Guided Pathways illustrates the College's sustained dialogue on student outcomes, equity, and improvement as part of its commitment to improving student learning and achievement. The Canyons Completes framework for guided pathways is designed to facilitate positive movement towards completion of degrees, certificates, and skills building courses for students through improved programs, processes, and services.¹⁴⁸ Canyons Completes dialogues, planning, and improvement plans occur regularly through the work of the (IE)² committee and the CPT. However, the tendrils of Canyons Completes extend completely through College committees and efforts, as an overall institutional redesign approach to continuously improving student outcomes.¹⁴⁹

Analysis and Evaluation

The College is proud of its substantial dialogue about student learning and achievement in keeping with its strategic plan goals of access, engagement, and success, undergirded by a foundation of student equity. These dialogues accompany equivalently rich analyses of institutional effectiveness and student learning as demonstrated through committees, program planning, and other venues. An integrated planning system for the College via program review is part of effective structures and procedures that support engagement, evaluation, and improvement. Student equity, student success, and the guided pathway framework are deeply discussed within college committees with particular focus by the (IE)² committee and related groups, such as the Equity Minded Practitioners group and student alliances. Equity, success, and pathways dialogues about student outcomes are also frequently a part of Academic Senate discussions, Board meetings, and CPT agendas.

2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard

The College defines learning outcomes for all academic programs and administrative units, including student and learning support services. As part of the curriculum development and approval process, course student learning outcomes (CSLOs) are created and approved as part of each official course outline of record (COR). A Chemistry Course Outline is provided in the footnote, as an example of a CSLO.¹⁵⁰ The curriculum committee also approves program learning outcomes for all certificates and degrees. A Land Surveying degree is included as an example of a Program Student Learning Outcome (PSLO).¹⁵¹ Several additional examples are provided in the footnotes demonstrating that the College provides students with program-level learning outcomes for both certificates and degrees. These are available through the College

¹⁴⁶ [Call to Action Website](#)

¹⁴⁷ [Multicultural Center](#)

¹⁴⁸ [Canyons Completes](#)

¹⁴⁹ [College Planning Team Committee Pathways Connections](#)

¹⁵⁰ [Chemistry Course Outline](#)

¹⁵¹ [Land Surveying AS Degree Program Outline](#)

Catalog,¹⁵² on school and academic department websites,¹⁵³ in the eLumen program pages, and on academic program maps.¹⁵⁴ Examples are also provided in the footnotes showing that administrative areas, including academic and student support programs, create and assess administrative unit outcomes (AUOs), which include outcomes and other measures of success.¹⁵⁵ Assessment methods are developed by faculty, approved through the curriculum committee, and outlined on the course outline of record for each course.¹⁵⁶

The College has established a history of regular and systematic learning outcomes assessment for all course, program, and institutional SLOs and AUOs. Academic departments and administrative programs at the College complete program review planning documents.¹⁵⁷ As covered more thoroughly in Standard II.A.2, in completing annual program reviews, departments engage in reflective dialogue about SLOs,¹⁵⁸ department and institutional outcomes data, and the completion of department objectives tied to the College's strategic goals.¹⁵⁹ In 2018-19, tracking of SLOs and Institutional SLOs transitioned to eLumen while AUOs continued to be embedded as a modifiable table within the locally developed online program review module. This transition and the migration of data between the CurricUNET assessment database and eLumen impacted and delayed the ability to capture assessment results at the Course and Program levels. Consequently, the College turned its efforts to aligning course SLOs to institutional SLOs within eLumen and experienced significant successes.¹⁶⁰ Through ongoing professional development,¹⁶¹ faculty are regularly trained to complete assessments in the new system; however, the College is still working with eLumen to address issues regarding data input and extraction as well as the disaggregation of SLO results at the course level. The College has dedicated an SLO coordinator within the Instruction Office to assist with this process. While the original goal was to assess and place in eLumen all course and program SLOs by fall 2020, due to the challenges noted above and the impact of the pandemic, the revised goal is now spring 2022.

Assessment results are collected and analyzed at the program level. For example, the Early Childhood Education program worked to create both signature assignments to assess the course SLOs in all their courses and six key assessments to evaluate the program SLOs and professional program standards from their external accrediting body. Data are collected from assessments of student performance and discussed department-wide with full- and part-time faculty to determine what changes need to be made. These may include changes such as how assignments are scaffolded to ensure they are accurate, authentic assessments; curricular improvements to ensure students are gaining appropriate foundational knowledge with the ability to apply it; and modifications across the program of study to address potential gaps in preparing students for the field. Additionally, to help improve student learning and assessment, the College has adopted and dedicated human and fiscal resources toward implementation of an ePortfolio platform,

¹⁵² [2021-2022 Catalog Program SLOs](#)

¹⁵³ [VAPA Website Program Level Outcomes](#)

¹⁵⁴ [Program Mapper Example](#)

¹⁵⁵ [Administrative Unit Outcomes Example](#)

¹⁵⁶ [COMS105 Course Outline of Record](#)

¹⁵⁷ [Total Number of Academic and Administrative Program Reviews](#)

¹⁵⁸ [Completed Assessment Analysis Discussion](#)

¹⁵⁹ [Administrative Unit Outcomes Examples 2](#)

¹⁶⁰ [ISLO Performance Report](#)

¹⁶¹ [eLumen Training Faculty Assessment](#)

PebblePad,¹⁶² which departments can adopt to use for program-level outcomes assessment. Significant planning and faculty training have taken place since 2020 to facilitate the institutional roll out of this platform as a means to document and assess attainment of SLOs.¹⁶³

The College implemented a Data Coaching module in 2019-20 with IRPIE staff training faculty to assist their colleagues with accessing, understanding and using institutional and external data to inform their planning and decision-making processes.¹⁶⁴ This training includes a partnership between IRPIE staff, faculty data coaches, and the Committee for Assessing Student Learning (CASL) to include SLO data.

Analysis and Evaluation

To inform students, the College has (for more than a decade), been publishing course and program level outcomes in a variety of locations and publications, including the College website, the College Catalog, academic program maps, and other locations. The College has a history of focusing on improvement of student learning through outcomes assessment in all academic programs and academic and student support service areas. This work is done in an established three-year cycle to coincide with the three-year program review and planning process.

3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Evidence of Meeting the Standard

The College has historically set standards for student achievement, reflected in past accountability metrics. Prior to establishment of the Performance Indicators sub-committee (a sub-committee of the CPT), the College reviewed data for the Accountability Report for Community Colleges (ARCC) in response to AB 1417 (2004-2012). ARCC data were reviewed through the CPT, which included representatives from constituent groups. The data were presented to the Board annually.¹⁶⁵ The Performance Indicators committee shifted its focus for data review to the Student Success Scorecard between 2012-2018 as ARCC evolved into a new accountability framework. With establishment of the (IE)² committee as a sub-committee of the CPT, the Performance Indicators sub-committee merged its efforts with the (IE)² committee which now serves as the lead for reviewing these data and establishing the initial targets and goals before they are taken to the CPT and constituent groups. The (IE)² committee's responsibly shifted focus from prior Student Success Scorecard metrics to the Institutional Effectiveness Partnership Initiative (IEPI) metrics from 2015-2018. It now further monitors and reviews the Student Success Metrics and Vision for Success 2022 goals according to the CCCCCO data metrics and accountability frameworks.^{166, 167}

Since Fall 2018, in concert with the update to the 2019-22 Strategic Plan, the College has utilized a local goal-setting process workgroup through the CPT and the IRPIE office to propose targets

¹⁶² [ePortfolio Faculty Coordinator Job Description Fall 2020 through Spring 2022](#)

¹⁶³ [ePortfolio Pebble Pad](#)

¹⁶⁴ [Fall 2020 Data Coaches FLEX](#)

¹⁶⁵ [Accountability Metrics Presentation Board of Trustees 06.08.16](#)

¹⁶⁶ [\(IE\)² Data Review 3.13.18 final](#)

¹⁶⁷ [Institutional Effectiveness and Inclusive Excellence Meeting Minutes 03.13.18](#)

for the College’s new Strategic Plan goals, aligned with the CCCCO Vision 2022 goals.¹⁶⁸ The goals were appropriate to the mission and referenced in strategic planning documents. These local goals were first drafted through this workgroup and the CPT subcommittee, (IE)², presented in draft form to CPT in Fall 2018 and then routed through the governance process in Spring 2019 and presented again to CPT.¹⁶⁹ This process culminated in presentation and adoption of these local goals, concurrent with the Student Equity and Achievement Plan goals, at a Board meeting on May 8, 2019.¹⁷⁰

Data metrics tracked as part of the Student Equity & Achievement (SEA) Plan, and Local Goal Setting process are aligned with the CCCCO Vision for Success goals and integrated with the College mission statement, Strategic Plan 2019-22, and Canyons Completes guided pathways data.¹⁷¹ The SEA and Local Goal Setting data along with the College’s 2021-22 goals are publicly available on the IRPIE website.¹⁷² The integration of the SEA, Local Goal Setting alignment with the CCCCO Vision for Success 2022 goals, Strategic Plan 2019-2022 and Canyons Completes guided pathways is illustrated in a compelling, two-page graphic, locally referred to as the “placemat.”¹⁷³ The placemat presents an integrated view of the success strategies for the College’s guided pathways efforts and their alignment with the College’s strategic goals of access, engagement and success with a foundation of equity. The placemat also showcases the Canyons Completes measurable goals and includes a visually arresting lightbulb icon to denote notable progress updates on these goals.

Analysis and Evaluation

The College has an established process for engaging constituent groups in the review of student and institutional outcomes data on an annual basis. This process begins with review and dialogue within the (IE)² committee, then goes to the CPT, Academic Senate, Classified Senate, and ASG for further review and dialogue. These reviews and dialogues inform modifications to established targets and strategies for achieving the targets. At the conclusion of the review period, an update is presented to the Board and additional input taken into consideration through dialogue with the Trustees.

[4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.](#)

Evidence of Meeting the Standard

College of the Canyons supports student learning and achievement through strategic use of assessment data. The College defines institution-set standards for student achievement, and then it monitors and updates these standards regularly.¹⁷⁴ Annual program planning and review further links student learning with College planning and operations, with assessment data used to develop program objectives linked to one or more of the College’s strategic plan goals. As the document from the 2020-2021 Program Review SLO Prompts demonstrates, academic programs

¹⁶⁸ [Local Goal Setting Process](#)

¹⁶⁹ [College Planning Team Goal Setting for Student Success](#)

¹⁷⁰ [SEA LGS Presentation Board of Trustees 5.8.19](#)

¹⁷¹ [College Planning Team Jan 2021 Retreat - Data](#)

¹⁷² [SEA Data](#)

¹⁷³ [Pathways Placemat](#)

¹⁷⁴ [Institution Set Standards Table](#)

engage in rich, meaningful reflection and dialogue around SLO results.¹⁷⁵ For example, the Business program noted (in a loop-closing process in 2019) that recent discussions had focused on increasing the SLO pass rate by making the assessment a graded component of the course, designing the assessment to authentically assess the SLO.¹⁷⁶ Other discussions included utilizing high-impact educational practices like videos, student survey tools, student self-assessment tools, classroom simulations, and classroom tools to promote higher student engagement and to improve student success. They noted a need for faculty training and support to implement these engaging educational practices, including supplemental services for the training. Many other examples exist within this evidence, demonstrating an institutional culture of learning outcomes assessment and reflection to improve teaching and learning across the College.

Assessment data play a significant part in the development of college planning intended to support student success. IRPIE provides a variety of data-on-demand resources, research materials, and data visualizations on core student achievement measures. The use of interactive visualizations, coupled with concierge “data coach” training of department chairs by IRPIE staff, provide additional means to interact with and disaggregate relevant assessment data and support engagement and related planning efforts.

The College uses assessment data from collegewide standards to support meaningful improvements to student learning and achievement. For example, the College’s (IE)² committee employs a well-established structure to review data, engage in detailed dialogue about gaps and opportunities, and apply these findings to student-improving action according to recurring (IE)² student success workplans. Within the CPT, (IE)² looks holistically at assessment data from initial student application all the way to completion. Through this strategy the College first established Canyons Completes as the overarching strategy for guided pathways and improvement of student success, according to noted gaps in completion data during these analyses.^{177, 178}

In practice, regular review, use, and applied engagement with assessment data has created a culture of student improvement that powers the student success work of redesign efforts, such as Canyons Completes, widely known as the College’s integrated guided pathways approach to closing achievement and equity gaps. A visual overview document known as the “placemat” summarizes the alignment of goals with the Strategic Plan, Student Equity and Achievement Plan, and Local Goal Setting alongside of expected outcomes.¹⁷⁹ The ongoing Canyons Completes Action Plan¹⁸⁰ is an example of the regular use of assessment data to organize college processes and support of student success, and this document and related work builds on the prior momentum of the Scale of Adoption Assessment (SOAA)^{181, 182} for guided pathways which likewise employed the robust use of assessment data alongside institutional improvement plans. Overall, the College uses assessment data to identify what is needed to support student learning,

¹⁷⁵ [SLO Prompts](#)

¹⁷⁶ [Academic Program Reviews](#)

¹⁷⁷ [\(IE\)² Data 02.09.21](#)

¹⁷⁸ [\(IE\)² Data Review 3.13.18 final](#)

¹⁷⁹ [Pathways Placemat](#)

¹⁸⁰ [Canyons Completes Action Plan](#)

¹⁸¹ [Scale of Adoption Assessment Pathways Document](#)

¹⁸² [Scale of Adoption Assessment Board of Trustees PPT](#)

the student experience, and student success goals connected to its mission and develops action plans to address the identified needs.

Analysis and Evaluation

College of the Canyons utilizes thorough assessment data to improve institutional planning and student outcomes. The program design, planning, and review process through program review links objectives, research and assessment data, resource requests, and college strategic plan goals in an institutionally organized and integrated process designed to support student learning and achievement.

Institutional Effectiveness

5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard

To support attainment of its mission, the College engages in a robust, systematic, and continuous evaluation of its strategic goals, student achievement metrics, and student learning outcomes. This evaluation informs the planning and resource allocation process. All academic programs and administrative units engage in a robust three-year program review process with annual updates to evaluate program effectiveness and determine how well each is achieving the mission of the College.¹⁸³ As illustrated within the College's program review, each academic program and administrative area also has an established departmental mission that aligns with the College's mission, featured prominently at the beginning of the program review process. Both academic¹⁸⁴ and administrative¹⁸⁵ programs engage in a review process that includes the establishment and assessment of mission, program goals, and three-year objectives.¹⁸⁶ All department-level objectives are also directly linked to one of the College's three strategic plan goals, providing an annual opportunity at the end of each program review process to review accomplishments and objectives by goal. Planning bodies such as the CPT review the summarized new objectives and new accomplishments from program review according to college goals as part of a summative assessment, gap analysis, and discussion of alignment of efforts.¹⁸⁷ Additionally, all programs and areas are prompted to connect their program review planning to the Educational and Facilities Master Plan using an integrated link embedded within program review.¹⁸⁸

The process asks all programs to reflect on external and internal factors impacting their programs and consider data trends to identify program improvements.¹⁸⁹ It asks academic programs to examine those factors and trends to identify, assess, and improve student achievement outcomes and address gaps in retention, course success, completion, and transfer. Deeper detail is provided

¹⁸³ [IRPIE Planning Page](#)

¹⁸⁴ [Communication Studies Program Review](#)

¹⁸⁵ [Health Center Program Review](#)

¹⁸⁶ [Academic and Administrative Program Review and Mission](#)

¹⁸⁷ [College Planning Team Presentation](#)

¹⁸⁸ [Program Review EFMP Link](#)

¹⁸⁹ [Sample Academic and Administrative Program Reviews](#)

in II.A.2. Evaluation and analysis results in reflection and action to improve student success, as demonstrated in the Chemistry program review.¹⁹⁰ The Chemistry department made major curricular and instructional changes to both the lecture and lab portions of the Chemistry 201 class based on Course SLO assessment results. This is just one of many examples of faculty regularly engaging in discussions and implementing action plans related to assessment results.

Program review forms also ask academic programs to reflect on context and data, including data disaggregation. Program review training prompts include reminders to review longitudinal data (e.g., changes in headcount, class sizes/sections, changes in demographics), compare department trends (to other departments, prior years, and the College overall), triangulate with other data to tell a fuller story, and assess how data relate to other outcomes (e.g., SLOs, new/archived courses, labor market and external factors). See I.B.4 and II.A.2 for additional information.

Other sections of program review include reflection and analysis of SLOs and AUOs, and a Strengths, Weaknesses, Opportunities, Threats (SWOT) analysis. Administrative units also identify, assess, and reflect on the results of AUOs to improve service. Programs document continuous quality improvement through the annual online program review process and engage in dialogue as appropriate at department and division meetings.¹⁹¹

Within program review, academic programs also evaluate the viability of their curriculum, scheduling, and enrollment management data (such as fill rates and enrollment patterns).¹⁹² Faculty, staff, and administrators use Tableau visualizations embedded as links within the program review, and available separately on the IRPIE website, to evaluate and disaggregate these data.¹⁹³ Additionally, the process asks academic programs to reflect on critical questions related to both course and program SLO assessment such as:

- How have course SLO and/or PSLO assessment results influenced specific changes in your department?
- How have these changes positively impacted student learning, achievement, and institutional effectiveness?
- When learning outcomes (see eLumen) are provided/available for subpopulations of students (sex, ethnicity, or age), reflect on the results, any identified gaps, and plans to address them.

Academic programs' reflection and analysis demonstrate that faculty, staff, and administrators are focused on using assessment results to improve student learning and success in the classroom.¹⁹⁴

For disproportionate impact, program review training and data coach training have specifically emphasized the need to review when one or more groups of students attain an outcome at a rate that is substantially lower than the benchmark rate. Differences in educational outcomes between subgroups of students may suggest that some groups have less access to support services or key resources. Analysis of these differences may indicate the need for changes to support services

¹⁹⁰ [Chemistry APR](#)

¹⁹¹ [Career Ed Advisory Minutes](#)

¹⁹² [Guiding Questions Program Review](#)

¹⁹³ [Select Tableau Visualizations](#)

¹⁹⁴ [ISLO Prompt Downloads APR 2020-2021](#)

and resources and the need to further address obstacles in order to close gaps in student learning. These trainings are coupled with detailed resources from the IRPIE office, facilitating review and evaluation of objectives, learning, and disproportionate impact analysis. IRPIE has made available powerful and interactive data tools, including Tableau disproportionate impact visualizations under the Academic Program Review Success & Retention tab.¹⁹⁵ The visualizations include obvious green checkmarks noting when no initial disproportionate impact was detected along with red exclamation points where potential disproportionate impact was identified.

IRPIE resources make further disaggregation by program type and mode of delivery available, including a new interactive visualization tool provided to compare retention and success rates prior to and after the impact of COVID-19, with disaggregation by letter grade, mode of delivery, or other filters. In addition, the College examines student outcomes by delivery mode and makes these results available to the Board and to the public.¹⁹⁶

Analysis and Evaluation

College of the Canyons utilizes an integrated process for program design, planning, and review to demonstrate thorough, regular assessment of instruction and services as part of the overall effectiveness of the College. The program review process and comprehensive data resources enable assessment of accomplishment of the mission and evaluation of goals and progress including important disaggregation. More evidence of planning and program improvements resulting from the program review process is documented in Standard II.A.2.

6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard

Disaggregated data are essential to identifying and addressing disproportionate impact on student subpopulations in order to achieve the College's mission. The College is committed to addressing these gaps as part of its Canyons Completes guided pathways efforts and its Diversity, Equity, Inclusion, and Anti-racism focus.¹⁹⁷ The College highlighted these efforts in its Strategic Plan as commitments to student access, engagement, and success. The College applies robust and diverse approaches to the disaggregation, analysis, and dissemination of student achievement and success data for student subpopulations to inform strategies to close gaps based on its strategic goals.¹⁹⁸

Academic departments have access to disaggregated achievement data in the Program Review Retention/Success Tableau data visualizations and are asked to analyze and reflect on that data, developing action steps within program review (see I.B.5). Departments can review disproportionate impact for courses. Equity gaps and areas of disproportionate impact are

¹⁹⁵ [APR Visualization](#)

¹⁹⁶ [Distance Education Presentation to the Board 8.11.21](#)

¹⁹⁷ [Guided Pathways and Equity Efforts](#)

¹⁹⁸ [Canyons Completes SEA LGS Board of Trustees Presentation](#)

addressed through department meetings and the Annual Program Review process,¹⁹⁹ as well as comprehensively discussed through the CPT^{200, 201} and through its (IE)² subcommittee.^{202, 203} The College provides substantial professional development opportunities focused on creating a more inclusive learning environment. For example, the Online Education Office shares best practices in the online learning environment,^{204, 205} and the Center for Excellence in Teaching and Learning (CETL) offers courses such as Culturally Responsive Teaching.^{206, 207} One of the College's sociology professors developed and disseminated a handbook of pedagogical materials titled, Culturally Responsive Teaching,²⁰⁸ which led to a presentation of best practices at an (IE)² Committee meeting and also led to ongoing professional development programs provided by the author.

Additionally, the annual spring convocations have provided faculty resources needed to help develop inclusive, supportive classroom learning environments.²⁰⁹ The College has hosted many presentations and conversations on diversity, equity and inclusion (DEI), and antiracism led by experts such as Jeff Duncan-Andrade, Veronica Keiffer-Lewis, and Tyronne Howard. By expanding its Equity-Minded definition, the College increased awareness and understanding of how to support historically marginalized students and disproportionately impacted populations through anti-racism-focused and equity-minded dialogues and town halls.²¹⁰ Faculty data coaches also provide support for reviewing, interpreting and using disaggregated course and program data.²¹¹

As noted in I.B.2, College personnel have engaged in discussions through the CPT related to the disaggregation of student success data for decades and with respect to SLO data since 2014.²¹² The College continues to work with eLumen to overcome technical issues to generate SLO reports that can provide disaggregated course-level student learning outcomes data. Currently, the suppression of subpopulation data at the course-level is manual and creates delays in generating and providing these reports to course/assessment coordinators and faculty, although the information is still available to faculty and staff for planning.

IRPIE conducted a data session in conjunction with the Center of Excellence for Teaching and Learning.²¹³ The session was part of a practice, facilitated by CETL, to review, collaborate, and improve efforts and dialogues on the use of data between data coaches and faculty. This work facilitates ongoing review of program-level and college-level disaggregation alongside strategic

¹⁹⁹ [Program Review Training](#)

²⁰⁰ [College Planning Team January 2021 Retreat - Data](#)

²⁰¹ [Data Coaches](#)

²⁰² [\(IE\)² Meeting Minutes Feb 2021](#)

²⁰³ [\(IE\)² February PPT](#)

²⁰⁴ [Humanizing the Online Course](#)

²⁰⁵ [Best Course Practices](#)

²⁰⁶ [Center for Excellence in Teaching & Learning Course Descriptions](#)

²⁰⁷ [Curriculum Cultural Competency](#)

²⁰⁸ [Culturally Responsive Teaching Handbook](#)

²⁰⁹ [Spring 2019 and 2020 Convocations](#)

²¹⁰ [Calendar of Events – Call to Action](#)

²¹¹ [Data Coaches](#)

²¹² [CASL PR Committee](#)

²¹³ [IRPIE CETL Data Session](#)

plan goals, many of which are also disaggregated by student subpopulation and/or modality within the objectives.

IRPIE maintains and updates a visually succinct disproportionate impact data “heat map” to facilitate analysis of outcomes and achievement for subpopulations of students.^{214, 215, 216} These data are utilized at the college level and program-specific level to inform program objectives and resource requests.²¹⁷

As noted in I.A.2, I.B.9, and I.B.3 resource allocation requests, including staffing requests, are fully integrated with the program design, planning, and review cycle and used to respond to disaggregated outcomes and achievement data.²¹⁸ Activities such as those taken by student success teams demonstrate interventions that are informed by the heat map and the College’s Student Equity and Achievement Plan.²¹⁹ For example, in winter 2021 the College launched its Student Success Team focused on supporting the College’s most disproportionately impacted student population, Black students.²²⁰ The SEA plan as noted above also included targeted student support and staffing aligned with identified disproportionate impact gaps and student needs. The College has also periodically presented its integrated planning and resource allocation model, highlighting the effective use of the planning and resource allocation process to address student needs.²²¹

Analysis and Evaluation

The College disaggregates learning and achievement data for student populations, analyzes results, addresses gaps, and uses these data for program review and improvement. Interactive data visualization tools embedded within program review enable course, program, and college level disaggregation of student populations, modalities, and a variety of filter formats to identify student performance gaps and accompanying strategies to close those gaps.

7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard

College of the Canyons regularly evaluates and enhances its policies, procedures, and practices, both systematically and per initiative taken by respective campus constituencies. This is done for institutional programs, student and learning support systems, resource management, and governance processes. The College subscribes to the Policy & Procedure Service offered by the Community College League of California (CCLC).²²² The service provides the College and other subscribing institutions access to attorney-vetted model policies and procedures, which are

²¹⁴ [Original Heat Map](#)

²¹⁵ [SEA Heat Map Interaction](#)

²¹⁶ [\(IE\)² Retreat Jun 2018 Heat Map](#)

²¹⁷ [SEA Academic Senate Spring 2019 Heat Map](#)

²¹⁸ [PAC-B Minutes 2021](#)

²¹⁹ [NOVA SEA Plan 2019](#)

²²⁰ [Guided Pathways Steering Committee Updates May 2021](#)

²²¹ [ACBO Tying Student Success Together](#)

²²² [CCLC Policy and Procedure Service](#)

consistent with applicable California and federal statutory and regulatory requirements. CCLC updates model policies and procedures each April and November, and the College routinely uses the model policies and procedures to consider, evaluate, and revise its own policies and procedures.

Appendix H in the College’s Decision Making Guide (provided in full detail in the evidence below) outlines an eight-step process by which the College regularly reviews its existing policies and procedures and/or adopts new policies.²²³ The Decision Making Guide says that the CCLC model documents “will serve as a starting point” for the development of new or revised policies.

The first and second step of the Guide’s process describe how members of various constituent groups can initiate new or updated policies or procedures and how the proposals are submitted and moved through thorough review on a path toward acceptance or rejection. During step two, proposals relating to “academic and profession matters,” as outlined in AB 1725, are submitted to the Academic Senate where an additional multistep process takes place. In step three, the College Policy Council (CPC), a collegial consultation committee, considers the appropriateness of the proposals. CPC’s detailed Operating Procedures allow input from all campus constituencies and create other democratic standards for endorsement of proposed new or updated policies and procedures.²²⁴ Step four through eight move proposals through endorsement, modification or reconsideration to the final step where they may be adopted by the Board through two readings. New or revised administrative procedures can become operational without Board approval when endorsed by the CPC.

As stated above, whenever a new or proposed policy or procedure falls within the Academic Senate’s purview, Step two requires that it be considered by the Academic Senate before advancing through the approval process. The Academic Senate, through its by-laws and practices, has established a five-step process for its own work on such proposals. Proposals are routed to the Policy Review Committee (PRC), a subcommittee of the Academic Senate, for detailed analysis and consideration.²²⁵ Under the Academic Senate’s by-laws, the chair of the PRC is one of the Senate’s officers and is responsible for, among other things, presenting an annual report to the Academic Senate on matters pertaining to policy and procedure, transmitting policy and procedure proposals to the full Senate for consideration, and advocating for the Senate’s views regarding proposals pending before CPC.²²⁶

As with CPC, the PRC’s review involves consideration of relevant laws and related policies and procedures. PRC committee members meet with all campus groups and constituencies having an interest in the proposal, as appropriate, to find mutual agreement and address any disagreements or conflicts. If the PRC endorses a proposed new or revised policy or procedure, the proposal is forwarded to the full Academic Senate for debate and consideration. The PRC regularly reviews 10-20 policies and procedures in great detail each academic year.^{227, 228} Under the Academic

²²³ [Decision Making Guide Appendix H](#)

²²⁴ [CPC Operating Procedures](#)

²²⁵ [Policy Review Committee Operating Procedures](#)

²²⁶ [Academic Senate By-Laws](#)

²²⁷ [Program Review Committee’s 2019 Report to the Academic Senate](#)

²²⁸ [Program Review Committee’s 2018 Report to the Academic Senate](#)

Senate's by-laws, proposals for a new or updated policy or procedure must be considered at two separate meetings.

Annual and ongoing committee evaluations are another means of regularly evaluating practices to support academic quality, effectiveness, and the mission. Through the Committee on Committees (a sub-committee of the CPT chaired by the Chancellor), the IRPIE Office and committee chairs have supported the regular distribution of surveys to participants to evaluate operations, inform and refine goals, and enhance coordination and communication efforts.²²⁹ In addition to surveys, the College has identified ways to improve coordination and communication between committees and working groups while linking committee work to Guided Pathways and Student Success.²³⁰ The College also reviews and adjusts planning results, including annual program review, as an opportunity to engage with planning objectives, accomplishments, and needs as part of integrated planning processes and ongoing institutional effectiveness.²³¹ The online program review template provides an opportunity for those completing the process to annually provide responses to three questions about the program review process for continuous improvement:

1. What did you like about the online program planning and review?
2. What did you dislike about the online program planning and review?
3. What changes would you suggest to the online program planning and review for next year?

Additionally, the Committee on Assessment of Student Learning (CASL)/Program Review Committee seeks input from faculty, staff, and administrators annually to make improvements to the program review process.²³²

As noted in I.B.4, I.B.5, and I.B.6 and discussed in the Decision-Making Guide, the program review cycle thoroughly integrates objectives, resource requests, student data, and college goals and this process is reviewed regularly by the PRC.^{233, 234} These opportunities to continually review and improve planning and program review support effectiveness. The impacts of ongoing planning and evaluation are discussed annually through the CPT as a means to ensure responsive planning and review.²³⁵ Feedback is available for all through the program review process; plans are continually updated; participation is used through committees; and as noted in AP 3250, there are clear opportunities to be involved in plan formulation and plan review.²³⁶

Analysis and Evaluation

The College uses a review process to ensure policies and practices are evaluated for effectiveness as described in the Decision Making Guide. The review process includes input from all constituent groups represented in the CPT and the President's Advisory Council on Budget, as well as input from other committees and planning groups including the Instructional Deans

²²⁹ [Committee on Committees](#)

²³⁰ [Committee on Committees 2019](#)

²³¹ [College Planning Team Program Review Planning Objectives and Accomplishments Report](#)

²³² [CASL-PR Minutes 3.24.21](#)

²³³ [CASL-PR Committee 05.12.21](#)

²³⁴ [CASL-PR Committee 04.14.21](#)

²³⁵ [College Planning Team Plan Integration](#)

²³⁶ [Administrative Procedure 3250: Institutional Planning](#)

Council, Management Advisory Council, Academic Senate, Classified Senate, and the CASL/Program Review committee.

8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard

The College regularly communicates evaluation reports and analyses with the campus community. Communication and analysis of institution-set standards is embedded throughout the College's website,²³⁷ research reports,²³⁸ Fact Book,²³⁹ planning documents such as the Strategic Plan and associated annual updates,^{240, 241} among other sources. Other forums, such as the Instructional Advisory Council,²⁴² CPT,²⁴³ Opening Day, Chancellor's webinars, and Convocation include communication and discussion of these materials with broad campus representation. The spring 2021 convocation included detailed review and discussion of improving assessment in online and online-live classes, instructional design strategies to support teaching and learning, and discussion of student engagement and support strategies informed by evaluation.²⁴⁴ The IRPIE Office also conducts college wide webinars to review findings, such as student and staff surveys.²⁴⁵

The CPT shares related materials to inform planning and effectiveness with the campus community, including updated goals and activities. CPT consists of campus-wide representation and serves as a venue through which the College collectively assesses, plans, and evaluates how and in what ways the College is achieving its mission and strategic goals. Additionally, as noted in I.B.6, the (IE)² Committee—a cross functional subcommittee of CPT—examines student achievement data²⁴⁶ and the results of assessment and evaluation activities to evaluate strengths and weaknesses and set appropriate priorities.^{247, 248, 249} College priorities are based on the planning activities of instructional, student services, fiscal, human resources, and research areas, and the College also considers external community, state, and national factors that impact institutional planning. CPT promotes coordination among collegial consultation committees, ensures that policies and procedures are considered and discussed, and works to integrate the goals, objectives, and action plans of other committees and work units into overall strategic planning and budgeting processes. The College updates the Strategic Plan every three years,

²³⁷ [IRPIE Data and Standards](#)

²³⁸ [Reports and Briefs](#)

²³⁹ [Fact Book 2021](#)

²⁴⁰ [Strategic Plan 2019-2022](#)

²⁴¹ [College Planning Team Planning Objectives and Accomplishments](#)

²⁴² [Instructional Advisory Council 02.19.21](#)

²⁴³ [College Planning Team PPT Strategic Plan Retreat Debrief](#)

²⁴⁴ [Spring Convocation 2021](#)

²⁴⁵ [IRPIE COVID19 Student Survey Webinar Spring 2020](#)

²⁴⁶ [\(IE\)² Feb 2021 Meeting](#)

²⁴⁷ [Institutional Effectiveness and Inclusive Excellence Agenda 5.11.21](#)

²⁴⁸ [\(IE\)² May 11 2021 Meeting PPT](#)

²⁴⁹ [Canyons Completes Action Plan](#)

informed by annual program plans and the regular assessment and evaluation of student needs that roll up into updated goals and objectives facilitated by this review.

The Chancellor and faculty co-chair of CPT ensure that CPT discussions, agendas, and planning efforts are strategic, well-coordinated, and are clearly communicated as part of college improvement efforts to respond to opportunities and enhance the success of students. CPT consistently addresses timely topics, relevant planning objectives, and the integration of efforts with planning priorities under the college mission. CPT solicits input from all constituents; clearly communicates its planning goals; shares internal and external opportunities; puts data front and center in college dialogue; and ensures that student equity and success objectives are clearly stated and worked on by relevant college groups.

Multiple planning retreat venues have provided opportunities for CPT to thoroughly review plans and processes, discuss strategies, and address meaningful ideas to achieve college goals and objectives.^{250, 251} CPT was a source of excitement and engagement during the 2019-20 year as its work centered around an updated Strategic Plan, assessing relevant student outcomes, and identifying new opportunities. With great flexibility, even in the midst of COVID-19 virtualization of some instruction and services, CPT meetings and retreats further aligned student success and equity efforts, guided pathways, enrollment management strategies, and data-driven research in order to help the College continue to be a model for innovation and institutional effectiveness.

Analysis and Evaluation

College of the Canyons shares institutional assessment and evaluation results with the campus community, utilizing a thorough program review process completed annually by all college programs. Program review materials are shared through program and department meetings and forums, as well as posted electronically. The CPT annually presents summarized objectives and accomplishments of these plans, and the IRPIE Office updates course data used to further support discussion on college strengths, opportunities, and priorities.

9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Evidence of Meeting the Standard

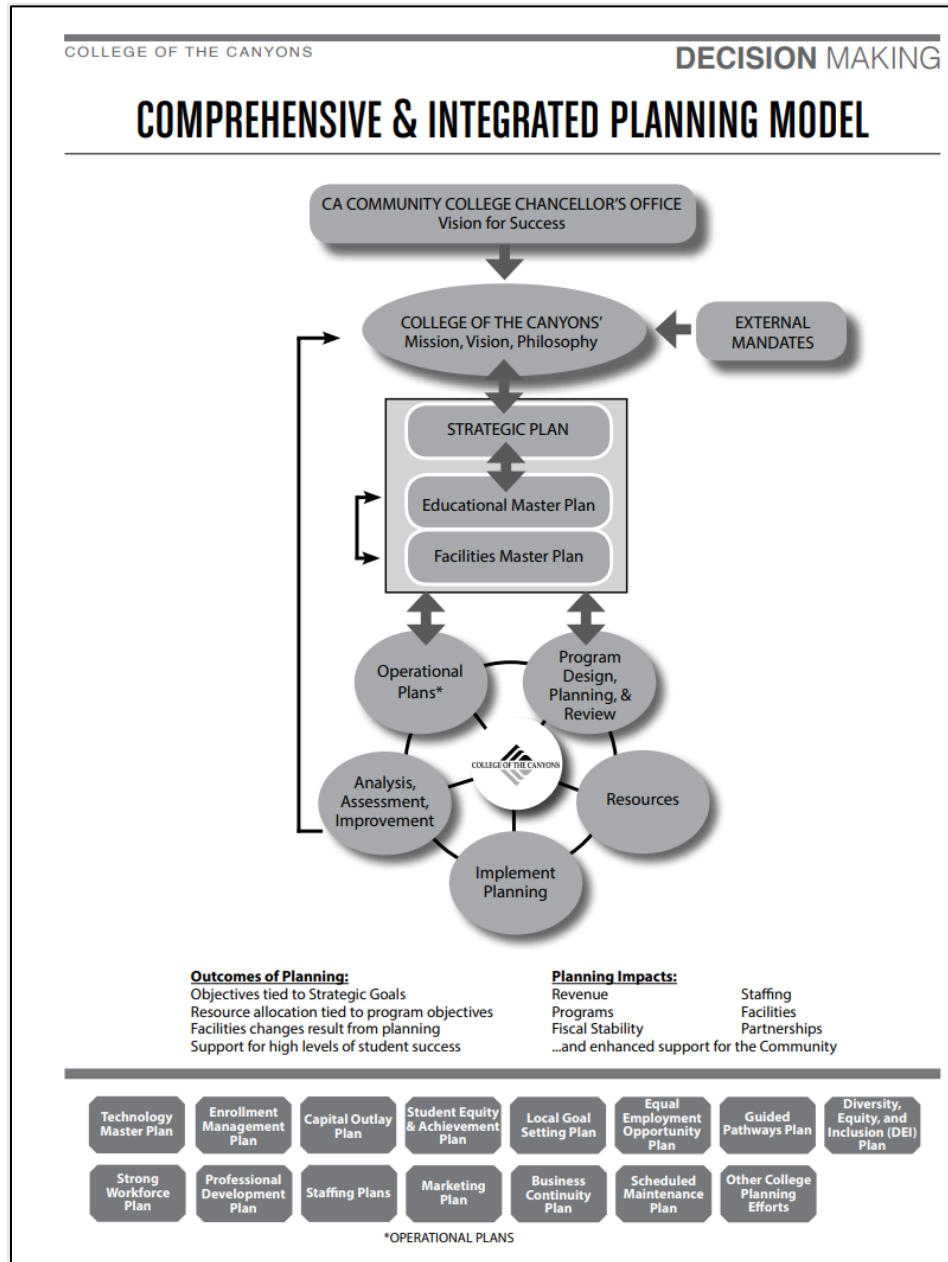
The College utilizes a comprehensive approach to ensure that planning, including for programs, services, and resources, is aligned with and leads to improvement of effectiveness and quality, and to accomplishment of the College's mission. The Decision Making Guide clearly and thoroughly outlines the cycle of evaluation and planning, the process for systematic evaluation, and who is responsible by position or group. Program review, planning, and resource allocation

²⁵⁰ [College Planning Team January 2021 Retreat - Connecting Our Work draft](#)

²⁵¹ [Strategic Planning Retreat PPT 12.02.19](#)

are integrated within a comprehensive process supporting the mission and improvement of institutional effectiveness and academic quality.²⁵²

Figure G-1: Comprehensive & Integrated Planning Model



As noted in the Decision-Making Guide, the conceptual model pictured above describes key elements of integrated planning at the College, including integration with resource allocation, the use of regular assessment, and broad participation. Plans represented in the conceptual model support progress on institution-set standards.

²⁵² [Decision Making Guide Extract](#)

The College's mission is placed at the pinnacle of this process, which paves the way for the Strategic Plan and the associated three goals of access, engagement, and success. The Educational & Facilities Master plan informs and is informed by this Strategic Plan, and it contains detailed needs and projections from annual program review planning. College committees, divisions, and planning groups incorporate these goals and objectives into their planning efforts, with ongoing analysis, assessment, and improvement facilitated by dialogue and the use of data.

In 2018, and throughout the 2018-19 year into the fall semester, the College embarked on a substantial update to the prior strategic plan. Through a series of retreats, CPT meetings, campus and workgroup meetings, a faculty, staff, administrative, and student group drafted a new plan.²⁵³ The prior strategic plan listed goals in twelve broad categories, while the new plan intentionally focused on three new primary goals: access, engagement, & success. Prior goals were reimagined as foundational institutional commitments, forming the scaffolding of necessary preconditions to be able to successfully address and achieve the updated access, engagement, and success goals and fulfill the mission of the College.

Developed locally, the three new focus goals were intentionally aligned with the CCCC Vision for Success, and closely connected to other planning efforts including the SEA plan, local goal-setting efforts, and the Enrollment Management Plan. The updated Strategic Plan—in tandem with the aforementioned planning documents—formed a body of planning materials focused on student success needs at the College connected to the mission. The CPT, with representation from student government, faculty, classified staff and administration, continues to engage in annual dialogue on integration of planning efforts and evaluation of progress towards these goals.^{254, 255, 256}

In Spring 2019, the Board of Trustees approved Local Goal Setting Targets and the SEA plan in alignment with the CCCC Vision for Success, and additionally the Board received the finalized Strategic plan. The College's Strategic Plan continues a strong tradition of integrated planning, while also updating and focusing planning efforts in response to emergent opportunities and priorities. As noted, the Strategic Plan was aligned with the CCCC Vision for Success goals, but also uniquely crafted by the College to address local needs. The planners established the key focus goals of access, engagement, and success with measurable objectives to guide the development of activities to support the plan. They intentionally crafted this plan to be a living, usable document and it has been referenced regularly throughout college wide committee and planning discussions, as well as being fully integrated into the program design, planning, and review process.

The CPT is an example of broad participation in planning and evaluation at the College, as this umbrella decision-making group consists of college wide representatives and is a venue for collective assessment, planning, and evaluation of the ways the College is achieving its mission, purpose, and strategic goals. As noted in the Decision Making Guide and on the committee website, CPT discusses, receives input on, and strategically addresses agenda items such the

²⁵³ [Strategic Plan 2019-2022 Web](#)

²⁵⁴ [College Planning Team Spring 2020 Retreat 05.18.20](#)

²⁵⁵ [College Planning Team Strategic Plan Integration](#)

²⁵⁶ [College Planning Team Planning Objectives and Accomplishments 05.17.21](#)

Strategic Plan; the College's local guided pathways priorities, Canyons Completes; the CCCCCO Scale of Adoption Assessment; program planning results and materials; committee effectiveness; and institutional data.^{257, 258, 259}

The College uses the Strategic Plan and other planning documents to focus work on making a difference for students and attending to their needs. The 29 specific, measurable objectives under the three strategic plan goals address student needs. Data are disaggregated for student populations while using an equity lens tied to the mission. The College is proud of a long history of innovative integrated planning that helps the institution approach change and the future with optimism, eagerness, and strong purpose, while remaining nimble and responsive as conditions continue to change. These flexible abilities helped the College during the unexpected challenges of the COVID-19 pandemic, by ensuring the related student success work—such as the Canyons Completes workgroups of (IE)²—were able to remain focused on contemporary student needs and challenges.^{260, 261}

Instruction, Business Services, Institutional Research, and Student Services work closely with faculty and staff to demonstrate institutional integration of planning and resource allocation within comprehensive processes that support the College's mission and student learning.²⁶² Budget parameters established each year through the College's governance structure highlight not only the College's understanding of the Student Centered Funding Formula, but also a variety of best practices for the College's integrated planning processes through the Strategic Plan, enrollment management, attendance accounting, guided pathways, and equity efforts.

Analysis and Evaluation

Thoughtful, regular, student-focused planning helps the College to make progress on student success goals in accordance with planning priorities and institutional mission. Planning is robust, regular, participative, and thoroughly communicated using up-to-date institutional data. Comprehensive planning at the College is focused on the mission. Strategic planning processes utilize clear objectives and priorities, and employ regular evaluation, integrating with research and analysis, and responding to College and system conditions.

Conclusions on Standard I.B. Academic Quality and Institutional Effectiveness

College of the Canyons sustains institutional effectiveness and academic quality through effective integrated planning tools and program review processes. Student learning outcomes are defined and assessed for courses, programs, services, and also on the institutional level. Data and assessment results inform program design and planning through the annual program review process, which is integrated with resource requests and allocations. Overall planning and assessment are driven by data, including disaggregation of student groups, learning modalities, and other strategies to identify gaps and target improvements according to the principles of equity and student success. Program review objectives and resource requests are all mapped to college strategic plan goals within a nexus of integrated planning driven by the College's

²⁵⁷ [Decision Making 2020 21 Guide](#)

²⁵⁸ [College Planning Team Meeting Agenda 3.15.21](#)

²⁵⁹ [College Planning Team Meeting Agenda 5.17.21](#)

²⁶⁰ [Institutional Effectiveness and Inclusive Excellence Meeting Minutes 09.08.20](#)

²⁶¹ [Institutional Effectiveness and Inclusive Excellence Meeting PPT 09.08.20](#)

²⁶² [PAC-B 2021-22 Budget Parameters](#)

mission, organized by planning documents, and informed by ongoing dialogue and the use of data for improvement.

Improvement Plan(s)

None.

Evidence List

- [I.B.1.1](#)
- [I.B.1.2](#)
- [I.B.1.3](#)
- [I.B.1.4](#)
- [I.B.1.5](#)
- [I.B.1.6](#)
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- [I.B.9.11](#)

C. Institutional Integrity

1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Evidence of Meeting the Standard

The College provides clear and accurate information to students, staff, prospective students, and the community, utilizing multiple channels, media and materials such as the College's website, catalog, accreditation website, brochures, the public information office's website, newsletters, news releases and publications, institutional research materials, the instructional website and more. The College's mission statement is located prominently on its website, on campus posters, in publications and in the catalog. The catalog also includes program learning outcomes, educational programs, and student support services. Staff and administrators in the Instruction, Student Services, and Public Information Offices fully and carefully review and verify the accuracy of the catalog.²⁶³ The website, catalog, MyCanyons student portal²⁶⁴ and Canyons M mobile app²⁶⁵ serve as primary means of relaying information to students, staff, and the community along with social media and electronic communications.

The College provides information about educational programs through curriculum updates for courses and programs submitted to the Board.²⁶⁶ As noted in I.B.2, the catalog also includes comprehensive information on educational programs for students, staff, prospective students, and the community. The websites for Instruction, Counseling, and each of the academic school divisions further clarify the programs and pathways available for students.²⁶⁷

The College's website comprehensively presents student support services information, including a variety of useful summary websites that integrate key, actionable information for students in a summary form.²⁶⁸ To assist students, these provide important enrollment information, updates on financial aid processes, scholarships, program opportunities such as Canyons Promise, and other student support resources. The College also uses social media tools to connect with students.²⁶⁹

As discussed thoroughly in both I.B. and II.A., the College communicates student learning outcomes in a myriad of locations to multiple constituencies, including in the college catalog, academic program maps, program mapper, on the College's websites, on course outlines of record, in course syllabi, to students through Canvas, and available in eLumen.

The College conducts a regular review of its curriculum to ensure it is updated. The College's curriculum committee follows regulations outlined by the California Community Colleges Chancellor's Office (CCCCO) as required by California Education Code and as noted on the

²⁶³ [Course Catalog Email 05.22.21](#)

²⁶⁴ [Student MyCanyons](#)

²⁶⁵ [Canyons M Mobile APP](#)

²⁶⁶ [Board of Trustees Curriculum Approval](#)

²⁶⁷ [Websites](#)

²⁶⁸ [Student Website](#)

²⁶⁹ [Social Media](#)

Program Course Approval Report.²⁷⁰ The College has a curriculum review and approval process that is outlined on the curriculum committee webpage, which includes agendas and minutes posted for bi-monthly meetings.²⁷¹ The College follows requirements as outlined by the CCCCO to conduct a five-year review for all approved credit and noncredit courses as seen on the revision list²⁷² and the handbook for the curriculum committee.²⁷³

The College publishes a new catalog annually and makes it available to students and the public online. The current 2020-21 catalog and previous catalogs for the past 20 years can be accessed.²⁷⁴ The College updates its website frequently and in a timely manner through requests from each department when there are program changes. The College utilizes OUCampus—a content management system—to maintain and update content on its website while maintaining a consistent, integrated look and functionality. This system was implemented in 2018 along with a full redesign of the college website. OUCampus provides the means for departments to maintain their own webpages and update content as needed, while ensuring accessibility and standardized page elements. The Information Technology Department provides technical support, while the Public Information Office aids with design and content as needed.

Through the Institutional Research, Planning and Institutional Effectiveness Office (IRPIE) webpages, the College provides current, accurate student achievement information, updated on an annual basis. As noted in I.B., the Data Analysis section of the IRPIE website links to numerous reports for the past three years on data such as student success and retention.²⁷⁵ In addition, reports on student learning outcomes (SLOs) and institutional learning outcomes are posted for the public through the Committee for Assessing Student Learning (CASL).²⁷⁶

On its website, the College posts its regional accreditation status. It also posts communications and reports to and from the Commission, along with specialized accreditation recognition for specific programs.²⁷⁷

Analysis and Evaluation

The College provides accurate and clear information through a variety of means, including its website, student portal, college publications, the catalog, institutional research office, planning documents, social media, among other sources. Information provided to students, staff, and community members clearly and accurately describes the mission, programs, services, outcomes and the College's accreditation status.

2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements.” (ER 20)

²⁷⁰ [CCCCO Program Course Approval Report](#)

²⁷¹ [Curriculum Committee Agendas and Summaries](#)

²⁷² [Five Year Revision List](#)

²⁷³ [Curriculum Committee Handbook](#)

²⁷⁴ [College Catalog Website](#)

²⁷⁵ [IRPIE Data Visualization and Reports](#)

²⁷⁶ [CASL Website](#)

²⁷⁷ [Accreditation Website](#)

Evidence of Meeting the Standard

The College produces its catalog each academic year for students and prospective students. Online PDF and Flipbook versions of the 2021-2022 catalog are available on the college website, along with links to PDF versions of past catalogs and catalog addendums.²⁷⁸ The College also provides catalog addenda as needed prior to the start of each term if new courses or programs are approved and ready to offer in the successive term. Various campus service operations receive printed versions of the catalog. The catalog includes current college information including requirements, policies and procedures. The Instruction Office leads the annual review and update of the catalog, distributing sections of the catalog to appropriate college departments and programs in spring of each year. These departments fully and carefully review their sections for accuracy and revisions for the following year’s catalog.

The 2021-2022 College of the Canyons catalog²⁷⁹ contains the following catalog requirements:

Table 18: 2021-2022 College of the Canyons Catalog Requirements

Catalog Elements	Page(s) in the 2021-2022 Catalog
Official Name, Address(es), Telephone Number(s), and Website Address of the Institution	1
Educational Mission	5
Representation of accredited status with ACCJC, and with programmatic accreditors if any	1, 28
Course, Program, and Degree Offerings	58
Student Learning Outcomes for Programs and Degrees	58-324
Academic Calendar and Program Length	6
Academic Freedom Statement	340
Available Student Financial Aid	45-46
Available Learning Resources	47
Names and Degrees of Administrators and Faculty	325-336
Names of Governing Board Members	3
Admissions	11-18
Student Tuition, Fees, and Other Financial Obligations	13, 15-17
Degrees, Certificates, Graduation and Transfer	28, 35-38, 56-57
Major Policies and Procedures Affecting Students	20-38, 340-362
Academic Regulations, including Academic Honesty	344-355

²⁷⁸ [College Catalog Website](#)

²⁷⁹ [2021-22 Catalog](#)

Catalog Elements	Page(s) in the 2021-2022 Catalog
Nondiscrimination	341
Acceptance and Transfer of Credits	13, 31-32, 35-36
Transcripts	12, 15, 18, 31, 35, 36
Grievance and Complaint Procedures	345-348
Sexual Harassment	342-344
Refund of Fees	16-17

Analysis and Evaluation

The college catalog is the complete source of information about the College and its programs. The catalog is reviewed and updated annually to contain the most recent policies, procedures, regulations, programs and learning outcomes. Catalog addendums are produced as needed to provide the most current, accurate information. The College ensures all information listed as catalog requirements are included in the catalog and are available in print and online.

3. [The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. \(ER 19\)](#)

Evidence of Meeting the Standard

The College communicates academic quality to students and the community through the College’s comprehensive website, catalog, the CASL website, planning documents, institutional research materials, Board reports, and public information office publications and distributions. As discussed further in I.B. and II.A, the College provides thorough information about student achievement through on-demand interactive visualizations using Tableau, and it communicates student learning outcomes assessment and achievement data through the program design, planning, and review process. Data dashboard pages accessible to the public are also outlined in detail on the college’s website for data visualizations.²⁸⁰

The College collects, uses, and shares assessment data on student achievement to communicate academic quality to the public and to inform improvement internally. Reports to all stakeholders include the following:

1. Course completion data and analysis: Course Success/Retention by Term (Heatmap)²⁸¹
2. Degree and certificate completion data and analysis: Program Awards²⁸²

²⁸⁰ [IRPIE Data Visualizations](#)

²⁸¹ [Course Success Retention Heatmap](#)

²⁸² [Program Awards](#)

3. Results of assessment of student learning: Various reports available on the CASL webpage^{283, 284, 285, 286}
4. Job placement data for degree and certificate completers^{287, 288, 289, 290, 291}
5. Licensure pass rates/data²⁹²
6. Transfer data²⁹³
7. Other achievement data related to the college's mission: data visualizations²⁹⁴

The College also publishes student achievement data for the public through documents such as the Strategic Plan,²⁹⁵ Fast Facts,²⁹⁶ and other reports for the public.²⁹⁷ Additionally, the College website links to federal scorecard information and sources showing student success on the U.S. Department of Education website²⁹⁸ along with examples of reports on the CCCCCO website.²⁹⁹

Analysis and Evaluation

The College collects, uses, and shares assessment data on student achievement to communicate academic quality and inform improvement. In addition to sharing data through committee meetings and in campus presentations, data are made publicly available on the Institutional Research, Planning and Institutional Effectiveness and Public Information Office websites. The IRPIE website houses student data highlights, updated annually with key outcomes and guided pathways related data, as well as Tableau data visualizations and research and evaluation reports and briefs. The PIO houses institutional data through the Fact Book, Annual Report and key data highlights through the Fast Facts publication. The College annually reviews the institution-set standards, including SEA Plan and local goals aligned with the Vision for Success through its committees and governing bodies including (IE)², CPT, the Academic Senate, Classified Senate, Associated Student Government, and the Board of Trustees. These goals and plans are available on the IRPIE website.

4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

²⁸³ [ACCJC 2018 Annual Report](#)

²⁸⁴ [CASL Website](#)

²⁸⁵ [SLO Completed Assessment Analysis – Action Plans - Fall 2017 thru Spring 2021](#)

²⁸⁶ [SLO Prompt Downloads APR 2020-2021](#)

²⁸⁷ [ACCJC Annual Report 2021](#)

²⁸⁸ [EMT Alumni Employment Survey Results Memo](#)

²⁸⁹ [MLT Alumni Survey of 2020 Graduates Results Memo](#)

²⁹⁰ [Nursing Alumni Employment Survey Results](#)

²⁹¹ [Nursing Alumni Employment Survey Instrument](#)

²⁹² [ACCJC Annual Report 2021](#)

²⁹³ [Fact Book 2021](#)

²⁹⁴ [IRPIE Data Visualizations](#)

²⁹⁵ [Achievement Data from Strategic Plan 2019-2022](#)

²⁹⁶ [College of the Canyons Fast Facts](#)

²⁹⁷ [Bellwether Award News Release](#)

²⁹⁸ [College Scorecard](#)

²⁹⁹ [2019 Student Success Scorecard](#)

Evidence of Meeting the Standard

College of the Canyons presents clear and comprehensive information about degrees, certificates, and expected learning outcomes. The official curriculum information for all active courses and programs offered by the College is available on the the College’s curriculum committee eLumen website,³⁰⁰ which stores all course and program information and is available for public access. The various course outlines of record and program outlines of record are also available in eLumen. The College catalog, containing detailed degree and certificate information, is available in electronic format and is available on the College website.³⁰¹ The counseling office website provides a comprehensive list of associate degrees and certificates that are hyperlinked to PDF documents outlining the program description, student learning outcomes, program requirements, and major courses.³⁰² Through CanyonsID, students have access to their MAP (My Academic Plan).³⁰³ Through the “progress” feature within MAP, students can view program evaluations that include program descriptions and course requirements for their declared majors. Students are also able to view new programs in MAP if needed. Information on certificate and degree programs is also published on academic department websites.^{304, 305}

With the Canyons Completes guided pathways initiative, the College has developed academic program maps and pathways supported by a collaborative effort between discipline faculty and counseling faculty. Elements of the academic program maps align with requirements for Standard I.C.4. The forms and templates of the academic maps contain data within the college catalog, and address the degree names, program descriptions, and salary data from the U.S. Department of Labor. Additionally, they address program student learning outcomes (PSLOs), courses required for both major concentrations and general education, and electives in semester order. As also discussed in I.B.2, I.C.1, and II.A.2, academic program maps are available on each of the College’s division websites³⁰⁶ and the Program Mapper tool is accessible from both the home page of the College’s website and the home page of each of the academic divisions.³⁰⁷

Analysis and Evaluation

College of the Canyons provides clear information about degrees and certificates and their associated purposes, scopes, and learning outcomes through a variety of publications and communication strategies. The eLumen site, the College catalog, counseling office website, My Academic Plan, academic department websites, academic program maps, and program mappers are various means through which this important information is made available to the public and the College community.

5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

³⁰⁰ [eLumen Website](#)

³⁰¹ [Catalog Website](#)

³⁰² [Majors and Certificates](#)

³⁰³ [My Academic Plan \(MAP\) Brochure](#)

³⁰⁴ [Land Surveying AS Degree & Certificate](#)

³⁰⁵ [Biology Associate Degree](#)

³⁰⁶ [VAPA Website](#)

³⁰⁷ [Program Mapper Example](#)

Evidence of Meeting the Standard

College of the Canyons regularly and systematically reviews its policies, procedures and publications and has well-defined structures and processes for conducting these reviews. BP 2410 states, “The Board may adopt such policies as are authorized by law or determined by the Board to be necessary for the efficient operation of the District”³⁰⁸ along with an accompanying Administrative Procedure (AP) BP 2410.³⁰⁹

In February 2021, the College Policy Council (CPC) convened a retreat³¹⁰ with representative membership to review the committee’s detailed operational procedures³¹¹ along with a planned calendar of policy review for the year.³¹² This retreat included an update from a Community College League of California (CCLC) legal expert on important policy and procedure details for CPC consideration.³¹³

Model policies provided by the CCLC inform College policy updates, and the CPC reviews them to ensure that policies are equitable and in line with the College’s Diversity, Equity and Inclusion efforts. In addition to the CPC cycle noted above, to ensure regular review and integrity of college policies, the Board actively engages in policy review, including policy connections to student-focused work such as Guided Pathways. In spring 2021, for example, the Board reviewed materials related to an intersession fellowship project for trustees on Guided Pathways, which included discussion of policy and planning perspectives relevant to that work.³¹⁴ The CPC routes College policies to pertinent review bodies such as the Academic Senate, Classified Senate, and/or Associated Student Government before final CPC approval and routing to the Board for review and approval.

Campus publications, such as the College Catalog and the Schedule of Classes, are regularly reviewed for accuracy prior to publication. The Instruction Office sends drafts to Executive Cabinet members, student support service managers, and the Public Information Office for detailed review. In addition, websites are continually reviewed and updated as needed. Student Services policies, program information and the Student Code of Conduct handbook are easily accessible on the website.^{315, 316}

Analysis and Evaluation

The College’s policies, associated procedures, and publications are fully reviewed on an ongoing basis to assure integrity in how the College’s mission, programs, and services are represented. The process for reviewing policies and associated procedures is detailed in Standard IV as well as identified through the College Policy Council operational procedures.

³⁰⁸ [Board Policy 2410: Policy and Administrative Procedures](#)

³⁰⁹ [Administrative Procedure 2410: Policy and Administrative Procedures](#)

³¹⁰ [College Policy Council Retreat 2021](#)

³¹¹ [College Policy Council Operational Procedures](#)

³¹² [College Policy Council Master Policy List for 2021 Retreat](#)

³¹³ [College Policy Council Policy and Procedure 2021 Retreat Slides](#)

³¹⁴ [Board of Trustees Intersession Pathways](#)

³¹⁵ [Student Services Website 6.1.21](#)

³¹⁶ [Student Code of Conduct downloaded 6.1.21](#)

6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard

The College provides clear and useful information regarding educational expenses to current and prospective students. The College's California resident student enrollment fee is currently \$46 per unit according to the Board of Governors, with the College's non-resident student tuition, enrollment fee, and capital outlay fee totaling \$349 per unit. These and other College fees and related policies are readily available on the College website³¹⁷ and in the catalog.³¹⁸

To help students anticipate cost-of-living expenses while attending the College, the Financial Aid Office website offers a Net Price Calculator through the CCCCO.³¹⁹ This tool provides estimated attendance costs such as books and supplies, room and board/meals, and other related expenses minus estimated grants and scholarships to current and prospective students.

In addition to accurate information about fees and related educational costs, the College makes other resources available to reduce fees and increase educational participation. For example, the Canyons Promise program at the College provides first-time, full-time students the opportunity to enroll tuition free for two years as part of a supportive cohort with additional student counseling and peer collaboration.³²⁰ Many students are also eligible for California's College Promise Grant, which waives enrollment fees for qualified students for the entire school year.³²¹ The Financial Aid website³²² and the schedule of classes³²³ also include information on types of aid, student fees, and information on course textbook materials. The College is also a leader in Open Educational Resources (OER)³²⁴ and provides many Zero Textbook Cost (ZTC)³²⁵ resources to reduce or eliminate textbook expenses for students. The Schedule of Classes includes options to search for OER and ZTC resources, along with a graphical notation of classes with these available options. More than 25 percent of all class sections utilize OER resources, with additional courses developing them each semester.³²⁶

Analysis and Evaluation

The College provides current information on the costs associated with attendance, including tuition and fees along with resources regarding textbook costs and other required expenses such as materials fees. This information is included in the catalog, website, and through student services programs. The College provides various means of reducing barriers to participation through aid, grants, scholarships, and college promise programs.

³¹⁷ [Fees Website](#)

³¹⁸ [Catalog Fees](#)

³¹⁹ [Financial Aid – Net Price Calculator 6.1.21](#)

³²⁰ [Canyons Promise Website](#)

³²¹ [CA College Promise](#)

³²² [Financial Aid - Types of Aid](#)

³²³ [Schedule of Classes and Current Fees](#)

³²⁴ [OER and ZTC Textbook Cost](#)

³²⁵ [Zero Textbook Cost Resources](#)

³²⁶ [OER ZTC Full Cabinet](#)

7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Evidence of Meeting the Standard

College of the Canyons supports and values academic freedom and responsibility. In 2020, the Board of Trustees adopted a substantially revised Board Policy (BP) 4030, following discussion through the Academic Senate, College Policy Council, and the Associated Student Government. This discussion and subsequent endorsement resulted in an updated policy that further clarified the College's commitment to the vigorous pursuit and dissemination of knowledge driven by faculty expertise free of undue outside interference.^{327, 328, 329, 330, 331} BP 4030 incorporates the definition of academic freedom from the 1940 Statement of Principles on Academic Freedom and Tenure, which protects the freedom of faculty to teach, research, and comment upon matters of institutional policy or action without fear or punishment.³³² The policy further protects the academic freedom of students to take reasoned exception to the concepts and conclusions presented in any course of study in a manner consistent with the College's Code of Student Conduct.

BP 4030 requires that the Academic Senate establish an Academic Freedom committee. Under Administrative Procedure (AP) 4030, the Academic Freedom committee, made up of faculty, is empowered to investigate and consider disputes, controversies, and other academic freedom related matters and offer either informal guidance to all persons involved and/or make formal recommendations that the Academic Senate adopt a position on a question of academic freedom.³³³ The Academic Freedom Committee is charged with undertaking to educate the campus community on academic freedom issues and concerns. Members of the Academic Freedom Committee have hosted a well-attended campus panel discussion on contemporary academic freedom issues,³³⁴ and the Academic Senate has also raised awareness of academic freedom through its newsletter.³³⁵

Academic freedom policy language that is incorporated into collective bargaining agreements bolsters the College's commitment to academic freedom. The District's agreement with the American Federation of Teachers Local 6262 provides an example.³³⁶ Academic freedom is also summarized in the regulations and policies section of the catalog.³³⁷

³²⁷ [Board Policy 4030: Academic Freedom](#)

³²⁸ [Academic Senate Agenda 12.6.18](#)

³²⁹ [Academic Senate Agenda 2.20.20](#)

³³⁰ [Academic Senate Agenda 3.5.20](#)

³³¹ [College Policy Council Minutes 4.28.20](#)

³³² [AAUP's 1940 Statement](#)

³³³ [Administrative Procedure 4030: Academic Freedom](#)

³³⁴ [Academic Freedom Panel Discussion](#)

³³⁵ [Academic Senate Newsletter](#)

³³⁶ [AFT Contract, Art. 18 Academic Freedom](#)

³³⁷ [Catalog Academic Freedom](#)

Analysis and Evaluation

The College publishes its policies on academic freedom and responsibility along with all College policies on an easily accessible board policy website. The academic freedom and responsibility policy describes the College's commitment to intellectual freedom and the pursuit of knowledge for all constituents, including contemporary review and approval of related policy by College wide groups and the Board of Trustees in Fall 2020.

8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Evidence of Meeting the Standard

The College's catalog declares in its introduction that the College has an expectation of "honesty, integrity, social responsibility, and ethical behavior" from members of the campus community.³³⁸ Through adopted policies and procedures, College of the Canyons emphasizes the values of honesty, responsibility, and academic integrity for all members of the college community. BP 5529 Standard Conduct and BP 5530 Disciplinary Action are Board approved policies which together outline expectations for student behavior and academic honesty and make clear the consequences for students who fail to live up to those expectations.³³⁹ BP 5529 prohibits, among other dishonest and irresponsible behaviors, "cheating, plagiarism, fabrication, and other forms of academic dishonesty, and/or facilitating academic dishonesty" BP 5530 describes the varied disciplinary actions that the College may impose on students who fail to satisfy the requirements regarding honesty, responsibility, and academic integrity. These range from a warning to expulsion. Furthermore, BP 5531 Due Process describes the due process rights that a student accused of misconduct may exercise, and the College's process for the fair investigation and resolution of alleged misconduct.³⁴⁰ BP 5531 creates a Student Conduct Committee to adjudicate alleged academic dishonesty when less formal resolutions are unsuccessful.³⁴¹ In addition, the Academic Senate has adopted a "Statement on Academic Integrity and Plagiarism," which is posted on the Academic Senate webpage and written for ease of incorporation into instructor syllabi, declaring that "At College of the Canyons, we believe that academic integrity and honesty are some of the most important qualities college students need to develop and maintain."³⁴²

Board Policies 5529, 5530, 5531, and the Statement on Academic Integrity and Plagiarism are all published in the College catalog, which is available on the College website under the "Students"

³³⁸ [Philosophy](#)

³³⁹ [Student Conduct](#)

³⁴⁰ [Disciplinary Action](#)

³⁴¹ [Due Process](#)

³⁴² [Academic Integrity](#)

tab, on the Board’s webpage, and in a downloadable booklet titled “Student Conduct Code” on the Student Services webpage.^{343, 344, 345, 346}

Regarding College employees, BP 3050, Statement of Professional Ethics, imposes on each employee a personal obligation to “demonstrate a commitment to excellence in education without compromise to the principles of ethical behavior” and to uphold the Statement of Professional Ethics, including its requirement that employees maintain “an ongoing dedication to honesty and responsibility.”³⁴⁷ AP 3050 encourages employees to report violations of the Statement of Professional Ethics to the College administration, and also provides a process for the fair resolution of reported violations.³⁴⁸

Furthermore, BP and AP 7360, Discipline and Dismissal - Academic Employees, enable the College to discipline academic employees for dishonesty, unprofessional conduct, or persistent violations of the policies, including the College’s Statement of Professional Ethics.^{349, 350}

Similarly, BP and AP 7365, Discipline and Dismissal - Classified Employees, enable the College to impose discipline on classified employees for dishonesty in connection with employment.^{351, 352} This allowance is expressly incorporated into the collective bargaining agreement with the California School Employees Association, Chapter 725.³⁵³

In addition, the Board has adopted a Code of Ethics which imposes on each Trustee the duty to “[h]old the educational welfare of the students of the District as his/her primary concern in all decisions and act only in the best interests of the entire community.”³⁵⁴

Finally, the College works to authenticate the identities of its online students who use Canvas, the online learning management system, through individual log-ins and password credentials.³⁵⁵ Supporting verification of student identities, the College makes available to instructors software called Proctorio, which provides electronic proctoring of online assessments to promote academic integrity, as well as the Turnitin software which seeks to combat plagiarism by comparing student-submitted assignments with a database of previously prepared works.^{356, 357}

³⁴³ [Student Conduct Code Pamphlet](#)

³⁴⁴ [Catalog Student Conduct](#)

³⁴⁵ [Student Conduct Website](#)

³⁴⁶ [Catalog Student Conduct](#)

³⁴⁷ [Board Policy 3050: Statement of Professional Ethics](#)

³⁴⁸ [Administrative Procedure 3050: Statement of Professional Ethics](#)

³⁴⁹ [Board Policy 7360: Discipline & Dismissal Academic Employees](#)

³⁵⁰ [Administrative Procedure 7360: Discipline & Dismissal Academic Employees](#)

³⁵¹ [Board Policy 7365: Discipline & Dismissal Classified Employees](#)

³⁵² [Administrative Procedure 7365: Discipline & Dismissal Classified Employees](#)

³⁵³ [CSEA Contract Art 15](#)

³⁵⁴ [Board Policy 2715: Code of Ethics/Standards of Practice](#)

³⁵⁵ [Distance Education Handbook](#)

³⁵⁶ [Canvas Toolbox](#)

³⁵⁷ [Proctorio](#)

Analysis and Evaluation

The College has established clear policies and procedures on academic honesty, academic integrity and responsible behavior through board policy that is shared widely in the catalog, website, student handbook, and associated college policies.

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

Evidence of Meeting the Standard

BP and AP 4030 establish that College of the Canyons has respect for faculty academic freedom, but the policy and procedure observe that such freedom is subject to the limitation of professional ethics.^{358, 359} The policy further incorporates the American Association of University Professor's definition of academic freedom as outlined in the 1940 Statement of Principles on Academic Freedom and Tenure (1940 Statement), including its 1970 Interpretive Comments.³⁶⁰ The 1940 Statement notes that higher education is conducted for the common good and "not to further the interest of either the individual teacher or the institution as a whole." Moreover, the 1940 Statement, endorsed by BP 4030, notes that faculty, when speaking and writing as citizens, "should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution." In addition, the first 1970 interpretive comment observes that academic freedom carries with it professional and ethical responsibilities to the institution and to the students. Finally, BP 3050 establishes ethical principles applicable to all employees, including faculty.³⁶¹ Among many other ethical requirements, faculty must demonstrate a commitment to impartiality.

Classroom student evaluation surveys also provide a mechanism for feedback on whether faculty present information fairly and accurately, including questions on "establish[ing] a good learning environment" along with feedback on teaching methods and effectiveness.³⁶²

Analysis and Evaluation

The College has clear policies on Academic Freedom, reflected in BP 4030 and in employment contracts. These ensure that course content is presented in a manner in accordance with the faculty member's discipline in an academically open and honest environment. There is a clear expectation that faculty distinguish between personal conviction and professionally accepted views. To ensure faculty are conducting themselves in a manner consistent with these policies, there is an established evaluation process that provides a regular feedback loop to instructors on their fair and objective presentation of course data and information. This evaluation process allows for follow-up, and it provides details on a remediation plan when warranted.

³⁵⁸ [Board Policy 4030: Academic Freedom](#)

³⁵⁹ [Administrative Procedure 4030: Academic Freedom](#)

³⁶⁰ [AAUP's 1940 Statement](#)

³⁶¹ [Board Policy 3050: Statement of Professional Ethics](#)

³⁶² [Student Evaluation](#)

10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Evidence of Meeting the Standard

Other than its codes of student conduct³⁶³ and professional ethics,^{364, 365} as a public institution of higher learning devoted to equity, diversity, and integrity, the College does not seek to instill specific religious, philosophical, or other beliefs or worldviews in its staff, faculty, administrators, or students.

Analysis and Evaluation

This Standard is not applicable, as College of the Canyons is a public, non-profit community college that does not require adherence to specific beliefs or worldviews.

11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Evidence of Meeting the Standard

College of the Canyons does not operate in foreign locations.

Analysis and Evaluation

This Standard is not applicable.

12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard

The College agrees to comply with the Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, as detailed below, along with fully providing institutional reporting, hosting team visits, and taking all required steps to secure prior approval of substantive changes. In addition to agreeing to these actions, the College has, in fact, complied with them and has responded to meet requirements when the commission has directed it to act. It has done so within the time set by the commission.

The College utilizes a variety of means to communicate publicly and to the Commission regarding the College's compliance with accreditation Standards, Eligibility Requirements, and all reporting requirements. The College's accreditation website provides links to Commission letters, team reports, midterm reports, prior institutional self-evaluation reports, and substantive

³⁶³ [Board Policy 5529: Student Conduct](#)

³⁶⁴ [Board Policy 3050: Professional Ethics](#)

³⁶⁵ [Administrative Procedure 3050: Professional Ethics](#)

change documents. The accreditation website is one click away from the main home page and is viewable through a prominent link on a footer available on all College web pages. The Spring 2022 accreditation team visit is also announced publicly on the website, along with a link to the Commission's third-party comment form.³⁶⁶ The College also notes and maintains compliance with this Standard through use of BP and AP 3200, Accreditation, which also includes complete and accurate disclosures to the College community along with promotion of understanding of the Standards, Eligibility Requirements, policies, and ISER preparation process.^{367, 368}

Analysis and Evaluation

As an accredited institution, the College agrees to comply with all Commission policies, including Eligibility Requirements, Standards, and reporting obligations. The College's accessible accreditation website provides clear information and disclosure to the college community and public, and the College responds in a timely manner to Commission requirements.

13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting the Standard

College of the Canyons provides comprehensive and accurate information about its relationship with external agencies, including programmatic accreditors, as part of the college's accreditation website.³⁶⁹ In addition to reaffirmed accreditation by the Commission,³⁷⁰ the following specified programs at the College are also accredited and/or authorized by the following external organizations:

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

Materials and correspondence with the Commission noted on the accreditation website demonstrate that the College is in good standing.

³⁶⁶ [Accreditation Website](#)

³⁶⁷ [Board Policy 3200: Accreditation](#)

³⁶⁸ [Administrative Procedure 3200: Accreditation](#)

³⁶⁹ [Accreditation Website and Programs](#)

³⁷⁰ [Certificate of Accreditation](#)

Analysis and Evaluation

The College is fully accredited through the Accreditation Commission for Community and Junior Colleges as well as maintaining programmatic accreditation for those programs noted above. The College demonstrates honesty and integrity in its communication with external agencies, describing its status clearly and accurately in College materials and public notifications including in the College’s accreditation website.

14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard

The Strategic Plan describes the College’s commitment to high quality education and successful student achievement and learning.³⁷¹ College budget parameters help describe a commitment to educational access, student success, and engagement. The President’s Advisory Council on Budget (PAC-B) updates the Budget Parameters document annually, and the document is presented to the Board, serving as a guide for budget development.³⁷² Overall, this document provides guidelines to assist in the process of developing the annual budget in support of the College mission, strategic goals, planning documents, and program reviews.

The College’s budget development website describes the planning, coordination, and administration of the annual budget, and provides information for the PAC-B Committee.³⁷³ The website also provides the adopted budget³⁷⁴ and a comprehensive presentation³⁷⁵ that describes assumptions used in financial planning. The College regularly provides updates on the budget to the College community.³⁷⁶

The College’s conflict of interest policy is also listed under AP 3852, Conflict of Interest Code.³⁷⁷

Analysis and Evaluation

College of the Canyons is a California public community college. It does not seek to primarily generate financial returns nor to contribute to a parent organization. The College’s budgets, plans, and conflict of interest policies demonstrate an uncompromising commitment to high educational quality.

Conclusions on Standard I.C. Institutional Integrity

College of the Canyons demonstrates institutional integrity throughout its decisions, communications, policies, procedures, and plans. It conducts its work with integrity and accuracy, and clearly presents its programs, services, data, and accredited status to students and the community. College materials, including resources such as the catalog, are easily accessible

³⁷¹ [Strategic Plan 2019-2022](#)

³⁷² [Budget Parameters](#)

³⁷³ [Budget Development](#)

³⁷⁴ [Adopted Budget Yellow Book](#)

³⁷⁵ [2020-21 Adopted Budget PPT with State Revenue](#)

³⁷⁶ [All College Budget Update Spring 2021](#)

³⁷⁷ [Administrative Procedure 3852: Conflict of Interest Code](#)

and convey clear information to students, staff, and the community. In College materials and in the student portal and academic plan, the College presents comprehensive information about degrees, certificates, and learning outcomes. Policies are regularly reviewed to ensure integrity, and policies on academic freedom, student conduct responsibilities, and conflict of interest describe the College’s commitment to high standards and educational quality. Information on the total cost of education is provided for current and prospective students. As a college with ongoing reaffirmed accreditation, College of the Canyons complies with all Standards and Eligibility Requirements and shares communications with the Commission. The College communicates its ongoing reaffirmed status with the College’s internal groups, including with students and with the general public. The College’s primary commitment is to high quality education and student achievement as a public California community college.

Improvement Plan(s)

None.

Evidence List

- [I.C.1.1](#)
- [I.C.1.2](#)
- [I.C.1.3](#)
- [I.C.1.4](#)
- [I.C.1.5](#)
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- [I.C.13.4](#)
- [I.C.13.5](#)
- [I.C.13.6](#)
- [I.C.13.7](#)

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

A. Instructional Programs

1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting the Standard

Instruction at College of the Canyons consists of 13 academic schools and divisions that support students and the Santa Clarita Valley (SCV) community as listed alphabetically below:

1. Applied Technologies
2. Business
3. Career Education and Integrative Learning
4. Student Services (Counseling, Liberal Arts & Sciences)
5. Economic Development
6. Educational Technology, Learning Resources, and Online Education
7. Health Professions and Public Safety
8. Humanities
9. Kinesiology, Physical Education, Athletics, and Recreation Management
10. Mathematics, Sciences, and Engineering
11. Personal and Professional Learning (Continuing and Community Education)
12. Social and Behavioral Sciences
13. Visual and Performing Arts

To fulfill its mission³⁷⁸ of offering an accessible, holistic education while championing diversity, equity, inclusion, and global responsibility, the College has extensively expanded opportunities for student engagement since its last accreditation report. Aligned with ongoing student learning outcomes (SLO) assessment protocol³⁷⁹ and commensurate with local control procedures set by its curriculum committee,³⁸⁰ the College remains current through creation of new and updated

³⁷⁸ Board Policy 1200: District Mission

³⁷⁹ Student Learning Outcomes Handbook

³⁸⁰ Curriculum Committee Handbook

curriculum based on emerging technologies and best pedagogical practices in response to industry needs aligned with its Educational and Facilities Master Plan³⁸¹ and Strategic Plan.³⁸²

One unique example features the formation of the College’s Civic and Community Engagement initiative. A campus civic engagement gap analysis was performed based on feedback from students, faculty, staff, and administrators. The results rendered valuable information, shared with Chancellor Van Hook, who determined it was important to establish a Center for Civic Engagement. By August 2015, the College had created the position of faculty director, Civic and Community Engagement Initiatives, and had secured space for a Center for Civic Engagement on the Valencia campus. This initiative seeks to create a civic-minded campus culture among students, faculty, and staff while emphasizing their place in a global context. The initiative committed to advancing the principles of civic ethos, civic literacy, civic inquiry, civic action, and explicitly dedicated itself to promoting a civic-minded campus culture.^{383, 384}

Since the last accreditation report, faculty worked diligently to create enhanced instructional opportunities for courses and programs in all available 96 degree and 146 certificate programs by expanding access via development of additional distance and correspondence education opportunities. As detailed in II.A.7, additional alternative delivery modes were created for students in all classes, featuring online³⁸⁵ and onlineLIVE (or synchronous instruction) opportunities, emergency situations where a course must be temporarily converted to online or onlineLIVE by mutual agreement between faculty and the District,³⁸⁶ and via correspondence education³⁸⁷ for limited courses taught to justice-impacted students when face-to-face instruction may not be possible. Additionally, since the previous accreditation, the College developed more than 200 new tuition-free noncredit courses and close to 50 new noncredit certificates in response to emerging needs of students, community, and business as described in greater detail in II.A.2.³⁸⁸ The Economic Development Division continues to offer extensive training to local businesses through contract education as described in the ISER introduction and IV.B.6.

Analysis and Evaluation

The College ensures programs are appropriate to higher education, regardless of location or means of delivery, in fields necessary to support the emerging workforce, while carefully adhering to standards of excellence required by faculty and the curriculum committee. This local process makes sure programs are evaluated to ensure alignment with the College’s mission, institution-set standards noted in the Introduction, and lead to student achievement as measured by attainment of SLOs in support of degree, certificate, transfer, and employment attainment.

2. Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement

³⁸¹ [Educational and Facilities Master Plan 2016-2022](#)

³⁸² [Strategic Plan 2019-2022](#)

³⁸³ [A Call to Action Voting Plan](#)

³⁸⁴ [Civic Engagement Accomplishments](#)

³⁸⁵ [Online education distance learning addendum](#)

³⁸⁶ [Provisional distance learning addendum](#)

³⁸⁷ [Correspondence education addendum](#)

³⁸⁸ [Noncredit Programs and Courses](#)

of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.

Evidence of Meeting the Standard

As described in its Curriculum Handbook,³⁸⁹ the College engages in a rigorous, inclusive faculty-led curriculum development and revision process that involves the College's curriculum committee, (a subcommittee of the Academic Senate), co-chaired by a faculty member and the vice president of instruction/chief instructional officer (CIO).³⁹⁰ Curriculum development and revision, including content and methods of instruction, take place within academic departments and are originated and led by faculty with input from full-time and adjunct faculty, and with department chairs' support. This process ensures content and methods of instruction for all courses and all modalities (including distance learning and correspondence education for justice-impacted students) meet academic and professional standards, and ensure congruence with the College mission and compliance with Ed Code and Title V.

Career Education (CE) program advisory boards play a significant role in recommending additions and changes to curricula based on business and industry needs.³⁹¹ Each agenda includes a review of the curriculum, skills for competency as related to SLOs, and the course sequence to achieve a credential, certificate, or degree. For example, theatre program advisory board minutes show dialogue with industry experts leading to creation and revision of the theatre curriculum based on industry needs.³⁹² These efforts are part of continuous quality improvement of programs, removing barriers for students, and emphasizing workforce preparation skills.

Using the eLumen Curriculum and Assessment Management System, faculty develop Course Outlines of Record (CORs)³⁹³ through a five-stage workflow process³⁹⁴ that includes the faculty author, faculty department chair and school dean, articulation officer, faculty SLO coordinator, faculty learning resource auditor, a faculty curriculum committee representative from the school, and the curriculum office. Once at stage five, the curriculum is reviewed by the curriculum committee,³⁹⁵ and once approved by the committee, it is forwarded to the Academic Senate and finally the Board for approval. The same process is followed for curricular revisions, at least every five years (excluding career education programs, reviewed every two years), and all program development and revisions follow the same timeline. When proposing any new course, faculty must complete and submit to the curriculum committee a New Course Documentation form³⁹⁶ that helps identify the need and relevancy of the proposed course and explain its alignment to program SLOs and institutional SLOs. This is exemplified by the theatre department's justification for a noncredit Business of Acting class.³⁹⁷

³⁸⁹ [Curriculum Committee Handbook 2021](#)

³⁹⁰ [Curriculum Committee Membership](#)

³⁹¹ [Advisory Board Minutes](#)

³⁹² [Fall 2020 Theatre Advisory Meeting Minutes](#)

³⁹³ [Sample Course Outline of Record ADMJUS101](#)

³⁹⁴ [Curriculum Committee Audit Trail](#)

³⁹⁵ [Starting Proposals eLumen](#)

³⁹⁶ [New Course Documentation](#)

³⁹⁷ [New Course NC.THTR 060](#)

As part of annual program review, using Tableau visualizations,³⁹⁸ faculty and deans evaluate each department's course retention and success data,³⁹⁹ and program-level success data.⁴⁰⁰ The online Tableau data allow disaggregation by course, modality, gender, ethnicity, age, admission status and student academic level. As noted in I.B.5, and I.B.6, faculty examine data to address prompts about action based on student achievement data.⁴⁰¹ As evidenced by responses to this and other areas of program review, data review and assessment have led to improvements in teaching and learning across the College.⁴⁰² Additionally, to plan course offerings for the 2021-2022 academic year, faculty and deans used spring 2021 course success and retention data to determine the best modalities for their disciplines, particularly during the pandemic.⁴⁰³

Analyzing program review data allows departments to evaluate the overall success of a course, locate disproportionate impact, and devise strategies to improve student success. The data provide several contexts, such as comparison to collegewide statistics and the number of students in data samples. In addition to providing data, the annual program review data trends section requires departments to answer questions about the data, such as:

- Describe department trends, including growth/decline in...student achievement and success (retention, course success, degrees/certificates completed, transfer). How do these trends compare to the College as a whole?
- Given the trends in student achievement and outcomes, what are your ideas for improving student completion in your programs?
- To what extent is there disproportionate impact for achievement or outcome indicators? If there is disproportionate impact, what can be done to minimize it?

In 2014, the College established the Center for Excellence in Teaching and Learning (CETL) to institutionalize promotion of a culture of teaching excellence and to improve teaching and learning skills across the College. Currently, CETL offers seven courses annually, including Introduction to Online Instruction, a Skilled Teacher Certificate, and Culturally Responsive Teaching.⁴⁰⁴ These free salary advancing opportunities for faculty are supported by grant funding. Nearly all faculty have completed at least one CETL course since 2014. These classes have been approved as offerings through the noncredit program, beginning Summer 2021.

To advance ongoing diversity, equity, inclusion, and antiracism efforts, in spring 2021, the curriculum committee developed (and the Academic Senate approved) a Cultural Competency Review Checklist⁴⁰⁵ that assists faculty in developing course curriculum and individual class syllabi that are responsive to students' diverse needs. Faculty will review their CORs to ensure their instructional methods and content demonstrate cultural competency and will provide examples of significant contributions from people of diverse backgrounds, ensure the full scope of disciplines are represented, ensure sensitivity to the experiences of marginalized groups, and

³⁹⁸ [IRPIE Data Visualizations](#)

³⁹⁹ [Tableau Visualizations Course Success & Retention](#)

⁴⁰⁰ [Tableau Visualizations Program Success & Retention](#)

⁴⁰¹ [SLO Prompt Downloads](#)

⁴⁰² [Academic Program Reviews](#)

⁴⁰³ [IRPIE Fall Success Retention Visualization Deans Council](#)

⁴⁰⁴ [CETL Course Descriptions](#)

⁴⁰⁵ [Curriculum Cultural Competency Review](#)

ensure texts are culturally competent. This effort will help ensure curriculum and curricular approaches are congruent with the College's mission.

The College's math and English faculty engaged in year-long Faculty Inquiry Groups or FIGs⁴⁰⁶ and attended conferences and institutes to address national, state, and local concerns that developmental math and English curriculum, course sequencing, methods of instruction, and student assessment and placement disproportionately disadvantaged subpopulations of students. Both the English FIG⁴⁰⁷ and Math FIG⁴⁰⁸ led to course revisions, creating pre-Statistics courses, cohort-based accelerated programs, and noncredit courses in developmental English and math, reducing transfer-level completion time by two semesters and significantly reducing equity gaps. Faculty engaged in professional development to ensure successful implementation of new curriculum and pedagogy.^{409, 410} In 2021, the College was recognized with the Bellwether Award for its work to revamp curriculum, significantly improve student access to college-level classes and increase student success in those classes.⁴¹¹ With all students placing into transfer-level English and mathematics, the first-semester completion rates for new students rose sharply, from 38 percent to 71 percent in English (2017 to 2019) and 14 percent to 57 percent in mathematics (2015 to 2019). The percent of new students who completed transfer-level courses in both disciplines nearly tripled from 14 percent to 48 percent (2017 to 2019).

Since the last accreditation, the College created more than 200 new noncredit classes and over 40 certificates for students through faculty-led, interdisciplinary, cross-functional collaboration between Instruction and Student Services. This work began in April 2017, when the College received an Institutional Effectiveness Partnership Initiative grant. In Spring 2020, the College instituted a process of mirroring, which allows credit and noncredit students to attend and learn in the same classroom at the same time.^{412, 413} The College's first example of mirroring is between KPET 205 and NC.HLTH 002, featuring a Personal Trainer Certification Preparation program.⁴¹⁴ The College also engaged in transitioning credit courses to noncredit courses in areas like ESL,⁴¹⁵ Career Exploration,^{416, 417} and Auditioning Skills.^{418, 419}

The College has been implementing Guided Pathways since 2014. Addressing equity is foundational, emphasizing improving teaching and learning strategies and promoting student success. Faculty, staff, and administrators have participated in hundreds of professional

⁴⁰⁶ [English Minutes FIG 4.16.18](#)

⁴⁰⁷ [AB-705 FIG Presentation](#)

⁴⁰⁸ [Math FIG Minutes](#)

⁴⁰⁹ [English 101 training 5-10-19](#)

⁴¹⁰ [Math Consortium Minutes](#)

⁴¹¹ [Bellwether Award](#)

⁴¹² [Presentation on Noncredit and Mirroring](#)

⁴¹³ [Mirroring Procedure](#)

⁴¹⁴ [Example of Mirrored Classes](#)

⁴¹⁵ [ESL Conversion Credit-Noncredit](#)

⁴¹⁶ [COUNS-010 COR](#)

⁴¹⁷ [NC-CGSL-004 COR](#)

⁴¹⁸ [THEATR 061 COR](#)

⁴¹⁹ [NC.THTR-061 COR](#)

development workshops focused on implementation of the guided pathways framework, resulting in establishment of new programs and services for student success including:⁴²⁰

1. Creation of student alliances and a success team for African American/Black students;
2. Establishment of an A2MEND chapter to support students of color;
3. Establishment of meta majors and redesign of the website to feature academic programs;
4. Creation of academic program maps and sequenced pathways for all certificates and degrees;
5. Adoption and launch of the Program Pathways Mapper tool;
6. Establishment of career counseling on the front-end of the student experience;
7. Creation of an equity-minded practitioners workgroup;
8. Establishment of dual enrollment classes for high school students to take college classes during the high school day, while promoting a college-going culture;
9. Adoption and implementation of the new PebblePad ePortfolio platform; and
10. Creation of Career Trees for all career education programs.

Since 2014, the College has increasingly focused on clarifying the path for students, moving them onto a path, supporting them on their journey, and ensuring their learning.

Analysis and Evaluation

To ensure course content and instructional methods meet generally accepted academic and professional standards, faculty spearhead development and revision of courses and programs through clearly defined, collegial processes, including robust enhancement of newly developed noncredit programs and curriculum, along with input from community supporters to ensure curriculum relevancy and currency. Curriculum and student learning assessment are a significant part of the program planning and review process. College faculty, staff, and administrators have collaborated to significantly improve student retention, persistence, and completion while addressing access and equity using internal and external data in decision-making processes.

3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section, students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Evidence of Meeting the Standard

As discussed in I.B.2 and I.B.4, the College has a history of regular and systematic assessment. Using a three-year assessment cycle,⁴²¹ the College assesses course student learning outcomes (CSLOs), program student learning outcomes (PSLOs), and institutional student learning outcomes (ISLOs). PSLOs and ISLOs guide assessment of certificates and degrees. The results are captured in the SLO prompts embedded in Academic Program Review.⁴²² In partnership with the Committee for Assessing Student Learning (CASL), which has representation from all academic schools, the SLO coordinators ensure assessment occurs and provide necessary faculty

⁴²⁰ [Guided Pathways Updates College Planning Team](#)

⁴²¹ [COC SLO Handbook Excerpt](#)

⁴²² [SLO Prompt Downloads](#)

professional development and training.⁴²³ Also, more than fifty faculty function as curricular and assessment coordinators,⁴²⁴ working with faculty and department chairs to conduct and collect regular assessment of CSLOs and submit an annual report to the Office of Instruction detailing work accomplished each academic year.⁴²⁵ As in the SLO prompt referenced above and through other areas of program review, department chairs close the loop of assessment during department meetings, retreats, or special assessment meetings that include full and part-time faculty.⁴²⁶

As part of curriculum development, CSLOs for new courses and modified courses are submitted through eLumen and reviewed by SLO coordinators at Stage 3 with department chairs, deans, and curriculum committee reviewing the SLOs at other stages of the process.⁴²⁷ All CSLOs are embedded in the official COR for each course.⁴²⁸ All course outlines are stored and available in eLumen. All program learning outcomes for degrees and certificates are listed in the college catalog, the degree program outline in eLumen, the academic program maps linkable from each school website and embedded as part of the framework of the Program Pathways Mapper visualization tool. See I.B.2 and I.C.4 for full details and examples in the evidence.

The College ensures that all students receive syllabi with clearly identified SLOs.⁴²⁹ As part of an Actionable Improvement Plan on the 2014 Comprehensive ISER for Accreditation, the Academic Senate passed recommendations for required elements on each syllabus and for storage of syllabi, identifying SLOs as required components of all syllabi.⁴³⁰ This information has been included in trainings for new full-time^{431, 432} and adjunct faculty⁴³³ since 2017. Deans and their administrative assistants collect and review all syllabi at the start of each fall, winter, spring and summer term to ensure they include SLOs. When SLO information is missing or incorrect, they address the absence with the department chair and faculty member. Additionally, as previously noted, curricular and assessment coordinators are responsible for completing syllabi reviews. All syllabi are stored on the instruction office service for access and retrieval by academic deans and department chairs (through their deans) as needed.⁴³⁴

Analysis and Evaluation

The College identifies and regularly assesses all learning outcomes for courses, programs, degrees and certificates. All approved course outlines include learning outcomes that are vetted through the curriculum development process as noted in the Curriculum Handbook. The Office of Instruction collects course syllabi for every class section, and each syllabus is reviewed by a curricular course coordinator or department chair to ensure that every student receives a syllabus including learning outcomes from current approved course outlines.

⁴²³ [eLumen Training Faculty Assessment](#)

⁴²⁴ [Curricular & Assessment Coordinators 2021-2022](#)

⁴²⁵ [Course Assessment Coordinators Reports](#)

⁴²⁶ [Completed Assessment Analysis Discussion Items – Action Plans](#)

⁴²⁷ [Curriculum Committee Handbook SLO Review](#)

⁴²⁸ [COMS 105 COR](#)

⁴²⁹ [Sample Syllabi](#)

⁴³⁰ [Syllabus Recommendations approved 3.23.17](#)

⁴³¹ [Synergy](#)

⁴³² [Sample Synergy Agendas](#)

⁴³³ [Adjunct Orientation Instruction PowerPoint](#)

⁴³⁴ [Repository of Syllabi](#)

4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard

The College offers pre-collegiate level credit-based curriculum in math, English, and English as a Second Language (ESL)⁴³⁵ as well as a variety of noncredit curriculum in math, English, ESL/VESL (Vocational ESL), basic skills, college success skills, and GED preparation.⁴³⁶ The College distinguishes this curriculum from college level curriculum in the course catalog,⁴³⁷ the schedule of classes,⁴³⁸ and on course outlines of record (COR), indicating which courses are and are not applicable towards a degree.⁴³⁹ The course catalog and COR identify necessary skills and/or knowledge required by all pre-collegiate courses in the form of outcomes that directly align with and prepare students for success in transfer level courses.⁴⁴⁰ In addition to pre-collegiate course offerings, the College provides numerous learning support services that reinforce skills and/or knowledge necessary for students to advance to and succeed in completing college level curriculum, including online and in-person tutoring,⁴⁴¹ self-guided learning activities (GLAs),⁴⁴² workshops,⁴⁴³ and study jams⁴⁴⁴ in The Learning Center (TLC) for math, English, ESL, and college success skills, as well as accommodations and services provided by the Academic Accommodation Center (formerly DSPS).⁴⁴⁵

Since 2013, the College has been involved with statewide efforts to shorten pathways to transfer level math, English, and ESL. In collaboration with the California Acceleration Project (CAP), the College used institutional research data to reexamine its placement practices and success rates for students entering the developmental course sequences in math, English, and ESL.⁴⁴⁶ As a result, the College significantly shortened developmental course sequences in all three disciplines, redesigning curriculum at the pre-collegiate and college levels to better ensure students success, especially for historically disproportionately impacted populations, such as African American males and Latinx students.⁴⁴⁷ With the passage of AB-705, the College further revised its course sequences, adopting multiple measures self-guided direct placement and replacing many required credit-bearing developmental courses with co-requisite and/or noncredit support for transfer level courses in math, English, and ESL.⁴⁴⁸

⁴³⁵ [Below College Level Course List](#)

⁴³⁶ [NC.BCSK Pre-College Courses in Catalog](#)

⁴³⁷ [English Pre-College Courses in Catalog](#)

⁴³⁸ [Online Schedule Math 60](#)

⁴³⁹ [ESL 090 COR](#)

⁴⁴⁰ [Math Pre-College Courses Catalog](#)

⁴⁴¹ [TLC Main Page](#)

⁴⁴² [GLA Overview TLC](#)

⁴⁴³ [Workshop Schedule Fall 2019](#)

⁴⁴⁴ [Prewriting Jam Lesson Plan](#)

⁴⁴⁵ [DSPS \(now AAC\) Accommodations Page](#)

⁴⁴⁶ [Math Bellwether Presentation](#)

⁴⁴⁷ [AB 705 English Data](#)

⁴⁴⁸ [AB 705 GSP Method Submission](#)

Analysis and Evaluation

As demonstrated by the course catalog, schedule of classes, and CORs, the College distinguishes pre-collegiate curriculum from college level transfer curriculum. All pre-collegiate courses identify skills and/or knowledge in the form of outcomes that align with and support successful completion of the college level courses for which they prepare students. With the passage of AB-705, the College further revised its placement practices, dramatically shortened credit developmental sequences, and provided co-requisite and/or noncredit options to better support student success, access, and equity in completing transfer level courses.

5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Evidence of Meeting the Standard

The College provides coursework in lower-division transfer/general education, career education, basic skills education, and noncredit. Program and course development are administered by the curriculum committee, a subcommittee of the Academic Senate. Creating new curriculum and revising existing curriculum is reserved to faculty at the College, as they are subject-matter experts. Course and program development processes are outlined in the Curriculum Committee Handbook⁴⁴⁹ and follow practices and procedures according to Title V, Academic Senate, and California Community College Chancellor's Office standards. Locally, the curriculum committee has developed a New Course Documentation Form,⁴⁵⁰ Curriculum Review Checklist,⁴⁵¹ and a Cultural Competency Checklist⁴⁵² to help faculty create or revise curriculum.

The College catalog lists in a chart all available degree and certificate programs,⁴⁵³ including noncredit certificates,⁴⁵⁴ and it states degree and certificate requirements⁴⁵⁵ for every program offered, as well as the local general education and unit requirements to earn an associate degree.⁴⁵⁶ All degree and certificate programs have PSLOs that have been reviewed by SLO experts, conform to standards outlined in the faculty SLO Handbook⁴⁵⁷ and through the Curriculum Audit Trail⁴⁵⁸ to certify the PSLO is measurable. PSLO's are listed in the catalog⁴⁵⁹ and on every program sheet⁴⁶⁰ in the College's curriculum management system. BP and AP 4020⁴⁶¹ Program and Curriculum Development say, "The programs and curricula of the Santa

⁴⁴⁹ [Curriculum Committee Handbook](#)

⁴⁵⁰ [New Course Documentation Form](#)

⁴⁵¹ [Curriculum Technical Review Checklist](#)

⁴⁵² [Cultural Competency Checklist](#)

⁴⁵³ [Instructional Credit Program Chart 2021-22 Catalog](#)

⁴⁵⁴ [Noncredit Program Chart 2021-22 Catalog](#)

⁴⁵⁵ [Degree and Certificates MEA 2021-22 Catalog](#)

⁴⁵⁶ [General Education Requirements 2021-22 Catalog](#)

⁴⁵⁷ [SLO Handbook](#)

⁴⁵⁸ [Curriculum Audit Trail](#)

⁴⁵⁹ [Administration of Justice PSLOs 2021-22 catalog](#)

⁴⁶⁰ [eLumen listing Biological Sciences PSLO](#)

⁴⁶¹ [Board Policy and Administrative Procedure 4020 – Program and Curriculum Development](#)

Clarita Community College District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. To that end, the CEO shall establish procedures for the development and review of all curricular offerings, including their establishment, modification, or discontinuance.” BP and AP 4100,⁴⁶² Associate Degree and Certificate Requirements, describe the graduation requirements, major fields of study, multiple majors, general education requirements, competency requirements, certificate requirements, and noncredit certificate requirements. BP and AP 4260,⁴⁶³ Prerequisites/Corequisites/Advisories and Limitations on Enrollment, authorize the district to establish these limitations on enrollment in accordance with the standards set out in Title V.

Analysis and Evaluation

The College provides clear and accessible information regarding available degree and certificate programs and the requirements needed to earn them. The College follows an established curriculum process to ensure appropriate length, breadth, depth, rigor, course sequencing, completion time, and synthesis of learning. The College is committed to developing appropriate programs to help students in transfer, career education, and basic skills.

6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard

The College makes a coordinated effort to help students complete certificates and degrees in a timely manner. It develops and schedules courses through collegial consultation between department chairs, faculty, staff, and academic deans at monthly Instructional Advisory Council,⁴⁶⁴ school, and department meetings.⁴⁶⁵ Career education areas have advisory groups that provide valuable input on scheduling (as referenced with evidence in II.A.2). To assist students in completing certificate and degree requirements, the College offers courses at three sites, during the day, in the evening, and on the weekend, in a variety of modalities including in-person, 100 percent online, hybrid, onlineLIVE (synchronous remote), HyFlex, or a combination of any of these, depending on the discipline and students’ needs.⁴⁶⁶ Course schedules for career education and transfer programs provide significant flexibility, enabling students to complete their certificates and degrees in a two-year period.⁴⁶⁷ This sample schedule workbook shows departments have scope and sequences of courses that provide students various modalities, locations, and times of day. For example, Land Surveying and Water Technology programs have used the HyFlex modality for decades, so working students have easier access to courses.

Through careful planning and scheduling between faculty, administrators, and staff, the College offers courses in 16-, 12-, 8-, and 5-week classes during the regular terms (fall and spring), with 5-week sessions in winter and 5- and 8-week sessions in summer.⁴⁶⁸ As referenced

⁴⁶² [Board Policy and Administrative Procedure 4100 – Associate Degree/Certificate Requirements](#)

⁴⁶³ [Board Policy and Administrative Procedure 4260: Prereq/Coreq/Advisories/Limitations](#)

⁴⁶⁴ [2020-2021 Instructional Advisory Council Agendas – Schedule Development](#)

⁴⁶⁵ [School Meeting Minutes](#)

⁴⁶⁶ [2019-2020 Schedule of Classes](#)

⁴⁶⁷ [Fall 2019 Schedule Workbook](#)

⁴⁶⁸ [2021-2022 Schedule Build Materials](#)

in II.A.13, courses are scheduled in modalities and as short- or full-term classes based on the discipline and students' needs. For example, the sociology, culinary arts, and welding programs are among many that schedule courses in short-term formats to meet students' needs. Importantly, the college schedules courses using a Guided Pathways approach, with the courses in every degree and certificate program mapped out for students via Academic Program Maps⁴⁶⁹ linked from each school's website and displayed on the Program Pathways Mapper⁴⁷⁰ visualization tool, accessible from the College's website and each academic school's home page.

As outlined in the Section Development and Management Principles document,⁴⁷¹ department chairs, school deans, and the Office of Instruction monitor enrollments closely and modify course offerings to accommodate students' needs. Department chairs, deans, and the associate VP of instruction monitor section waitlists, adding sections to meet student demand where facilities and staffing allow. Decisions on section cancellations are based on multiple factors and consider course characteristics, such as whether they are gateway or capstone courses.

Prior to the Covid-19 pandemic, the College had transitioned to developing a full-year schedule, so students get a full-year view of classes for their educational planning. The College returned to that goal for 2021-2022 planning.⁴⁷² Additionally, the College currently serves justice-impacted students through correspondence education at two County jails, offering noncredit and credit courses to meet students' needs and help them complete certificates and degrees.⁴⁷³ The College also offers nearly forty dual and concurrent enrollment courses each semester at eight high schools, so students can get an early start on college by earning college and high school credit at no cost. This saves time and money and helps prepare students for the rigors of college level studies.⁴⁷⁴ In addition, the College offers more than 200 tuition-free noncredit courses and over 40 noncredit certificates to meet student, community, and business needs.⁴⁷⁵

Analysis and Evaluation

The District has a comprehensive scheduling process to ensure students can complete degrees and certificate programs in a timely manner. Serving a majority part-time student population, the College is committed to adopting processes and policies for schedule development that maximize student access, minimize disruption, and help students complete their programs.

7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

The College effectively uses a variety of delivery methods, teaching methodologies and learning support services to deliver content to students in alignment with current standards.^{476, 477} Course

⁴⁶⁹ [Sample Program Maps](#)

⁴⁷⁰ [Sample Program Mapper Visualization](#)

⁴⁷¹ [Section Development and Management Principles](#)

⁴⁷² [2021-2022 Full Year Schedule Development Timeline](#)

⁴⁷³ [Enrollment Management Inmate Education](#)

⁴⁷⁴ [Dual Enrollment Information](#)

⁴⁷⁵ [Noncredit Programs and Courses](#)

⁴⁷⁶ [Compliance with Commission Policy on DE and CE](#)

⁴⁷⁷ [Distance Education Handbook p.3](#)

outlines of record (COR) detail specific methods of instruction appropriate to each course.^{478, 479} Delivery methods for instruction by public safety agencies, as contracted through instructional service agreements (ISAs), also align with current standards.^{480, 481} Departments that use delivery methods other than, or in addition to, face-to-face instruction must file a Distance Learning Addendum (DLA) indicating if the course is to be taught 100 percent asynchronously (labeled 100 percent online), a mix of in-person and asynchronous instruction (labeled hybrid), or both.^{482, 483, 484, 485} Some programs use a special hybrid mode called HyFlex which couples in-person instruction with simultaneous live instruction over web conferencing software to offer flexibility, especially for working students in career education programs.⁴⁸⁶ The COVID-19 pandemic led the College to deploy additional delivery modalities.^{487, 488} For the College's justice-impacted students, where instructors could no longer go to the jails, a Correspondence Education Addendum was developed so instruction could continue.^{489, 490, 491, 492} To prepare for future disruptions, departments developed Provisional Distance Learning Addenda or Fully Online by Mutual Agreement (FOMA), where a face-to-face course intended to be taught in-person (such as a science laboratory) might be taught in an online format in an emergency.^{493, 494, 495} The pandemic also led the College to develop a new delivery method, live instruction over web conferencing software (Zoom), which the College named, onlineLIVE.⁴⁹⁶ The curriculum committee is reviewing all DLA forms to better integrate the new delivery methods into a single form, similar to the existing, more traditional, Online and Hybrid DLA options. All these varied modalities are available for the public to view in the eLumen system.

Faculty are required to take training to teach in various online modes, assuring consistent high-quality instruction.^{497, 498} Training is at least twice a year, with additional one-on-one training available to teach via correspondence to students in the Incarcerated Education Program.⁴⁹⁹ With the pandemic causing most of the College's offerings, during the last year, to be online or onlineLIVE, the College used Higher Education Emergency Relief Funding to hire an

⁴⁷⁸ [BUS 201 COR p. 4](#)

⁴⁷⁹ [CHEM 201 COR p. 5](#)

⁴⁸⁰ [NC.FIRT 001A p. 5](#)

⁴⁸¹ [NC.FIRT 001L p. 5](#)

⁴⁸² [CHEM 151 with DLA p. 18](#)

⁴⁸³ [LETECH 140 with DLA p. 13](#)

⁴⁸⁴ [NC.MATH 007 with DLA p. 10](#)

⁴⁸⁵ [SOCI 101 with DLA p. 14](#)

⁴⁸⁶ [Distance Education Handbook pdf p. 4](#)

⁴⁸⁷ [Agenda Academic Senate 5.7.20 DE&CE Addendum p.15](#)

⁴⁸⁸ [Agenda Academic Senate 5.23.20 DE&CE Addendum p. 50](#)

⁴⁸⁹ [COC Correspondence Addendum SOCI 104](#)

⁴⁹⁰ [COC Correspondence Addendum AUTECH 114](#)

⁴⁹¹ [COC Correspondence Addendum PSYCH 101](#)

⁴⁹² [Curriculum Committee Agenda 04-15-2021 CE&CD Addendum Items p. 3 & 7](#)

⁴⁹³ [GEOLOGY 102 Provisional DLA](#)

⁴⁹⁴ [GMD 177 Provisional DLA](#)

⁴⁹⁵ [PHOTO Labs Provisional DLAs](#)

⁴⁹⁶ [Online-OnlineLIVE-Definition p. 2](#)

⁴⁹⁷ [Academic Senate Policy Online & OnlineLIVE Instructor Certification Requirements](#)

⁴⁹⁸ [College of the Canyons Distance Education Handbook p. 6](#)

⁴⁹⁹ [Incarcerated Education Faculty Training & Orientation](#)

instructional designer, who partnered with faculty and staff to develop template Canvas shells that give faculty embedded resources to convert on-campus classes to distance education formats, using current online pedagogical best practices.⁵⁰⁰ The Online Education Department has significantly increased professional development opportunities⁵⁰¹ for faculty transitioning to online because of COVID-19. The department collaborated with the Academic Senate to develop training timelines and training requirements for teaching fully online or onlineLIVE classes.⁵⁰²

The College uses research to locate and strategically mitigate student success gaps on a college wide scale.⁵⁰³ To investigate success rates of instructional methods (especially onlineLIVE), the Institutional Research, Planning, and Institutional Effectiveness (IRPIE) team assembled a Tableau visualization to compare fall 2018, fall 2019, and fall 2020 data. It allows departments to disaggregate by method of delivery, down to the course level, and to view success and retention data.⁵⁰⁴ This was an additional resource during the schedule development and planning process, better informing decisions on instructional modality and scheduling. Additionally, Annual Program Review Tableau Visualization data lets departments evaluate courses and programs and address any gaps, disaggregating data by year, term, age, gender, ethnicity, etc.⁵⁰⁵

To better support student equity and inclusion, the curriculum committee developed a Cultural Competency Checklist for instructors to design CORs and section syllabi.⁵⁰⁶ The Committee for Excellence in Teaching and Learning (CETL) offers a class on Culturally Responsive Teaching, and faculty developed a Culturally Responsive Teaching Handbook.^{507, 508} To support faculty teaching in the College's Incarcerated Education Program during the pandemic (when in-person instruction isn't possible), the Office of Instruction developed an orientation training program and materials on justice-impacted education teaching strategies, and resources on incarcerated correspondence education.^{509, 510, 511} The College's Student Equity & Achievement (SEA) Plan funds activities that help the college better support students, by identifying gaps in student success. These help develop programs to address disproportionate impact in enrollment, retention, completion of transfer level English and math, number of degrees, certificates, and ADTs awarded, transfers to UC/CSU, private and out-of-state four-year institutions.⁵¹² Efforts to close DI gaps include implementing mentor programs; opening a Multicultural Center; launching Canyons Connects, an early alert and intervention program; funding research and FIGs that develop programs to close DI gaps; increasing transfer workshops; leveraging benefits of student employment; increasing access to services during evening hours; developing African American studies courses in history and sociology; targeting majors with high representation of African

⁵⁰⁰ [Canvas Template for online classes](#)

⁵⁰¹ [Professional Development Workshop Calendar](#)

⁵⁰² [Academic Senate Evidence](#)

⁵⁰³ [Student Equity & Achievement \(SEA\) Plan, April 2019 p. 4-10](#)

⁵⁰⁴ [Tableau Data](#)

⁵⁰⁵ [Program Review Tableau Visualization](#)

⁵⁰⁶ [Curriculum Cultural Competency Review](#)

⁵⁰⁷ [CETL](#)

⁵⁰⁸ [Culturally Responsive Teaching Handbook](#)

⁵⁰⁹ [Incarcerated Ed Orientation document](#)

⁵¹⁰ [Teaching Strategies for Incarcerated Correspondence Ed](#)

⁵¹¹ [Teaching Incarcerated Ed Info Graphic](#)

⁵¹² [SEA Plan](#)

map American male students; providing support to other DI groups such as male Latinos; and other efforts integrated with the Guided Pathways plan, Canyons Completes.^{513, 514}

Students have access to a variety of learning support services, including the Library, TLC, MESA, the Academic Accommodation Center and more, all described fully in II.B. The College is proud that it maintained quality and effectiveness in student learning support services, when moving many of them online due to the COVID-19 pandemic. Canvas support, Student computer support, The Learning Center online tutoring, email and MyCanyons, online printing, and Talk Live with a Librarian are some of the services that adapted fully online to address the pandemic's impact on students. The College also offered mental health services in an online mode.⁵¹⁵ When county regulations permitted it, TLC offered safely configured on-campus study spaces.⁵¹⁶ Additionally, Student Services purchased 500 laptops, launching large-scale distribution of loaner and free laptops, from March 2020 through June 2021 to support students facing financial hardship and technological barriers to online modalities, during the pandemic.⁵¹⁷

The College supported equity and student success, as an early champion of multiple measures placement. It was active in the California Acceleration Project by 2013, and well before passage of AB-705 in 2019, the College made significant changes to placement practices and developmental course sequences based on student success data and student survey results gathered by the IRPIE. The research informed changes and gauged their effect on DI student populations, such as Latinx and African American males.^{518, 519} The results have been well documented by the College and acknowledged by several state-level awards from the Statewide Academic Senate and the State Chancellor's Office.⁵²⁰ Recently, the College received the prestigious Bellwether Award for Instructional Programs and Services for its presentation highlighting the College's implementation of AB-705 for English and mathematics, entitled Dismantling Barriers to Support Students: Placement Exams & Developmental Courses.⁵²¹

Analysis and Evaluation

To address students' changing needs through the lens of equity and inclusion and respond to circumstances such as the COVID-19 pandemic, the College effectively employs a variety of instructional delivery modalities, including face-to-face, asynchronous online, hybrid, high-flex, and synchronous onlineLIVE instruction, as well as a variety of learning support services, including the Library, TLC, Canvas support, and Canyons Connects, in-person and online. The College's curriculum committee and Academic Senate play active roles in determining processes and setting timelines for curricula development in different instructional modalities, and for faculty training requirements. Data from the IRPIE team plays an integral role in planning and decision-making during schedule development processes and in helping department chairs and administrators evaluate and identify gaps in student success. The College is committed to

⁵¹³ [Multicultural Center](#)

⁵¹⁴ [Canyon Completes & Program Mapper Update](#)

⁵¹⁵ [Welcome to Online Student Support and Resources](#)

⁵¹⁶ [Study Hall Appointments](#)

⁵¹⁷ [Laptop Lending Program](#)

⁵¹⁸ [AB 705 Presentation for FLEX](#)

⁵¹⁹ [Retention Success](#)

⁵²⁰ [English Department Data](#)

⁵²¹ [Bellwether Presentation](#)

continuing efforts to improve delivery of instruction through an increasing variety of modalities and to providing students with learning support services in response to their changing needs, guided by principles of equity and inclusion outlined by the College's strategic goals of Access, Engagement, and Success, aligned with the State Chancellor's Office's Vision for Success.⁵²²

8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

Pursuant to the California Community Colleges State Chancellor's Office Memo⁵²³ and requirement regarding formulation of a Credit for Prior Learning (CPL) policy,⁵²⁴ the Board approved BP and AP 4235^{525, 526} during the fall 2020 semester. The CPL regulation changes⁵²⁷ state the assessment methods that can be used for CPL, the general eligibility criteria, and how units earned by CPL may be applied. To promote consistent, transparent, equitable evaluation of an assessment submitted for CPL, each department must create and maintain a rubric, evaluation instrument, or pre-defined standard, appropriate for a given assessment for each CPL-eligible course. The lack of such an instrument, will not preclude a CPL award in a particular case if equitable and appropriate. Students are informed of these opportunities via the CPL website,⁵²⁸ where they can submit a CPL form.⁵²⁹ During academic year 2020-2021, there were seven CPL entries for five unduplicated students (one student had three separate entries), with twenty-one units awarded.⁵³⁰ Student Services conducted a survey in spring 2021⁵³¹ to learn which departments intend to offer CPL for work experience. Seventeen departments replied.

Analysis and Evaluation

With BP and AP 4235 approved, the College is developing more robust communications on CPL options for students. Transitioning from credit by examination to CPL, the College broadens opportunities for students to earn CPL. The CPL website will need improvement to develop a more user-friendly interface. Continuous improvement can be realized by including instructional videos on the website, so students are aware of the process and their options. In addition, the College does not have other department- or program-wide examinations to validate, and in accordance with AB 705, completely eliminated any biases and disproportionate impact as described in II.C.7 for its math, English and ESL programs.

9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect

⁵²² [Strategic Plan 2019-2022](#)

⁵²³ [ESS 20-300-001 Credit for Prior Learning CCCCCO](#)

⁵²⁴ [Title 5 555050 Credit for Prior Learning Regulations](#)

⁵²⁵ [Board Policy 4235: Credit for Prior Learning](#)

⁵²⁶ [Administrative Procedure 4235: Credit for Prior Learning](#)

⁵²⁷ [Credit for Prior Learning Regulation Changes](#)

⁵²⁸ [Credit for Prior Learning Webpage](#)

⁵²⁹ [AR 071 Credit for Prior Learning](#)

⁵³⁰ [2020-21 Academic Year Total CPL Units Awarded](#)

⁵³¹ [Survey Monkey – Program Survey for CPL](#)

generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Evidence of Meeting the Standard

The College's faculty follow rigorous curriculum approval processes to develop and revise courses and programs and to teach and grade student work.⁵³² All CORs list the CSLOs and objectives. SLOs align with course objectives and content, thus articulating the knowledge, skills, and abilities a student acquires on successful completion of a course.^{533, 534, 535} Analyses of regularly assessed SLO data reveal insights into student performance measures⁵³⁶ and are incorporated into annual program reviews to improve the curriculum and student success.⁵³⁷ The College supports the positions of Data Coaches who hold workshops to train faculty on analyzing assessment data for meaning and insight.⁵³⁸ SLOs for courses are mapped out and aligned to program learning outcomes.⁵³⁹ Course and program learning outcomes are reviewed⁵⁴⁰ through the curriculum approval process and are signed off by SLO coordinators.⁵⁴¹ For consistency with standards set by the Committee for Assessing Student Learning, SLO Handbook,⁵⁴² and curriculum committee, Curriculum Handbook,⁵⁴³ CSLOs and PSLOs are published on course outlines,⁵⁴⁴ syllabi,^{545, 546, 547} and the catalog as appropriate.⁵⁴⁸

The College complies with federal regulations and commonly accepted higher education standards for grading,⁵⁴⁹ credit hour calculations, transfer, career education equivalency, and articulation practices for credit and noncredit curriculum as applicable.^{550, 551}

Analysis and Evaluation

The College upholds rigorous curriculum standards. Clear learning outcomes are established and assessed to assure that course credit and degree and certificate awards are based on student attainment of learning outcomes. The College awards thousands of degrees and certificates, enabling students to graduate, transfer, and successfully and competitively gain employment.

⁵³² [Curriculum Handbook](#)

⁵³³ [CHEM 255 COR](#)

⁵³⁴ [ECE 102 COR](#)

⁵³⁵ [NC.ESL 2B COR](#)

⁵³⁶ [SLO Expected Performance Measures](#)

⁵³⁷ [SLO Prompt in Program Review](#)

⁵³⁸ [Data Coaching email & flyer](#)

⁵³⁹ [SLO to PSLO Map](#)

⁵⁴⁰ [SLO Faculty Manual Page 6-7](#)

⁵⁴¹ [SLO Review](#)

⁵⁴² [SLO Handbook](#)

⁵⁴³ [Curriculum Handbook](#)

⁵⁴⁴ [ENG 103 COR](#)

⁵⁴⁵ [CHEM 255 Syllabus](#)

⁵⁴⁶ [ENG 103 Syllabus](#)

⁵⁴⁷ [NC.ESL 2B Syllabus](#)

⁵⁴⁸ [Music Department CSLOs and PSLOs in Catalog](#)

⁵⁴⁹ [Board Policy 4230: Grading](#)

⁵⁵⁰ [Board Policy 4020: Program and Curriculum Development](#)

⁵⁵¹ [Administrative Procedure 4020: Program and Curriculum Development](#)

10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Evidence of Meeting the Standard

During the 2014-2015 academic year, the College offered 18 associate degrees for transfer (ADTs). The College has since increased its offerings to 31 ADTs that allow students to complete a degree with 60 transferable units and gain guaranteed admission to a CSU in a similar major with junior-year status. The College's website lists approved ADTs.⁵⁵² Certain courses in an ADT must be approved by the Course Identification Number (C-ID) system. In 2014-2015, the College had 73 such approved courses, and since then has increased C-ID approved courses to over 300. These are listed in the catalog below each course title, identified by the C-ID descriptor discipline and number,⁵⁵³ and are also available through the C-ID website.⁵⁵⁴

All Transferable courses offered at the College are listed on the Articulation System Stimulating Inter-Institutional Transfer (ASSIST) website.⁵⁵⁵ ASSIST is an online public articulation database for students, faculty, and staff to verify the transferability of courses between California Community Colleges (CCC)s and CSU and UC campuses. ASSIST allows users to search for CCC courses with the following approvals: CSU Transferable, CSU-General Education Breadth, CSU US History/Constitution/American Ideals, Intersegmental General Education Transfer (IGETC) for UC and CSU, and UC Transferable courses. ASSIST users can also search for articulation agreements between a CCC and a CSU or UC campus based on specific major agreements and department agreements.^{556, 557} The College continues to develop articulation agreements with public, private, and out-of-state four-year institutions in accordance with BP and AP 4050.^{558, 559} Recently, the College has begun developing articulation agreements with other CCCs that offer baccalaureate degree programs. These agreements give local students another option for transfer to baccalaureate programs.

The Dr. Dianne G. Van Hook University Center, on the College's Valencia campus, offers various bachelor's, master's, and doctoral degrees through University Center partner institutions. Articulation information is available on the ASSIST website, about CSU/UC partners' bachelor's degree programs offered in the Center. Information is available for private colleges and university partners on the College of the Canyons website, where there is also a list of current programs at the University Center.⁵⁶⁰ Admission to University Center programs is handled through the respective partner institutions.

⁵⁵² [Associate Degrees for Transfer](#)

⁵⁵³ [CHEM C-ID Descriptor/Number in Catalog](#)

⁵⁵⁴ [Courses with a C-ID Designation](#)

⁵⁵⁵ [ASSIST Website](#)

⁵⁵⁶ [Biology Major Articulation Agreement with UCSB](#)

⁵⁵⁷ [Chemistry Major Articulation Agreement with CSUN](#)

⁵⁵⁸ [Board Policy 4050: Articulation \(NEEDS UPDATE\)](#)

⁵⁵⁹ [Administrative Procedure 4050: Articulation \(NEEDS UPDATE\)](#)

⁵⁶⁰ [University Center Programs](#)

The College also has course-to-course articulation agreements with the Wm. S. Hart Union High School District (Hart District). An articulated high school course is one in which community college and high school faculty have determined that a course offered at the high school level is comparable to a specific community college course. A list of current articulated courses between the College and the Hart District is available on the College website.⁵⁶¹

Students who transfer to the College are assisted in evaluation of transcripts from other schools, after they have earned 12 units in residence.⁵⁶² The Admissions and Records department (A&R) has a Transcript Evaluation Form students complete to have outside transcripts evaluated.⁵⁶³ Evaluators from A&R review classes from local schools to determine which are lower division courses that can be accepted, based on internal databases and articulation agreements. To evaluate outside transcripts from private schools, out-of-state and local colleges, students meet with counselors to discuss their major and educational goals.⁵⁶⁴ Counselors research and evaluate specific classes to determine if they qualify as transfer credits towards their major, general education requirements or as electives. In addition to ASSIST, counselors use online resources such as Transfer Evaluation System (TES), College Source, and other internal databases to determine how each class can be used. Degree Customization forms identify where individual classes are selected to meet specific degree requirements.⁵⁶⁵ Degree customizations are processed in a student's last semester prior to graduation.⁵⁶⁶

Students can learn about articulation agreements and transfer information through the counseling department and transfer center.⁵⁶⁷ Both departments have extensive transfer information, links and resources on their websites and offer multiple workshops for new and current students interested in transferring to a university. In "Transfer 101 Workshops," new students learn about transfer admissions requirements, factors to consider and key recommendations when researching colleges. In "Ready, Set, Apply Workshops," current students with 30 units or more learn about the steps and process of transferring and the application timeline for public and private schools. Additional workshops include the UC Transfer Admission Guarantee (TAG) and "I Have Been Admitted, What's Next?" for follow-up steps after being accepted to a university.⁵⁶⁸ The transfer center hosts sessions and appointments with college representatives, so students can meet individually or in small groups to ask questions about articulation agreements, majors, campus life and transfer requirements. The transfer center offers support for students about the steps and time frames for transfer.⁵⁶⁹ Counseling and the transfer center offer appointments and express drop-in meetings through the year for students who have transfer or academic counseling questions during any stage of the transfer planning process.

⁵⁶¹ [High School Articulation](#)

⁵⁶² [Transcript Evaluation Process Catalog](#)

⁵⁶³ [Transcript Evaluation Form](#)

⁵⁶⁴ [Counseling Services](#)

⁵⁶⁵ [Transcript Evaluation/Degree Customization Process by Counselor](#)

⁵⁶⁶ [Degree Customization Form](#)

⁵⁶⁷ [Counseling Department and Transfer Center Articulation Agreements](#)

⁵⁶⁸ [Transfer Resources](#)

⁵⁶⁹ [Transfer Center](#)

Analysis and Evaluation

The District provides clear, accessible information on transfer-of-credit policies to ensure student completion and success without penalty. The College shows consistent support for student mobility with comprehensive processes for evaluating transcripts, customizing degrees, and providing resources and services through the counseling department and transfer center.

11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes

Evidence of Meeting the Standard

The College catalog states that general education (GE) courses comprise a body of knowledge that introduces students to the natural sciences, social sciences, humanities and arts, written communications, critical thinking, and physical education and wellness.⁵⁷⁰ The College's GE patterns allow students to meet core competencies by prescribing specific courses in specific areas required for graduation.⁵⁷¹ As noted in I.B.2, in 2016, the College adopted new ISLOs based on the AAC&U LEAP outcomes. All students completing an associate degree must complete one of the GE patterns. The College's ISLOs align with various listed competencies.

STANDARD II.A.11 Competency	College's Institutional Student Learning Outcome
Communication Competency	Effective Oral / Written Communication
Information Competency	Information Literacy
Quantitative Competency	Quantitative Literacy
Analytic Inquiry Skills	Critical Thinking
Ethical Reasoning	Community Engagement
Engage in Diverse Perspectives	Collaboration / Global Responsibility

Descriptions of each of the ISLOs have rubrics for evaluating the outcomes and help for instructors to develop capstone assessments for their courses.⁵⁷² The College has mapped all GE courses to ISLOs for effective evaluation.⁵⁷³ Specific Program Level SLOs (degree or certificate) are listed with each major in the catalog,⁵⁷⁴ Program Map,⁵⁷⁵ and on the Program Pathways Mapper.⁵⁷⁶ Noncredit certificate programs do not require students to complete the GE

⁵⁷⁰ [2021-2022 College Catalog p. 26, Column 1](#)

⁵⁷¹ [2021-2022 College Catalog p. 26-27, Column 2](#)

⁵⁷² [College of the Canyons ISLO VALUE Rubric Listings](#)

⁵⁷³ [GE to ISLO mapping to print](#)

⁵⁷⁴ [2021-2022 College Catalog p. 59 Column 2](#)

⁵⁷⁵ [Program Map p. 1](#)

⁵⁷⁶ [Program Mapper Website](#)

pattern. These programs have individualized program specific SLOs in the catalog.⁵⁷⁷

The College shows its commitment to aligning all student learning with ISLOs by including them in its New Course Documentation Form.⁵⁷⁸ All new courses proposed to the curriculum committee must complete this form before curriculum is considered.

Analysis and Evaluation

All programs at the College have specific learning outcomes appropriate to the level of study. In addition, transfer level programs are tied to GE and ISLOs. Although the College names the competencies slightly differently, the specified competencies are present. The College is committed to aligning its programs and all coursework to the ISLOs.

12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard

The College is dedicated to the philosophy that all students receive the highest quality education possible. Doing so helps ensure learning experiences will enhance students' academic and career opportunities and develop civic awareness and personal responsibility. The College's philosophy and criteria for associate degrees and general education are described in BP 4025.⁵⁷⁹ Students receiving an associate degree at the College must satisfactorily complete GE requirements from the following areas: Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, American Institutions, Physical Education and Wellness, and a Diversity requirement. The areas are described in AP 4025,⁵⁸⁰ and courses satisfying each area are listed in the catalog⁵⁸¹ and on counseling advising sheets.⁵⁸² The curriculum committee is responsible for reviewing new and existing courses proposed for GE requirements. These typically take place at the last Curriculum Committee meeting of the academic year.^{583, 584, 585, 586, 587} Courses that meet CSU GE Breadth (CSU-GE) and IGETC are also listed in the catalog⁵⁸⁸ and on counseling

⁵⁷⁷ [2021-2022 College Catalog p. 302 Column 2](#)

⁵⁷⁸ [New Course Documentation form](#)

⁵⁷⁹ [Board Policy 4025: Philosophy and Criteria for Associate Degree and General Education](#)

⁵⁸⁰ [Administrative Procedure 4025: Philosophy and Criteria for Associate Degree and GE](#)

⁵⁸¹ [Local General Education Requirements in 2021-22 catalog](#)

⁵⁸² [2021-22 Local General Education Advising Sheet](#)

⁵⁸³ [Curriculum Committee Meeting Agenda 5.3.2018 General Education Placement Designation](#)

⁵⁸⁴ [Curriculum Committee Meeting Agenda 5.24.2018 General Education Placement Designation](#)

⁵⁸⁵ [Curriculum Committee Meeting Agenda 5.16.2019 General Education Placement Designation](#)

⁵⁸⁶ [Curriculum Committee Meeting Agenda 5.14.2020 General Education Placement Designation](#)

⁵⁸⁷ [Curriculum Committee Meeting Agenda 5.13.2021 General Education Placement Designation](#)

⁵⁸⁸ [CSU-GE and IGETC Requirements in 2021-22 catalog](#)

advising sheets.⁵⁸⁹ Courses are submitted for CSU-GE and IGETC consideration typically once a year in December by the College's articulation officer, consulting with discipline faculty. Students who wish to complete an associate degree for transfer (ADT) must complete either the CSU-GE or IGETC transfer pattern in addition to the major requirements of the ADT.

Analysis and Evaluation

Students receiving an associate degree at the College must satisfactorily complete GE requirements. The catalog and other college materials provide clear, accessible information to students and prospective students about available GE courses and transfer patterns. The College follows an established process for review of local GE courses, and submission of courses to the CSU and UC systems for consideration for transfer patterns.

13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

The development of degree and certificate programs at the College incorporates industry experience, theoretical expertise by faculty, experts in their respective fields, and practice standards and guidelines for career education (CE) programs that have state regulatory or national standards and competencies.⁵⁹⁰ CSLOs are developed within the context of the PSLOs that map to the College's ISLOs. These outcomes are published in the college catalog, available online.⁵⁹¹ The Guided Pathways (Canyons Completes) project clusters learning areas and fields of study into student Pathway Mappers that provide paths for successful progression of affiliated courses toward certificate or degree completions within focused fields of study.⁵⁹² The function of the Program/Pathway Mapper project is to provide clear discipline- and career-related skills, knowledge, and abilities that can reflect students' interests and guide their course progressions in a manner that keeps students engaged on the path to certificate and degree attainment for entry into the workforce or transfer to four-year institutions.⁵⁹³

The College's transfer programs align SLOs in their disciplines for intersegmental learning connections, to maximize articulation with UC, CSU, and private four-year institutions.⁵⁹⁴ Biology is an example of a transfer-oriented department with an established interdisciplinary core. It requires courses in chemistry, math, and physics in addition to biology for completion of its IGETC requirements and its AS-T degree.⁵⁹⁵ It also supports human anatomy, human physiology, and general microbiology courses that may satisfy prerequisites for nursing programs and other allied health fields, and natural sciences courses that meet general education

⁵⁸⁹ [CSU-GE and IGETC Advising Sheet](#)

⁵⁹⁰ [Industry Sectors Pathway Alignment](#)

⁵⁹¹ [Catalog ASL PSLO Example](#)

⁵⁹² [Applied Tech Program Mapper](#)

⁵⁹³ [Water Tech Sample Program Map](#)

⁵⁹⁴ [Sociology Catalog Description](#)

⁵⁹⁵ [Biology Catalog Description](#)

requirements. Interdisciplinary courses for the biology AS-T degree were developed through the department's program planning process and are transferable within the CSU system.⁵⁹⁶

The College ensures that all new degree and certificated programs are developed within appropriate curriculum structures and processes by faculty with subject-matter mastery and expertise in their fields.⁵⁹⁷ Faculty within CE areas maintain recency and industry expertise, including meeting industry standards for professional development. The Nursing faculty illustrate this with subspecialties of clinical practice and ongoing required licensure. Curriculum in CE areas is developed with guidance from associated advisory committees that recommend any industry-related specialized content and needed level of skill mastery.^{598, 599}

The South Central Coast Regional Consortium (SCCRC) provides a mechanism for advisement to colleges with resources and capacity to collaborate on local and regional needs in a manner that promotes efficiency and eliminates duplication or competitive programming. This most effectively supports equitable student access to high-need programs and to measure regional achievement of indicators of student and incumbent worker educational progress. The College has 10 industry sectors represented in its CE programs.⁶⁰⁰ Faculty and advisory committees have developed and refined the courses and course sequences to prepare students for certificates, degrees, paths leading to satisfying careers, or completion of transfer requirements articulating with 4-year colleges or universities. Current student job placement data shows the College's success in giving students knowledge, skills, and attitudes for successful placement in program-related jobs.⁶⁰¹ Students who completed CE courses had a median 31 percent wage increase.⁶⁰²

All degrees at the College meet the State Chancellor's office requirements.⁶⁰³ The College offers 31 approved AA-T and AS-T degree programs that guarantee admission to the CSU system with junior standing. In the 2019-2020 academic year, the College offered 96 degree programs, 146 certificate programs, and awarded a record 3,184 degrees, a 12 percent growth rate over the previous year. Of the 61 career education programs offered 2,713 certificates were awarded.⁶⁰⁴

Analysis and Evaluation

All credit certificates and degrees at the College originate from research and experience in fields of study, current practice models, and industry expertise with emphasis on student preparation for the workplace or transfer to four-year institutions. Through ongoing development of the Canyons Completes model, program-level objectives are aligned with course-level objectives to provide guidance and support necessary for students to find their path, stay on their chosen path, and complete their path in preparation for entry into the workforce with relevant skills and capabilities or to transfer to continue toward their degree completion goals.⁶⁰⁵

⁵⁹⁶ [Catalog Biological Sciences AS-T](#)

⁵⁹⁷ [Curriculum Handbook](#)

⁵⁹⁸ [CA Code Regulations](#)

⁵⁹⁹ [CNEA Self-Study Nursing](#)

⁶⁰⁰ [Catalog List of Instructional Programs](#)

⁶⁰¹ [CCCCO SWF Launchpad Survey](#)

⁶⁰² [COC Fast Facts](#)

⁶⁰³ [CCCCO Program and Course Approval Handbook](#)

⁶⁰⁴ [COC Fast Facts](#)

⁶⁰⁵ [Canyons Completes](#)

14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

The College offers 28 CE degree and certificate programs^{606, 607} with track records of curriculum staying current with industry standards.^{608, 609, 610, 611} Graduating students successfully attain professional and technical competencies to pass licensure exams⁶¹² and compete for jobs.⁶¹³

CE programs follow local, state, and federal curriculum standards and are periodically reviewed as appropriate.^{614, 615, 616} They are led by faculty and department chairs who engage in professional development to stay current with industry standards.^{617, 618} In addition, CE programs are reviewed annually for program improvements using completion, certification, licensure pass rates, and job placement data.⁶¹⁹ Many programs are supported by faculty director⁶²⁰ positions to assure program quality and maintain compliance with external accreditation or approval agencies.^{621, 622, 623} Using multiple funding sources, the CE programs successfully acquire resources necessary to provide effective instruction.⁶²⁴ Students completing CE courses in disciplines that don't require degrees, such as the water program, have also had successful outcomes such as job placement, increased earnings, or success in passing licensure exams. CE programs successfully provide the education and training students need to meet professional obligations.⁶²⁵ Additionally, CE faculty work with industry partners to develop content that prepares students for success in the workplace.⁶²⁶ Advisory boards meet once a semester for all programs.^{627, 628, 629} Insight and recommendations from advisory boards are integrated into program modifications.

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- ⁶⁰⁶ [Career Tree Water Tech](#)
 - ⁶⁰⁷ [Career Tree Criminal Justice](#)
 - ⁶⁰⁸ [Auto Tech Advisory Board Minutes Sample](#)
 - ⁶⁰⁹ [Commercial Music Advisory Minutes Sample](#)
 - ⁶¹⁰ [Water Advisory Minutes Sample](#)
 - ⁶¹¹ [Program Viability Process Using LMI](#)
 - ⁶¹² [ACCJC 2021 Report](#)
 - ⁶¹³ [LaunchBoard Strong Workforce Trends](#)
 - ⁶¹⁴ [Curriculum Handbook](#)
 - ⁶¹⁵ [Advisory Board Handbook](#)
 - ⁶¹⁶ [Sample Fire Tech COR](#)
 - ⁶¹⁷ [Approved Sabbatical](#)
 - ⁶¹⁸ [Faculty Professional Development and Accreditation](#)
 - ⁶¹⁹ [MLT Academic Program Planning Sample](#)
 - ⁶²⁰ [HPPS Org Chart with Directors](#)
 - ⁶²¹ [Nursing NLN CNEA Accreditation Letter 2018](#)
 - ⁶²² [MLT Approval Letter 2019](#)
 - ⁶²³ [EMT Approval Status 2022](#)
 - ⁶²⁴ [Forced Costs Funded HPPS Sample](#)
 - ⁶²⁵ [LaunchBoard Strong Workforce Trends](#)
 - ⁶²⁶ [Program Viability Process](#)
 - ⁶²⁷ [Water Advisory Minutes](#)
 - ⁶²⁸ [Auto Advisory Meeting Minutes](#)
 - ⁶²⁹ [Commercial music Advisory Minutes](#)

Students in many of the College's CE programs earn local degrees or certificates and take state or national licensure exams. For example, the College's 2021 ACCJC Annual Report shows⁶³⁰ MLT program completers sit for The American Society of Clinical Pathologists' Board of Certification national MLT Exam and have a 100 percent pass rate. Nursing students sit for the National Council Licensure Examination and have an 89.4 percent pass rate, and EMT students who complete the program sit for the National Registry EMT examination and have a 90.8 percent pass rate. Examining job placement data demonstrates that the College's students attain technical and professional competencies that meet employment standards. They gain employment in an expeditious manner and earn more than before they completed their programs.⁶³¹

Analysis and Evaluation

The College's CE program students have remarkable success after graduation, with high pass rates on professional licensure and certification exams, demonstrating a high level of technical and professional competency in their fields.

15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Evidence of Meeting the Standard

Pursuant to Title 5, Section 51022(a), the College's Board has adopted BP⁶³² and AP 401⁶³³ to address initiation, modification, or discontinuance of courses or programs. The program viability (PV) committee is responsible for implementing BP and AP 4021. The PV committee meets regularly to evaluate the feasibility of initiating, modifying,⁶³⁴ or discontinuing academic programs. Decisions are based on qualitative and quantitative evidence and considerations of program human, physical, and financial resources needed. Until recently during this accreditation cycle, there has been no need to discontinue any programs. Due to changes in industry and educational requirements, the sports medicine associate degree was brought to the PV committee for discontinuance. After reviewing its degree discontinuance narrative,⁶³⁵ the PV committee developed a detailed discontinuance proposal form⁶³⁶ to ensure any program that applies for discontinuance is carefully assessed. The proposal form addresses how discontinuance of a program will impact students and how committed resources would be reallocated. The PV process requires⁶³⁷ a timeline during which students can reasonably complete a discontinued program, including requirements that the use of course substitutions,⁶³⁸ program information from other colleges or districts, and catalog rights⁶³⁹ be clearly stated. Similarly, the solar program was subsequently brought to the PV committee for discontinuance. Once

⁶³⁰ [ACCJC 2021 Annual Report](#)

⁶³¹ [LaunchBoard](#)

⁶³² [Board Policy 4021: Program Viability](#)

⁶³³ [Administrative Procedure 4021: Program Viability](#)

⁶³⁴ [Program Initiation and Modification Form Spring 2021](#)

⁶³⁵ [Sports Medicine AS Degree Discontinuance Narrative](#)

⁶³⁶ [Program Discontinuance Form Spring 2021](#)

⁶³⁷ [PV Committee Summary 3.18.21 Solar and Sport Medicine Discontinuance](#)

⁶³⁸ [Major Course Substitution Form REVISED 12-2020](#)

⁶³⁹ [Catalog Rights](#)

discontinuance is approved by the PV committee, a recommendation is made to the curriculum committee to process discontinuance of the curriculum associated with the program.

Analysis and Evaluation

To safeguard student completion, the College has created effective operational procedures for assessing program viability including modification and discontinuance. All future requests for program modification and discontinuance will adhere to established processes, complete the required documentation, and ensure students are not adversely affected.

16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

The College Planning Team has a culture of planning driven by the College's mission, values, and philosophy statements.^{640, 641} The College's strategic vision is characterized by three words: access, engagement, and success. Administrators, faculty and staff engage in a systematic process of annual and three-year cycles, guided by the program review committee operating procedures⁶⁴² and the Academic Senate.⁶⁴³ All academic departments and administrative programs complete full program reviews every three years with annual updates for general transfer,⁶⁴⁴ career,⁶⁴⁵ and continuing and community education courses.⁶⁴⁶

The Curriculum Handbook⁶⁴⁷ serves as a guide to faculty and administrators on the evaluation and improvement of curriculum processes. Additionally, there are several guides and web pages available to faculty who are addressing both course and department assessment.⁶⁴⁸ These include guides for multiple assessment activities⁶⁴⁹ including assessment rubrics.⁶⁵⁰ Continuous improvement of student learning outcomes (SLO)s is of primary significance for all faculty. The SLO Handbook⁶⁵¹ is updated regularly and serves as a key resource. In addition, input sought by advisory boards for all CE programs each semester ensures that instructional quality is maintained, current, and in alignment with workforce needs.

Analysis and Evaluation

The College demonstrates strong commitment to continuously improve the quality and currency of all instructional programs through program review, curriculum, and assessment including all

⁶⁴⁰ [2019-22 Strategic Plan Web](#)

⁶⁴¹ [Comprehensive Integrative Planning Model](#)

⁶⁴² [PR Committee Operating Procedures](#)

⁶⁴³ [Administrative Program Planning and Review Year One 18-19](#)

⁶⁴⁴ [Academic Program Planning Review 2019-20 Chemistry](#)

⁶⁴⁵ [Academic Program Planning Review 2019-20 Administration of Justice](#)

⁶⁴⁶ [Administrative Program Planning Review 2019-20 Continuing Education and Noncredit](#)

⁶⁴⁷ [Curriculum Committee Handbook 2021](#)

⁶⁴⁸ [Create dialogue for assessment](#)

⁶⁴⁹ [How do I](#)

⁶⁵⁰ [Develop an Assessment Rubric](#)

⁶⁵¹ [COC SLO Handbook Spring 2021](#)

delivery modes and locations. As the College moves forward, program review and curriculum development processes will continue to be systematically integrated in institutional planning as demonstrated by CPT’s work, Canyons Completes, and IRPIE data.

Conclusions on Standard II.A. Instructional Programs

The College ensures that all instructional programs meet the standards set by ACCJC and the U.S. Department of Education. Faculty serve an integral role in creating and maintaining curriculum, with support from classified professional staff, the administration, and industry partners. The College’s overarching mission is to help students attain their educational goals in an efficient way, while meeting emerging workforce needs. Curriculum is maintained and offered in a variety of modalities and locations to support student momentum, degree and certificate completion, transfer, and employability. As part of its ongoing responsiveness, the College will continue to develop new courses and programs aligned with workforce needs (especially in industry sectors with demonstrable labor market demand); enhance project-based learning opportunities; increase engagement with local business and industry; and further reduce equity gaps for traditionally underrepresented students through continued diversity, equity, and inclusion efforts. The College aims to expand Canyons Connects use and develop Program Maps for programs that cater to students’ different needs, including part-time and online, with mapped pathways into four-year transfer institutions and University Center partner institutions. Finally, as part of the College’s Canyons Completes framework, efforts to promote a college-going culture with exposure to career education pathways will be expanded to middle-school students in grades 6–8, to engage them in dual enrollment once in high school.

Improvement Plan(s)

Faculty, classified professionals, and administration will further engage together to monitor SLOs mastery and achievement data for all modalities (II.A.16).

Evidence List

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| • II.A.1.3 | • II.A.2.9 | • II.A.2.26 | • II.A.3.11 | • II.A.4.14 |
| • II.A.1.4 | • II.A.2.10 | • II.A.2.27 | • II.A.3.12 | • II.A.5.1 |
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B. Library and Learning Support Services

1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Evidence of Meeting the Standard

College of the Canyons supports student learning and achievement, providing a wide variety of current, in-depth library and learning support services to students, faculty, and other employees. Library collections are on the library website,⁶⁵² and tutoring,⁶⁵³ computer laboratories,⁶⁵⁴ learning technology, and instruction are included on these services.^{655, 656, 657, 658} A range of platforms notify students and faculty of services.^{659, 660, 661, 662, 663} The Learning Center (TLC) informs faculty and staff of available student support resources via the College Catalog, official faculty handbooks, orientation materials,^{664, 665} and departmental and division meetings.^{666, 667} Faculty and staff also receive guidance on TLC support services via training presentations,⁶⁶⁸ emails,⁶⁶⁹ and flyers.^{670, 671}

All services offered at the Valencia campus are offered at the Canyon Country campus (CCC), so students receive support irrespective of location. The facility at CCC is smaller, so service is on a smaller scale. Nonetheless, each facility includes a selection of physical materials, access to computers, Wi-Fi access, study space, library instruction, and reference support from

⁶⁵² [Library website](#)

⁶⁵³ [TLC Website Homepage](#)

⁶⁵⁴ [TLC Website About Us](#)

⁶⁵⁵ [Bringing Library into Online Instruction 08.12.20](#)

⁶⁵⁶ [Library instruction request form](#)

⁶⁵⁷ [Library Instruction Tracking Spring 2020](#)

⁶⁵⁸ [Library Instruction Tracking Fall 2019](#)

⁶⁵⁹ [MLA and APA on Commons 10.22.20](#)

⁶⁶⁰ [Fall 2020 FLEX Calendar](#)

⁶⁶¹ [New Employee Orientation Agenda 091620](#)

⁶⁶² [College Catalog Library and TLC Information](#)

⁶⁶³ [TLC YouTube Informative Video](#)

⁶⁶⁴ [College Faculty Handbook](#)

⁶⁶⁵ [College New Employee Orientation Agenda 09.16.20](#)

⁶⁶⁶ [Math Department Meeting Agenda 11.06.20](#)

⁶⁶⁷ [Humanities Meeting Agenda 10.05.20](#)

⁶⁶⁸ [TLC Faculty Training Presentation Document](#)

⁶⁶⁹ [TLC Email to Faculty](#)

⁶⁷⁰ [TLC Flyer](#)

⁶⁷¹ [TLC Infographic Flyer](#)

librarians^{672, 673, 674, 675} as well as classified staff professionals. The library strives to ensure that the physical collections are sufficient in quantity as well as current and in-depth.^{676, 677, 678, 679}

The library provides services online and remotely (telephone, for example), including reference assistance and library instruction. Services are also accessible through the library website, Canvas⁶⁸⁰ and YouTube.⁶⁸¹ The library has content in Canvas to provide access for students through their online learning environment. Among the resources available through the library's website are journal articles, eBooks, and streaming media. All online resources are available regardless of location, whether users are participating in online education or otherwise.

The College participates in the California Community College Rising Scholars program that provides instruction for students in the criminal justice system. For incarcerated students, the College supplies all instructional supplies they need for credit and noncredit classes. Faculty provide tutoring and office hours to the Rising Scholars for select classes such as English.

TLC provides free access to a wide range of tutoring services and academic workshops for students at both physical locations⁶⁸² and web-based access through the virtual campus. TLC staff develop and maintain a wide range of educational resources to support students outside of regular tutoring hours. These online and remote resources⁶⁸³ include Guided Learning Activities (GLAs) for English, math, and chemistry courses,^{684, 685, 686} workshops designed to develop writing and communication skills,⁶⁸⁷ and test review sessions for specific subjects.^{688, 689}

TLC informs students and the community about services via the Catalog, handouts at college events,^{690, 691, 692} in-class presentations,⁶⁹³ guided tours,⁶⁹⁴ the Student Newsletter,⁶⁹⁵ textbook inserts in the College's Open Educational Resources,⁶⁹⁶ and digital marquee and social media

⁶⁷² [Library Questions Data Fall 2020 12.11.20](#)

⁶⁷³ [Library chat service on homepage \(as well as Zoom for current pandemic situation\)](#)

⁶⁷⁴ [Ask a Library chat service](#)

⁶⁷⁵ [Chat Reference 12.11.20](#)

⁶⁷⁶ [Collection by Library of Congress Classification](#)

⁶⁷⁷ [Age of Collection 2021](#)

⁶⁷⁸ [Titles Added by Fiscal Year](#)

⁶⁷⁹ [Titles Deleted by Fiscal Year](#)

⁶⁸⁰ [Research Module Canvas Commons 04.27.20](#)

⁶⁸¹ [Library YouTube channel with instructional videos](#)

⁶⁸² [TLC Website Hours and Locations](#)

⁶⁸³ [TLC Website GLA Overview](#)

⁶⁸⁴ [TLC Website English GLA Information](#)

⁶⁸⁵ [TLC Website Math GLA Information](#)

⁶⁸⁶ [TLC Website Chemistry GLA Information](#)

⁶⁸⁷ [TLC Website Workshop Information](#)

⁶⁸⁸ [TLC Website Math Review Jam Information](#)

⁶⁸⁹ [TLC Website Chemistry Review Jam Information](#)

⁶⁹⁰ [TLC Student Resource Guide Handout](#)

⁶⁹¹ [TLC Welcome Day Table Information](#)

⁶⁹² [TLC Welcome Letter Information](#)

⁶⁹³ [TLC Class Visit Information](#)

⁶⁹⁴ [TLC Tour Guide Instructions](#)

⁶⁹⁵ [TLC College Student Newsletter](#)

⁶⁹⁶ [TLC Textbook Insert](#)

posts.⁶⁹⁷ Students are given detailed instructions on access and use of support services through physical and online documents.^{698, 699, 700} In addition to test proctoring services through faculty requests, TLC also provides proctoring for GED and various certification and industry exams.⁷⁰¹

Analysis and Evaluation

The College meets the standard that library and other learning support services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education.

2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Evidence of Meeting the Standard

The College relies on appropriate expertise to select and maintain educational equipment and materials to support student learning, with the library using its own faculty expertise to guide selection.⁷⁰² Discussion of selection and broader provision of services takes place in regularly scheduled one-on-one meetings and in library-wide meetings and retreats.^{703, 704, 705} The library also seeks feedback from classroom faculty and takes that into consideration in decision making regarding materials and services.^{706, 707, 708, 709} In conjunction with campus IT and campus facilities services, the library maintains equipment sufficient for supporting student learning.⁷¹⁰

TLC staff meet on a weekly basis to evaluate current practices, develop additional resources, and address potential barriers to student learning.⁷¹¹ Additional meetings are scheduled as needed to address shelter-in-place alerts, fires, and other emergencies^{712, 713} as well as academic integrity, retention and success rates, and additional academic concerns.^{714, 715, 716} An English faculty liaison and a staff member focused on student athlete support attend these meetings, hold office hours in TLC, create workshops for students in their areas, and provide direct mentorship and

⁶⁹⁷ [TLC Digital Marquee Information](#)

⁶⁹⁸ [TLC Website Online Live Zoom Tutoring Instructions](#)

⁶⁹⁹ [TLC Website Canvas Support Instructions](#)

⁷⁰⁰ [TLC Emergency Preparedness Drill Information Sheet](#)

⁷⁰¹ [TLC Website Testing Center Information](#)

⁷⁰² [Library policies](#)

⁷⁰³ [Library Retreat Agenda 08.18.20](#)

⁷⁰⁴ [Library Retreats](#)

⁷⁰⁵ [Librarian Meetings](#)

⁷⁰⁶ [Database survey \(Fall 2018\)](#)

⁷⁰⁷ [Databases Survey Comments Fall 2018](#)

⁷⁰⁸ [Collected Feedback on Database Trial 11.18.19](#)

⁷⁰⁹ [Nursing Databases Trial Invitation](#)

⁷¹⁰ [Annual Library Data Survey 2019-2020](#)

⁷¹¹ [TLC Staff Meeting Email](#)

⁷¹² [TLC Shelter-In-Place Drill Meeting Agenda](#)

⁷¹³ [TLC-Library-Assessment-Culinary Internal Emergency Preparedness Drill](#)

⁷¹⁴ [TLC Employees and Academic Integrity Document](#)

⁷¹⁵ [TLC Retention and Success Analysis](#)

⁷¹⁶ [TLC Computer Use Rules and Guidelines Training Document](#)

support to students.^{717, 718} Management staff meet on a weekly basis to implement action items and discuss updates.⁷¹⁹ In addition to subject-specific trainings, TLC tutors and receptionists receive trainings on diversity, sexual harassment, emergency incidents, customer service, TLC rules and guidelines, and commonly asked questions.^{720, 721, 722, 723, 724, 725} The College's faculty also receive tutoring satisfaction surveys designed to enhance and improve TLC tutor skills.⁷²⁶ Equipment necessary for TLC services is tracked and updated through inventory documents and reports.^{727, 728, 729, 730, 731}

Analysis and Evaluation

The College meets the standard that library and other learning support services rely on appropriate expertise of faculty, librarians, and other learning support services professionals to select and maintain educational equipment and materials to support student learning and enhance the achievement of the mission.

3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

The College evaluates library and other learning support services to assure they adequately meet identified student needs. The library completes an annual program review and uses that process to assess its progress toward goals.⁷³² Annual review draws on data that the library collects to shape its goals and objectives. Examples include qualitative surveys on specific services, such as databases or instruction,⁷³³ and qualitative data on overall library services.⁷³⁴ The library also collects quantitative data on interactions with library users, employing the DeskTracker platform, and data on use of the collection⁷³⁵ and participation in instruction sessions. The library uses its data collection for program review, in librarian and departmental meetings, and at retreats.

⁷¹⁷ [TLC Website Contact Us Information](#)

⁷¹⁸ [TLC Athletic Coordinator Job Information](#)

⁷¹⁹ [Learning Resources Meeting Agenda](#)

⁷²⁰ [TLC Diversity and Sexual Harassment Training Information](#)

⁷²¹ [TLC Fire Information Document](#)

⁷²² [TLC and Campus Wide Shelter-in-Place Drill Information](#)

⁷²³ [TLC Customer Service Checklist](#)

⁷²⁴ [TLC Employee Training Check Sheet](#)

⁷²⁵ [TLC Receptionist Common Questions and Answers Document](#)

⁷²⁶ [TLC Faculty-Staff Survey](#)

⁷²⁷ [TLC Computer Inventory Update](#)

⁷²⁸ [TLC ZTC Textbook Inventory List](#)

⁷²⁹ [TLC Emergency Supply List](#)

⁷³⁰ [IT TLC Maintenance Report](#)

⁷³¹ [Adobe Product Email](#)

⁷³² [Library program review](#)

⁷³³ [Library Instruction Survey Results Fall 2019](#)

⁷³⁴ [Display Responses 12.03.19](#)

⁷³⁵ [Circulation Data Fiscal Year 2019-present](#)

TLC staff monitor and analyze use of support services via term tutoring-hours reports and academic-year tutoring summaries, and through measures that capture veteran student use, student athlete use, and use by students in specific courses.^{736, 737, 738, 739, 740} Feedback is solicited via the College's annual student surveys and TLC on-campus and remote surveys.^{741, 742} These surveys provide feedback that drives goals and objectives for improvement. TLC provides Summary Reports and documents to faculty and staff via email and employee meetings.⁷⁴³

A Learning Center Specialist monitors student activity records daily for errors or inconsistencies, using the CI Track program and making manual data corrections as necessary. The specialist runs cumulative progress reports covering all student activity in TLC at weeks 4, 8, 12, and 16.⁷⁴⁴ At the close of each semester, the specialist exports all data for the semester directly from CI Track, corrects any remaining errors, and separates the FTE generating from non-FTE generating activity. The non-FTE generating hours (study, testing) are tabulated solely for internal analysis of student activity. The FTE generating activity is separated into general categories (tutoring and supplemental workshops such as GLA/Workshops) before being broken down further by subject area (English, math, computer applications & web technologies). Once all data has been reviewed, the total FTE generating hours are reported to the Learning Center Director and MIS.

Analysis and Evaluation

The College meets the standard that library and other learning support services are evaluated to assure their adequacy in meeting identified student needs, and that these evaluations are used in departmental program reviews to assess development of and progress toward goals, objectives and plans for improvement.

4. 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 institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Evidence of Meeting the Standard

When the College relies on or collaborates with other institutions or organizations for library or any other services, it documents that formal agreements exist and that the resources and services are adequate and are easily accessible and utilized. The College has board policies and

⁷³⁶ [TLC Tutoring Hours Report](#)

⁷³⁷ [TLC Academic Year Totals Email](#)

⁷³⁸ [TLC Veteran Use Report](#)

⁷³⁹ [TLC Student Athlete Academic Mentor Survey](#)

⁷⁴⁰ [English 089 Tutoring Survey](#)

⁷⁴¹ [College 9th Annual Student Survey](#)

⁷⁴² [TLC Survey Results Report](#)

⁷⁴³ [College Employee Staff Meeting Document](#)

⁷⁴⁴ [TLC 4-Week Internal Report](#)

administrative procedures governing contracts with outside entities^{745, 746} and the accessibility of information technology.^{747, 748} The arrangements are for critical library and learning support services. These include arrangements with the Council of Chief Librarians to provide a library services platform, numerous databases, and the library's 24/7 chat reference service platform.⁷⁴⁹ The library also contracts with vendors for additional databases.⁷⁵⁰ In addition, the library contracts with vendors for utilities, such as OCLC's bibliographic utility or DeskTracker, that support the library's ability to provide services and assess their value.^{751, 752}

Analysis and Evaluation

The College meets this Standard. When it relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that there are formal agreements in place, that evaluations through program review demonstrate such resources and services are adequate for the institution's intended purposes, and that they are easily accessible and utilized. The College does not rely on other institutions or sources for its tutoring support services.

Conclusions on Standard II.B. Library and Learning Support Services

The College meets Standard II.B. Evidence shows that the College supports student learning and achievement through a library and tutoring center, which serve students at physical campuses and online. The College regularly evaluates these services to determine if they are sufficient to support educational programs and student needs. It relies on faculty and other learning support services professionals to select and maintain equipment and materials to support student learning and the mission. The College evaluates its learning support services and conducts annual program reviews to ensure that they contribute to the attainment of student learning outcomes and fulfill the College's mission. The results of these evaluations are used to improve. The institution documents formal agreements and evaluates the services provided by external sources.

Improvement Plan(s)

The College will provide expanded tutoring services to justice-impacted students who are participating in instruction beyond English (II.B.1).

⁷⁴⁵ [Board Policy 6340: Bids and Contracts](#)

⁷⁴⁶ [Administrative Procedure 6340: Bids and Contracts \(Excluding Public Works and Facilities Use\)](#)

⁷⁴⁷ [Board Policy 6365: Contracts – Accessibility of Information Technology](#)

⁷⁴⁸ [Administrative Procedure 6365: Contracts – Accessibility of Information Technology](#)

⁷⁴⁹ [FX Membership Agreement Community College League of California 06.30.25](#)

⁷⁵⁰ [FX Subscriber License Agreement Intelcom 06.30.22](#)

⁷⁵¹ [FX Master Services Agreement OCLC, Inc. 06.30.24](#)

⁷⁵² [FX Service Agreement Compendium Library Services, LLC 01.31.24](#)

Evidence List

- [II.B.1.1](#)
- [II.B.1.2](#)
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C. Student Support Services

1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning and enhance accomplishment of the mission of the institution. (ER 15)

Evidence of Meeting the Standard

College of the Canyons regularly evaluates the quality of all student support systems through its program review process, through institutional research conducted via surveys and focus groups, and through administrative unit outcomes (AUO)s. The College reviews data to ensure that services meet student needs. The Student Services departments listed in the footnote below offer quality services to the College's students year-round. Each office is available to students through Valencia, Canyon Country, Del Valle campuses, and online.⁷⁵³ The College uses a standard program review template completed by all administrative departments on a three-year cycle with annual updates. The template has an overview, the mission statement, AUOs, objectives, accomplishments, external and internal factors that affect the program, budget, and program needs. Each department must complete the review for its budget to be approved. The Institutional Research, Planning, and Institutional Effectiveness (IRPIE) office conducts surveys and focus groups to ensure services are effective and meet students' needs. The departments regularly review survey data to make needed updates and changes. The IRPIE office also assists with the Community College Survey of Student Engagement (CCSSE), which can disclose needed changes. For example, the survey showed that students wanted more information about total cost of education prior to enrollment. The College now provides the cost information in online and in-person orientations and added it to advising modules for students. The Financial Aid Office developed an ongoing workshop in Personal Financial Literacy that led to creation of a program of noncredit courses, Money Management: College and Beyond, Resources and Strategies for College, and Online Learning Strategies. These offer a noncredit College Success Toolkit Certificate.⁷⁵⁴

In 2016, the College received a Title V grant to increase online tutoring and counseling services,⁷⁵⁵ letting the College hire a 100 percent online counselor, increase online tutoring, and expand services by implementing an online student education planning tool named My Academic Plan (MAP).⁷⁵⁶ It was developed through the Colleague Self-Services modules and implemented by all counselors across all Student Services departments. Increased use of MAP by students gave the Instruction Office a list of classes students needed, helping enrollment management planning. The Counseling office increased online hours for students, expanding to nights and weekends, and to off-site locations, such as the Pitchess Detention Center (PDC) for men, where the College offers courses⁷⁵⁷ and on-site tutoring and academic counseling. During 2020-21, due to COVID-19, the courses and services were moved to correspondence education. Offerings are now made available to the women's Century Regional Detention Facility

⁷⁵³ [Student Services Departments](#)

⁷⁵⁴ [College Success Toolkit](#)

⁷⁵⁵ [2016 Grant Award](#)

⁷⁵⁶ [My Academic Plan \(MAP\) Brochure](#)

⁷⁵⁷ [PDC Contract](#)

(CRDF).⁷⁵⁸ The expansion of concurrent and dual enrollment accelerated services to local high school sites. Services such as the Academic Accommodation Center (formerly Disabled Student Programs & Services) and tutoring are available on site. By partnering with the William S. Hart high school district, concurrent and dual enrolled students can access the library services, online and on site.⁷⁵⁹

The Student Equity and Achievement (SEA) Plan, as well as the Vision for Success Goals and Local Goal Setting, show that the departments' efforts make an impact on student success.^{760, 761} The College's dedication to equity for its students has increased services and impacted the way it serves students, improving student success and retention rates annually as shown in Part B of this ISER. The Scale of Adoption Assessment outlines the expansion of services, including Canyons Connects, the early alert and retention program, opening of the Multicultural Center, creation of the Student Success Team dedicated to Black Students (who face higher disproportional impact than any other student group at the College), and the development of program maps.⁷⁶²

Analysis and Evaluation

The College meets the standard of regularly evaluating the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance and correspondence education, support student learning, and enhance accomplishment of the mission. This is evident through program review, surveys, meeting and exceeding local goals, the expansion of services, Guided Pathways, services off site, and improvement in student outcomes. These actions allow the College to continuously improve the quality of services to students.

2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard

The College annually reviews the AUOs through program review. Each department identifies areas for assessment, and through data analysis, conducts assessment on services for students. The data allows departments to implement improvements in a timely way. Student Services analyzes the program review data annually, using the Annual Student Survey, Community College Survey of Student Engagement, IRPIE survey data, the SEA plan, Guided Pathways implementation, and focus groups to continue to make improvements across the College. Significant emphasis has been placed on reducing disproportionate impact (DI), particularly for the African American/Black and Latinx student populations. To help mitigate DI, Student Services has implemented services the Hub (a counseling center dedicated to career exploration); Counseling on the Go (providing students with counseling after regular business hours); Canyons Connects (an early alert and retention program); Alliances (faculty and staff led affinity groups designed to improve student connections to campus); and a new Multicultural Center to build a

⁷⁵⁸ [CRDF Approval](#)

⁷⁵⁹ [CCAP Agreement](#)

⁷⁶⁰ [SEA Executive Summary](#)

⁷⁶¹ [SEA and Local Goal Setting PowerPoint](#)

⁷⁶² [Scale of Adoption 2021](#)

community.^{763, 764} Student Services actively addresses students' needs by enhancing Wi-Fi access, promoting financial aid information, distributing laptops during the pandemic, forming a Basic Needs Center (BaNC), addressing homeless student issues, and simplifying registration access for international and incarcerated students.⁷⁶⁵ Under the guidance of the associate VP of student services, the Associated Student Government (ASG) creates a welcoming, inclusive environment, encouraging student growth and development by supporting services such as the BaNC, ASG computer labs, and Campus Escort Service.⁷⁶⁶ These allow the College to fund additional student employment, enhancing student experiences and overall success. With these support programs, the College's aspirational Local Goals are met or exceeded each year.⁷⁶⁷

Analysis and Evaluation

The College identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The College uses assessment data to continuously improve student support programs and services. Improvements, based on data and student input, are made on a regular basis. Collaboration across campus is a core component to ensure student success.

3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Evidence of Meeting the Standard

The College assures equitable access for all students by providing appropriate, comprehensive, and reliable services regardless of location or delivery method. All Student Services are offered at the Valencia, Canyon Country, Del Valle, and online locations.⁷⁶⁸ Students can access registration, education planning services, orientation, advisement videos, forms, petitions, and more, online. Ask Canyons, an online service, provides an artificial intelligence database that answers thousands of student questions 24 hours a day, seven days a week on the College's website.⁷⁶⁹ The College expanded the service in summer 2021 to include a Live Chat program. The Learning Center offers in person and online tutoring services, ensuring students can get help at any time or location.⁷⁷⁰ The College has developed a Student Resource Guide, outlining each service and ways students can access them.⁷⁷¹ The Guide is available on the College's website, in paper form, and is linked in Canvas for easy access. During the pandemic, the Student Services developed a one-stop "Ask Me" page that lists every way students can get services. It is a

⁷⁶³ [Alliances](#)

⁷⁶⁴ [Multicultural Center](#)

⁷⁶⁵ [Basic Needs Center](#)

⁷⁶⁶ [ASG Legacy Projects](#)

⁷⁶⁷ [Local goals](#)

⁷⁶⁸ [Student Services Departments](#)

⁷⁶⁹ [Ask Canyons](#)

⁷⁷⁰ [The Learning Center](#)

⁷⁷¹ [Student Resource Guide](#)

website quick link and on Canvas.⁷⁷² The Catalog and addendums notify students of all services.⁷⁷³

Analysis and Evaluation

The College assures equitable access for all students by providing appropriate, comprehensive, and reliable services regardless of location or delivery method, using program review, student surveys, and data collection to assess students' ability to access all programs. The College regularly makes improvements to ensure equitable access to services, regardless of modality.

4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard

The College offers robust co-curricular programs, activities and athletic teams. These, in alignment with the mission, contribute to the social and cultural dimensions of the students' educational experiences. Governed by Board Policy 5400 Associated Students Organizations, and by Board Policy 5517 Student Clubs and Organizations, the Campus Life and Student Engagement office offers a wide variety of clubs and organizations.^{774, 775} The ASG represents all students at the College,⁷⁷⁶ to improve their experiences through advocacy and empowerment. ASG works with other student clubs and organizations, faculty, staff and administration as well as the SCV community, the state legislature, and the Board. By August 2020, there were more than 60 clubs and organizations, seven honor societies, and eight Alliances.⁷⁷⁷ These groups enhance learning and provide opportunities to network and enjoy college life.

Alliances started in 2019 through the College's Equity Minded Practitioners workgroup.⁷⁷⁸ Alliances are affinity groups through which students learn to navigate college, connect with faculty and staff mentors, meet with counselors, financial aid advisors, and other resource specialists, and discuss issues in a safe space.⁷⁷⁹ The College is expanding the number of alliances to provide more students with connections to the campus. The College is enhancing Guided Pathways by connecting Student Success Teams to alliances, starting with the Black Student Alliance (BSA). A partnership between Counseling and the BSA has provided the College's Black students with a robust connection to resources available on campus, including dedicated counselors and mentorships with peers, faculty, and staff.

⁷⁷² [Ask Me](#)

⁷⁷³ [College Catalog 2021-22 p 41-54](#)

⁷⁷⁴ [Board Policy 5400: Associated Students Organization](#)

⁷⁷⁵ [Board Policy 5517: Student Clubs and Organizations](#)

⁷⁷⁶ [Associated Student Government](#)

⁷⁷⁷ [Clubs and Organizations](#)

⁷⁷⁸ [Equity Minded Practitioners](#)

⁷⁷⁹ [Alliances](#)

The Office of Campus Life and Student Engagement handles budget and planning for ASG related activities, with oversight and annual audits. It works with the COC Foundation and the Fiscal Services Department to ensure accounting practices and fiscal controls are compliant.

The College offers 17 athletic programs for students, eight men's and nine women's teams.⁷⁸⁰ Oversight of the athletic programs aligns with the College's mission, the State Chancellor's office program requirements, and the California Community College Athletic Association (CCCAA).⁷⁸¹ The College is a member of the Western State Conference.⁷⁸² The College offers an array of academic services to help student-athletes reach their full potential, including dedicated academic counseling.⁷⁸³ Student-athletes have access to a sports medicine program working to prevent injuries and helping players recover from them.⁷⁸⁴ The Athletics programs complete all required documentation to ensure equity for all of the College's student-athletes. It files the Statement of Compliance of Title IX Gender Equity report (Form R-4) to follow the State of California education code.⁷⁸⁵ It also completes the Equity in Athletics Data Analysis (EADA) annually, as required by the U.S. Department of Education.⁷⁸⁶ In addition to completing the College's departmental program review, it completes a WSC Program Review,⁷⁸⁷ as required by the Western State Conference. The next WSC midterm report will be in fall 2022. The Dean of Physical Education, Kinesiology, Athletics and the Athletic Director manage the budget and plan for athletics-related activities, working with the College's fiscal services office to ensure accounting practices and fiscal controls are compliant and auditing is done on an annual basis. The athletics department also works closely with the College's Foundation and the Campus life and Student Engagement Office to monitor all fundraising activities.

Analysis and Evaluation

The College is proud of the co-curricular and athletic programs it offers to students. Each year, the College strives to build better programs as students' needs change. The College is flexible and adaptable in the way it offers programs and services based on students' needs. The College's co-curricular and athletics programs are suited to the mission and contribute to the social and cultural dimensions of its students' educational experiences.

5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

⁷⁸⁰ [Athletics](#)

⁷⁸¹ [CCCAA](#)

⁷⁸² [Western State Conference](#)

⁷⁸³ [Athletic Counseling](#)

⁷⁸⁴ [Sports Medicine](#)

⁷⁸⁵ [Form R-4](#)

⁷⁸⁶ [EADA Report](#)

⁷⁸⁷ [WSC Program Review](#)

Evidence of Meeting the Standard

The College provides counseling and advising programs for all students from pre-enrollment to graduation and beyond. The Counseling services outlined in Board Policy 510⁷⁸⁸ include 19 full-time counselors, 27 part-time counselors, four full-time academic advisors, seven classified support staff, college graduate assistants, interns, and college assistants.⁷⁸⁹ Counselors go through a robust training schedule prior to meeting with students to ensure accuracy, with emphasis on a culture of student success.⁷⁹⁰ The College graduate assistants and interns also go through rigorous training prior to meeting with students.⁷⁹¹ Ongoing training is offered weekly for all faculty and staff in the Counseling Department.⁷⁹² The services include academic, career, transfer, life skills, and special population counseling. Services are provided in person and online. All offices providing counseling use SARS to book appointments and document notes from each meeting.⁷⁹³

Programs include Academic Advising,^{794, 795} Academic Counseling,^{796, 797, 798} Academic Standing,⁷⁹⁹ Athletics Counseling,⁸⁰⁰ CalWORKs,⁸⁰¹ Canyons Connects,^{802, 803, 804, 805} Canyons Promise,⁸⁰⁶ DSPS Counseling,⁸⁰⁷ EOPS/CARE,⁸⁰⁸ Guided Pathways,⁸⁰⁹ RISE,⁸¹⁰ Mathematics, Engineering, Science Achievement (MESA),⁸¹¹ Transfer,⁸¹² Veterans Counseling,^{813, 814} International Students Academic and Visa Compliance,⁸¹⁵ and Welcome Day.⁸¹⁶

The College offers a wide variety of programs and services to ensure students receive the counseling services they need. The College also offers a Behavioral Intervention Team to assist

⁷⁸⁸ [Board Policy 510: Counseling Services](#)

⁷⁸⁹ [Faculty and Staff](#)

⁷⁹⁰ [Counseling Training](#)

⁷⁹¹ [CGA Training](#)

⁷⁹² [Counseling Training weekly](#)

⁷⁹³ [SARS](#)

⁷⁹⁴ [Orientation and Advising](#)

⁷⁹⁵ [Academic Advising](#)

⁷⁹⁶ [Program Map Business](#)

⁷⁹⁷ [Program Map AA Coms](#)

⁷⁹⁸ [Graduation Email](#)

⁷⁹⁹ [Academic Standing](#)

⁸⁰⁰ [Athletics Counseling](#)

⁸⁰¹ [CalWORKs](#)

⁸⁰² [Canyons Connects](#)

⁸⁰³ [Canyons Connects Faculty](#)

⁸⁰⁴ [Canyons Connects Email](#)

⁸⁰⁵ [Canyons Connects Workflow](#)

⁸⁰⁶ [Canyons Promise](#)

⁸⁰⁷ [DSPS](#)

⁸⁰⁸ [EOPS](#)

⁸⁰⁹ [Guided Pathways Liaison](#)

⁸¹⁰ [RISE](#)

⁸¹¹ [MESA](#)

⁸¹² [Transfer Center](#)

⁸¹³ [VA Abbreviated Semester Educational Plan](#)

⁸¹⁴ [Veteran Resource Center](#)

⁸¹⁵ [ISP New Student Orientations Spring and Fall 2021](#)

⁸¹⁶ [Welcome Day](#)

students needing urgent support.⁸¹⁷ The Health and Wellness Center also provides mental health services as well as workshops and trainings to assist students, staff, and faculty.⁸¹⁸

Analysis and Evaluation

The College offers a wealth of counseling services for students. These are designed to support them, help them meet their educational needs, and assist them in completing their educational goals. Counseling services across the campus assist in academic, career, transfer, and life skills. The College promotes early connection to advising and counseling services, to ensure students know their program maps and are familiar with the resources available to them.

6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

Evidence of Meeting the Standard

College of the Canyons has adopted and adheres to admissions policies consistent with the College mission. Board Policy (BP) 5010 outlines admission criteria for students.⁸¹⁹ Information related to admissions and enrollment procedures are outlined on the College website and in the College catalog.⁸²⁰ International student admission criteria are clearly outlined on the College website.⁸²¹ Also, on the College's website are the admissions and enrollment criteria for the College's Early College Program, including dual and concurrent enrollment programs.⁸²² Student services meetings and trainings disseminate information related to the admission criteria to ensure accurate information is provided.

The College uses the credit and noncredit California Community Colleges application system, CCCApply, and also maintains a system for paper applications. The paper application is offered in English and Spanish; however, it is greatly reduced because students need to have a California Community College Identification Number (CCCID) to use the online learning management system. The College has worked diligently with its Student Services offices to ensure all students continue to have access to the application online or by paper and to assist students in the modality they choose.

The College adheres to all residency requirements as required by the California education code and Title 5 regulations. The College's BP 5015 - Residency Determination describes the requirements for being considered a California resident for enrollment fee purposes.⁸²³ Admissions and Records staff members in the credit and noncredit departments are available to assist students with residency reclassification by email, zoom, or face-to-face appointments.

Some programs, such as Nursing and Medical Laboratory Technician, have additional admissions criteria.⁸²⁴ These programs follow all requirements set by external accrediting

⁸¹⁷ [Behavioral Intervention Team](#)

⁸¹⁸ [Health and Wellness Center](#)

⁸¹⁹ [Board Policy 5010: Admissions and Concurrent Enrollment](#)

⁸²⁰ [Admissions Policies](#)

⁸²¹ [International Student Admissions](#)

⁸²² [Early College Programs](#)

⁸²³ [Board Policy 5015: Residency Determination](#)

⁸²⁴ [Nursing Admissions](#)

agencies.⁸²⁵ All admission criteria are published on the College's website and in the College Catalog.

The College defines clear pathways to complete degree and certificate programs and transfer goals. The College hosts Program Maps on its website and on departmental page websites.⁸²⁶ It also provides academic advising at the beginning of students' educational journeys, followed by career exploration and personalized academic and transfer related counseling. The Counseling Department website includes information related to general education,⁸²⁷ transfer articulation agreements, Transfer Admission Guarantee (TAG) agreements,⁸²⁸ videos⁸²⁹ and workshops.

Analysis and Evaluation

The College has adopted and adheres to admission policies consistent with its mission. These policies specify the qualifications of students appropriate for its programs. Through multiple venues, the College advises students on clear pathways to complete degrees, certificate, and transfer goals to best meet their needs. College of the Canyons continuously seeks to improve its admissions and advising process, implementing various ways to remove barriers to student access.

[7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.](#)

Evidence of Meeting the Standard

The College meets the standards, policies, and procedures for the evaluation of assessment instruments used by the California Community Colleges. It regularly evaluates admission and placement processes to validate effectiveness while minimizing biases and disproportionate impact in accordance with AB 705. As required by BP 5053, the College abides by all regulations governing assessment instruments and practices.⁸³⁰ It has amended assessments for math, English and ESL programs, addressing the equity implications and impact of assessment testing⁸³¹ for placement into college level coursework.⁸³² At the start of fall 2016 the math assessment process was significantly updated to a new model.⁸³³ Using data collected from the College's students and research on national data, the mathematics department started using a disjunctive model for placement. The new model provides a STEM pathway for business, science, technology, engineering, and mathematics, and a statistics pathway for liberal arts. This uses students' high school coursework and GPA histories to assist in placement on math pathways designed to fit their major areas of study.^{834, 835} Starting in 2019, every student has been placed directly into a transfer-level mathematics course, with or without co-requisite

⁸²⁵ [MLT Admissions](#)

⁸²⁶ [Program Maps](#)

⁸²⁷ [General Education](#)

⁸²⁸ [TAG Agreements](#)

⁸²⁹ [Academic Advising Videos](#)

⁸³⁰ [Board Policy 5053: Assessment](#)

⁸³¹ [Equity Implications](#)

⁸³² [AB 705 GSP Submission](#)

⁸³³ [2015 – Research Brief 78](#)

⁸³⁴ [Placement Study Math 2015](#)

⁸³⁵ [Placement Study English 2015](#)

support. All placement is in line with the law, calling for placement determination based on high school coursework and GPA, no longer requiring an assessment tool. The College designed its own placement model, using students' self-reported data to recommend class placement. All students have access to transfer-level coursework; however, some are placed in transfer-level courses with support classes attached. This follows the regulations of AB 705 and gives high support to students who are likely to need it to succeed in transfer-level courses.

For English courses, the placement process gathers information about students' high school courses and GPAs.⁸³⁶ While all students are placed in English Composition, students are given recommendations for noncredit supplemental courses such as sentence structure, paragraph structure, or thesis development. The English department regularly reviews the data to ensure student success and to review disproportionate impact. For ESL and International students whose primary language is not English, assessment changed from placement tests to recommendations based on English usage at home and in the workplace. Based on students' answers and their English history, recommendations are made for placement levels in noncredit and credit ESL courses. ESL courses don't have prerequisites, eliminating placement tests. Assessment and noncredit staff help students determine their appropriate level of ESL courses.

The College's math and English departments have instituted AB 705 coordinators and faculty inquiry groups to review data, improve course outcomes, and offer extensive professional development for faculty.^{837, 838} The departments are leaders in California for their work on assessment and removing barriers to students' completing degrees. This led to the Bellwether College Consortium awarding the College its nationally recognized Bellwether award in 2021.⁸³⁹ This award is discussed in more detail in II.A.2.

The Student Services offices, Instruction, IRPIE, Management Information Systems (MIS), and math and English departments work closely together to ensure all systems are set up effectively, including prerequisites and registration for students to enroll in appropriate courses. Student Services has many training sessions to be sure all staff know of the changes, including communicating and working with the College's high school partners.⁸⁴⁰

Analysis and Evaluation

The College continuously evaluates placement practices to validate effectiveness while minimizing biases. Since 2014, the College has evaluated the effectiveness and equity of assessment processes and used measures to reduce and eliminate disproportionate impact related to assessment. Before AB 705, the College recognized systemic assessment and curricular barriers to student success and began developing improvements to curriculum and assessment that promote student success and degree completion.

⁸³⁶ [English Disjunctive Placement](#)

⁸³⁷ [FLEX presentation – AB 705](#)

⁸³⁸ [AB 705 Coordinators](#)

⁸³⁹ [Bellwether Award](#)

⁸⁴⁰ [AB 705 Training](#)

8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evidence of Meeting the Standard

The College maintains student records according to BP and AP 5040⁸⁴¹ and maintains strict guidelines on release of records as required by BP 5040 and BP 3310 to ensure all records are backed up and/or destroyed properly as required.⁸⁴² The College maintains student records in a way that ensures privacy of all such defined student records and only permits access to or release of information by appropriate school officials, student written permission, or by subpoena power. Information on records privacy and release, and directory information is described in the catalog and in an annual notice to students.^{843, 844, 845} Every employee is required to submit a confidentiality agreement when logging onto their college computer; and the Colleague student information system confirms the confidentiality agreement.⁸⁴⁶ Student Services offices have also developed FERPA training for all employees who handle student records.⁸⁴⁷ The College ensures all records are backed up daily on local servers and off-site. The College hosts ongoing trainings on cyber security, password protections, backing up data, and data storage.⁸⁴⁸

Analysis and Evaluation

The College meets the standard of records retention, privacy, and securely backing up data. The Information Technology and Student Services departments work together to ensure all data is secure and kept confidential.

Conclusions on Standard II.C. Student Support Services

The College meets this Standard, providing comprehensive and effective Student Services programs and services, supporting students from pre-enrollment services through completion of their educational journeys. The department uses program review to set objectives and analyze data to make significant improvements each year. College services are available in face-to-face, online, or hybrid formats. Services are available where students choose to learn, at the Valencia, Canyon Country, Del Valle, or online campuses, or at off-site locations. The College offers co-curricular and athletic programs, meeting the needs of all students, through honor societies, clubs and organizations, alliances, and athletics. All programs adhere to the guidelines set by the state.

Improvement Plan(s)

The College is dedicated to continuous quality improvement. The Student Services division is currently reviewing basic needs services the College provides, including addressing homelessness, food insecurity, access to social programs, and mental health needs. The College

⁸⁴¹ [Board Policy and Administrative Procedure 5040: Student Records, Directory Information, and Privacy](#)

⁸⁴² [BP 3310: Records Retention and Destruction](#)

⁸⁴³ [Student Records](#)

⁸⁴⁴ [Annual Clery and FERPA Notice](#)

⁸⁴⁵ [FERPA Regulations](#)

⁸⁴⁶ [Confidentiality Statement](#)

⁸⁴⁷ [FERPA Training](#)

⁸⁴⁸ [Information Security Training Program](#)

is dedicated to establishing programs that expand the current services of the Basic Needs Center and will expand its offerings to give students greater access to needed services (II.C.3).

Evidence List

- [II.C.1.1](#)
- [II.C.1.2](#)
- [II.C.1.3](#)
- [II.C.1.4](#)
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- [II.C.8.8](#)

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness.

Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

A. Human Resources

1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard

The Board of Trustees and the SCCCD have established guidelines on the type and number of personnel needed^{849, 850, 851} to meet the College's mission⁸⁵² and student needs. Staffing is addressed in long and short-range District planning documents.^{853, 854, 855} Requests for new personnel⁸⁵⁶ are reviewed and evaluated by the appropriate academic or classified staffing committees⁸⁵⁷ as well as Executive Cabinet members and the Human Resources (HR) Office. The District has policies⁸⁵⁸ and procedures⁸⁵⁹ to ensure well-qualified employees, with standards of skills, education and experience that exceed minimum qualifications. These adhere to all regulatory external and internal agencies, and policies and procedures are clearly stated in job descriptions.⁸⁶⁰ Each description states requirements for the duties, responsibilities and authority, and how the position supports the College's mission and goals.⁸⁶¹ Minimum requirements are built into templates and are adjusted as needed.⁸⁶² HR staff ensure hiring procedures follow the Equal Employment Opportunity (EEO) Plan,⁸⁶³ Title V requirements, California Education Code, District policies, and other regulations. Full- and part-time faculty hiring adheres to California community colleges guidelines.⁸⁶⁴ The College posts open positions on its HR web

⁸⁴⁹ [Board Policy 3100: Organizational Structure](#)

⁸⁵⁰ [Administrative Procedure 3100: Organizational Structure](#)

⁸⁵¹ [Organizational Chart - SAMPLE](#)

⁸⁵² [Board Policy 1200: Mission Statement](#)

⁸⁵³ [Administrative Program Review HR 2019-20 SAMPLE](#)

⁸⁵⁴ [Strategic Plan 2019-2022](#)

⁸⁵⁵ [Educational and Facilities Master Plan 2016-22 SAMPLE HR](#)

⁸⁵⁶ [Personnel Requisition Form](#)

⁸⁵⁷ [Decision Making at College of the Canyons - Appendix E- p. 145](#)

⁸⁵⁸ [Board Policy 7120: Recruitment and Selection](#)

⁸⁵⁹ [Administrative Procedure 7120: Recruitment and Selection Procedures](#)

⁸⁶⁰ [Sample Job Descriptions - Various](#)

⁸⁶¹ [Goals Fact Book p. 9](#)

⁸⁶² [FTF Boilerplate Job Announcement - SAMPLE](#)

⁸⁶³ [COC Equal Employment Opportunity Plan](#)

⁸⁶⁴ [Minimum Qualifications Handbook – California Community Colleges p.10 - 27](#)

page, the California Community College Registry, a variety of websites, publications and other media to reach qualified and diverse applicants.⁸⁶⁵ The HR department posts opportunities on the HR webpage, where applicants can apply through the iGreentree tracking system.

Analysis and Evaluation

College of the Canyons meets this standard. The integrity and excellence of programs and services are met through strategic and thoughtful planning, careful analysis of and adherence to best practices of creating, developing, and staffing with high-quality support personnel, administrators and faculty who successfully fulfill and exceed the outlined goals and mission of the College.⁸⁶⁶

2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning.

Evidence of Meeting the Standard

The District requires academic employees to possess the minimum qualifications prescribed by the California Community Colleges Board of Governors.⁸⁶⁷ Faculty must meet requirements in the current edition of Minimum Qualifications for Faculty and Administrators in California Community Colleges⁸⁶⁸ or request and provide proof of equivalency. The District ensures college faculty are experts in their subject areas, skilled teachers, serve the needs of a diverse student population, will foster overall college effectiveness, and represent the district's diversity.⁸⁶⁹ The District also ensures faculty have requisite skills to teach in distance learning.^{870, 871} Provisional certification requirements were temporarily approved in response to the pandemic to ensure a minimum standard of professional development and training.⁸⁷² Job descriptions include developing and reviewing curriculum and assessment of student learning.⁸⁷³ Curriculum development is also included under Article 12 of the COCFA contract⁸⁷⁴ and SLOs and student assessment are addressed as part of the full-time faculty self-reflection process.⁸⁷⁵ HR,⁸⁷⁶ in consultation with the Academic Senate's Minimum Qualification and Equivalencies Committee and the screening committee chairs or department chairs, evaluate an applicant's minimum qualifications and screening committees check their scholarly work. Hiring part-time

⁸⁶⁵ [EEO Multiple Method Certificate p. 7-8](#)

⁸⁶⁶ [Decision Making at College of the Canyons – Growth p. 15-20](#)

⁸⁶⁷ [Board Policy 7120: Recruitment and Selection](#)

⁸⁶⁸ [Minimum Qualifications for Faculty and Administrators in California Community Colleges](#)

⁸⁶⁹ [Administrative Procedure 7120A: Hiring Procedures - Contract Faculty Tenure Track p.1](#)

⁸⁷⁰ [Online Instructor Qualifications](#)

⁸⁷¹ [Academic Senate Approval Spring 2016](#)

⁸⁷² [Summary Academic Senate Special Emergency Meeting 3.13.20 p.4](#)

⁸⁷³ [Nursing Instructor Job Announcement p.1](#)

⁸⁷⁴ [COCFA 2019-2020 Contract 12.13.19 p.41](#)

⁸⁷⁵ [COCFA Appendix I: Guide for Self-Evaluation Tenured and Tenure Track Faculty](#)

⁸⁷⁶ [Administrative Procedure 7121: Minimum Qualifications and Equivalencies](#)

faculty is more streamlined, with a similar process.^{877, 878} SLO assessment is in the part-time faculty self-reflection process.⁸⁷⁹

Analysis and Evaluation

The District's job descriptions, policies, procedures, and processes ensure hiring of qualified faculty, subject area experts, skilled teachers, who serve the needs of a diverse student population. They also ensure faculty develop and review curriculum and assess learning. The District and Academic Senate are working to incorporate these duties into the general template.

3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard

The District complies with the Board of Governors' minimum qualifications for administrators, published in the California Code of Regulations, Title 5 section 5340. These include a minimum of a master's degree and "one year of formal training, internship, or leadership experience reasonably related to the administrator's assignment."⁸⁸⁰ In keeping with Section 4 of AB 1725⁸⁸¹ and subsequent legislative action, the College ensures it selects individuals aware of the principals of shared governance. The vice president of HR develops the job announcements with participation of the appropriate administrative supervisor. Announcements clearly state job duties, knowledge, skills, abilities, and minimum qualifications necessary for job performance.⁸⁸² The District also complies with California Education Code mandates that hiring criteria "demonstrate clear evidence of sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students, staff and community."

Analysis and Evaluation

Through a careful recruitment and hiring process, the District ensures that educational administrators meet the qualifications necessary to perform the duties required to sustain institutional effectiveness and academic quality.

4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard

The District adheres to strict policies and procedures to verify the required educational degrees of all faculty, administrators, and classified employees are from institutions accredited by recognized U.S. accrediting agencies. If an applicant's coursework is from a foreign institution, the District requires all coursework and degrees be verified through an equivalence and

⁸⁷⁷ [Part-time Film Studies/Cinema Instructor Applicant Pool](#)

⁸⁷⁸ [Part-time Photography-Commercial Instructor Applicant Pool](#)

⁸⁷⁹ [AFT contract Article 8 – Evaluations](#)

⁸⁸⁰ [Administrator Job Announcements](#)

⁸⁸¹ [AB 1725](#)

⁸⁸² [Sample Job Announcements](#)

translation process by a National Association of Credential Evaluation Services (NACES)⁸⁸³ member agency, or other agency recognized by the U.S. Department of Education. HR verifies candidates possess required degrees by reviewing official transcripts.⁸⁸⁴

Analysis and Evaluation

The District ensures all required degrees are from institutions accredited by U.S. Department of Education recognized agencies, and all degrees earned outside the United States are evaluated by an NACES member professional agency. The HR office verifies the accredited status of the institution and the authenticity of official transcripts.

5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution established written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Evidence Meeting the Standard

All staff are regularly evaluated on criteria specified in negotiated collective bargaining agreements or administrative contracts. Evaluations review required duties, performance, and improvements since the last evaluation. The goal of evaluations is timely feedback and professional development. All faculty evaluations occur at regular intervals.⁸⁸⁵ Criteria examine proficiency in classroom teaching, including the currency and depth of knowledge in the subject area; the ability to establish and accomplish clear lesson objectives; proficiency in effective written and oral communication; and the use of a variety of teaching methods and materials that are challenging to students, are appropriate to the subject area, and are consistent with department practices. Criteria also examine organization of presentations and activities in the classroom; the use of good time management in the classroom; and the use of appropriate assessment methods.^{886, 887, 888} Full-time faculty are evaluated on their respect for students and their colleagues, professional growth, department and college responsibilities.^{889, 890} Effective online teaching is evaluated through observations specific to the subject and delivery modality.⁸⁹¹

Represented classified staff evaluation procedures and criteria are in the California School Employees Association (CSEA)/District agreement.⁸⁹² Evaluations are on quality and quantity of work, work knowledge and habits, personal relations, and initiative.⁸⁹³ The evaluations identify

⁸⁸³ [National Association of Credential Evaluation Services](#)

⁸⁸⁴ [Administrative Procedure 7120: All Other Employee Classifications](#)

⁸⁸⁵ [COC Board Policy 7210](#)

⁸⁸⁶ [AFT Appendix B](#)

⁸⁸⁷ [COCFA Appendix G-9 Classroom Visitation Report](#)

⁸⁸⁸ [COCFA Appendix G-5 Online/Hybrid Visitation Report](#)

⁸⁸⁹ [COCFA Appendix G-9 Classroom Visitation Report](#)

⁸⁹⁰ [COCFA Appendix G-5 Online/Hybrid Visitation Report](#)

⁸⁹¹ [COCFA Appendix G-5 Online/Hybrid Visitation Report](#)

⁸⁹² [CSEA Article 13](#)

⁸⁹³ [CSEA Appendix C: Classified Staff Performance Evaluation Form](#)

areas for improvement and professional development. All classified and classified confidential employees have defined probationary periods. Evaluations are defined for CSEA members in the collective bargaining agreement and for confidential employees in the Confidential Classified Employees Group Memorandum of Understanding.^{894, 895}

Administrators complete annual self-evaluations submitted to their vice president or the Chancellor.⁸⁹⁶ The process requires goal setting and planning for the upcoming years. Administrators identify areas for improvement, new responsibilities, community and college engagement, and assessment of their team. The self-evaluation links goals to specific initiatives. The administrator's supervisor reviews and comments on the self-evaluation.

Analysis and Evaluation

The District meets this Standard. Evaluations contribute to institutional effectiveness and improvement by observing and measuring individual performance, continuously setting new performance goals, and assessing the training or support needed to attain new goals.

6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning. *(Effective January 2018, Standard III.A.6 is no longer applicable to this ISER cycle. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.)*

7. The institution maintains a sufficient number of qualified faculty, which includes full-time faculty and may include part-time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.

Evidence of Meeting the Standard

The District has policies and procedures in place to maintain appropriate faculty staffing levels. The Chief Instructional Officer (CIO) uses the College budget and planning process to determine the appropriate number of faculty positions for the next year.^{897, 898} The procedure includes assessing annual program reviews.⁸⁹⁹ There is also a detailed process in which the Academic Staffing Committee (ASC) solicits, reviews, and prioritizes requests for new and replacement positions. The CIO and a faculty member appointed by the Academic Senate serve as co-chairs, and there are faculty representatives from each school/division and from human resources. The ASC deliberates and makes recommendations for new and replacement positions to the

⁸⁹⁴ Confidential Classified Employees Group MOU with the SCCCD 2017-2019

⁸⁹⁵ Classified Staff Performance Evaluation Form

⁸⁹⁶ Administrator Self-Evaluation Forms 2015-2016 to 2020-2021

⁸⁹⁷ Board Policy 7120: Recruitment and Selection

⁸⁹⁸ Administrative Procedure 7120A: Hiring Procedures Contract Faculty (Tenure-Track) p. 2

⁸⁹⁹ 2019-2020 Program Review Chemistry

CEO,⁹⁰⁰ who reviews them, provides feedback, and makes recommendations to the Board, considering budget, FON, and student and program needs.⁹⁰¹

From Fall 2014 through Fall 2020, the District either met or exceeded the FON every year,⁹⁰² and the ratio of full-time to part-time has increased since fall 2014.⁹⁰³ The ratio of students to faculty has improved since then too.⁹⁰⁴ The support service ratio of full-time and part-time counselors to students has improved since fall 2016.⁹⁰⁵ The District currently employs 215 full-time faculty.⁹⁰⁶ Short-term increases in demand are addressed by hiring part-time (adjunct) faculty. Currently, the District employs 520 adjunct faculty & noncredit part-time faculty.⁹⁰⁷ The number of full-time faculty for the District increased between 2014 and 2018. In 2019 and 2020, there was a slight dip in the number of full-time faculty,⁹⁰⁸ due to budget cuts and a retirement incentive.⁹⁰⁹

Analysis and Evaluation

As a result of comprehensive hiring processes, the District is able to maintain a sufficient number of full-time and part-time faculty to fulfill the District's mission and purpose. The District's use of annual program reviews to evaluate the number and organization of its faculty is effective in supporting programs and services. The Academic Staffing Committee is effective in assisting in the assessments, determining and making recommendations to the Chancellor for the hiring of replacement and additional faculty.

8. An institution with part-time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard

The District has policies and practices providing adjunct faculty orientation, oversight, evaluation, professional development, and opportunities to participate in district-wide governance and committees. HR provides onboarding to all new employees,⁹¹⁰ and the Instruction office holds a paid orientation for new adjuncts.⁹¹¹ An Adjunct Handbook⁹¹² provides in-depth reference information. The school deans provide oversight of adjunct faculty with

⁹⁰⁰ [Fall 2020 and Spring 2021 ASC recommendations](#)

⁹⁰¹ [Academic Staffing memo 042121 Chancellor](#)

⁹⁰² [2020-2021 Adopted Budget PowerPoint Final with State Revenue Slide 11 FON](#)

⁹⁰³ [FON Fall 2011 to Fall 2020](#)

⁹⁰⁴ [IPEDS Student Faculty Ratio Fa15-Fa19](#)

⁹⁰⁵ [2020 ASC Request Form Counselor A2MEND p.2](#)

⁹⁰⁶ [Full-time Faculty List with Doctorate as of 04.28.21](#)

⁹⁰⁷ [Adjunct and Noncredit Faculty Spring 2021](#)

⁹⁰⁸ [Fact Book Figure 24 Staffing Increases](#)

⁹⁰⁹ [Supplementary Employee Retirement Plan \(SERP\) Board Approval 02.12.20](#)

⁹¹⁰ [Adjunct Instructor New Hire Checklist](#)

⁹¹¹ [Adjunct Orientation Agendas](#)

⁹¹² [Adjunct Handbook](#)

support from department chairs. At the discipline level, full-time faculty share responsibility with administrators to select,⁹¹³ mentor, train, and conduct peer evaluations of part-time faculty.⁹¹⁴

An article in the AFT Collective Bargaining Agreement specifically addresses the process for regular evaluations of adjunct faculty,⁹¹⁵ including evaluation instruments. The District/AFT Collective Bargaining Agreement includes an article on Professional Development⁹¹⁶ that provides nine paid hours per semester of professional development for adjunct faculty. The College also encourages adjuncts to attend a comprehensive professional development program with 10 FLEX days per academic year.⁹¹⁷ In addition to programming specific to adjunct faculty such as semi-annual adjunct orientation, the College offers an award-winning Skilled Teaching Certificate Program for all faculty.⁹¹⁸ Adjunct faculty may participate in more than 600 professional development programs each year.⁹¹⁹ The District provides opportunities for adjunct faculty to be involved in District life by including them in participatory governance processes, division activities, and committees. Many serve on committees including the College Policy Committee (CPC),⁹²⁰ (IE)² committee,⁹²¹ Equity Minded Practitioners Committee,⁹²² and the EEO Advisory Committee.⁹²³ The AFT collective bargaining agreement compensates members to join various important committees.⁹²⁴

Analysis and Evaluation

The District meets the Standard. The College has employment policies and practices for adjunct faculty, which provide orientation, oversight, evaluation, and professional development. It provides for integration of adjunct faculty into the life of the College.

9. The institution has a sufficient number of staff members with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution.

Evidence of Meeting the Standard

The District uses an integrated budget and program review process⁹²⁵ to ensure sufficient staffing. The Classified Staffing Committee and division administrators review budgets and requests for staff.⁹²⁶ HR pre-screens all candidates to ensure requirements are met,⁹²⁷ and new

⁹¹³ [AP 7120 - Adjunct Hiring Procedures](#)

⁹¹⁴ [Article 12.K of COCFA Collective Bargaining Agreement – Department Chairs](#)

⁹¹⁵ [Article 8 Evaluations, AFT Collective Bargaining Agreement](#)

⁹¹⁶ [Article 19 Professional Development, AFT Collective Bargaining Agreement](#)

⁹¹⁷ [Professional Development Plan](#)

⁹¹⁸ [Skilled Teaching Certificate Program Information](#)

⁹¹⁹ [Adjunct Professional Development records of participation 2017 to present](#)

⁹²⁰ [CPC membership list](#)

⁹²¹ [\(IE\)² Committee Membership List](#)

⁹²² [EMP committee membership list](#)

⁹²³ [EEO Advisory Committee membership list](#)

⁹²⁴ [Appendix G, District Compensated Committees, AFT Collective Bargaining Agreement](#)

⁹²⁵ [Program Review Samples](#)

⁹²⁶ [Decision Making Guide – Appendix E](#)

⁹²⁷ [Decision Making Guide – Appendix F](#)

employees have an in-person orientation. The District follows policies and procedures for hiring set in board policy,⁹²⁸ and Collective Bargaining Agreements.⁹²⁹

Analysis and Evaluation

Using a multi-layered program review, budget, request and approval processes to determine which and how many staff are needed, the District has sufficient staff to fulfill the educational, technological, physical, and administrative operations of the College. Staffing needs are tied to the District's overall mission and the growth of the student population.

10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes.

Evidence of Meeting the Standard

The CEO has authority to plan, oversee, and evaluate the College's administrative structure.⁹³⁰ Each division, operation, and major program has an administrative leader. Administrative hiring procedures⁹³¹ ensure qualified, prepared administrators with appropriate expertise. Position announcements state requisite and desired knowledge, abilities, education, and experience.⁹³² In 2020, the District maintained 65 classified administrators and 31 educational administrators, totaling 96, a sufficient number. Administrative staff hiring responds to student and program needs, aligned with the mission,⁹³³ reflecting overall growth. Administrators regularly attend conferences and professional development programs. To grow the College's own leaders, it encourages employees to participate in the Leadership in Action Program (LEAP),⁹³⁴ designed to provide all employees the opportunity to succeed in any leadership position with necessary skills.

Analysis and Evaluation

The District meets this Standard. Processes are in place to ensure employing an appropriate number of administrators with the qualifications and expertise needed for effectiveness and continuity of leadership to support the mission and purposes. The District uses its integrated planning and program review process, the budget development process, and emerging institutional priorities to determine these needs, and makes additions and reorganizations as necessary, resulting in a highly qualified, experienced, and motivated administrative team.

11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

⁹²⁸ [Board Policy 7230: Classified Employees](#)

⁹²⁹ [CSEA Collective Bargaining Agreement – Appendix B](#)

⁹³⁰ [Board Policy 2430: Delegation of Authority to the CEO](#)

⁹³¹ [Administrative Procedure 7120: Educational and Classified Management hiring procedures](#)

⁹³² [Sample Administrator position announcements](#)

⁹³³ [Board Policy 1200: District Mission](#)

⁹³⁴ [LEAP Review Book](#)

Evidence of Meeting the Standard

The District has a clear process for establishing board policies and administrative procedures governed by BP and AP 2410,⁹³⁵ and explained in the Decision-Making Guide.^{936,937} District policies and procedures are reviewed regularly and updated as needed. As part of the process,⁹³⁸ all new and revised policies and procedures that impact constituent groups are routed to those groups for comments that go to the Board. This transparency ensures policies are fair, equitable, and consistently administered. Board policies are posted on the website, available for review by all employees, students and the public. When employees are hired, they acknowledge that they have reviewed key policies.⁹³⁹ The District administers its personnel policies and procedures consistently and equitably. Employees may go to HR with any complaints.⁹⁴⁰

Analysis and Evaluation

The District ensures consistent and equitable application of personnel policies and procedures by publishing them and by new employee on-boarding, orientations and trainings. Personnel policies and procedures are applied consistently and fairly. District board policies are routinely reviewed and updated to reflect recommended language from CCLC's Policy and Procedure Services, to which the District subscribes.

12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

The District has policies and practices that create and maintain programs, practices, and services to support its diverse personnel. Board Policies and Administrative Procedures on nondiscrimination,⁹⁴¹ Equal Employment Opportunity,⁹⁴² prohibiting discrimination and harassment,⁹⁴³ and investigating complaints alleging discrimination or harassment⁹⁴⁴ show the College's commitment to fair treatment of employees.⁹⁴⁵ The District asserts its commitment to diversity in BP 7100 "Commitment to Diversity"⁹⁴⁶ and in BP 1200 "District Mission."⁹⁴⁷ The College's Equal Employment Opportunity (EEO) Plan, most recently revised and approved in 2019, addresses the requirements of state law and the regulations contained in Title 5 of the California Code of Regulations relating to fair employment and best practices to create a diverse workforce. The Plan is posted to the District's website.⁹⁴⁸ Among important findings are

⁹³⁵ [Board Policy and Administrative Procedure 2410: Policy and Administrative Procedures](#)

⁹³⁶ [Decision Making Guide Appendix on CPC](#)

⁹³⁷ [College Policy Council Procedures](#)

⁹³⁸ [Master Policy chart with review groups](#)

⁹³⁹ [List of policies signed by new hires](#)

⁹⁴⁰ [Administrative Procedure 7280: Complaint Policy](#)

⁹⁴¹ [Board Policy and Administrative Procedure 3410: Nondiscrimination](#)

⁹⁴² [Board Policy and Administrative Procedure 3420: Equal Employment Opportunity](#)

⁹⁴³ [Board Policy and Administrative Procedure 3430: Prohibition of Harassment](#)

⁹⁴⁴ [Administrative Procedure 3435: Discrimination and Harassment Investigations](#)

⁹⁴⁵ [Board Policy and Administrative Procedure 3440: Service Animals](#)

⁹⁴⁶ [Board Policy 7100: Commitment to Diversity](#)

⁹⁴⁷ [Board Policy 1200: District Mission](#)

⁹⁴⁸ [EEO Plan June 2019](#)

significant underrepresentation. The EEO Plan reflects the College's commitment to equal employment opportunity and a diverse workforce. During this accreditation cycle, the EEO Plan was previously revised in 2015 and is also included for reference.⁹⁴⁹ The College has many diversity-related professional development activities sponsored by various departments. The Equity-Minded Practitioners workgroup promotes the acknowledgement of equity gaps, identifies barriers and responds through dialogue and reflection.

Analysis and Evaluation

The District meets the standard. The College creates and maintains appropriate programs and services to support its diverse personnel through its policies and practices. It regularly monitors and assesses its record in employment equity and diversity consistent with its mission. The EEO Advisory/Diversity Committee takes an active role in implementing the EEO Plan, supporting diversity initiatives, and creating a positive campus climate.

13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence Meeting the Standard

The College upholds a written code of professional ethics in BP 3050 Statement of Professional Ethics.⁹⁵⁰ It outlines the ethical obligations of those acting on behalf of the College. The details of the Professional Ethics code are provided in footnotes and evidence. All personnel who violate District policies and procedures may be subject to appropriate consequences written in the policy and respective bargaining agreements.⁹⁵¹

Analysis and Evaluation

Board-approved policies ensure that all personnel are held to the same ethical standards and that violations of this code will be dealt with accordingly. Consequences for violation of the code of ethics are subject to an investigation of such violation and potential disciplinary action.

14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

The College has offered an average of 810 professional development sessions annually for all college employees.⁹⁵² In addition, faculty, classified staff, and administrators are provided opportunities to participate in Flex Week,⁹⁵³ Classified Development Week,⁹⁵⁴ and annual retreats, respectively.⁹⁵⁵ The Professional Development Department conducts an annual needs

⁹⁴⁹ [EEO Plan October 2015](#)

⁹⁵⁰ [Board Policy 3050: Statement of Professional Ethics](#)

⁹⁵¹ [Administrative Procedure 3050 Statement of Professional Ethics](#)

⁹⁵² [Report of Professional Development Workshops 2020-21](#)

⁹⁵³ [Spring 2021 FLEX Booklet](#)

⁹⁵⁴ [Classified PD Week 2021 Booklet](#)

⁹⁵⁵ [Administrative Retreat 2021 Participant Version](#)

assessment for each group.⁹⁵⁶ Every session has clear learning outcomes, and each participant is asked to evaluate learning outcomes.⁹⁵⁷ Program effectiveness is assessed annually.⁹⁵⁸

Analysis and Evaluation

The District meets the standard. The Professional Development Program aligns with the mission, offering relevant programs and meeting the needs of employees. All programs are evaluated, and the results of assessments are used to plan improvements.

15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard

All personnel records are securely and confidentially held in the HR Department, consistent with AP 7145.⁹⁵⁹ Personnel files for all employees are kept in lockable file cabinets, in a locked file room that can be accessed only by HR staff. Personnel files for student workers are in locked file cabinets in the Student Employee Office. The HR Office is fully secured.

All collective bargaining agreements stipulate employees may review their personnel files by notifying HR and completing a release of documents form.^{960, 961, 962} All employees may review their records in accordance with state law,⁹⁶³ bargaining unit agreements, and AP 7145.

Analysis and Evaluation

The Human Resources Department maintains all personnel files in locked cabinets, and personnel files for all regular employees, part-time faculty, and temporary faculty are additionally in a locked file room. Employees may review their personnel records in accordance with collective bargaining agreements and the law.

Conclusions on Standard III.A Human Resources

The College ensures that sufficient number of well-qualified faculty, staff, and administrators support effective programs and services for students and the community. Personnel are effectively evaluated, appropriate policies and procedures are equitably accessible and administered, and the entire campus community engages in available professional growth and development.

Improvement Plan

None.

⁹⁵⁶ [Needs Assessment Survey Results 2020-21](#)

⁹⁵⁷ [Sample Program Assessment](#)

⁹⁵⁸ [Professional Development Program Review](#)

⁹⁵⁹ [Administrative Procedure 7145: Personnel Files](#)

⁹⁶⁰ [CSEA Article 11 Personnel Files](#)

⁹⁶¹ [COCFA Article 9 Personnel Files](#)

⁹⁶² [AFT Article 7 Personnel Files](#)

⁹⁶³ [Education Code 87031](#)

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B. Physical Resources

Physical Resources continue to be integrally planned and implemented by the College and the community at large, resulting in the physical assets necessary to provide the spaces needed to meet the mission of the College. Over the last 20 years, the College has passed three local bond measures that have provided more than \$400,000,000 of funds along with \$78,000,000 of state-matching funds. This has allowed the College to complete 87 projects, adding 650,000 square feet of physical space with another 10 projects currently in planning phases. Since the last Accreditation in 2014, the College has spent more than \$120,000,000 of local funds and \$13,000,000 of state-matching funds, adding 177,000 square feet of physical space. In addition, multiple modernization projects and the implementation of a voluntary ADA Transition Plan as a statewide leader have provided value to the College community. The College has also completed a variety of energy conservation and sustainability projects, ranging from LED lighting retrofits to the installation of a bloom fuel cell project that produces most electric demand in clean, net-zero fashion while saving hundreds of thousands of dollars on an annual basis. Using the principles and strategies detailed in this response, the College continues to plan and implement physical resources that provide the physical foundation necessary for student success.

1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence of Meeting the Standard

College of the Canyons assures safe and sufficient physical resources at all its locations. Facilities are constructed and maintained to assure access, safety, security, and a healthful learning and working environment. The District annually evaluates and updates its Injury and Illness Prevention Plan,⁹⁶⁴ with the District's Risk Management consultant, Keenan and Associates. The Plan identifies potentially unsafe or unhealthful conditions and stipulates procedures and work practices to maintain safe and healthy working conditions. The District's Human Resources Department and the consultant implement all required training on each of the campuses to meet the requirements of mandatory job safety training based on the Plan.

District facilities are inspected annually by Keenan and Associates,⁹⁶⁵ and by the L.A. County Fire Department,⁹⁶⁶ L.A. County Department of Health Services, the State Water Control Board, the Department of Industrial Relations (Cal/OSHA) Elevator Unit, the State Water Resources Board, the South Coast Air Quality Management District (AQMD) and various other governmental agencies. The risk management consultant also conducts annual hazardous materials inventories reports.⁹⁶⁷ They become part of the College's Chemical Hygiene Plan,⁹⁶⁸ overseen by the District's Chemical Hygiene Officer. On receipt of reports from the College's risk management and outside agency evaluations, the Facilities Department begins any needed corrective action.

⁹⁶⁴ [Injury and Illness Prevention Plan](#)

⁹⁶⁵ [Keenan & Associates Inspection Summary](#)

⁹⁶⁶ [Fire Inspection Reports 2018-2021](#)

⁹⁶⁷ [Hazardous Materials Inventory Report 2019-2021](#)

⁹⁶⁸ [Chemical Hygiene Program Plan](#)

The Facilities Department oversees construction and maintenance of all campus facilities to ensure compliance with the Educational and Facilities Master Plan (EFMP)⁹⁶⁹ and Decision Making Guide.⁹⁷⁰ All projects—modifications, improvements, and new on-site and off-site facilities—are designed, constructed, and inspected according to the Uniform Building Code, California Building Code, Americans with Disabilities Act, and National Fire and Electrical Codes. Projects are approved by the Division of the State Architect and completed under the auspices of a full-time State-certified Inspector of Record.⁹⁷¹ In addition, the District has purchased, implemented, and trained staff in a web-based Emergency Notification System, providing voice, email, and text messaging to students and staff during emergencies. To ensure remediation of any unsafe condition in and around its facilities, the District has a web-based work order system (Tamis⁹⁷²) to input maintenance, custodial, grounds, warehouse, HVAC and telecommunication work orders. Priority is given to safety requests regardless of location. All District sites receive equal oversight, regardless of location.

Physical resource planning is integrated with institutional planning using the Strategic Plan,⁹⁷³ Decision Making Guide,⁹⁷⁴ (EFMP),⁹⁷⁵ and Annual Program Reviews,⁹⁷⁶ reviewed and updated on a regular basis (every 5 years at a minimum). The EFMP⁹⁷⁷ is developed with students, staff, faculty, and community members. The Five-Year Construction Plan^{978, 979, 980, 981, 982, 983, 984} uses projected growth and weekly student contact hours (WSCH) to determine sufficiency of facilities using the capacity/load ratios for various types of planned space use: lecture, laboratory, office, library, physical education, meeting and assembly, data processing and health services.

Since 2003, the District has passed three local general obligation (GO) bonds—Measures C, M and E—which, combined with state-matching funds, has let the District implement complete build out of several Educational and Facility Master Plans over the past 18 years.⁹⁸⁵ Currently, the District is developing the 2022-27 EFMP, which expends all remaining local GO Bond funds in Measure E. Projects will address all facilities needs to meet educational goals in the Plan.

Analysis and Evaluation

Through integrated planning, College of the Canyons provides adequate access, facilities, and resources and assures safety, security, and a healthful learning environment, regardless of

⁹⁶⁹ [Educational and Facilities Master Plan 2016-2022](#)

⁹⁷⁰ [Decision Making Guide 2021 \(Pages 26-29\)](#)

⁹⁷¹ [DSA Project numbers](#)

⁹⁷² [Tamis Work Order](#)

⁹⁷³ [Strategic Plan 2019-2022](#)

⁹⁷⁴ [Decision Making Guide 2021](#)

⁹⁷⁵ [Educational and Facilities Master Plan 2016-2022](#)

⁹⁷⁶ [Annual Program Review](#)

⁹⁷⁷ [Educational and Facilities Master Plan 2016-2022 \(Page 355\)](#)

⁹⁷⁸ [Five Year Capital Outlay Plan 2016-2017](#)

⁹⁷⁹ [Five Year Capital Outlay Plan 2017-2018](#)

⁹⁸⁰ [Five Year Capital Outlay Plan 2018-2019](#)

⁹⁸¹ [Five Year Capital Outlay Plan 2019-2020](#)

⁹⁸² [Five Year Capital Outlay Plan 2020-2021](#)

⁹⁸³ [Five Year Capital Outlay Plan 2021-2022](#)

⁹⁸⁴ [Five Year Capital Outlay Plan 2022-2023](#)

⁹⁸⁵ [Educational and Facility Master Plan 2012-2018](#)

location. In addition, Board Policies 6800 and 6850⁹⁸⁶ outline the District’s obligation to always provide and maintain safe working conditions and equipment, to comply with standards prescribed by applicable federal, state and local laws and regulations affecting employee safety, and to conduct continuous education and training to develop safe practices.

2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard

The District plans, constructs and maintains its physical resources to enhance and support student learning programs and services. Physical resource planning, integrated with institutional planning, uses the EFMP, driven by the Strategic Plan⁹⁸⁷ and coordinated through the College Planning Team (CPT), to support the College’s mission, goals, and priorities. The Facilities Planning Committee reviews proposed programs and facilities projects for congruence with overall educational and facilities master plans and identifies gaps between identified needs and proposed programs. Agendas^{988, 989} and minutes^{990, 991} of these meetings are posted on the Facilities website. Each year, prior to submission of the Five-Year Construction Plan,⁹⁹² the College compiles the instructional needs, prepares, and submits projects that meet the needs of instructional programs. The Facilities Department coordinates planning with staff from each department that will occupy a new or renovated space. The groups work with the Facilities Department, which works directly with the Master Architect to ensure each space meets the needs set in the planning documents.

The 2016-22 EFMP includes a Biodiversity initiative⁹⁹³ that invites participation through the use of the campus grounds as a living lab for inquiry and experiential learning. Examples include several established garden areas where research is conducted and the community is welcomed. Using the campus grounds in this way as a resource for cooperative projects facilitates dialog across campus departments and entities. The initiative is a major theme of the EFMP (2016-22) and elements of it have been included in all new projects and retrofitted into existing landscapes.

In 2015, the District began planning an ADA Upgrade project.^{994, 995} The first phase, entry/exit, was completed in 2020. The next, site upgrades, was submitted to DSA in May of 2021, with construction to begin in late 2021. Planning for the last phase, restroom upgrades, will start in June 2021. When done, the Valencia campus will meet current ADA codes—one of the first Districts in the state to accomplish this.

⁹⁸⁶ [Board Policy 6800 and 6850](#)

⁹⁸⁷ [Strategic Plan 2019-2022](#)

⁹⁸⁸ [Facilities Planning Committee Agenda 12.5.19](#)

⁹⁸⁹ [Facilities Planning Committee Agenda 4.13.21](#)

⁹⁹⁰ [Facilities Planning Committee Minutes 12.5.19](#)

⁹⁹¹ [Facilities Planning Committee Minutes 4.13.21](#)

⁹⁹² [Five Year Capital Outlay Plan 2022-2023](#)

⁹⁹³ [Biodiversity Initiative](#)

⁹⁹⁴ [Board Approval of ADA Plan 10.13.15](#)

⁹⁹⁵ [ADA Plan](#)

Prior to 2003, the District participated annually in the state’s Scheduled Maintenance grant programs, which let it maintain, repair and replace equipment as needed. Since 2003, the District has allocated resources for that funding priority using local GO bond funds. Through the program review process, equipment and systems are identified for repair/replacement. Facilities staff evaluate requests and provide responses to requestors.”⁹⁹⁶ Although the state has continued to fund Scheduled Maintenance/Instructional Equipment grants, the District has used its local bond funds for scheduled maintenance. That saves these state grants for instructional equipment.

As part of the District’s efforts to support sustainability, it has participated in and expended all allocations of the California Clean Energy Jobs Act (Proposition 39) every year of the five-year Act. Funds from Prop 39 were used to upgrade EMS software, install LED lighting, replace fume hood control systems, and replace HVAC starter motors with Variable Frequency Drive units. Not only did this meet the goals of the Act, but it allowed the District to update and upgrade existing energy-consuming systems, providing years of reduced operating costs, reduced energy consumption, and promoting overall system reliability.

Analysis and Evaluation

The District’s mission and strategic plan drive all planning for the College’s educational goals, which drive planning for the facilities, equipment and other assets needed to meet the goals. All plans and actions for acquiring, building, maintaining, and upgrading or replacing physical resources, including facilities, equipment, land, and other assets, are done through this process, ensuring effective utilization and the continuing quality necessary to support the College’s programs and services, and to achieve its mission.

3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Evidence of Meeting the Standard

Annually, the District prepares and files a state Space Inventory report⁹⁹⁷ summarizing the entire square footage of facilities and identifying use of each space by TOP Code. It also annually files a 5-Year Construction Plan⁹⁹⁸ combining the state’s enrollment projections for the District with the Space Inventory data to calculate the usage capacities for various types of space. Results over 100 percent indicate under-utilization of that space type, and results under 100 percent indicate more space is needed for those TOP code spaces to meet enrollment projections. To comply with requirements for participating in state facilities funding, the District must maintain a current EFMP.⁹⁹⁹ The current one is the 2016-22 plan; the 2022-27 plan is being developed. The District completes annual reviews¹⁰⁰⁰ of all programs and compares them to the EFMP. At the conclusion of the program review process, in anticipation of submitting the 5-Year Construction Plan, Executive Cabinet reviews the data of both planning documents and suggests revisions, if any, to the type, impact and priority of new projects in order to meet instructional priorities. This

⁹⁹⁶ [Furniture/Equipment Request](#)

⁹⁹⁷ [Space Inventory](#)

⁹⁹⁸ [Five Year Capital Outlay Plan 2022-2023](#)

⁹⁹⁹ [Educational and Facilities Master Plan 2016-2022](#)

¹⁰⁰⁰ [Program Review 2018-2021](#)

analysis determines which projects, of what size and type of space, should be completed in what order. If necessary, the EFMP is revised to meet the recommendations of the review.

In order to be responsive to changing instructional needs and priorities, the District has an additional process and planning group for Program Viability.¹⁰⁰¹ This evaluates changes in the instructional environment to recommend opportunities that should be considered immediately. If recommendations of the Program Viability group include facilities, those projects are prioritized, funded and commenced in a time frame that allows realization of the opportunity.

As part of the annual program review, existing equipment functionality and need for new and replacement equipment are evaluated and may be considered “forced cost requests.”¹⁰⁰² Requests are evaluated and prioritized by the President’s Advisory Council on Budget (PAC-B).

Equipment is then purchased, repaired, or replaced as funding allows.

Analysis and Evaluation

Educational planning directly results in physical resource planning, using the EFMP as a guide. Plans are evaluated and updated regularly, using the annual program review, 5-Year Construction Plan, and program viability tools. This regular and ongoing sequence of planning and evaluation processes, which employ utilization and other relevant data, assure the feasibility and effectiveness of the College’s physical resources, including its facilities and equipment.

4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

All District long-term planning begins with the Strategic Plan,¹⁰⁰³ which sets the goals and is coordinated through the CPT. The Educational Master Plan (EMP)¹⁰⁰⁴ addresses initiatives integrated in the Strategic Plan and is the planning guide for the Facilities Master Plan (FMP).¹⁰⁰⁵ The FMP evaluates current facilities, how those facilities do or don’t meet improvement goals established in the EMP and provides a gap-analysis recommendation on facilities needed to meet the EMP goals. Recommendations may include building additional facilities; modernizing existing facilities (including Secondary Effects projects); or altering furniture and equipment to update spaces as programs revise instructional methods. Recommendations in the FMP are updated annually with submission of the 5-Year Construction Plan¹⁰⁰⁶ (5-YCP) to the State Chancellor’s Office. District planning always includes projections of the total cost of ownership of new facilities and equipment and projections for cost of secondary effects, retrofitting and altering use of existing facilities.

In addition to the 5-YCP, the District submits an annual 5-Year Scheduled Maintenance (5-YSM)¹⁰⁰⁷ report. It indicates planned scheduled maintenance over a 5-year period, to keep facilities operating at peak efficiency. Scheduled Maintenance projects are paid using local

¹⁰⁰¹ [Administrative Procedure 4021: Program Viability](#)

¹⁰⁰² [Forced Cost Evaluations](#)

¹⁰⁰³ [Strategic Plan 2019-2022](#)

¹⁰⁰⁴ [Educational Master Plan 2016-2022 \(Pages 23-354\)](#)

¹⁰⁰⁵ [Facilities Master Plan 2016-2022 \(Pages 356-463\)](#)

¹⁰⁰⁶ [Five Year Capital Outlay Plan 2022-2023](#)

¹⁰⁰⁷ [Five-Year Scheduled Maintenance Plan](#)

Measure E GO bond funds,¹⁰⁰⁸ which provide adequate monies to sustain the maintenance needed to keep operations running effectively with expenses at a minimum. The facilities department’s operational budgets¹⁰⁰⁹ are critical parts of the overall district budget. To minimize ongoing costs of maintenance and repair, equipment is identified that is reliable for a long time. This saves labor costs and reduces expenses. The District has a master specification¹⁰¹⁰ list of equipment and materials so it can warehouse spare parts and so facilities staff can be familiar with maintaining and repairing specific equipment. These are key to reducing total cost of ownership and managing the facilities budget.

Analysis and Evaluation

The District continuously evaluates its physical resources to provide facilities and services necessary to meet its long-range planning and improvement goals, with educational program planning driving facilities planning. Coordination of instructional needs with proposed and available facilities is an integral part of the planning and cost projection processes, which provides efficient capacity/load ratios. Combining space efficiency while assuring those operational systems are maintained at optimal levels, minimizes total cost of ownership.

Conclusions on Standard III.B. Physical Resources

The District’s physical resources meet the College’s instructional needs and improvement goals, through an ongoing, interactive, collaborative planning process. Physical resources are created with health and safety as primary priorities, abiding by all state processes while meeting all regulatory requirements. Resources are planned and designed to be optimally efficient over their life cycle, minimizing energy, maintenance and labor costs. The District’s planning processes produce effective, safe, efficient facilities while maintaining the lowest possible total cost.

Improvement Plan(s)

None.

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¹⁰⁰⁸ [Measure E](#)

¹⁰⁰⁹ [Facilities Budget Fiscal Year 2015-2021](#)

¹⁰¹⁰ [Master Construction Specifications 2011](#)

C. Technology Resources

1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

College of the Canyons provides centralized technical support through the Information Technology (IT) division. IT is divided into three main areas:¹⁰¹¹ Computer Support Services, providing hardware, software, and audio/visual support; Enterprise Applications supporting Ellucian Colleague, the Enterprise Resource Planning (ERP) system along with College-wide programming projects; Infrastructure and Information Security, overseeing the server environment, data network, and cybersecurity. Also, IT and the Online Education department share responsibility for the online learning environment.¹⁰¹² Online Education supports integrating technology into teaching and learning and gives students flexibility to take courses remotely.

Technology needs are identified at the unit, program, or department level through the Program Planning and Review¹⁰¹³ (PPR) process, described fully in several other standards.

IT has several collegial and specialized committees: The Technology Committee¹⁰¹⁴ (TC),¹⁰¹⁵ co-chaired by the Vice President of Technology and a faculty member, promotes use of technology, evaluates its effectiveness and availability, and ensures that technology programs and services support the College's mission¹⁰¹⁶ and strategic goals.¹⁰¹⁷ TC coordinates all technology planning to ensure consistency, and it reviews¹⁰¹⁸ progress towards the Technology Master Plan (TMP)^{1019, 1020} goals. The executive director of Enterprise Applications chairs the Colleague "Stand-Up"¹⁰²¹ committee, comprised of members¹⁰²² from departments that depend on the Enterprise Resource Planning or Student Information System to operate. Meeting¹⁰²³ to review and recommend enhancements to the Ellucian Colleague ERP system, this committee discusses priorities for new projects or functionality, schedules downtime for updates, and plans testing. The Web Committee oversees the College's websites.¹⁰²⁴ Co-chaired by the president of the Academic Senate and executive director of Infrastructure and Information Security, the Web Committee is a forum for enhancements, design updates, development of standards, and accessibility compliance. The Educational Technology (EdTech) Committee,¹⁰²⁵ co-chaired by

¹⁰¹¹ [Information Technology Organizational Chart](#)

¹⁰¹² [Online Education Organizational Chart](#)

¹⁰¹³ [Program Planning and Review Home Page](#)

¹⁰¹⁴ [Technology Committee Description from Decision Making Guide](#)

¹⁰¹⁵ [Technology Committee Meeting Minutes Approving Meeting Schedule for 2021-22](#)

¹⁰¹⁶ [District Mission](#)

¹⁰¹⁷ [District Strategic Goals](#)

¹⁰¹⁸ [Technology Committee Minutes on TMP Review](#)

¹⁰¹⁹ [Technology Master Plan 2011-2016](#)

¹⁰²⁰ [Technology Master Plan 2017-2022](#)

¹⁰²¹ [Colleague Standup Committee intranet site](#)

¹⁰²² [Colleague Standup membership list](#)

¹⁰²³ [Colleague Standup meeting schedule](#)

¹⁰²⁴ [Web committee Intranet Committee Site](#)

¹⁰²⁵ [Educational Technology Committee Intranet Committee Site](#)

the director of Online Education and a faculty member, focuses on excellence in teaching and learning with technology. EdTech develops recommendations on online teaching and learning, reviews new technology teaching tools, and supports uses of technology to help students succeed.

Additionally, in 2020, the College created an Information Security Committee chaired by the System Security Administrator to create and review security policies, procedures, and guidelines.

Per the TMP, District technology is standardized.¹⁰²⁶ IT maintains extensive application programs,¹⁰²⁷ supporting classroom and office operations, and new technologies¹⁰²⁸ are evaluated regularly. Computer equipment is replaced every five years,¹⁰²⁹ and technology and software standards are reviewed to meet faculty, staff, and student needs. IT evaluates all purchases of technology to assure compatibility, security, and minimize cost. Most ongoing technology purchases are handled through IT.¹⁰³⁰ This lets the College negotiate contracts for competitive pricing, and quantity purchasing. The Contracts, Procurement and Risk Management (CPRM) department's Purchasing Handbook directs employees to meet with IT to approve technology purchases.¹⁰³¹ The CPRM department and IT staff meet weekly¹⁰³² to review technology contracts, assessing adherence to Section 508 of the Rehabilitation Act.¹⁰³³

To provide effective technical support, the Valencia and Canyon Country campuses have IT offices¹⁰³⁴ and helpdesks staffed six days a week.¹⁰³⁵ All support requests and projects are recorded in TrackIT, an online ticketing software that in 2020-21 logged 11,641¹⁰³⁶ support requests. The College maintains a secure network infrastructure¹⁰³⁷ to support academic and administrative operations including distance education and remote employee work. A ten-gigabit connection to each campus and an additional ten-gigabit connection between each campus provides redundancy to minimize outages. Firewalls, spam filters, and Intrusion Detection Systems control the traffic allowed into and out of the campus data network. Buildings are interconnected via either a one gigabit or ten gigabit fiber uplink. All classrooms, computer labs, meeting spaces, and offices offer both direct, hardwired connections and wireless connections to the campus data network. Instructional computer labs are available on both campuses, with Microsoft Office and course specific software. Computer Support Services provides training in supported technologies. Each campus has a Technology Center¹⁰³⁸ with computers for employee use and training,¹⁰³⁹ and equipment can be checked out for College business. The College maintains most servers on the premises, and several application programs are located in the

¹⁰²⁶ [Technology Master Plan Section on Standardization](#)

¹⁰²⁷ [List of Supported Software and Software licenses](#)

¹⁰²⁸ [Educational Technology agendas with demonstrations and New Technology Discussions](#)

¹⁰²⁹ [Technology Master Plan Equipment Replacement Plan](#)

¹⁰³⁰ [District IT Budget](#)

¹⁰³¹ [Purchasing handbook IT Approval requirements P46](#)

¹⁰³² [Teams site or tracking spreadsheet](#)

¹⁰³³ [Section 508 of the Rehabilitation Act of 1973](#)

¹⁰³⁴ [IT Hours and Office Locations](#)

¹⁰³⁵ [Help Desk Contact Cards](#)

¹⁰³⁶ [Trackit Report of 2020-21 Support Requests](#)

¹⁰³⁷ [Network Equipment Summary](#)

¹⁰³⁸ [Valencia and Canyon Country Technology Centers](#)

¹⁰³⁹ [Professional Development Summer Technology Institute Workshop List](#)

cloud for reliability of key systems. In 2016, the District migrated to Canvas, a hosted Learning Management System as part of the CCC consortium. In 2019, the District's email system for employees was migrated to Microsoft's Office 365 environment. Agendas and minutes for the Board of Trustees reside in BoardDocs, a cloud hosted governance meeting software. The District's curriculum catalog and Student Learning Outcomes are stored in Elumen, a cloud hosted system. The College is creating a comprehensive disaster recovery plan to ensure continued operations of critical systems in case of a disaster. Currently, all critical systems and network equipment at both campuses are connected to Uninterruptable Power Supplies (UPS). Additionally, critical information is backed up regularly and stored in a secure location. IT negotiates maintenance contracts with key vendors to provide rapid replacement components to minimize downtime. The District has a co-location facility in Northern California¹⁰⁴⁰ where key systems and data are replicated in case of a Southern California disaster.

Analysis and Evaluation

The College meets this standard. IT reviews technology services, professional support, hardware and software on a regular basis to ensure they meet the needs of the administrative and instructional programs. The Technology Committee and Educational Technology Committee, meet regularly to evaluate technology and technical support, making recommendations for changes or improvements.

2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard

The District continuously plans for new technology, updates, and replacements to ensure technology meets its needs. Many such plans and projects are described in the sections above and below. IT maintains a detailed inventory¹⁰⁴¹ of hardware and software owned or leased by the District and replaced according to a replacement cycle detailed in the TMP.^{1042, 1043}

¹⁰⁴⁰ [Co-Location Agreement](#)

¹⁰⁴¹ [IT Equipment Inventory Sample](#)

¹⁰⁴² [Technology Master Plan Replacement Cycle](#)

¹⁰⁴³ [Technology Master Plan Computer Lab Replacement Schedule](#)

District Technology Resources¹⁰⁴⁴			
Item	Valencia	Canyon Country	Total
Employee Computers	1,681	110	1,791
Student Computers	1,927	377	2,304
Physical Servers	71	15	86
Virtual Servers	235	35	270
Computer Labs	50	10	60
Laptop Carts	30	4	34
Smart Classrooms	167	33	200
Wireless Access Points	229	63	292

In 2014, a Technology Innovation Fund was established with one-time funds to encourage faculty to explore new technologies in their courses. Call for proposals¹⁰⁴⁵ were sent out several times each year, and the TC reviewed and approved each proposal. The program ended in 2018 but not before thirty requests¹⁰⁴⁶ had been funded, several of which are still in use today. In 2018, an “Innovative Ideas”¹⁰⁴⁷ program, building off the success of the innovation fund, was started to include both instructional and non-instructional proposals and was no longer limited to technology proposals. Innovative dialogues¹⁰⁴⁸ were scheduled several times throughout the year, where employees could unite to discuss their ideas, identify synergies, and strengthen their proposals. This program ran until fall 2019, funding twenty (20) additional innovative projects.¹⁰⁴⁹

In 2015, the District launched a student online education plan called My Academic Plan (MAP). Integrated with the Colleague ERP, it updated students’ ability to create scenarios for different majors, plan schedules, and register. The College’s first mobile app, CanyonsM, was made available in 2018 as a result of a student proposal made to the Chancellor during open office hours. CanyonsM started serving as a student portal in fall 2021, providing access to online resources and a self-service registration system. Upgrades to the wireless network include access from parking lots, allowing students to work in their cars during the pandemic.

In 2016, the voters passed GO Bond Measure E, which included funding for technology equipment and infrastructure replacement and upgrades.¹⁰⁵⁰ These funds supplement General Fund monies, Instructional Equipment Block Grants, and other state and federal sources. To

¹⁰⁴⁴ [College of the Canyons 2020-21 Fact Book p.53](#)

¹⁰⁴⁵ [Funding Available for Technology Innovation Email](#)

¹⁰⁴⁶ [Technology Innovation Funded Projects 2014-2018](#)

¹⁰⁴⁷ [Innovative Idea Flyer](#)

¹⁰⁴⁸ [Let’s Talk Innovative Ideas Email](#)

¹⁰⁴⁹ [Innovative Ideas Funded 2018-2019](#)

¹⁰⁵⁰ [2019-20 Measure E Annual Report](#)

ensure District computers are up-to-date with software and security patches, the District uses Microsoft System Center Configuration Manager (SCCM) for all Microsoft Windows machines and JAMF for all Apple devices. These allow centralized and efficient management of software installations and system patching. To ensure timely, secure access and retention of information historically in hardcopy, the District expanded document imaging through OnBase.

In 2020 and 2021, during the height of the pandemic, IT expanded support for students and employees working remotely, creating a web page with resources for faculty, staff, and students to adapt and thrive in the online environment. IT launched a Zoom room virtual help desk with technical staff giving users live support. As most employees and students lacked sufficient technology at home, IT organized a drive-thru checkout system so Help Desk Technicians could deliver needed equipment to people in their vehicles while maintaining physical distancing. With Student Services, IT purchased and distributed low cost laptops during drive-thru events, so students could participate in remote classes. Student Services and IT established live and email support to assist students with email, Office 365, and CanyonsID issues.

IT conducted an online survey¹⁰⁵¹ of employees in 2021 to evaluate their satisfaction with the technology environment. Of those who responded, 89.3 percent were either satisfied or very satisfied with the adequacy of technology resources available to them; 94.5 percent were satisfied or very satisfied with the quality of service they received from IT; and 90.74 percent were satisfied or very satisfied with the reliability of the technology resources available at the College. The results of the satisfaction survey further show employees find the technology support and resources are both appropriate and adequate to support operations.

Analysis and Evaluation

The College meets this standard. The IT Department, in coordination with the Technology Committee, continuously plan updates and replacement of technology to ensure adequate capacity to support operations and instruction. The process, outlined in the TMP, ensures the College can fund and replace equipment on a regular basis.

3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

The College provides appropriate technology resources, upgrades and maintenance to reliably and effectively support all locations where it offers courses, programs and services, including online learning, to ensure consistent accessibility, security, and safety across the District. The Valencia and Canyon Country campuses are connected to the Internet through the Corporation for Education Network Initiatives in California (CENIC). Access is facilitated through a secure data network at each location. Access is restricted depending on user type. Classroom technology is standardized across the District. Each setup includes a computer, projector, document camera, and integrated speaker system. Standardization ensures faculty teaching at any location can expect identical equipment in their classrooms. For specialized programs, including Photography, Computer Networking, and Media Entertainment Arts,

¹⁰⁵¹ [2021 Information Technology Satisfaction Survey](#)

additional equipment specific to the disciplines are added. To support hybrid student learning due to the pandemic, the College designed hybrid and flexible (HyFlex) classrooms. These allow faculty to teach on campus with the support of cameras, writing tablets and smart white boards to facilitate simultaneous in-room and onlineLIVE instruction.

Administrative application programs are available at both locations and critical applications are duplicated to ensure continued access in the event of an outage. The College’s online learning environment is hosted off-site using Canvas, ensuring high availability for students. All critical infrastructure equipment is covered by vendor maintenance contracts. The District also maintains a limited inventory of spare equipment. All District-issued employee laptops have preinstalled tracking software, activated if a device is reported stolen. Employee laptops and desktops that could contain sensitive information are encrypted to prevent unauthorized access. In 2019, the College launched a Single-Sign-On (SSO) project called CanyonsID to consolidate access credentials for all applications.¹⁰⁵² In spring 2021, the project was completed increasing the security of the College’s programs. Along with the move to SSO, in December 2019, the College transitioned all employees to Office 365 for email. This move substantially increased the email storage capacity for each person and increased the reliability of the system. In March 2020, the College enabled OneDrive for all employees to provide secure, hosted storage for District electronic files.

In 2017, the District contracted with a network security vendor to assess the District’s information security and provide recommendations. As a result, the District hired a Systems Security Administrator¹⁰⁵³ responsible for establishing policies and procedures on information security, staying abreast of current security vulnerabilities, conducting annual assessments of third-party vendors, and addressing data security issues. Leveraging resources from the CCC Information Security Center, the District implemented vulnerability management through the cybersecurity company, Tenable, to continuously monitor, identify, and report vulnerabilities on the District’s network. In spring 2021, the District contracted with another outside vendor to reassess the District’s information security.

The District utilizes a cloud-based Emergency Notification System, Blackboard Connect (BBC),¹⁰⁵⁴ to notify employees, students, tenants, and vendors by email, phone, and text in the event of a campus emergency. All computer labs and employee workstations feature Alertus, an application that launches a pop-up information window¹⁰⁵⁵ and audible alert during an incident. The District also implemented a paging system so a message can be sent to all installed phones in classrooms and labs, and a comprehensive public safety camera system^{1056, 1057} that records activity on the Valencia and Canyon Country campuses with an option for live viewing if necessary. IT maintains a backup system that runs nightly, ensuring the College’s critical data and programs are backed up. IT randomly tests backups to ensure viability. Additionally, the

¹⁰⁵² [Launch Page for CanyonsID Applications](#)

¹⁰⁵³ [System Security Administrator Job Description](#)

¹⁰⁵⁴ [Blackboard Connect Home Screen](#)

¹⁰⁵⁵ [Sample AlertUs Pop Up Window](#)

¹⁰⁵⁶ [Board Policy 3535: Public Safety Camera System](#)

¹⁰⁵⁷ [Administrative Procedure 3535: Public Safety Camera System](#)

College contracted a co-location facility in Northern California to house critical application programs. This can be activated in the event of a local emergency to ensure the continued availability of essential applications such as the College's website and internal file servers.

Analysis and Evaluation

The College meets this standard, ensuring technology resources at all locations where courses, programs, or services are offered are implemented and maintained. The IT department provides multiple programs, backups and systems that ensure reliable access, safety and security.

4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard

The College provides multiple avenues for technology training and instruction for employees and students. These include new employee orientations, training through the Online Education Department, Professional Development department programs, technology workshops, IT training workshops, The Learning Center (TLC) support for students, support for students in computer labs provided by the Associated Student Government (ASG), and more. The College hosts Professional Development workshops based on annual needs assessment surveys,¹⁰⁵⁸ and technology workshops¹⁰⁵⁹ are offered through the year. The IT and Professional Development departments collaborate on a summer technology series,¹⁰⁶⁰ covering topics on proper and effective use of technology in the classroom and administrative areas. All new employees take an orientation during which cybersecurity awareness is discussed along with explanations of how to acquire technology and receive training.¹⁰⁶¹

The Online Education (OE) Department offers comprehensive training¹⁰⁶² for faculty who teach online. From Spring 2020 through Spring 2021, OE offered 290 trainings for faculty, spanning more than 340 hours, in which 1,100 faculty (duplicated) participated. OE offers workshops on more than 25 different topics. OE also has resources¹⁰⁶³ for faculty who want to develop or use Open Educational Resources (OER). Students can now complete Zero Textbook Cost (ZTC) pathways in six programs of study.¹⁰⁶⁴ More than 60 separate courses use OER in lieu of commercial textbooks. IT offers extensive technology training¹⁰⁶⁵ throughout the year. It has developed a frequently asked questions¹⁰⁶⁶ and short, focused technology videos. In 2019, IT launched a cybersecurity training program¹⁰⁶⁷ for all employees. IT also produces an electronic

¹⁰⁵⁸ [Professional Development Needs Assessment Survey](#)

¹⁰⁵⁹ [Professional Development Summer Technology Institute Workshop List](#)

¹⁰⁶⁰ [Professional Development Summer Technology Institute Workshop List](#)

¹⁰⁶¹ [PowerPoint Presentation for New Employee Orientation](#)

¹⁰⁶² [List of workshops and trainings offered by Online Education](#)

¹⁰⁶³ [List of resources offered by Online Education](#)

¹⁰⁶⁴ [List of Programs of Study](#)

¹⁰⁶⁵ [List of Technology Trainings](#)

¹⁰⁶⁶ [IT FAQ Website](#)

¹⁰⁶⁷ [Information on Cybersecurity Training program](#)

newsletter,¹⁰⁶⁸ PoweredOn, containing articles on technology projects, technology tips for increased productivity and security, and a calendar of upcoming technology trainings.

The College provides several avenues for students to get help with technology for their classes. Faculty assist students enrolled in their classes with course specific technology and The Learning Center (TLC) provides tutors to help students with computer coursework and instruction. Also, the Associated Student Government (ASG) operates a computer lab where students can access technology and get help with Office 365, email, and other software. For students who need assistance with their online courses, OE provides a support website¹⁰⁶⁹ where they can access a variety of resources including 24/7 phone support for Canvas.

Analysis and Evaluation

The College meets this standard. The College's Professional Development office works with IT, Online Education, and faculty mentors to ensure faculty training needs are met. Faculty, TLC, the ASG Computer Lab, and the Canvas phone and chat systems provide student support, offering extensive technology resources so they obtain the training they need to be successful.

5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

Board Policy (BP) 3720 (Computer and Network Use)¹⁰⁷⁰ and Administrative Procedure (AP) 3720¹⁰⁷¹ describe acceptable use of technology for students, faculty, staff and administrators for instructional and administrative purposes. Originally adopted in 2002 as BP and AP 815, they were rewritten in 2015 using a template from the Community College League of California (CCLC). The AP was updated in 2020, to include a confidentiality statement,¹⁰⁷² displayed anytime a user logs into the Ellucian Colleague Enterprise Resource Planning (ERP) system. In 2006, the Academic Senate approved¹⁰⁷³ requirements for faculty to certify via an Online Instructor Qualifications program to ensure faculty teaching online have obtained the necessary skills. In 2020, during the COVID-19 pandemic, the Academic Senate approved emergency qualifications and provisional certification, letting the College move to remote instruction. Qualification requirements were reduced, but direct support for faculty, expanded online resources, and access to mentors augmented the process. Full training certification requirements will be reinstated at the end of 2021. Also, the Academic Senate recognized synchronous online instruction as requiring its own training and qualifications.¹⁰⁷⁴

In spring 2021, following the recommendation of the California Community College Information Security Center, the College developed and adopted BP and AP 3721 (Information Security).¹⁰⁷⁵

¹⁰⁶⁸ [PoweredOn Newsletter Sample](#)

¹⁰⁶⁹ [Online Education Student Support Site](#)

¹⁰⁷⁰ [Board Policy 3720: Computer and Network Use](#)

¹⁰⁷¹ [Administrative Procedure 3720: Computer and Network Use](#)

¹⁰⁷² [Confidentiality Statement](#)

¹⁰⁷³ [Academic Senate minutes on Online Instructor Qualifications approval](#)

¹⁰⁷⁴ [Educational Technology Committee Minutes](#)

¹⁰⁷⁵ [Board Policy 3721: Information Security](#)

^{1076, 1077} The policy and procedure define the College’s commitment to security of data under its control and to ensuring only authorized people can view and/or modify the college’s data.

As discussed in III.C.1, all technology purchases follow guidelines to verify the technology will function in the College’s environment. They also require a check of compliance with Web Content Accessibility Guidelines (WGAG) typically in the form of a Volunteer Product Accessibility Template (VPAT) and vendor completion of a Higher Education Community Vendor Assessment Tool (HECVAT).

Analysis and Evaluation

The College meets this standard. Policies, procedures, guidelines, and qualifications are in place to guide the appropriate use of technology in the teaching and learning process by faculty, staff, and students. The College disseminates the information broadly through emails, newsletters, in new employee orientations, and in all employee new hire packets.

Conclusion on Standard IIC Technology

The District designs and maintains technology resources to support instruction and operations. Decisions about technology are made in consultation with faculty, staff, and administrators in line with the District’s Technology Master Plan. The College seeks student input through surveys to ensure students are heard on their technology needs. Professional Development and the IT department provide extensive training through classes, direct one-on-one sessions, and recorded video instructions. Board Policies, Administrative Procedures, operational guidelines, and handbooks guide the appropriate procurement, use, and disposal of all District technology.

Improvement Plan(s)

None

Evidence List

- [III.C.1.1](#)
- [III.C.1.2](#)
- [III.C.1.3](#)
- [III.C.1.4](#)
- [III.C.1.5](#)
- [III.C.1.6](#)
- [III.C.1.7](#)
- [III.C.1.8](#)
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- [III.C.5.6](#)
- [III.C.5.7](#)
- [III.C.5.8](#)

¹⁰⁷⁶ [Administrative Procedure 3721: Information Security](#)

¹⁰⁷⁷ [Board Presentation on Cybersecurity](#)

D. Financial Resources

Planning

1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

Evidence of Meeting the Standard

College of the Canyons demonstrates its ability to support and sustain student learning programs and services and improve institutional effectiveness through its proactive approach to identifying funding, developed in response to student and community needs. In 2020-2021, the District's overall Budget¹⁰⁷⁸ was \$327,216,856, comprised of 21 funds. The largest budgets were in Fund 11—Unrestricted General Fund (\$124,696,145); Fund 12—Restricted General Fund (\$48,519,909); Fund 45—GO Bond Construction Fund (\$80,852,177); and Fund 74—Financial Aid (\$19,764,791).

The District has been able to secure grant funding to augment resources for existing programs and provide startup funding for innovation and new programs. Funds are distributed in support of the development, maintenance, improvement and enhancement of programs and services by integrating financial resources with institutional planning through Annual Program Review.¹⁰⁷⁹ The institution plans and manages its financial affairs, directed by the District chancellor, with integrity and in a manner that ensures financial stability. The College develops enrollment management strategies, making necessary adjustments to SCFF FTES, and Success and Supplemental metrics when projecting annual revenues. During its annual budget development process, it does long-term and short-term planning, which contribute to financial stability. Since 2002-03, the District has achieved a balanced budget with actual revenues nearly equal to or exceeding actual expenses¹⁰⁸⁰ with one exception in 2011-12 when the State cut revenues by 10 percent. The District drew on its contingency fund, and the next year created \$7.7 million in budget savings to avoid staff and program reductions. In 2018-19 when the SCFF was implemented, the District's revenues were negatively impacted by the Supplemental metric because it was not a large financial aid District. However, with increases in FTES and Success metrics, revenue increased despite the subsequent pandemic, so the District has been able to fund operations and mandated obligations like STRS/PERS pension costs. The District is known for a high level of financial integrity reflected in excellent audits.^{1081, 1082, 1083}

¹⁰⁷⁸ [Santa Clarita Community College District 2020/21 Adopted Budget Revenue/Expenditures by Object](#)

¹⁰⁷⁹ [College of the Canyons Program Planning and Review – Years 2018/19 to 2020/2021](#)

¹⁰⁸⁰ [Santa Clarita Community College District Unrestricted General Fund – History of Revenues and Expenses Actuals for 2010-2011 through 2019-2020](#)

¹⁰⁸¹ [Santa Clarita Community College District Financial Statements – 6.30.2020](#)

¹⁰⁸² [College of the Canyons Foundation Financial Statements – 6.30.2020 and 2019](#)

¹⁰⁸³ [Santa Clarita Community College District Measure E General Obligation Bonds Election 2016 Financial and Performance Audits – 6.30.2020](#)

Analysis and Evaluation

College of the Canyons meets this standard, demonstrating fiscal integrity and stability. It has sufficient resources to support and sustain student programs, services, and improved institutional effectiveness. The District's financial resources are sufficient to support all aspects of operations and capital improvements. The budget development process, part of institutional planning, is incorporated into the fiscal planning process with short- and long-term options that ensure financial stability. The College manages its financial affairs well, ensuring financial integrity, as documented in its Fiscal Risk Management Self-Assessment Checklist.¹⁰⁸⁴

2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard

The District's mission and goals are the foundation for financial planning, which is integrated with and supports all institutional planning through the District's integrated Program Planning and Review, and budget development process. Planning documents include the Strategic Plan,¹⁰⁸⁵ Educational and Facilities Master Plan,¹⁰⁸⁶ Five-Year Capital Construction Plan,¹⁰⁸⁷ Technology Master Plan,¹⁰⁸⁸ and Enrollment Management Plan.¹⁰⁸⁹ Budget allocations also link staffing with program planning and review.¹⁰⁹⁰ The District has Board Policies and Administrative Procedures to ensure sound financial practices and financial stability that include budget development and administration, budget and fiscal management, revolving cash, fund balance, debt issuance and management, accounting, warrants, investments, payroll, purchasing, bids, contracts, financial audits, and more. The Board-approved Budget Parameters establish the District's fiscal policy and describe the following: Fiscally Responsible Criteria; Compliance with Community College Regulations; District Planning and Strategic Goals; Support for Student Access and Successful Completion; Budget Development—Revenues, Expenses, Categorical Funds; Budget Reduction, etc. The Board and leadership receive appropriate fiscal information, disseminated throughout the institution in a timely way. The chancellor submits a recommendation for a Tentative Budget¹⁰⁹¹ to the Board at its Budget Workshop¹⁰⁹² in June. After Board approval, the Tentative Budget¹⁰⁹³ is posted to the District's general ledger and functions as the spending authority until the Adopted Budget¹⁰⁹⁴ is approved in September.

¹⁰⁸⁴ [Santa Clarita Community College District California Community College System Sound Fiscal Management Self-Assessment Checklist Fiscal Year 2018-2019 and Fiscal Year 2019-2020, Mid-Year](#)

¹⁰⁸⁵ [College of the Canyons Strategic Plan 2019-2022](#)

¹⁰⁸⁶ [Santa Clarita Community College District College of the Canyons 2016-2022 Educational and Facilities Master Plan](#)

¹⁰⁸⁷ [Santa Clarita Community College District 2022-26 Five Year Construction Plan](#)

¹⁰⁸⁸ [College of the Canyons Technology Master Plan 2017-22](#)

¹⁰⁸⁹ [Enrollment Management Plan](#)

¹⁰⁹⁰ [College of the Canyons Program Planning and Review – Years 2018/19 to 2020/2021](#)

¹⁰⁹¹ [Santa Clarita Community College District 2020/21 Tentative Budget Expenditures by Activity](#)

¹⁰⁹² [Santa Clarita Community College District 2020-2021 Tentative Budget – Board of Trustees Meeting, 7.29.2020](#)

¹⁰⁹³ [Santa Clarita Community College District 2020/21 Tentative Budget Expenditures by Activity](#)

¹⁰⁹⁴ [Santa Clarita Community College District 2020/21 Adopted Budget Revenue/Expenditures by Object](#)

Minor changes are made to the Tentative Budget¹⁰⁹⁵ between July and September to reflect updated state revenue information. If significant expense allocation changes are required, PAC-B reconvenes and makes modified recommendations to the chancellor. By September 15th, the chancellor presents the Adopted Budget¹⁰⁹⁶ to the Board. Once approved, the Adopted Budget¹⁰⁹⁷ replaces the Tentative Budget¹⁰⁹⁸ in the District's general ledger.

Analysis and Evaluation

The College meets this standard. All operational and financial planning stems from the College's mission and goals, and financial planning processes are integrated with institutional planning. The College has policies and procedures that ensure sound financial practices and stability. Financial information is fully disseminated in a timely manner, supporting institution wide participation in budget development.

3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence of Meeting the Standard

The District has clearly defined guidelines and processes for financial planning and budget development that allow all constituencies opportunities to participate. The District's annual budget development process ensures that financial resources are used to support the College's mission¹⁰⁹⁹ and its strategic plan.¹¹⁰⁰ The District has a digitally integrated Program Review and Budget Development process.¹¹⁰¹ Annual program objectives are aligned with the District's strategic goals¹¹⁰² and influence what is accomplished under each goal and what is allocated through the budget process. Working with instructional deans, the vice president of instruction achieves synergy between departments, resulting in efficient budgets that support the College's programs, goals and strategies. The District's Strategic Plan Accomplishments document¹¹⁰³ identifies the plans that have been achieved through past fiscal expenditures. Specific planning occurs at the departmental level including program reviews,¹¹⁰⁴ strategic goals, student learning outcomes (SLOs) and administrative unit outcomes (AUOs). These plans^{1105, 1106, 1107, 1108} are linked to the budget process and referenced as support for the majority of any forced cost budget recommendations. The recommendations must reference the District's Strategic Goals.¹¹⁰⁹ The

¹⁰⁹⁵ [Santa Clarita Community College District 2020/21 Tentative Budget Expenditures by Activity](#)

¹⁰⁹⁶ [Santa Clarita Community College District 2020/21 Adopted Budget Revenue/Expenditures by Object](#)

¹⁰⁹⁷ [Santa Clarita Community College District 2020/21 Adopted Budget Revenue/Expenditures by Object](#)

¹⁰⁹⁸ [Santa Clarita Community College District 2020/21 Tentative Budget Expenditures by Activity](#)

¹⁰⁹⁹ [College of the Canyons Mission Statement 2021](#)

¹¹⁰⁰ [College of the Canyons Strategic Plan 2019-2022](#)

¹¹⁰¹ [Budget Development and Program Review Process Chart - Updated 10.7.2016](#)

¹¹⁰² [College of the Canyons Strategic Plan 2019-2022](#)

¹¹⁰³ [Access, Engagement, and Success Accomplishments FY 2020-21](#)

¹¹⁰⁴ [College of the Canyons Program Planning and Review – Years 2018/19 to 2020/2021](#)

¹¹⁰⁵ [College of the Canyons Strategic Plan 2019-2022](#)

¹¹⁰⁶ [Santa Clarita Community College District 2022-26 Five Year Construction Plan](#)

¹¹⁰⁷ [College of the Canyons Technology Master Plan 2017-22](#)

¹¹⁰⁸ [Santa Clarita Community College District College of the Canyons 2016-2022 Educational and Facilities Master Plan](#)

¹¹⁰⁹ [College of the Canyons Strategic Plan 2019-2022](#)

Decision-Making Guide¹¹¹⁰ clearly identifies guidelines and processes for budget development. The Program Review and Budget Handbook¹¹¹¹ provides guidelines for the budget managers to develop annual program objectives based on input from faculty and staff, generating requests for budget augmentations for expenditures such as supplies, contract expenses, equipment, etc. in alignment with Program Review.¹¹¹²

The District reviews the effectiveness of past planning as part of planning for current and future needs. Each year, during the Tentative¹¹¹³ and Adopted Budget¹¹¹⁴ presentations to the Board, the District reviews its previously stated goals for FTES growth,¹¹¹⁵ faculty hiring, new program development, business training partnerships, and grants development and provides analysis of how each area has succeeded financially. The process requires prioritization of requests which are vetted by Executive Cabinet, the President’s Advisory Council—Budget (PAC-B), and the District chancellor with final approval by the Board. At Measure C and Measure M GO Bond Oversight Committee meetings,¹¹¹⁶ the District provides updates on the progress of capital construction and reviews how the District has performed in compliance and fiscal responsibility. At the end of the year, annual program reviews are evaluated to determine how effective each department has been in achieving its goals. Based on these, new budget requests are considered for funding in the upcoming year.

Analysis and Evaluation

The College meets this standard, defining and following guidelines and processes for financial planning and budget development. All constituencies have opportunities to participate in development of institutional plans and budgets.

Fiscal Responsibility and Stability

4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard

Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships and expenditure requirements. Sound fiscal practices include budget development based on reasonable and conservative assumptions. Revenues are based on metrics in the Student Centered Funding Formula (SCFF), as well as increases in local revenues. These are offset by forced cost expenses such as negotiated salary and benefit increases, step and column increases, STRS/PERS increases, utilities, and insurance. Forced costs are based on current rates and actual values. Remaining budget funds support requests generated through departmental annual program reviews¹¹¹⁷ and goals set by each department linked to short- and long-term plans. Through its entrepreneurial approach, the District has partnerships with Henry Mayo Newhall Memorial Hospital for Allied Health training

¹¹¹⁰ [Decision Making at College of the Canyons 2021](#)

¹¹¹¹ [Program and Budget Review Handbook 2021-2022](#)

¹¹¹² [College of the Canyons Program Planning and Review – Years 2018/19 to 2020/2021](#)

¹¹¹³ [Santa Clarita Community College District 2020-2021 Tentative Budget – Board of Trustees Meeting, 7.29.2020](#)

¹¹¹⁴ [Santa Clarita Community College District 2020-2021 Adopted Budget – Board of Trustees Meeting, 10.28.2020](#)

¹¹¹⁵ [Enrollment Management Plan](#)

¹¹¹⁶ [College of the Canyons - Citizens Bond Oversight Committee Website](#)

¹¹¹⁷ [College of the Canyons Program Planning and Review – Years 2018/19 to 2020/2021](#)

and Aerospace Dynamics International for Manufacturing training. There are also partnerships with the City of Santa Clarita, the Associated Student Government (ASG) and the COC Foundation. The District has been able to secure grant funding to augment resources for existing programs and provide startup funding for new programs.

Analysis and Evaluation

The College meets this standard. It realistically assesses the availability of financial resources, and prior to the SCFF and pandemic, increased resources by exceeding FTES targets.¹¹¹⁸ It has developed other financial resources by pursuing grant funds and business partnerships. Passing three General Obligation Bond measures provided capital resources allowing it to support instructional goals. The District continuously monitors and tracks expenditures and savings with clear and transparent expenditure requirements in place. It provides departments and budget managers easy access to financial reports that allow the District to adjust spending and achieve funding goals in the most expeditious, coordinated and fiscally responsible way.

5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard

The District assures financial integrity and responsible use of financial resources by making sure its financial management system has appropriate control mechanisms and by instituting procedures with Fiscal, Purchasing, Payroll, and Budget Development department staff to disseminate dependable and timely information for sound financial decision making. Monthly fiscal reports¹¹¹⁹ are provided to the Board, which include the status of revenues, expenses and reserve levels. The District uses the computer services of L.A. County Office of Education (LACOE) in conjunction with Datatel, the District's computer management information system (MIS). These systems have appropriate control mechanisms to support the internal control structure established through District policies and procedures. The Datatel system has been fully implemented in all areas including Fiscal Services, Student Business Office, Student Services, Human Resources, Instruction, Facilities, Public Information Office, and Institutional Research. For financial reporting, the District uses the Datatel Colleague financial module, available to all administrators, faculty and staff. This system has made the budget, expenditure details, and available balances readily accessible. The financial reporting system and the format of the budget document provide dependable and timely information for sound financial decision making. Purchase requisitions are not processed if the system shows there are insufficient funds to support requested purchases. Budget managers, overseen by their supervising Executive Cabinet members, are responsible for reviewing their departmental reports on a regular basis. Reports are distributed to program managers on accounts with negative balances so they can make appropriate budget transfers to cover any shortfalls. This protects the integrity of the overall budget. Transactions are reconciled on a monthly basis between Datatel and LACOE to ensure

¹¹¹⁸ [20-21 Tentative Budget Presentation - FTES History and Projections](#)

¹¹¹⁹ [3.10.21 Santa Clarita Community College District – Board of Trustees – Business Meeting, 6.2 BS Financial Report – Month Ending 1.31.2021](#)

the integrity of the data. The District maintains a comprehensive salary database updated by the budget coordinator who verifies and approves account numbers for all personnel additions and changes. Assessment of financial management practices occurs throughout the year and results improve internal control systems. Any issues are discussed with the respective department or program and the District's auditors. Research into other community college protocol and processes is used to develop comprehensive internal procedures.

The District reviews its internal control system on a regular basis. The District chancellor encourages attendance at an annual audit workshop conducted by the District's external audit firm, which includes all managers and other staff who ensure fiscal responsibility for district departments, instructional, grant and categorical programs. District auditors provide an overview of the new regulations and the role and responsibility that every manager has in ensuring controls, compliance, and fiscal oversight. An overview of compliance requirements based on state and federal laws and regulations is provided.

Analysis and Evaluation

The College meets this standard. The District's internal and external MIS systems and financial control mechanisms assure all constituents of its financial integrity. The College provides regular updates to its various committees and constituents as a method of assessing the effective use of financial resources. This feedback is incorporated into its planning processes to evaluate the use of resources and the impact of planning.

6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard

The District's financial documents, including the budget, show its funds are allocated to realistically achieve goals for student learning programs and services. Monthly reports to the Board¹¹²⁰ indicate the budgeted allocation and the percentage of funds used by major categories. The District's fiscal integrity and accuracy of reports is demonstrated through clean independent audits¹¹²¹ and examinations by outside agencies that audit federal- and state-funded programs. These give the District's fiscal documents a high degree of credibility.

The audited financial statements also indicate a high level of fiscal stability and responsibility, as evidenced by the District consistently receiving unqualified/unmodified opinions on its annual audit reports. This reflects very positively on the administration's management and oversight and shows all departments are involved in making sure appropriate controls and procedures are in place and followed. Since 2001-02, there have been no financial audit adjustments or corrections to the CCFS311¹¹²² or the CCFS320.¹¹²³ Since 2002, 97 percent, or 81 of 83, of the District's audits have received Unqualified/Unmodified Opinions, including District, Foundation, and

¹¹²⁰ 3.10.2021 Santa Clarita Community College District – Board of Trustees – Business Meeting, 6.2 BS Financial Report – Month Ending January 31, 2021

¹¹²¹ Santa Clarita Community College District Financial Statements – 6.30.2020

¹¹²² California Community Colleges Annual Financial and Budget Report (Financial Report for Fiscal Year 2019-2020) (Budget Report for Fiscal Year 2020-2021) Santa Clarita

¹¹²³ 2019-20 Certified 320 Apportionment Report

General Obligation Bond finance and performance audits. The budget is an accurate reflection of institutional spending, having credibility with the College's constituent groups, each represented on PAC-B, where updates on spending, financial statements and budget transfers are presented monthly. The chancellor also gives presentations,^{1124, 1125} providing all employees with updates on the budget.

Analysis and Evaluation

The College meets this standard with excellent audits confirming that financial documents, including the budget have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources.

7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

The District provides comprehensive and timely corrections to audit exceptions and management advice and these issues are communicated appropriately to institutional leadership and constituents. During the last 20 years, the District has only had a few audit findings. When audit issues are indicated, Business Services staff work with the appropriate department to implement immediate resolutions and to ensure future compliance. District staff is extremely proactive about identifying internal audit issues in advance and addressing them in a timely way to ensure an appropriate resolution. Within the District's audit period, (which usually runs between April and December), the external auditing firm performs an interim audit in the Spring and a final audit in the fall. During the same period,¹¹²⁶ the firm audits the College of the Canyons Foundation¹¹²⁷ and the General Obligation Bond Financial and Performance Audits.¹¹²⁸ If any issues are identified, they are brought to the attention of the vice president and associate vice president of Business Services, who meet with the Executive Cabinet member supervising the area in question. The Executive Cabinet member researches the issues and develops a comprehensive and timely response. The proposed resolution is often implemented during the audit process which remediates the proposed finding, so it is not necessary to include in the final audit report. The District communicates about budget, fiscal conditions, financial planning and audit results at meetings and presentations, and the information is sufficient in content and timing to support institutional and financial planning and financial management. These include the Tentative Budget Workshop;¹¹²⁹ Adopted Budget Workshop;¹¹³⁰ PAC-B Meetings;¹¹³¹ the November meeting of the Foundation Executive Committee, where the audit is accepted; the Foundation Board, where the audit is presented; the General Obligation Bond Oversight Committee, which meets semi-annually to review construction project financial information and

¹¹²⁴ [Budget Update – 7.23.2020](#)

¹¹²⁵ [All College Budget Update – 3.17.2021](#)

¹¹²⁶ [Santa Clarita Community College District Financial Statements – 6.30.2020](#)

¹¹²⁷ [College of the Canyons Foundation Financial Statements – June 30, 2020 and 2019](#)

¹¹²⁸ [Santa Clarita Community College District Measure E General Obligation Bonds Election 2016 Financial and Performance Audits – 6.30.2020](#)

¹¹²⁹ [Santa Clarita Community College District 2020-2021 Tentative Budget – Board of Trustees Meeting, 7.29.2020](#)

¹¹³⁰ [Santa Clarita Community College District 2020-2021 Adopted Budget – Board of Trustees Meeting, 10.28.2020](#)

¹¹³¹ [College of the Canyons Intranet Committee Details President's Advisory Council on Budget \(PAC-B\), Meetings](#)

the annual audit,¹¹³² respectively; and the January Board of Trustees Meeting, when the auditors present the results of all audits to the Board.^{1133, 1134, 1135} The Chairs of the Foundation Audit Committee and the GO Bond Oversight Committee attend the District Board meeting and confirm their acceptance of the respective audits.

Analysis and Evaluation

The College meets this standard. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standards

During the independent audit,¹¹³⁶ auditors evaluate and assess the District's financial and internal controls for validity and effectiveness, and any resulting recommendations are used for improvements. The associate vice president, Business Services and staff work closely with all department and/or grant budget managers throughout the year to ensure checks and balances are maintained and revenues and expenditures are consistent with the intent of funding.

All funds are regularly audited and reviewed by funding agencies, including federal and state grants and categorical funds, Certificates of Participation (COPs), General Obligation Bond funds and state construction funds. Outside entities, in addition to the District's external auditors, examine District funds and assess program compliance. The District has more than 100 different grants and categorical-funded programs with built-in requirements for quarterly and annual reporting to ensure grant and categorical program compliance. District auditors have regularly acknowledged the District's grants accounting director and district grant program manager for maintaining the fiscal integrity and compliance of all grant funds. In 20 years, there has been only one finding for grant funds, which required all districts to incorporate debarment language to contracts and purchase orders for federal vendors. The District has never had an audit finding on its bond funds, and its arbitrage calculations reflect timely expenditure of bond funds on construction projects that fulfill spending requirements in the ballot measure language.

Analysis and Evaluation

The College meets this standard. Its financial and internal control systems are tested and evaluated by external auditors and have been assessed as valid and effective.

9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

¹¹³² Santa Clarita Community College District Measure E General Obligation Bonds Election 2016 Financial and Performance Audits – 6.30.2020

¹¹³³ Santa Clarita Community College District Financial Statements – 6.30.2020

¹¹³⁴ College of the Canyons Foundation Financial Statements – 6.30.2020 and 2019

¹¹³⁵ Santa Clarita Community College District Measure E General Obligation Bonds Election 2016 Financial and Performance Audits – 6.30.2020

¹¹³⁶ Santa Clarita Community College District Financial Statements – 6.30.2020

Evidence of Meeting the Standard

The District has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management and meet financial emergencies and unforeseen occurrences. Cash flow has not been a problem for the District. With a healthy fund balance and cumulatively increasing revenues from growth and COLA, the District has weathered periodic financial storms generated by state budget deficits. The District's fund balance during the last 20 years has exceeded the State Chancellor's Office minimum requirement of five percent, ranging from 5.83 percent to 15.98 percent with a fund balance above 10 percent during the last few years.

The District receives most of its revenues from state apportionment, which is transferred by the State Chancellor's Office to the County Treasurer, who then transfers it to the District's unrestricted general fund at LACOE. Other revenues come from grants, business partnerships and business training contracts. During the pandemic, in order to balance the state budget, the state implemented \$1.5 billion in deferrals for community colleges. This equated to approximately \$17 million in deferred apportionment revenue for the District from February 2021 through June 2021, not to be repaid until July 2021 through November 2021. The District options included interest free borrowing from LACOE or low interest Tax Revenue Anticipation Notes (TRANS), available through various Pooled Financing Options at minimal cost, requiring that the funds be repaid within a short period. In early 2021, the District joined a TRAN pool with LACOE and issued a mid-year TRANS to provide cash flow not to exceed \$24 million.

The District has sufficient insurance and reserves to handle financial emergencies. Its current insurance administrator, Keenan & Associates, is one of the largest companies serving K-12 and community college districts. Coverage is through a self-insurance model. The Joint Powers Authority (JPAs) groups, Statewide Association of Community Colleges (SWACC), have been established for property and liability, and the Protected Insurance Program for Schools (P.I.P.S.) is for Worker's Compensation. The SWACC JPA had provided coverage for 30 years to almost 50 percent of the state community colleges. These JPAs are well managed, under direction of a board of directors comprised of representatives from each community college. In addition, the District budgets amounts anticipating deductibles or settlements, based on historical claims.

Analysis and Evaluation

The College meets this standard. The District has sufficient cash flows and reserves to maintain stability and has been able to enact strategies for fiscal risk management to protect the District during years when state budget deficits or other emergencies impact the College. These strategies allow the District to develop realistic plans to deal with unforeseen occurrences. The District has strategies for fiscal risk management, including estimates for known liabilities.

10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard

The District effectively oversees and manages its finances, including financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations, foundations and assets. Financial Aid is managed by the Student Services division with oversight from Fiscal Services. The legislatively required transition of Financial Aid disbursements from paper checks

to third-party vendors resulted in the District identifying Higher One to disburse financial aid to students through electronic funds transfer. The District reconciles the allocations monthly and has established a liability for financial aid bad debts that must be absorbed and offset through a collection process. Grants, categorical funds, and externally funded programs are managed effectively as described in III.D.5 and 6. Contractual relationships are also monitored closely with oversight from the vice president and associate vice president of Business Services, and the director of Contracts, Procurement and Risk Management. The District does not have investments as its funds are held in trust by the Los Angeles County Treasury.

The ASG is not a separate auxiliary; it is under the District's Federal ID number. ASG is partially funded by an optional \$10 per winter/summer and \$15 per fall/spring semester student support fee that supports student clubs, co-curricular activities and organizational leadership experiences. The ASG budget is developed by established processes in accordance with its Constitution¹¹³⁷ and is monitored and controlled by the ASG Senate under the supervision of the VP and associate VP of Student Services. An ASG officer may initiate a requisition for ASG budget expenditures, which must be approved by the Student Senate and director of Campus Life & Student Engagement if over \$300. Each month, the ASG reconciles monthly transactions, and Fiscal Services reviews the reconciliation to maintain a check and balance.

The COC Foundation is a 501(c)3 auxiliary organization supporting the District by raising funds for student scholarships and College programs, fostering community relationships and partnerships, and accepting donations from businesses and individuals on behalf of the District. The VP of Business Services serves as the Foundation treasurer per the Foundation bylaws. The chancellor, deputy chancellor, VP of Business Services, VP of Instruction, and VP of CCC are ex-officio voting members on the Foundation Board, and the chancellor and VP of Business Services are members of the Foundation Executive Committee. The Foundation strategic plan¹¹³⁸ is updated during annual retreats, aligning with the College's mission and goals. Business Services staff prepare bi-monthly financial statements for the Foundation finance committee which forwards them for approval by the Foundation executive committee. The Foundation board receives the financial statements as information. Business Services staff assist the Foundation and auditors, reconciling income to Foundation donor records, preparing a cash summary reconciliation for all bank accounts, and a comprehensive income sheet and revenue and expense analysis. As an auxiliary organization, the Foundation has a separate contract with the auditors for a full annual financial audit,¹¹³⁹ overseen by a separate audit committee, as required by regulation. The committee gives direction to the audit process and feedback to its Board of Directors.

The District assesses use of financial resources, including a monthly list of major budget categories, comparing actual expenditures to budget line items and funds that are trending over or under on a year-to-date basis. This is included as information with the monthly agenda summary for the financial statement to the Board.¹¹⁴⁰ Historically, the District has had unspent discretionary budgets and has worked with department budget managers to plan more closely to

¹¹³⁷ College of the Canyons Associated Students Constitution

¹¹³⁸ College of the Canyons Foundation 2020-23 Strategic Plan, 5.26.2020

¹¹³⁹ College of the Canyons Foundation Financial Statements – 6.30.2020 and 2019

¹¹⁴⁰ 3.10.2021 Santa Clarita Community College District – Board of Trustees – Business Meeting, 6.2 BS Financial Report – Month Ending 1.31.2021

historical trends, resulting in budgets with less variance. The quarterly CCFS311 Report¹¹⁴¹ to the Chancellor's Office includes comparative percentages of actual to budget for revenues and expenses. The reports¹¹⁴² are provided to the Board as information.

Analysis and Evaluation

The College meets this standard. Through the processes described above and through the budget development process, the District effectively oversees finances and ensures that it assesses its use of financial resources systematically and effectively, using the results for improvement.

Liabilities

11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard

The District's financial resources are at a level that provide a reasonable expectation of short-term and long-term financial solvency. The College's responses to the Fiscal Assessment Checklist,¹¹⁴³ demonstrate that the District has assured financial stability when making short-range plans¹¹⁴⁴ by considering its long-range financial priorities,¹¹⁴⁵ and clearly identifying and planning for the payment of long-term liabilities and obligations.

GASB 34 requires annual reporting of long-term liabilities and capital assets. The District reports outstanding debt and liabilities on its annual audit¹¹⁴⁶ for the following: General Obligation Bonds, COPs, Capital Leases (copiers), SERP (Early Retirement Incentive) and Compensated Absences (accrued vacation and comp time and load banking balances). Most liabilities are offset by commensurate reductions in expenses or fees associated with the particular projects. The District's annual audit¹¹⁴⁷ also reflects the acquisition value of capital assets less accumulated depreciation based on an annual inventory conducted by the Fiscal department. The District has very few long-term liabilities, and some of those are offset by identified revenues such as student parking fees, energy savings from the Central Plant, and joint agreements that cover the cost of expenses associated with contractual obligations, such as the K-12 Arts Education Consortium, Los Angeles County Fire Training Facility, Middle College High School, and Field Turf/Stadium Recreational Use agreements. The District identifies, plans and allocates resources for payment of liabilities and future obligations such as increases in debt, health and welfare, and scheduled maintenance.

¹¹⁴¹ [California Community Colleges Chancellor's Office Quarterly Financial Status Report, CCFS-311Q – Santa Clarita - December 2020](#)

¹¹⁴² [California Community Colleges Chancellor's Office Quarterly Financial Status Report, CCFS-311Q – Santa Clarita - December 2020](#)

¹¹⁴³ [Santa Clarita Community College District California Community College System Sound Fiscal Management Self-Assessment Checklist Fiscal Year 2018-2019 and Fiscal Year 2019-2020, Mid-Year](#)

¹¹⁴⁴ [College of the Canyons Strategic Plan 2019-2022](#)

¹¹⁴⁵ [College of the Canyons Strategic Plan 2019-2022](#)

¹¹⁴⁶ [Santa Clarita Community College District Financial Statements – 6.30.2020](#)

¹¹⁴⁷ [Santa Clarita Community College District Financial Statements – 6.30.2020](#)

Revenue projections allow the College to plan for future class sections, facilities for more students, and budget for associated operating expenses. The Educational and Facilities Master Plan 2016-22¹¹⁴⁸ cross references the goals for new and expanded programs and the facilities to accommodate them.

Analysis and Evaluation

The College meets this standard. Its financial resources provide a reasonable expectation of short-term and long-term financial solvency. It identifies, plans and allocates resources for paying liabilities and obligations in the future.

12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

The District plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB). In June 2015, the GASB issued Statement No. 75, Accounting and Financial Reporting for Postemployment Benefits Other Than Pension. The primary objective is to improve accounting and financial reporting by state and local governments for postemployment benefits other than pensions. It also improves information provided by state and local governmental employers about financial support for OPEB provided by other entities. Because of this GASB reform the District is no longer required to make an Annual Retirement Contribution each year; it just needs to show it can cover the current year's liability. The District contracts with a third-party consultant who prepares the OPEB actuarial study every year,¹¹⁴⁹ as required by GASB accounting regulations. When new GASB regulations are issued, they are incorporated into District accounting processes and financial statements. The actuarial plan to determine OPEB is current and prepared as required by appropriate accounting standards. Per the latest actuarial study, the College has an OPEB liability of approximately \$18.7 million, with \$6.6 million in a revocable fund as of June 30, 2021. This shows the District's ability to meet its required liability, approximately \$500,000 each year. The District allocates resources for other employee related obligations and compensated absences. The District also estimates compensated leaves based on accrued salary rates and then budgets the current portion of that amount as a liability. This is regularly audited by the external auditors. The District has transferred Health and Welfare increases to employees through Total Compensation calculations that require employee deductions if they exceed negotiated Health and Welfare contributions.

Analysis and Evaluation

The College meets this standard. It is planning for and allocating appropriate resources for the payment of liabilities and future obligations and has a current actuarial plan prepared.

¹¹⁴⁸ Santa Clarita Community College District College of the Canyons 2016-2022 Educational and Facilities Master Plan

¹¹⁴⁹ Santa Clarita Community College District Actuarial Study of Retiree Health Liabilities as of 6.30.2020. Prepared by: Total Compensation Systems, Inc., 10.12.2020

13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard

The District has very little locally incurred debt. A COP was refinanced in 2017, and as of June 30, 2021, there was about \$7.3 million outstanding on the principal. Payment is largely offset by other revenue, such as parking fees and student capital project fees. Approximately \$300,000 is paid from the unrestricted general fund each year toward the average annual payment of about \$1.0 million. Often, the District is able to pay this cost by using budget savings.

In 2020-21, locally incurred debt outstanding also included a TRAN of \$17 million due to state apportionment deferrals from February 2021 through June 2021. These deferrals will be repaid in the 2021-22 fiscal year, with this TRAN repaid by November 2021. This level of debt has been considered extremely low by bond ratings agencies when evaluating the district each year.

Analysis and Evaluation

The College meets this standard. The level of locally incurred debt and repayment schedules do not have an adverse impact on institutional stability.

14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard

The District's financial resources, including those from short- and long-term debt, auxiliary activities, fundraising efforts and grants are used with integrity in a manner consistent with the mission and goals of the College, and the intended purposes of the funding sources. Clean audit reports document this, along with monthly financial statements and budget transfers presented to the Board that reflect revenue and expenses for each of the District's twenty funds.

The majority of District debt is in the form of GO Bonds funded by local property taxes. Based on recent GASB standards, the debt service is accounted for annually through audit entries. Of the \$390 million authorized since 2006, it has issued approximately \$180 million of bonds since 2014 from Measure M and Measure E. Projects funded by the bonds are based on the bond resolution approved by voters. An Independent Citizens' Oversight Committee meets twice a year to review quarterly expenditure reports and annual financial and performance audits for the GO Bonds. The District has not had any audit findings or audit issues since 2001. Per Proposition 39, in addition to audits, the Oversight Committee submits a required annual report, posted publicly on the District's website. In addition, the District COP is largely paid for using other revenue and does not rely heavily on unrestricted general fund revenue.

Financial resources raised by the college's Foundation are used for intended purposes identified in fundraising. The District provides fiscal oversight for all Foundation accounting and ensures compliance with Foundation policies and procedures. The Foundation's finance committee reviews all expenditures and contracts, which are approved by the Foundation executive committee before presentation as information to its Board. The District also coordinates with the Foundation on its annual audits, which have been without any findings or significant issues.

The District's director of Grant and Categorical Accounting and Compliance and two grant accountants ensure federal and state grants are used for their intended purposes. Individual grant program managers ensure compliance with federal or state guidelines. All expenditures and financial reporting are reviewed to ensure fiscal and regulatory compliance. The annual District audits have reflected no audit findings in more than 20 years for grant or categorical funds.

Analysis and Evaluation

The College meets this standard. All financial resources are used with integrity and are consistent with intended purposes of funding sources, documented in District financial reporting and audits, including grant and categorical funds, COC Foundation and GO bond funds.

15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard

The District monitors and manages student loan default rates, revenues, and related matters to ensure compliance with federal regulations. Independent audits verify the integrity of financial management practices. The District's financial aid director monitors student loan default rates which are well below the federally established 30 percent benchmark. The District's default rates for 2015-16, 2016-17, and 2017-18 were 11.6 percent, 5.4 percent and 8.4 percent, respectively. The District has a plan in case its default rate ever exceeds federal guidelines: Identify factors causing the rate to exceed the threshold; establish measurable objectives and steps to improve the default rate; identify specific actions to improve the default rate, including counseling students on repayment options.

Oversight for financial aid revenues and grant and loan disbursements is through segregation of duties. The Financial Aid Office awards federal financial aid and has checks and balances on the awarding process to ensure integrity and compliance with federal regulations. The Fiscal Services Office orders related revenue from the U.S. Department of Education within required timelines and processes financial aid disbursements according to federal regulations.

Analysis and Evaluation

The College meets this standard with its default rates below federal guidelines for the last three years. The District has a plan in place to reduce the rate if it ever exceeds federal guidelines.

Contractual Agreements

16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

The District's negotiated contracts with external entities are consistent with its mission and goals, governed by District policies, and contain appropriate provisions to maintain institutional integrity. They are evaluated by legal counsel, as needed, and provided to the Board for approval. The District has not had any lawsuits or complaints regarding its contracts in eleven

years. Five hundred long-term agreements¹¹⁵⁰ with external entities support the District’s mission and goals, and more than 300 agreements with individuals per year provide short-term, professional services for various District programs and activities. These include the Employee Training Institute, Performing Arts Center, and Professional Development, among others. More complex, long-term agreements based on specific Education Code regulations include Health Professions clinical training, University Center four-year partners, Financial Aid Disbursement, Closed Captioning, Software Licenses, Facility Use, Bookstore Operations, and Food Services/Vending. These are reviewed by the District’s attorneys. Sub-awardee and contractor agreements support grant programs, including the National Science Foundation, Institutional Effectiveness Partnership Initiative, and Economic Workforce Development grants.

The District maintains and controls its contracts and can change and terminate any that don’t meet its standards. Legal counsel has approved several agreement templates, including a Professional Services, Basic Services, Guest Speaker Services, Facility Use, Health Professions Agreements, etc.,¹¹⁵¹ for independent contractors who provide instructional services for contract education or community education. Facility use agreements are based on Civic Center Act requirement that the District allow other parties to use its property, as appropriate. Whenever possible, templates are used to ensure the best protection, risk management, and the least exposure to liability or financial issues. Other negotiated agreements exist between business partners such as Barnes & Noble Bookstore, ISSI (food services), and Coffee Kiosk. Longer Term joint use agreements have been negotiated with the local high school district, L.A. County Fire Department, and the City of Santa Clarita, allowing additional contract terms that address the complex nature of these arrangements.

Contract language is drafted with the most stringent language possible, while considering the other party’s interests. The College intends to have fair contracts that allow each party to function at the highest level, while following the College’s governing regulations and policies.

Analysis and Evaluation

The College meets this standard. Its management of external contracts ensures federal and state guidelines are met and contracts align with the District mission and goals. Managers must use established boilerplate language to ensure contracts have “hold harmless” clauses and language to minimize exposure to financial liabilities. The VP and associate VP of Business Services and legal counsel, if necessary, review and approve the language in major contractual agreements

Conclusions on Standard III.D. Financial Resources

The District meets all requirements for Standard III.D. Its financial resources are sufficient to support student learning programs and services. It manages fiscal resources with integrity, ensuring financial stability. It uses financial resources in alignment with its mission and goals and follows processes for financial planning and budget development. It accounts and plans for short- and long-term debts and sets aside resources for future obligations. The District’s financial and internal control systems are sound, shown by many years of clean audits. These demonstrate effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations, and institutional assets.

¹¹⁵⁰ [Contract Master List](#)

¹¹⁵¹ [Agreement Template Samples](#)

Improvement Plan(s)

None.

Evidence List

- [III.D.1.1](#)
- [III.D.1.2](#)
- [III.D.1.3](#)
- [III.D.1.4](#)
- [III.D.1.5](#)
- [III.D.1.6](#)
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- [III.D.11.5](#)
- [III.D.11.6](#)
- [III.D.12.1](#)
- [III.D.16.1](#)
- [III.D.16.2](#)

H. Quality Focus Essay



Introduction

The Quality Focus Essay (QFE) provides an opportunity for College of the Canyons to identify and advance projects intended to improve student learning and achievement. As the College began development of its 2022 ISER, the College Planning Team (CPT) engaged in discussions about the development of the QFE and recommended a focus on the College's "Canyons Completes" or guided pathways efforts. CPT suggested that the Guided Pathways Steering Committee (GPSC) and the Institutional Effectiveness and Inclusive Excellence (IE)² committee (a subcommittee of the College Planning Team) discuss and decide how to determine the action projects that would be addressed in this QFE. The GPSC approved the recommendation and referred it to the (IE)² committee.

The mission of the (IE)² Committee is to develop and articulate the institutional approach to fostering an equity-minded, learning-centered and inclusive community for all students, faculty and staff. To fulfill its mission, the (IE)² Committee facilitates streamlined processes, improved communication and enhanced collaboration through its regular, coordination meetings between the Associated Student Government (ASG); Academic Senate; math, English, and ESL transformation efforts; adult education and noncredit; the Student Equity & Achievement (SEA) program; and other groups as applicable (e.g., grant funded projects).

In exploring ideas for the QFE, the (IE)² Committee members noted that it had recently drafted and submitted the March 2020 Scale of Adoption Assessment (SOAA) as a requirement of the California Community College Chancellor's Office (CCCCO) to report on institutional implementation of the guided pathways framework. Because the SOAA provides a template for identifying and measuring progress on project implementation, the Committee decided to use it to create a Canyons Completes Action Plan to guide further framework implementation and assess progress for a variety of guided pathways/Canyons Completes efforts. Work on this Action Plan began in earnest in spring 2021.

As the College began working on the ISER, the (IE)² Committee members and the (IE)² Design Team noted the alignment between the proposed Canyons Completes Action Plan and the QFE and determined the goals for each of these documents were the same – to identify and advance projects intended to improve student learning and achievement outcomes. As such, for this QFE, the College has chosen to highlight its Canyons Completes (guided pathways) implementation to date and identify selected projects intended to increase student learning and achievement, particularly for the most disproportionately impacted students.

Background

The College has been engaged in guided pathways (GP) efforts since 2014, with the identification of the Canyons Completes initiative and the creation of the Institutional Effectiveness and Inclusive Excellence (IE)² Committee. The Canyons Complete initiative was designed to facilitate positive movement towards completion of degrees, certificates, and skills building courses for students through improved programs, processes and services. The College has focused on fostering an equity-minded, learning-centered and inclusive community for all students, faculty and staff. Since 2014, the faculty, staff, and administrators have participated in more than a hundred GP-related workshops and conferences and engaged in key projects focused on significantly advancing efforts to clarify the path for students, help move them onto a path, support them on their journey, and ensure their learning.

Completed Work to Date

Since 2014, the College has undertaken efforts to implement a guided pathways framework aligned with each of the four pillars: clarify the path, enter the path, stay on the path, and ensure learning. Below is a timeline of key events in the development and the implementation of this guided pathways framework at the College:

2014: The Conversation Began

- Dr. Rob Johnstone (National Center for Inquiry & Improvement) presented Completion by Design and the Loss Momentum Framework to faculty, staff, administrators, and Executive Cabinet members in February 2014.
- Instructional Advisory Council (Department Chairs and Deans) began to develop academic program maps.
- Program maps were published on the Instruction website.

2015-2016: Defining Equity and Analyzing Data

- Institutional Research Planning and Institutional Effectiveness (IRPIE) produced the Equity “Heat Map” identifying disproportionate impact areas.
- The College developed the (IE)² Committee Mission and Vision using the Association of American Colleges and Universities (AAC&U) Committing to Equity and Inclusive Excellence Self-Study Guide.
- March 2016: The College applied for and received a Basic Skills and Student Outcomes Transformation (BSSOT) Program grant and identified several guided pathways related projects, including establishing Student Success Teams as a focus. The BSSOT grant led to the development and institutionalization of the Center for Excellence in Teaching and Learning (CETL), which would later support equity efforts and the improvement of teaching and student learning through continuing education (noncredit) offerings.
- June 2016: The College held its (IE)² Committee Retreat featuring the launch of the Canyons Completes initiative.

2016-2017: Using the Loss-Momentum Framework and Completion by Design Principles

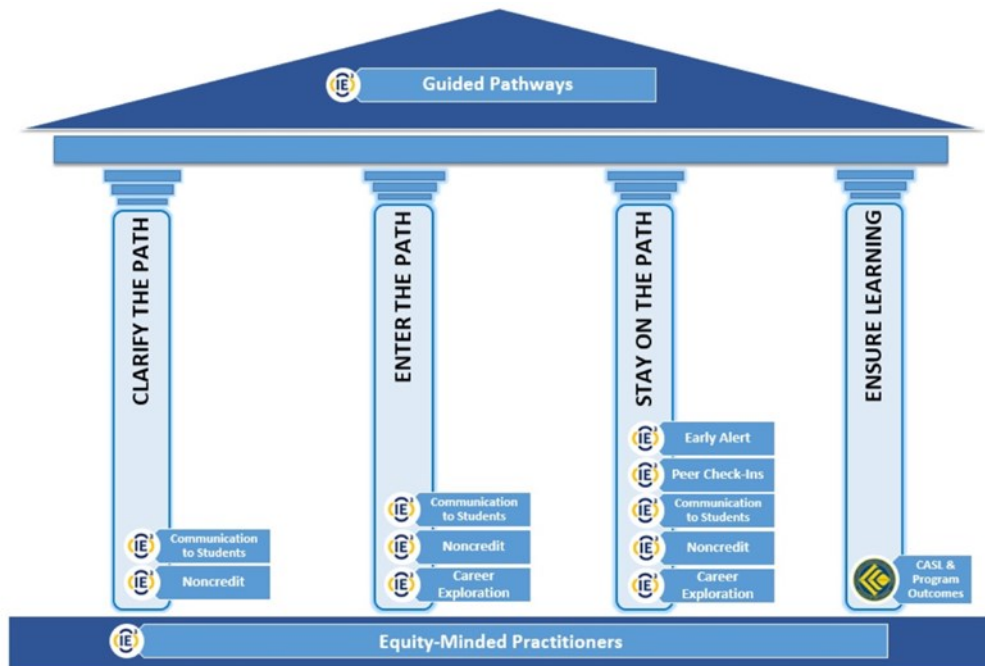
- The College defined “Canyons Completes” as its guided pathways framework.
- August 26, 2016: All faculty were invited to engage in Guided Pathways work.
- November 2016: On Dr. Rob Johnstone’s second visit, he presented at an Instructional Advisory Council meeting with Department Chairs and Deans.
- February 2017: The Academic Senate and Board of Trustees approved participation in the California Pathways Project (CA-20).
- June 2017: The College held its second (IE)² Retreat: The retreat outcome established seven workgroups developed to support Canyons Completes (based on Loss-Momentum Framework).
- September 2017: The CCCCCO GP Awards became available.
- December 2017: The CCCCCO GP Self-Assessment became due.

2017-2018: Canyons Completes, Support Dialogue and Inquiry about Guided Pathways

- The College provided support for Canyons Completes with dialog and inquiry for seven workgroups.

- October 2017: The Equity-Minded Practitioners Workgroup was established.
- December 2017: The Academic Senate and Board of Trustees approved the CCCC GP Self-Assessment.
- March 2018: The Academic Senate and Board of Trustees approved the CCCC GP Work Plan.
- June 2018: The College held the third (IE)² Retreat: Outcome to Modify Workgroups.
- June 2018: The College held the Mapping and Meta Majors Retreat.
- 2018-2019: The College developed the Guided Pathways/Canyons Completes Framework and Pillars:

Figure H-1: Guided Pathways/Canyons Completes Framework and Pillars



2018-2019: Canyons Completes, Support Action for Guided Pathways Implementation

- The College supported Canyons Completes with dialog and inquiry for workgroups.
- August 2018: The College held the second Mapping and Meta Majors Retreat.
- August 2018 to Spring 2019: The website was redesigned to emphasize Meta Majors.
- Fall 2018: The College conducted student focus groups to get input on Meta Majors.
- November 2018: The College purchased Early Alert software (Starfish).
- February 2019: The Academic Senate approved the Meta Majors Proposal.
- January-June 2019: The Professional Development Office’s Leadership Education in Action Program (LEAP), launched LEAP Onto the Path to help enhance employee engagement and ownership of GP and advance GP efforts and projects. LEAP Solution Teams’ Projects focused on ways to further engage students through a Multicultural Center, Welcome Day, in-reach, communication and promotion, early alert and retention, experiential learning, student success teams, and support for adult learners.
- March 2019: The Academic Senate and Board of Trustees acted to reaffirm the CCCC GP Commitment.

- March 2019-June 2019: The College began development of Academic Program Maps, adopted the Program Pathways Mapper, and began implementation.

2019-2020: Canyons Completes, Support Action for Guided Pathways Implementation

- The College established and held a “Welcome Day,” August 9, 2019, with more than 1,000 students attending.
- Fall 2019: The College created a website landing page for schools/meta majors, providing students an opportunity to examine the careers available through completion of programs within each school; to see the degrees and certificates available; and to quickly access departments and resources within the school.
- Fall 2019: The College launched the Canyons Connects program, an Early Alert and Intervention Program powered by the Starfish platform.
- August 2019-August 2020: The College developed Academic Program Maps and Program Pathways Mapper templates.
- Fall 2019-Spring 2020: A Student Success Team made plans to develop the first Student Success Team for African American/Black Students and launch it in Fall 2020.
- Fall 2019: The College launched the Culturally Relevant Teaching Practices course in the Center for Excellence in Teaching and Learning.
- Fall 2019: The College established the A2MEND student charter and launched a mentoring program for Black/African American students.
- Fall 2019-Spring 2020: The College expanded and strengthened its seven Alliances/Affinity Groups with 70 students regularly participating. Alliances include African American/Black, LatinX, Trans, Gender/Sexuality, First-Gen, Autism, and Veterans.
- Fall 2019: The College established and trained faculty data coaches to identify, analyze, understand, and communicate data to their peers regarding student persistence, retention, and completion.
- Spring 2020: The College was selected to participate in the California Guided Pathways (CAGP) 2020-2023 Cohort with 42 other California community colleges.
- Spring 2020: The College explored development and launch of a Multicultural Center. The Virtual Multicultural Center was established for Fall 2020.
- 2019-2020: The Guided Pathways Leadership Team participated in the RP Group’s Leading from the Middle Institute focused on Guided Pathways implementation.
- Spring 2020: The College launched a PebblePad ePortfolio initiative in Spring 2020. The ePortfolios integrate with Canvas and give students an opportunity to showcase their learning. The initiative gives faculty a way to more effectively and authentically assess course, program and institutional student learning outcomes (SLO)s.
- Summer 2020: The College launched its First Year Experience/Promise Program Bootcamps including College Study Skills courses for more than 1,400 new students.
- Summer 2020: The College focused on examining anti-Black racism:
 - (IE)² held a retreat on June 12, 2020: (IE)² coordinated and hosted a three-hour retreat that focused on the lived experiences and truths of the College’s Black students and alums. It was attended by nearly 200 faculty and staff.
 - Podcast: The College hosted its first podcast with 100 attendees, as a follow-up to student and employee panels addressing anti-Black racism. The podcast featured the experiences and expertise of staff, faculty, students, alumni, and managers who discussed the

historical context of systemic, institutional, and individual racism, and how terminology and language play a major role in perception of these terms.

- Playbook: A cross-functional team of faculty, classified staff, students, alum and managers/administrators met several times following the employee town hall in June to identify the elements of the “playbook” for examining anti-Black racism and being a better ally training. The team developed a draft “playbook.” This effort merged with the College’s Call to Action Coalition team but still includes an intentional focus on anti-racism dialogues and identifying ways to dismantle systemic and institutional racism that are within the College’s sphere of influence.

2020-2021: Canyons Completes, Support Action for Guided Pathways Implementation

- Fall 2020: Led by the classified staff, the College began a Caring Campus Initiative that seeks to improve the student experience through personalized employee-to-student interactions.
- Fall 2020-Spring 2021: The College continued involvement in the CAGP 2020-2023, attending webinars, working with a virtual consultant/coach, and providing professional development for faculty, staff, and administrators.
- Fall 2020: The College launched its Multicultural Center (MCC) on November 30, 2020.
- Fall 2020: The College launched its first Student Success Team for African American/Black students.
- Fall 2020: The College developed its Canyons Completes “Placemat” as a tool to communicate the Canyons Completes framework implementation with the College’s Strategic Plan and Goals.
- Spring 2021: The College completed its Academic Program Maps and launched the Program Pathways Mapper, connecting the tools to Meta Majors (Schools) for student access.
- Spring 2021: The College was approved for the Trustee Fellowship Intersession Project with nearly \$70,000 to scale up Program Mapper efforts.
- Spring 2021: The (IE)² Committee developed the Action Plan based on the March 2021 Scale of Adoption Assessment submitted to the CCCCCO.

Data-Driven Decision Making

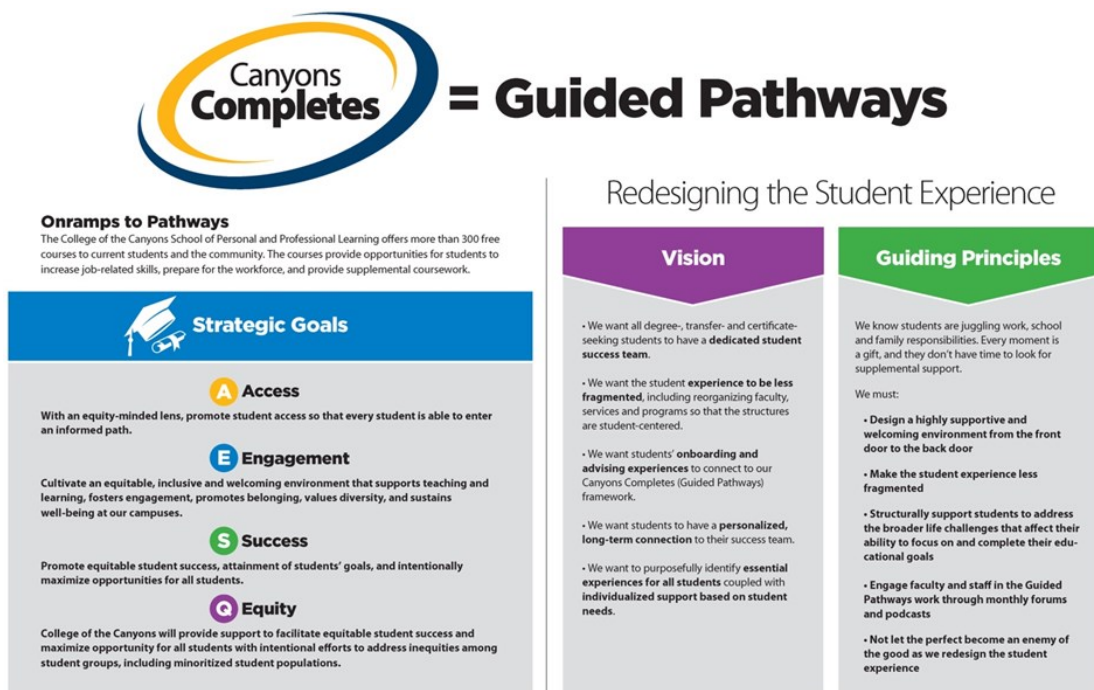
Data metrics, tracked as part of the Student Equity & Achievement Plan (SEA) and Local Goal Setting (LGS) process, are aligned with the CCCCCO Vision for Success goals and are integrated with the College Mission statement, Strategic Plan 2019-22, and Canyons Completes guided pathways data. In 2015-16, the College produced a heat map to illustrate the disproportionate impact areas in most need of attention based on the Student Success Scorecard data. This heat map was instrumental in focusing the College’s attention and resources for addressing areas with the greatest need. As the CCCCCO transitioned from the Student Success Scorecard to the SEA plan and LGS alignment with the CCCCCO Vision for Success goals, new data tables were shared with the campus community showing the College’s integrated SEA and LGS historical data and 2022 goals for these metrics. In addition, the IRPIE office prepared an updated heat map showing where there was disproportionate impact by ethnicity and the interaction of ethnicity and gender. These data are shared with the campus community through presentations and dialogues with the CPT, (IE)² committee, Academic Senate, Classified Senate, ASG, and Board of Trustees.

The integration of SEA and LGS alignment with the CCCCCO Vision for Success 2022 goals, Strategic Plan 2019-2022 and Canyons Completes guided pathways is illustrated in a compelling, two-page graphic, locally referred to as the “placemat.”

Figure H-2: Placemat Side 1



Figure H-3: Placemat Side 2



This placemat presents an integrated view of the success strategies for the College’s Canyons Completes (guided pathways) efforts and their alignment with the College’s strategic goals of

access, engagement and success with a foundation of equity. The placemat also showcases the Canyons Completes measurable goals and includes a visually arresting lightbulb icon to denote notable progress updates for these goals.

Next Steps

The College has made significant progress in implementing a guided pathways framework, particularly related to clarifying the path for students, helping them enter that path, and supporting them to stay and persist on that path. Below are some of the key projects the College undertook during the recent years and their current status. The College has selected three projects for the QFE from those on the Action Plan. These currently need the most attention while the College continues framework implementation to improve student learning and achievement:

- Re-engineering and launch of a new Early Alert and Intervention Program through Canyons Connects
- Development of Academic Program Maps and adoption of the Program Pathways Mapper visualization tool
- Creation of Student Success Teams focusing on addressing disproportionately impacted student populations

Project	Pathways Pillar	Status	Canyons Completes Action Plan
1. Implementation of Peer Check-Ins with students to improve retention and persistence.	Stay on the Path	Completed	NO
2. Increased career exploration at the front-end of the student experience through the creation of the Hub.	Clarify the Path Enter the Path	Completed	NO
3. Re-engineering and launch of new Early Alert and Intervention Program: Canyons Connects in 2019.	Stay on the Path	Stage 1 Complete: Scale Up in Progress.	YES (Included in the QFE)
4. Development of Meta Majors (2019-2020) and website redesign to emphasize academic programs and pathways for students.	Clarify the Path Enter the Path	Completed	NO
5. Development of Academic Program Maps and adoption of the Program Pathways Mapper visualization tool (2019-2021).	Clarify the Path Enter the Path	In Progress	YES (included in the QFE)

	Project	Pathways Pillar	Status	Canyons Completes Action Plan
6.	Development of Equity Minded Practitioners work group, student alliances (affinity groups) and establishment of the Multicultural Center.	Stay on the Path Ensure Learning	Completed	NO
7.	Creation of Student Success Teams focusing on addressing disproportionately impacted student populations.	Stay on the Path Ensure Learning	In Progress	YES (included in the QFE)
8.	Creation and expansion of the Center for Excellence in Teaching and Learning program to improve instruction and student learning.	Ensure Learning	Completed	NO
9.	Expansion of the noncredit/continuing education program to create bridge opportunities and workforce preparation for students.	Enter the Path	Ongoing	NO
10.	Development of experiential learning opportunities for students and the ability for them to reflect on and showcase their learning through ePortfolios (PebblePad).	Ensure Learning	In Progress	YES (Not Included in the QFE)

Project/Activity: *Canyons Connects*



Brief Description / Intended Outcome(s): The Canyons Connects program (powered by the Starfish platform) is an early alert and intervention strategy intended to improve course success, retention, and certificate/degree completion rates, keeping students “on the path.” The program connects instructors, students and critical student support services together under one umbrella. This gives instructors the ability to raise awareness if small nudges may help struggling students, and it also provides ways to celebrate student successes. Canyons Connects

allows for instantaneous referrals to help students intentionally and exactly where and when they may need support. This support can encircle the students with multiple services, ensuring high touch support, and making sure that no student is left behind.

Background,
Status and
Progress
Summary

Scale of Adoption Assessment Rating Scale as of March 2021:

Not Systematic

The (IE)² committee supported the work of a faculty and staff team to research and investigate best practices for Early Alert and Intervention. After a semester of inquiry and discussion, the workgroup selected the Hobson’s Early Alert and Intervention platform “Starfish” in July 2018 as the technology to support early alert and retention efforts. The Retention Solutions (formerly Early Alert) workgroup developed the system configuration, flags, messaging, and workflow for the Starfish program through spring 2019. The implementation and technical teams finished configuring the system May 2019. The platform was piloted and phased in at the start of fall 2019. The College renamed the Early Alert program “Canyons Connects” and does not refer to it as “Starfish.” A launch with full system capability including progress surveys and program support began in spring 2020 with referrals to counseling and The Learning Center (TLC) and an assigned counselor to respond to flags and referrals.

To promote the use of the program, members of the Canyons Connects Advisory Committee facilitated workshops during flex week to train faculty on how to use Canyons Connects and to demonstrate its features. In addition, faculty can request one-to-one trainings, if needed.

Referrals are monitored daily by an assigned Canyons Connects counselor. The counselor will make three attempts to contact a student, offering to meet via an appointment or through email. Emails have a list of campus resources telling students about available services. When meeting with students during counseling sessions, counselors complete

<p>Background, Status and Progress Summary</p>	<p>student educational plans and full evaluations of their educational goals. They discuss options, if students are having challenges in their classes.</p> <p>Currently, if a student has reached academic probation, they must attend a mandatory orientation, are provided a peer contact, and a counselor gives them personal follow-up. The College implemented peer check-ins prior to students going on probation (effective fall 2017).</p>
<p>Challenges/ Barriers to Overcome</p>	<p>Early alert and intervention (EA&I) programs can only succeed if faculty adopt and use the programs. The College must continue to work on full development of the program and create professional development and promotional materials to encourage faculty adoption. It must fully support the program institutionally with human and fiscal resources.</p> <p>The College has seen an increase each semester in faculty participation from various disciplines. A best practice appropriate for EA&I programs is identifying the target population to be best served by the program. The College chose to encourage adoption by faculty in the English and math departments, using special presentations and referrals within the system.</p> <p>There is concern that early intervention practices may highlight students from some demographics and backgrounds disproportionately, while giving “kudos” primarily to students who are advantaged. The College will need to analyze its data, so it doesn’t disproportionately send encouragement (kudos) primarily to advantaged student populations.</p> <p>The College is working to add to the departments that use Canyons Connects such as the Health Center, EOPS, the VA Center, among others.</p>
<p>Next Steps</p>	<p>Spring 2021: The Canyons Connects Counselor designed a Canyons Connects Canvas site to provide additional resources and an alternative way to reach out to students. The students who receive a referral and/or a 3-flag referral are enrolled in the Canvas shell.</p> <p>Fall 2021: Finish building out Canyons Connects to include system-raised flags (leveraging data in Canvas). Continue refinement of the system, including importing and using students’ preferred names.</p> <p>Fall 2021: Scale up workflows for Special Populations (College Promise Program, Dual Enrollment, EOPS, AAC - formerly DSPS, MESA, others) to more effectively connect students to support services.</p> <p>Fall 2021: Build Campus Services within the “Connect” and Kiosk features of Starfish to more effectively connect all students to services.</p>

Next Steps	<p>Fall 2021: Launch the student-facing Canyons Connects dashboard and “raise my hand” feature, allowing students to self-refer and request assistance. Increase the adoption rate and use by faculty through program promotion and training. Determine how particular classified staff might interface with Canyons Connects assisting high risk/high need students.</p> <p>Spring 2022: Launch Data Analytics and Retention Score functionality.</p>
Resources needed to Advance Implementation or Sustain Efforts:	<p>To continue work in the high support areas, the College must have on-going fiscal and human resources support to sustain the program and for further implementation of available “Connect” features.</p> <ul style="list-style-type: none">• Personnel• Financial• Technology• Facility
Responsible Parties	<p>Vice President of Instruction, Vice President of Student Services, Associate VP of Instruction, Dean of Counseling, Technology Lead (Executive Director), Faculty Liaisons, Computer Operations Analysis/Technical Lead for Starfish, Canyons Connects Counselor, Canyons Connects Advisory Group.</p>

Project/Activity: **Academic Program Maps and *Program Pathways Mapper***



Brief Description / Intended Outcome(s): This project consists of two parts:

(1) Academic Program Maps present the recommended path to complete certificates, degrees, and/or transfer. Maps highlight the sequence of courses, including the appropriate math and English courses for a program, and identify significant milestones that contribute to student success in a clear and comprehensive format.

(2) The Program Pathways Mapper is a customized visual representation of the College Catalog, organized by academic Schools/Divisions, which are groups of similar programs. These help students select a program of study and progress towards completion. The tool includes information on occupations and careers commonly associated with each program, including typical wages and the labor market demand in California.

Status and Progress Summary

Scale Rating as of March 2021: **Planning to Scale**

Spring 2021: Completed the development of all associate degree pathways for both CSU and UC/IGETC. Completed more than 50 percent of Certificate maps.

Spring 2021: Connected the Academic Program Maps and the Program Pathways Mapper to each of the School websites for easy student access.

Spring 2021: Launched Program Pathways Mapper (end of May)

Challenges/Barriers to Overcome

Making changes to framework requires input and expertise from diverse college constituencies. Reaching collective agreements and taking uniform actions often can be challenging across a diverse institution. It is necessary to review the processes and procedures that the College implements to ensure changes are vetted through the academic and classified senates and across various district stakeholder groups to ensure a transparent process that is verifiable and accurate.

The College must ensure it has ample feedback and creates an environment for each representative body to review and participate in the processes established for students.

Student feedback must be incorporated early in the College's processes. Proposed strategies include holding focus groups, expanding outreach

<p>Challenges</p>	<p>and hiring students to work on pathways efforts. In addition, whenever possible, proposals are presented to the ASG for review and feedback.</p>
<p>Next Steps</p>	<p>Summer 2021: The College is currently working on the remaining certificate program maps to be approved during fall 2021 curriculum committee meetings.</p> <p>Summer 2021: Develop a video for students to introduce them to the School and explain the use of the Program Mapper/Maps.</p> <p>Fall 2021: Develop and implement a marketing campaign to showcase the Program Mapper tool to prospective, new, returning and continuing students, faculty, staff and local high school district partners.</p> <p>Summer/Fall 2021: Create programs maps for the remaining certificates of achievement/specialization and for any outstanding associate degree maps. Update current AAT/AST program maps to include the New CSU GE Area F requirement.</p> <p>Spring 2021-Fall 2021: Create program maps for the Canyon Country campus and for the programs housed in the University Center. Create program maps for the noncredit programs housed through the School of Personal and Professional Learning.</p> <p>Spring 2022: Work with CSU Northridge to create 2 + 2 program maps for high-transfer programs (Psychology, for example).</p> <p>Fall 2022: Begin tracking Google analytics information on the use of the Program Mapper tool.</p> <p>The program maps will be built through Fall 2021, with ongoing work as needed, and will be reviewed and updated on a three-year cycle during the curriculum review process. The College will establish a process to ensure current program maps are revised as curriculum changes take place.</p> <p>The College will form a student focus group to gather feedback for making improvements.</p>
<p>Resources needed to Advance Implementation or Sustain Efforts:</p>	<p>The College needs to find a way to institutionalize the work of Guided Pathways. While many actions are done one time, much of the work is on-going. Because funding for Guided Pathways is limited and will end, the College must find ways to implement the on-going work without causing burnout among faculty and staff.</p>

<ul style="list-style-type: none"> • Personnel • Financial • Technology • Facility 	<p>For example, the College is using a short-term employee hired with Guided Pathways funding to build and manage the Program Mapper tool. The College should institutionalize this work by funding and assigning a permanent classified employee to the program.</p> <p>The College needs to establish a partnership with CSU Northridge to facilitate development of 2 + 2 maps. Bakersfield College’s 2 + 2 partnership with CSU Bakersfield provides a model.</p> <p>The College needs to find ways to implement the student voice early in the process. Investigating how other colleges integrate the student voice in a meaningful way would be very beneficial for the College.</p>
<p>Responsible Parties</p>	<p>Vice President of Instruction, Vice President of Student Services, Associate Vice President of Instruction, Dean of Academic Innovation and Continuing Education, Dean of Counseling, Guided Pathways Faculty Liaison (Student Services/Counseling).</p>

Project/Activity: *Student Success Team*

Brief Description / Intended Outcome(s):

A student success team is an academic and student services support team that collaborates to plan and implement data-informed, equity-infused practices along the student journey. The College has chosen to implement student success teams based on disproportionate impact data, selecting to launch an African American/Black student success team first, with student success teams for other disproportionately impacted populations to follow.

<p>Status and Progress Summary</p>	<p>SOAA Rating Scale as of March 2021: Not Systematic</p> <p>The College launched its first student success team dedicated to African American/Black students in Winter 2021. Two adjunct counselors were hired in January 2021. The long-term goal is to expand this student success team and implement an Umoja (unity) program on campus.</p> <p>The program started with students in this population who have completed 41 units or more and it has been expanded to also serve all students who are part of the Black Student Alliance, from new students to those getting ready to graduate. The goal is to expand the program to more students when the program is capable, and it is appropriate.</p> <p>This is a cross-functional planning team including Student Services, Instruction, Counseling, and Institutional Research.</p>
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<p>Status and Progress Summary</p>	<p>The Student Success Planning Team meets every other week.</p> <p>The Team is aligning its efforts with the "Multicultural Center," Black Student Alliance and A2MEND (African American Male Education Network and Development).</p>
<p>Challenges/Barriers to Overcome</p>	<p>Accessing sustainable funding for student success teams is a challenge. The College needs to institutionalize funding support and resources.</p>
<p>Next Steps</p>	<p>Fall 2021: Implement a faculty mentor component to the success team. Implement a student mentor component to the success team.</p> <p>Fall 2021: Finalize development of a faculty mentor handbook and training program with the goal to recruit faculty mentors in the fall.</p> <p>Spring 2022: Formalize and sustain the success team for the College's African American/Black Student population with a goal to establish a strong success team, and then expand services to the next most disproportionately impacted student population, the LatinX group.</p> <p>Spring 2022: Establish an online presence for Student Success Teams and have a designated space on the Counseling website and potentially on the Multicultural Center website.</p> <p>Additional Items Currently Under Discussion:</p> <ul style="list-style-type: none"> • Convert the Cross Functional Planning team to an ongoing advisory committee to help inform planning. • Carry out workshops catered to the needs of African American/Black (and other minoritized) students. • Increase mental health services.
<p>Resources needed to Advance Implementation or Sustain Efforts:</p> <ul style="list-style-type: none"> • Personnel • Financial • Technology • Facility 	<p>Personnel Needs: Using Higher Education Emergency Relief Fund (HEERF) support, build out the Success Team to include a financial aid technician, admissions and records technician, peer mentors, faculty mentors, counseling graduate assistants, mental health professionals, program coordinator, counseling faculty.</p> <p>Facilities: The program needs a designated space to house Student Success Teams, preferably in the Multicultural Center. This includes office space for private counseling appointments and a designated workshop space and study space for students.</p>

Resources	<p>Financial: The program needs funding for additional faculty and staff, guest speakers, conferences/events.</p> <p>Technology: The program needs to provide a laptop loan program, and requires iPads for mobile drop-in, a webcam, microphones, computer workstations for students, staff and counseling faculty, a projector and a whiteboard.</p>
Responsible Parties	Vice President of Student Services, Dean of Counseling, Counseling Faculty, and Faculty Guided Pathways Liaisons.

I. Master List of Evidence



Master List of Evidence

Sorted Numerically			
Evidence #	Evidence Title		
		F.4	<u>Academic Senate meeting 12.3.20</u>
			<u>Classified Senate meeting 4.6.21</u>
A.1	<u>Table A-1</u>	F.5	<u>CPT meeting 3.15.21</u>
A.2	<u>Table A-2</u>	F.6	<u>District Webinar 4.15.21</u>
A.3	<u>Table A-3</u>	F.7	<u>Board of Trustees Meeting 3.24.21</u>
B.1	<u>Table 14</u>	F.8	<u>Academic Senate SEA Plan Presentation 4.11.19</u>
B.2	<u>Table 15</u>	F.9	<u>Board of Trustees Presentation 12.9.20</u>
B.3	<u>Table 16</u>	F.10	<u>Strategic Plan 2019-2022 ACCJC Annual Report 2021</u>
D.1	<u>Administrative Organization August 2021</u>	F.11	<u>Student Data Highlights Fall 2020</u>
E.1	<u>Accreditation Authority 2021-22</u>	F.12	<u>BP 4100</u>
E.2	<u>ACCJC 2017 Confirmation</u>	F.13	<u>Graduation Requirements 2021-2022</u>
E.3	<u>Instructional Programs 2021-2022</u>	F.14	<u>Curriculum Committee Handbook 2021</u>
E.4	<u>Instructional Programs 2021-2022</u>	F.15	<u>BP 4020</u>
E.5	<u>Tableau Data Visualization</u>	F.16	<u>AP 4020</u>
E.6	<u>BP 2430</u>	F.17	<u>BP 5020</u>
E.7	<u>AP 2430</u>	F.18	<u>AP 5020</u>
E.8	<u>Government Auditing Standards 2018 Revision</u>	F.19	<u>Credit for Prior Learning</u>
E.9	<u>2 CFR part 200</u>	F.20	<u>Advanced Placement</u>
E.10	<u>CCC Chancellor's Office Contracted District Audit Manual</u>	F.21	<u>Course Equivalency</u>
E.11	<u>SCCCD Final Audit Report for District 2020</u>	F.22	<u>International Baccalaureate</u>
E.12	<u>SCCCD Final Audit Report for Foundation 2020</u>	F.23	<u>CLEP</u>
E.13	<u>SCCCD Final Audit Report for Measure E 2020</u>	F.24	<u>Credit for Military Service</u>
E.14	<u>SCCCD Final Audit Report for Measure M 2019</u>	F.25	<u>BP 4235</u>
F.1	<u>Accreditation homepage</u>	F.26	<u>AP 4235</u>
F.2	<u>Third Party Comment Form on Accreditation Website</u>	F.27	<u>Articulation Website Private</u>
F.3	<u>Accreditation CPT Training 4.20.20</u>	F.28	<u>CA Universities</u>
		F.29	<u>Articulation Website Public</u>
		F.30	<u>CA Universities</u>
		F.31	<u>Articulation Website</u>
		F.32	<u>William S. Hart High School Courses</u>
			<u>Board Policy 4050:</u>
			<u>Articulation UPDATE</u>
			<u>Administrative Procedure 4050: Articulation UPDATE</u>

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F.33	<u>Transfer Website to Out of State Universities</u>	I.A.1.5	<u>College Policy Council Agenda 03.23.21</u>
	<u>Distance Learning Addendum for Course</u>	I.A.1.6	<u>Academic Senate Mission</u>
F.34	<u>Outline of Record</u>	I.A.1.7	<u>Classified Senate Mission</u>
	<u>Provisional Distance Learning Addendum for Course</u>	I.A.1.8	<u>Associated Student Government Mission</u>
F.35	<u>Course Outline of Record</u>	I.A.1.9	<u>Fact Book 2021</u>
	<u>Correspondence Education Addendum for Course</u>	I.A.1.10	<u>Ed Code 66010.4 CCCCCO Mission</u>
F.36	<u>Outline of Record</u>	I.A.1.11	<u>Mission Statement 2016</u>
	<u>Distance Education Faculty Handbook May 2020</u>	I.A.2.1	<u>IRPIE Website</u>
F.37	<u>BP 5040</u>	I.A.2.2	<u>Fact Book 2015</u>
F.38	<u>AP 5040</u>	I.A.2.3	<u>Fact Book 2017</u>
F.39	<u>BP 5530</u>	I.A.2.4	<u>Fact Book 2021</u>
F.40	<u>BP 5531</u>	I.A.2.5	<u>What Do Our Data Say?</u>
F.41	<u>BP 5532</u>	I.A.2.6	<u>LEAP</u>
F.42	<u>BP 5533</u>	I.A.2.7	<u>(IE)² Data 020921</u>
F.43	<u>Online Complaint Form</u>	I.A.2.8	<u>Board of Trustees Retreat</u>
F.44	<u>Third Party Comment Form</u>		<u>Pathways Presentation 09.20.19</u>
F.45	<u>Breaking News Fall 2020</u>	I.A.2.9	<u>SEA LGS Board of Trustees Presentation</u>
F.46	<u>Bottom Line Fall 2020</u>	I.A.2.10	<u>Board of Trustees Pathways Spring 2021</u>
F.47	<u>Instructional Aid Flyer in Spanish</u>	I.A.2.11	<u>Summarized Standards Table</u>
F.48	<u>Canyons Promise Flyer</u>	I.A.2.12	<u>Educational & Facilities Master Plan 2016 - 2022</u>
F.49	<u>Continuing Education Flyer</u>	I.A.2.13	<u>Strategic Plan 2019 - 2022</u>
F.50	<u>Annual Report 2019-2020</u>	I.A.2.14	<u>Decision Making Guide, p 37-39</u>
F.51	<u>Communications Guide</u>	I.A.2.15	<u>Educational Facilities Master Plan 2012-18</u>
F.52	<u>SCCCD Final Audit Report for District 2020</u>	I.A.2.16	<u>Strategic Plan 2015-18</u>
F.53	<u>SCCCD Final Audit Report for District 2019</u>	I.A.2.17	<u>Decision Making Guide 2016</u>
F.54	<u>SCCCD Final Audit Report for District 2018</u>	I.A.2.18	<u>Decision Making Guide 2018</u>
F.55	<u>SCCCD Final Audit Report for District 2017</u>	I.A.2.19	<u>Disproportionate Impact Heat Map</u>
F.56	<u>National Student Loan Data System</u>	I.A.2.20	<u>SEA Vision Data</u>
I.A.1.1	<u>BP 1200</u>	I.A.2.21	<u>SEA LGS Sex Ethnicity Visualization</u>
I.A.1.2	<u>Mission Statement 2nd Board Reading 2021</u>	I.A.2.22	<u>College Planning Team January 2021 Retreat - Data</u>
I.A.1.3	<u>Mission Statement Website</u>		
I.A.1.4	<u>College Planning Team Mission</u>		

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I.A.2.23	<u>College Planning Team Goal Setting for Student Success</u>	I.B.1.12	<u>Unearthing Data Lab</u>
I.A.2.24	<u>Academic Senate 1st Reading 3.28.19</u>	I.B.1.13	<u>Enrollment Management Plan</u>
I.A.2.25	<u>SEA LGS Board of Trustees Presentation</u>	I.B.1.14	<u>Calendar of Events – Call to Action</u>
I.A.2.26	<u>Canyons Completes SEA LGS Board of Trustees Presentation</u>	I.B.1.15	<u>Call to Action Website</u>
I.A.3.1	<u>Program Review Workshop Overview</u>	I.B.1.16	<u>Multicultural Center</u>
I.A.3.2	<u>Decision Making Guide, p 37</u>	I.B.1.17	<u>Canyons Completes</u>
I.A.3.3	<u>Decision Making Guide, p 67</u>	I.B.1.18	<u>CPT Committee Pathways Connections</u>
I.A.3.4	<u>Budget Parameters</u>	I.B.2.1	<u>Chemistry Course Outline</u>
I.A.3.5	<u>AP 6200</u>	I.B.2.2	<u>Land Surveying AS Degree Program Outline</u>
I.A.3.6	<u>AP 3250</u>	I.B.2.3	<u>Catalog Program SLOs 2021-2022</u>
I.A.3.7	<u>International Services & Programs Strategic Goals</u>	I.B.2.4	<u>VAPA Website Program Level Outcomes</u>
I.A.3.8	<u>COC Global</u>	I.B.2.5	<u>Program Mapper Example</u>
I.A.3.9	<u>Global Studies AA-T</u>	I.B.2.6	<u>Administrative Unit Outcomes Example</u>
I.A.4.1	<u>BP 1200</u>	I.B.2.7	<u>COMS 105 Course Outline of Record</u>
I.A.4.2	<u>CPT Agenda Mission 2021</u>	I.B.2.8	<u>Total Number of Academic and Administrative Program Reviews</u>
I.A.4.3	<u>Academic Senate Minutes</u>	I.B.2.9	<u>Completed Assessment Analysis Discussion</u>
I.A.4.4	<u>Classified Senate Minutes</u>	I.B.2.10	<u>Administrative Unit Outcomes Examples 2</u>
I.A.4.5	<u>ASG Minutes</u>	I.B.2.11	<u>ISLO Performance Report</u>
I.A.4.6	<u>District Mission Website</u>	I.B.2.12	<u>eLumen Training Faculty Assessment</u>
I.A.4.7	<u>Mission Statement Poster</u>	I.B.2.13	<u>ePortfolio Faculty Coordinator Job Description Fall 2020 - Spring 2022</u>
I.B.1.1	<u>Mission Statement</u>	I.B.2.14	<u>ePortfolio Pebble Pad</u>
I.B.1.2	<u>CPT Agenda Example</u>	I.B.2.15	<u>Fall 2020 Data Coaches FLEX</u>
I.B.1.3	<u>Student Equity and Achievement Plan</u>	I.B.3.1	<u>Accountability Metrics Presentation Board of Trustees 06.08.16</u>
I.B.1.4	<u>Equity Minded Practitioners (IE)²</u>	I.B.3.2	<u>(IE)² Data Review 3.13.18 final</u>
I.B.1.5	<u>IRPIE Tableau Data Visualizations</u>	I.B.3.3	<u>Institutional Effectiveness and Inclusive Excellence Meeting Minutes 03.13.18</u>
I.B.1.6	<u>Data Website</u>		
I.B.1.7	<u>Data Coaches</u>		
I.B.1.8	<u>Program Review Workshop Overview</u>		
I.B.1.9	<u>IRPIE Research Reports and Data Highlights</u>		
I.B.1.10	<u>Data Lab 05.07.21</u>		
I.B.1.11			

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I.B.3.4	<u>Local Goal Setting Process</u>	I.B.5.12	<u>ISLO Prompt Downloads APR 2020-2021</u>
I.B.3.5	<u>CPT Goal Setting for Student Success</u>	I.B.5.13	<u>APR Visualization</u>
I.B.3.6	<u>SEA LGS Presentation Board of Trustees 5.8.19</u>	I.B.5.14	<u>Distance Education Presentation to the Board 8.11.21</u>
I.B.3.7	<u>CPT Jan 2021 Retreat - Data</u>	I.B.6.1	<u>Guided Pathways and Equity Efforts</u>
I.B.3.8	<u>SEA Data</u>	I.B.6.2	<u>Canyons Completes SEA LGS Board of Trustees Presentation</u>
I.B.3.9	<u>Pathways Placemat</u>	I.B.6.3	<u>Program Review Training</u>
I.B.4.1	<u>Institution Set Standards Table</u>	I.B.6.4	<u>CPT 01/2021 Retreat - Data</u>
I.B.4.2	<u>SLO Prompts</u>	I.B.6.5	<u>Data Coaches</u>
I.B.4.3	<u>Academic Program Reviews (IE)² Data 02.09.21</u>	I.B.6.6	<u>(IE)² Meeting Minutes Feb 2021</u>
I.B.4.4	<u>(IE)² Data Review 3.13.18 final</u>	I.B.6.7	<u>(IE)² February PPT</u>
I.B.4.5	<u>Pathways Placemat</u>	I.B.6.8	<u>Humanizing the Online Course</u>
I.B.4.6	<u>Canyons Completes Action Plan</u>	I.B.6.9	<u>Best Course Practices</u>
I.B.4.7	<u>Scale of Adoption</u>	I.B.6.10	<u>Center for Excellence in Teaching & Learning</u>
I.B.4.8	<u>Assessment Pathways Document</u>	I.B.6.11	<u>Curriculum Cultural Competency</u>
I.B.4.9	<u>Scale of Adoption Assessment Board of Trustees PPT</u>	I.B.6.12	<u>Culturally Responsive Teaching Handbook</u>
I.B.5.1	<u>IRPIE Planning Page</u>	I.B.6.13	<u>Spring 2019 - 20 Convocations</u>
I.B.5.2	<u>Communication Studies Program Review</u>	I.B.6.14	<u>Calendar of Events – Call to Action</u>
I.B.5.3	<u>Health Center Program Review</u>	I.B.6.15	<u>Data Coaches</u>
I.B.5.4	<u>Academic and Administrative Program Review and Mission</u>	I.B.6.16	<u>CASL PR Committee</u>
I.B.5.5	<u>CPT Presentation</u>	I.B.6.17	<u>IRPIE CETL Data Session</u>
I.B.5.6	<u>Program Review EFMP Link</u>	I.B.6.18	<u>Original Heat Map</u>
I.B.5.7	<u>Sample Academic and Administrative Program Reviews</u>	I.B.6.19	<u>SEA Heat Map Interaction</u>
I.B.5.8	<u>Chemistry APR</u>	I.B.6.20	<u>(IE)² Retreat Jun 2018 Heat Map</u>
I.B.5.9	<u>Career Ed Advisory Minutes</u>	I.B.6.21	<u>SEA Academic Senate Spring 2019 Heat Map</u>
I.B.5.10	<u>Guiding Questions Program Review</u>	I.B.6.22	<u>PAC-B Minutes 2021</u>
I.B.5.11	<u>Select Tableau Visualizations</u>	I.B.6.23	<u>NOVA SEA Plan 2019</u>
		I.B.6.24	<u>Guided Pathways Steering Committee Updates May 2021</u>
		I.B.6.25	<u>ACBO Tying Student Success Together</u>

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I.B.7.1	<u>CCLC Policy and Procedure Service</u>	I.B.8.13	<u>Canyons Completes Action Plan</u>
I.B.7.2	<u>Decision Making Guide Appendix H</u>	I.B.8.14	<u>CPT January 2021 Retreat - Connecting Our Work draft</u>
I.B.7.3	<u>CPC Operating Procedures</u>	I.B.8.15	<u>Strategic Planning Retreat PPT 12.02.19</u>
I.B.7.4	<u>Policy Review Committee Operating Procedures</u>	I.B.9.1	<u>Decision Making Guide Extract</u>
I.B.7.5	<u>Academic Senate By-Laws</u>	I.B.9.2	<u>Strategic Plan 2019-22 Web</u>
I.B.7.6	<u>Program Review Committee's 2019 Report to the Academic Senate</u>	I.B.9.3	<u>CPT Spring 2020 Retreat 05.18.20</u>
I.B.7.7	<u>Program Review Committee's 2018 Report to the Academic Senate</u>	I.B.9.4	<u>CPT Strategic Plan Integration</u>
I.B.7.8	<u>Committee on Committees</u>	I.B.9.5	<u>CPT Planning Objectives and Accomplishments 05.17.21</u>
I.B.7.9	<u>Committee on Committees 2019</u>	I.B.9.6	<u>Decision Making 2020-21 Guide</u>
I.B.7.10	<u>CPT Program Review Planning Objectives and Accomplishments Report</u>	I.B.9.7	<u>CPT Meeting Agenda 3.15.21</u>
I.B.7.11	<u>CASL-PR Minutes 3.24.21</u>	I.B.9.8	<u>CPT Meeting Agenda 5.17.21</u>
I.B.7.12	<u>CASL-PR Committee 05.12.21</u>	I.B.9.9	<u>Institutional Effectiveness and Inclusive Excellence Meeting Minutes 09.08.20</u>
I.B.7.13	<u>CASL-PR Committee 04.14.21</u>	I.B.9.10	<u>Institutional Effectiveness and Inclusive Excellence Meeting PPT 09.08.20</u>
I.B.7.14	<u>CPT Plan Integration</u>	I.B.9.11	<u>PAC-B 2021-22 Budget Parameters</u>
I.B.7.15	<u>AP 3250</u>	I.C.1.1	<u>Course Catalog Email 05.22.21</u>
I.B.8.1	<u>IRPIE Data and Standards</u>	I.C.1.2	<u>Student MyCanyons</u>
I.B.8.2	<u>Reports and Briefs</u>	I.C.1.3	<u>Canyons M Mobile APP</u>
I.B.8.3	<u>Fact Book 2021</u>	I.C.1.4	<u>Board of Trustees Curriculum Approval Websites</u>
I.B.8.4	<u>Strategic Plan 2019-2022</u>	I.C.1.5	<u>Student Website</u>
I.B.8.5	<u>CPT Planning Objectives and Accomplishments</u>	I.C.1.6	<u>Social Media</u>
I.B.8.6	<u>Instructional Advisory Council 02.19.21</u>	I.C.1.7	<u>CCCCO Program Course Approval Report</u>
I.B.8.7	<u>CPT PPT Strategic Plan Retreat Debrief</u>	I.C.1.8	<u>Curriculum Committee Agendas and Summaries</u>
I.B.8.8	<u>Spring Convocation 2021</u>	I.C.1.9	<u>Five Year Revision List</u>
I.B.8.9	<u>IRPIE COVID19 Student Survey Webinar Spring 2020</u>		
I.B.8.10	<u>(IE)² Feb 2021 Meeting</u>		
I.B.8.11	<u>Institutional Effectiveness and Inclusive Excellence Agenda 5.11.21</u>		
I.B.8.12	<u>(IE)² 5.11.21 Meeting PPT</u>		

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I.C.1.11	<u>Curriculum Committee Handbook</u>	I.C.4.3	<u>Majors and Certificates</u>
I.C.1.12	<u>College Catalog Website</u>	I.C.4.4	<u>My Academic Plan (MAP) Brochure</u>
I.C.1.13	<u>IRPIE Data Visualization and Reports</u>	I.C.4.5	<u>Land Surveying AS Degree & Certificate</u>
I.C.1.14	<u>CASL Website</u>	I.C.4.6	<u>Biology Associate Degree</u>
I.C.1.15	<u>Accreditation Website</u>	I.C.4.7	<u>VAPA Website</u>
I.C.2.1	<u>College Catalog Website</u>	I.C.4.8	<u>Program Mapper Example</u>
I.C.2.2	<u>2021-22 Catalog</u>	I.C.5.1	<u>BP 2410</u>
I.C.3.1	<u>IRPIE Data Visualizations</u>	I.C.5.2	<u>AP 2410</u>
I.C.3.2	<u>Course Success Retention Heatmap</u>	I.C.5.3	<u>College Policy Council Retreat 2021</u>
I.C.3.3	<u>Program Awards</u>	I.C.5.4	<u>College Policy Council Operational Procedures</u>
I.C.3.4	<u>ACCJC 2018 Annual Report</u>	I.C.5.5	<u>College Policy Council Master Policy List 2021 Retreat</u>
I.C.3.5	<u>CASL Website</u>	I.C.5.6	<u>College Policy Council Policy and Procedure 2021 Retreat Slides</u>
I.C.3.6	<u>SLO Action Plans Fall 2017 - Spring 2021</u>	I.C.5.7	<u>Board of Trustees Intersession Pathways</u>
I.C.3.7	<u>SLO Prompt Downloads APR 2020-2021</u>	I.C.5.8	<u>Student Services Website 6.1.21</u>
I.C.3.8	<u>ACCJC Annual Report 2021</u>	I.C.5.9	<u>Student Code of Conduct downloaded 6.1.21</u>
I.C.3.9	<u>EMT Alumni Employment Survey Results Memo</u>	I.C.6.1	<u>Fees Website</u>
I.C.3.10	<u>MLT Alumni Survey of 2020 Graduates Results Memo</u>	I.C.6.2	<u>Catalog Fees</u>
I.C.3.11	<u>Nursing Alumni Employment Survey Results</u>	I.C.6.3	<u>Financial Aid – Net Price Calculator 6.1.21</u>
I.C.3.12	<u>Nursing Alumni Employment Survey Instrument</u>	I.C.6.4	<u>Canyons Promise Website</u>
I.C.3.13	<u>ACCJC Annual Report 2021</u>	I.C.6.5	<u>CA College Promise</u>
I.C.3.14	<u>Fact Book 2021</u>	I.C.6.6	<u>Financial Aid-Types of Aid</u>
I.C.3.15	<u>IRPIE Data Visualizations</u>	I.C.6.7	<u>Schedule of Classes & Fees</u>
I.C.3.16	<u>Achievement Data from Strategic Plan 2019-2022</u>	I.C.6.8	<u>OER & ZTC Textbook Cost</u>
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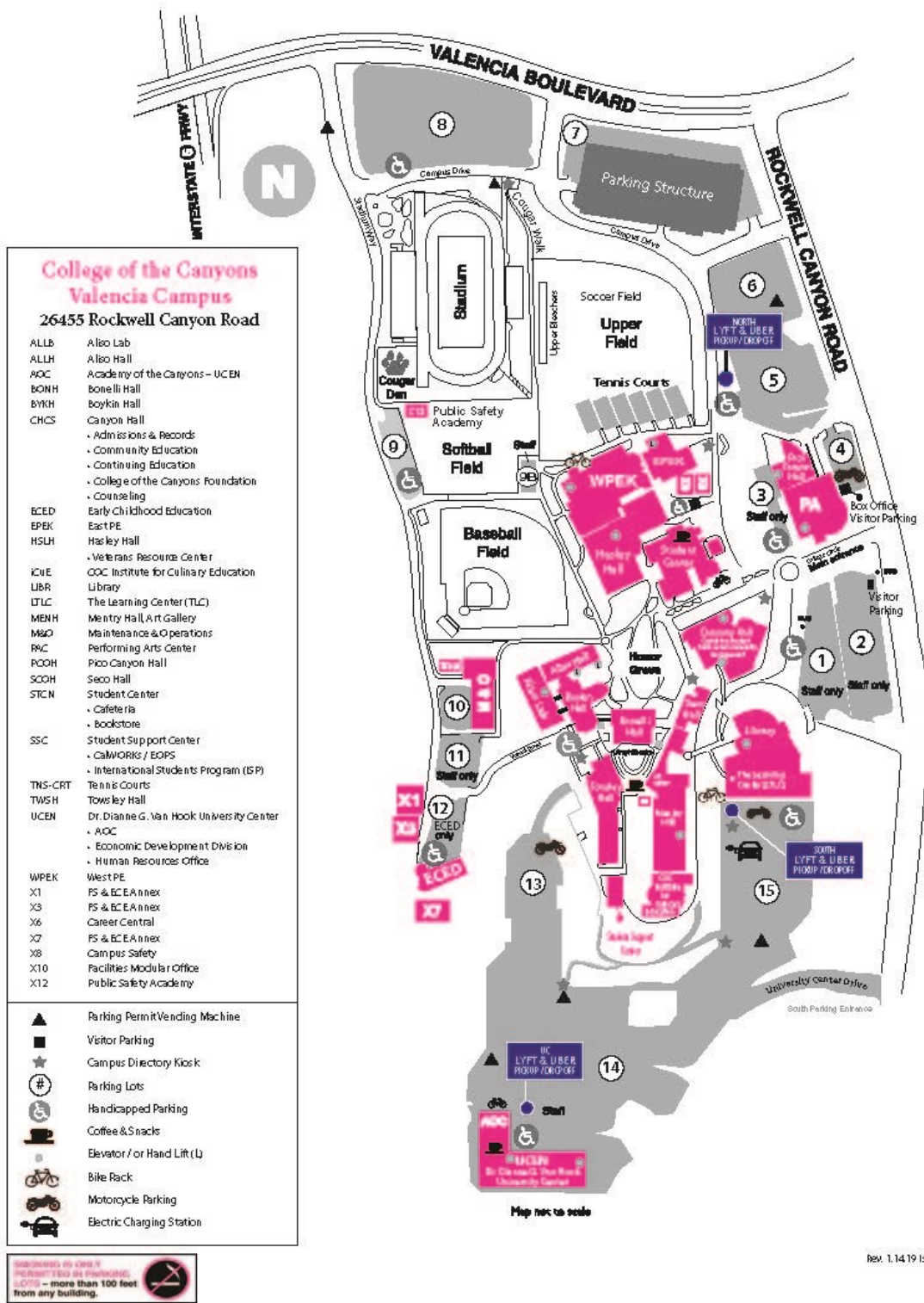
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- IV.C.11.2 BP 2710
- IV.C.11.3 Conflict of Interest Training & Form 700, January 2019
- IV.C.11.4 Board of Trustees Brown Act Study Session Presentation, February 2021
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- IV.C.13.1 Board of Trustees Meeting Minutes 05-28-2014
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- IV.C.13.3 Board of Trustees Meeting Minutes 02-22-2017
- IV.C.13.4 Board of Trustees Meeting 03-24-2021



College of the Canyons CANYON COUNTRY CAMPUS

17200 Sierra Highway, Canyon Country, CA 91351-1622
(661) 362-3800 • (661) 362-3979 Fax

1-A	VP's Office, Counseling & Program Advisement, Financial Aid
1-B	Student Health & Wellness Center, EOPS, CalWorks, DSPS, Veterans Resource Center, Computer Lab, Assessment Center
1-C	Admissions & Records, Dean's Office, Student Business Office
200-201	Early Childhood Education (ECE)
202A	Personal & Professional Learning (Noncredit)
204	BaNC (Basic Needs Center)
205	Campus Life & Student Engagement (ASG Lab)
302	Computer Support/Technology Center
302	Student Lounge/Vending Cafe
304-305	Classroom Computer Labs
305A	TLC Testing
306	The Learning Center (TLC)
307	Library
309-311	Classroom Science Labs
502A	Communication Center (Switchboard/Reprographics/Mail)
507	Faculty Offices
511	Campus Safety
512	Faculty Offices
Applied Technology Education Center (ATEC):	
700	Faculty Offices
703	Classroom Computer Lab
706	Auto Workshop
707	Auto Workshop
708	Construction Management Technology
Student Parking Lots 1, 2, 3 and 6 (Dr. Dianne G. Van Hook Drive)	
✕	Parking Permit Vending Machines Lots 1, 2, and 3
♿	Handicapped Parking
♂ ♀	Restrooms
☕	Coffee/Food Services
◆	Motorcycle Parking
🚲	Bicycle Rack
*	Bus Stop
🔌	Electric Charging Station
•	Campus Evening Shuttle Stops
💰	ATM Machine in Room 302
🌿	Campus Gardens
Food/Vending Machines:	
•	Outside room 300; 311 (Drink)
•	Room 302 Snack/Supply/Drink Vending Machines
•	North side of room 508 (Drink)
•	ATEC: Snack/Supply/Drink Vending Machines



Rev. 4/3/2020 Is

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Santa Clarita, CA 91355
(661) 259-7800
www.canyons.edu

Canyon Country Campus
17200 Sierra Highway
Santa Clarita, CA 91351
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www.canyoncountrycampus.com

**Del Valle Regional Training
Center**
28101 Chiquito Canyon Road
Castaic, CA 91384
(661) 259-7800



SANTA CLARITA COMMUNITY COLLEGE DISTRICT

Dr. Dianne G. Van Hook, *Chancellor*

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