CLASSIFIED SENATE

Review Of The Institutional Self-Evaluation Report, November 2021
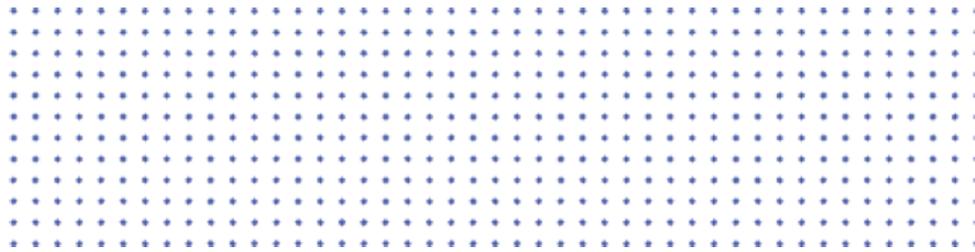
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INTRODUCTION
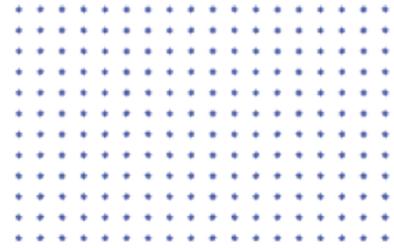
The Classified Senate Board reviewed the College of the Canyons Institutional Self-Evaluation Report (ISER) draft in late October and early November of 2021. Several Classified Senate Board members additionally served on the ISER writing teams, with expertise spanning the various standards and subsections. The intent of this review is to provide the District with some overall Classified Professional perspectives, feedback, questions, and technical remarks to improve the ISER or ISER-related practices at the College. Undoubtedly, some of the items herein will not be adopted into the final ISER submission. Nevertheless, the Classified Senate felt it better to include a variety of items and to allow the authors and editors the opportunity to determine which changes to implement.

CONTENT REMARKS

Without reservation, College of the Canyons meets or exceeds all ACCJC Standards for accreditation. With over 1600 pieces of supporting evidence, the case for maintaining full accreditation is overwhelming. In short, College of the Canyons is an exemplary community college that is unquestionably one of the best in our system. The Classified Senate is particularly proud of the contributions of the Classified employees, not only to the ISER document, but between the lines, uplifting the projects and operations that help form the basis of our success. Meeting the ACCJC Standards is **not** in question, however, the Classified Senate believes we have opportunities for growth or clarification in several areas of the ISER as described next.

Area A: Mission Statement

Within Standard I.C, on page 74, the ISER claims that "The College's mission statement is located prominently on its website." In practice, we found it somewhat hard to find the mission statement on the main website, and therefore suggest that the College specifically add a direct link to the mission statement on the footer section of the homepage, perhaps listed under the "About COC" heading where the accreditation link is located (see sample below).

Area B: Website and OUCampus

The decentralized editing approach provided through the "OUCampus" CMS (our website building tool) has resulted in several improvements in website design consistency as noted in the ISER (e.g. pg. 75). However, the change to OUCampus from Sharepoint has also led to some growing pains. Of note, the range of user technical skills has led to issues utilizing the image and document file-folder structure (some departments using department-specific subfolders, and others importing images or documents directly into the main directories). Moreover, an inability for end users to delete files or scan PDFs for 508 compliance at the time of upload has led to additional retroactive repair work. Although our website is rightly described in the ISER within Standard I.C. as a means to provide "accurate and clear information," departments do vary in their time, aptitude, interest, and/or regularity in updating content. This issue isn't

unique to College of the Canyons, however, additional emphasis could be placed on ensuring content is especially clear for special populations that may face challenges navigating the site. For example, in reviewing information provided for ESL students, the lack of consistency and clarity in course sequencing between the pages could be confusing for a non-native English Speaker to understand:

https://www.canyons.edu/academics/esl/program/index.php

https://www.canyons.edu/academics/esl/begin.php

https://www.canyons.edu/_resources/documents/academics/esl/ESLCourseSequence.pdf

https://www.canyons.edu/academics/esl/program/credit.php

https://www.canyons.edu/academics/esl/courses/index.php

https://www.canyons.edu/academics/schools/ppl/esl.php

If plans are underway to address these aforementioned issues, they could be referenced within the Standard I.C. Improvement Plans on page 89.

Area C: Credit For Prior Learning

Within the Analysis and Evaluation section of Standard II.A. on page 104, the ISER notes that the Credit for Prior Learning (CPL) program is in need of several improvements. For example, "The CPL website will need improvement to develop a more user-friendly interface," and will also require better "instructional videos." Despite this, the improvement plans for the II.A section, (found on pg. 115), only speaks to monitoring SLO's. In our view, since the College noted the need for improvements in Area II.A.8, the overall II.A improvement plans should reiterate how the college intends to bring about a more robust CPL web-interface.

Area D: Counseling Appointments

Within Standard II.C. on pages 133 and 134, the ISER describes improvement plans focused on basic needs, homelessness, and access to mental health and social programs. Based on the prompt on page 128 (#5), the Classified Senate feels improvement plans should further discuss how general student populations can more readily make counseling appointments in a timely manner.

Area E: Complaint Policy

Within Standard III.A.11, on page 143, the ISER describes that "Employees may go to HR with any complaints." This is substantiated with evidence #940 (AP 7280). However, AP 7280 was revised to exclude complaints from employees when such matters are "covered by a collective bargaining agreement." Furthermore, the Classified Collective Bargaining Agreement lists several matters that are

non-grievable. This creates situations where, it could be interpreted, that an employee covered by a CBA cannot complain or grieve certain circumstances. The Classified Senate believes that improvement plans should include a re-evaluation of the complaint exclusions within AP 7280, or to clarify how this procedure interacts with CBA grievances. Doing so will ensure that employees know the correct course of action to take, should a concern arise that is neither complaint-allowable nor grievable under current procedures.

Area F: Standard III.B: Physical Resources

Without a warehouse at the Canyon Country Campus, our current Valencia Campus operations may become strained to accommodate the growing deliveries at that site. If a plan exists to improve our warehouse efficiencies, particularly in light of anticipated Canyon Country growth, this could be noted on page 152 of Standard III (Resources) or within the upcoming Education and Facilities Master Plan.

Area G: Board Member Interest

Within Standard IV.C, on page 227, the ISER states that "The *majority* of Board members have no employment, family, ownership or other personal interest in the institution." It would be helpful to clarify why only the majority, and not all board members, are free of the noted affiliations, thus assuring the ACCJC visiting team that no conflicts of interest exist.

Area H: Reports to the Board of Trustees

The ISER references the Academic Senate, Classified Senate, ASG, and other reports that help to keep the Board apprised of constituent needs and information (e.g. pg. 220). However, these reports are typically held at the very end of Board meetings rather than at the onset when the information could more easily inform Board decisions on agenda items. The Classified Senate believes the Board should reevaluate this practice, and move forward the placement of constituent organization reports and the Chancellor's report. Doing so would also allow a greater number of employees to attend this portion of the meeting, as it would coincide with the end of typical work shifts. Should the Board be open to this suggested change, consider amending the improvement plan section on page 229 accordingly.

Area I: Student Trustee

The ISER explains within Standard IV.C.6, (on page 221), that "The student trustee casts an advisory vote

on agenda items but does not participate in closed sessions or on personnel matters." If the Student Trustee vote serves to provide advice to the Board actions, then it would seem appropriate for the Student Trustee to cast their "advisory vote" prior to the other trustees casting their actionable votes, such that they can inform the decisions being made. In practice, the Student Trustee often votes last or next to last on agenda items, which may defeat the purpose of having a student advisory vote, since the majority of Trustees have already voted before the Student Trustee. The Board should consider if future improvement plans should allow the Student Trustee to cast their advisory vote first on relevant agenda items.

Area J: Multicultural Center

Throughout the ISER, the authors note the launch and opening of the "Multicultural Center." The Classified Senate suggests that improvement plans should describe efforts to ground the Multicultural Center in a physical space on both campuses, including plans for permanent staffing and sustained funding. For example, within Standard I.B. on pg. 73.

TECHNICAL REMARKS

Area A: Tables, Charts, and Figures

1: Figure A-1 - pg. 8:

Figure A-1: Number of Students Earning a Degree over 10 years by Race/Ethnicity*
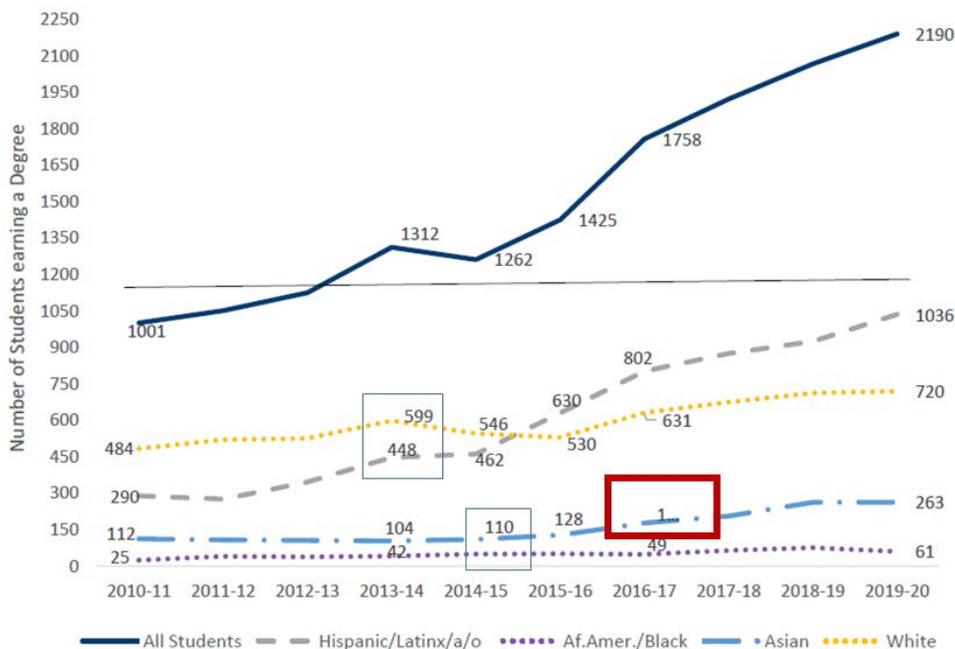
Suggestion: The year 2016-17 currently displays "1.." Asian student, as highlighted with the red box above. The data points on the chart also do not align vertically (e.g. the box over 599 and 448). The African American dotted blue line at the bottom has significantly fewer numerical data points (e.g. as seen when compared to Asian students within the "110 box" at the 2014-2015 year). Consider updating this chart to address these issues.

2: Figure A-2 and A-3 - pg. 9:

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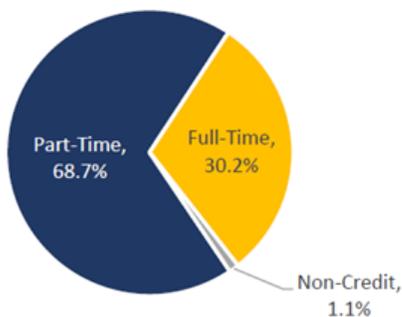
Figure A-3: Admit Status fall 2020 (N = 19,944)

Part-Time, 68.7%

Full-Time, 30.2%

Non-Credit, 1.1%

Continuing Student, 58.0%

Special Admit, 7.7%

Uncollected/ Unreported, 0.3%

First-Time, 12.0%

First-Time Transfer, 12.2%

Returning Student, 9.8%
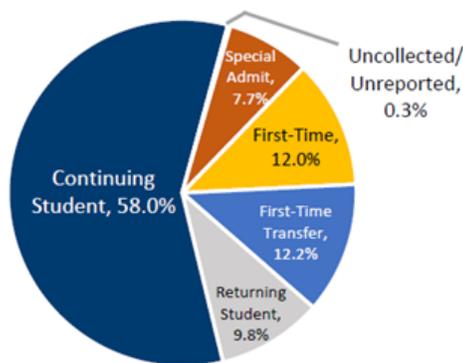
* Includes ISAs

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

Suggestion: It is unfortunate these charts have been placed side-by-side, as they are not directly related. Figure A-3 logically corresponds to the next section "Admit Status." Therefore, if these charts are going to remain side-by-side, we suggest the addition of the words "Figure A-2" above (in the top red circle), as this convention is used to assist the reader in the Admit Status section (bottom red box) to reference Figure A-3. Furthermore, consider the size and alignment of these charts for consistency, such that A-3 does not appear to be a breakout chart to A-2, with its slightly larger size.

3: Figure A-5 - pg. 11

Figure A-5: Enrollments by Delivery Mode (fall term comparisons)
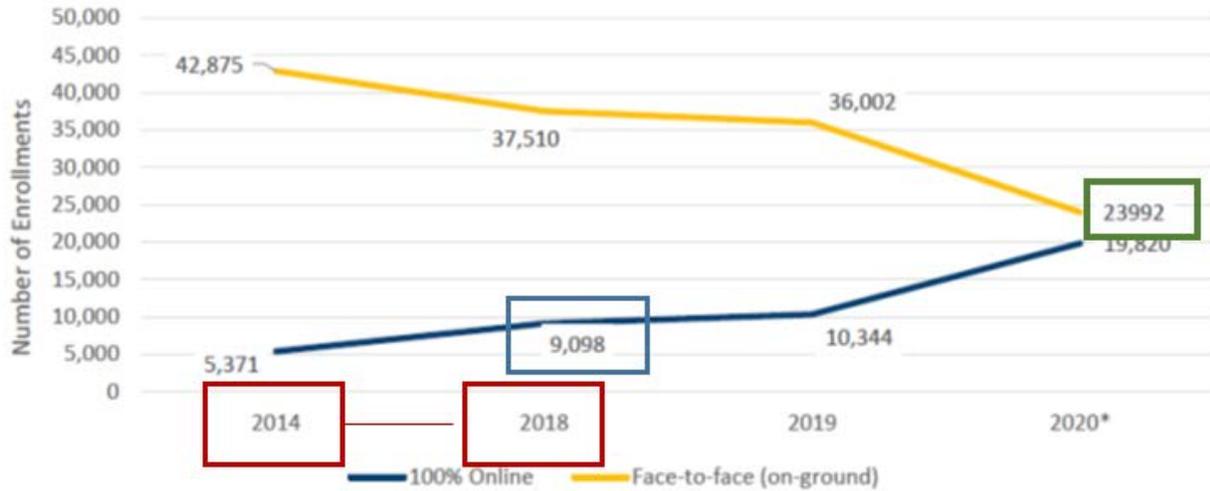
Suggestion: Unlike the other tables and histograms in the ISER, this line graph becomes skewed when the X-Axis intervals change mid-plot. As a result, the lines appear distortedly steep from '14 to '18 (condensed 4-year units). The authors may might want to add an explanation for the X-axis unit change. It is also unclear why the data points do not align vertically for each of the years (e.g. 37,510, should align left-to-right with 9,098 and 2018, unless sampled at a later date). Less critical - the blue box shows the white clipping of the 100%-line from the image, and the green box shows the data value that is missing a comma.

5: Table 5 pg. 11

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.

Suggestion:
Table 5: Comparison of student ethnicity percentages by year. Data obtained from Data Mart.

Suggestion: Consider removing the sentence (red arrow above), and using that information as a table label (follow the green arrow example). Data "obtained" may also read better than data "pulled." Note that unlike Table 5, the convention used in Table 6 and 7 places the totals (student headcounts) at the top of the chart (red arrow below), instead of at the bottom of the table. Also, note that Tables 6 and 7 use a different number of decimal places in their percentages, as seen next:

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%

6: Table 10 pg. 16.

Suggestion: Update the current source from "Source: Claritas 2020" to "Source Claritas Inc. 2020" to match the other table references with this same source.

Area B: Sentence Structures

1: "identified commuting to Southern California universities as the major block in their ability to earn bachelor's degrees after finish at the College" - pg. 4

Suggestion: finishing

2: "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." - pg. 5

Suggestion: "Division"

3: Data were pulled from Data Mart (occurs twice on page, once on page twelve) - Pg. 9|12.

Consider: "The data were obtained from Data Mart" instead of "Pulled."

4: "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 *(Through)* data resources, presentation matter, planning documents, program reviews, and committee materials, the College demonstrates regular use of data to accomplish its mission in practice."- pg. 50.

Suggestion: Consider *"A rich culture of data-informed decision making exists…"* We are not sure what a "rich culture of data" means on its own. In addition, while "Thorough" and "Through" could both be paired to data resources, in the context of the sentence structure, only "through" works as written. Also consider using "presentation content" over "presentation matter."

5: "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." - pg. 60.

Suggestion: "With guidance from CPT, (IE)[2]…", also consider changing the first use of the word "strategy" to "process" in the second sentence.

6: "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. The ongoing Canyons Completes Action Plan 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) 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, the student experience, and student success goals connected to its mission and develops action plans to address the identified needs." - pg. 60

Suggestion: Reorder this paragraph, using the "Pathways Placemat" full name, as it is referenced in evidence. We believe the following overall structural revisions would improve the readability and reduce run-on sentences. Note the evidence would need to be re-ordered slightly in this version:

"In practice, regularly reviewing and integrating assessment data has helped to establish a culture of evidence-based decision-making surrounding student success work. Canyons Completes, which drives our guided pathways integration efforts, champions this approach by leveraging assessment data to help close achievement and equity gaps, as seen in the Canyons Completes Action Plan [180]. A visual overview of the Canyons Completes Actions Plan, known as the "Pathways Placemat," [179] summarizes the alignment of goals with the Strategic Plan and Local Goal Setting alongside expected outcomes. Both the Canyons Completes Action Plan and the Pathways Placement were partially informed by the Guided Pathways Scale of Adoptions Assessment (SOAA). [181, 182] The SOAA was developed through a collaborative process that employed assessment data to construct benchmark goals and institutional improvement plans. Overall, the College uses assessment data to identify what is needed to support student learning, the student experience, and student success goals connected to its mission and develops its action plans accordingly.

7: 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. - pg. 61

Suggestion: Use the word "comprehensive" in place of one of these uses of "robust."

8: "The current 2020-21 catalog and previous catalogs for the past 20 years can be accessed…" - pg. 75

Suggestion: Consider swapping this evidence with the "current 2021-22 catalog" that is now available, and described on the following pages as the "current one" (e.g. on pg. 76).

9: BP and AP 4020 Program and Curriculum Development say, "The programs and curricula of the Santa…" - pg. 98.

Suggestion: *"state"*

10: "developing African American studies courses in history and sociology; targeting majors with high representation of African mapAmerican male students" -pg. 102/103

Suggestion: See top of 103 for "mapAmerican."

11: "To help mitigate DI, Student Services has implemented services the Hub (a counseling center dedicated to career exploration…" - pg. 125

Suggestion: "services, *such as* the Hub…"

12. "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. - pg. 139

Suggestion: We would prefer "and skilled teachers," here.

13. "65 classified administrators and 31educational administrators" - pg. 142

Suggestion: Add a space.

14. 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." -top of pg.150

Suggestion: It is unclear where this quote begins, and it appears to be either missing punctuation for the start of the quote, or, no quote is actually needed here and the extra mark is a typo.

15. "The VP and associate VP of Business Services and legal counsel, if necessary, review and approve the language in major contractual agreements" -pg. 176

Suggestion: This sentence is missing a period at the end.

16. "the District has only had a few audit findings," -168 vs. "the District has excelled at fiscal management, having *no audit finding*s or exceptions." - 198

Suggestion: Consider modifying the page 198 language to read "During this period, the District has…" Making this change will more clearly tie the claim to the prior sentence, which specifically refers to the FY 15 through FY 21 timeframe.

Area C: Use Conventions

1: Search for the terms "Self Evaluation", "Self-Evaluation", "self evaluation", and "self-evaluation." The hyphen use and capitalization is inconsistent, including from the cover page (1) to the interior cover page (2) and several subheadings in the document.

2: Search the document for the terms "Guided Pathways" "guided pathways" and "GP" for irregular uses. For example, on pg. 232 (GP) is introduced in place of "guided pathways" for the first time, despite referring to guided pathways throughout the previous pages/sections. See pg. 233 bullets under "2016-2017" (bullets 1 vs. 2 vs. 6 vs. 7) for examples of mixed uses.

3: Check for the mix of old English and modern spelling of the term "Sherriff" and "Sheriff" - pg.4

4: Search for terms surrounding the William S. Hart High School District for consistency. For example:

"A partnership with the Hart H.S. District" – pg. 4

"College has partnered with the Hart District" – pg. 4

"agreements with the Wm. S. Hart Union High School District (Hart District)." - pg.107

"partnering with the William S. Hart high school district" –pg. 125

5: Search the document for the terms "College wide," "college-wide," "college wide," and "College-wide", also, "college level", and "college-level" for consistency.

6: Search the document for the terms "antiracism" and "anti-racism" for consistency.

7: Search for the terms "COVID-19," "Covid-19," (pg. 100) "COVID19" (pg. 205), "COVID 19," and "COVID" for consistency.

8: Search for the terms "HyFlex" and "high-flex" (pg.103) for consistency.

9: Search for the terms "AB 705" and "AB-705" for consistency.

10: Search for the terms "Canyon Country campus" and "Canyon Country Campus" (e.g. note how the acronym 'CCC' is defined differently on pg. 2. vs. CCC on pg. 217).

11: Search for the terms "webpage" and "web page" for consistency.

12: Search for terms "Measure E GO bond" and "GO Bond Measure E" and "GO bond" and "GO Bond" and "General Obligation (G.O.) bond" for consistency.

13: Check the evidence names for capital conventions e.g. "Web committee Intranet Committee Site" vs. "Colleague Standup Committee intranet site"
 pg. 153 for evidence 1021 and 1024.

14. Search for the terms "at large" (pg. 192) and "at-large" for consistency.

15: Search for the terms "Multicultural Center" and "Multi-Cultural Center" (pg. 228) for consistency.

16: The chart on 238 uses "Included in the QFE" and "included in the QFE," this capitalization issue repeats itself again on pg. 239.

17: The map on pg. 281 should be imported in higher resolution, such that the writing in pink is legible.

18. Search for the terms "Canyons M" (e.g. pg. 74 and Evidence 265) and "CanyonsM" (as listed on pg. 156).

19. Search for the terms "College Policy Committee" and "College Policy Council" for consistency, as both are currently using the acronym "CPC" in the document. We suggest replacing all College Policy Committee uses with "College Policy Council".

Area D: Evidence

Note, the Classified Senate did not review all 1600+ pieces of evidence, but instead reviewed a random sample of approximately 50 items.

1: [#267](#) Evidence pg. 3-9 did not export well, making the Counseling website lose its images and formatting. We suggest reviewing all webpage conversion-evidence to confirm a limited loss of images/formatting as seen below.

2: #1051

Suggestion: This table has a bar chart data set that reads "#REF!"
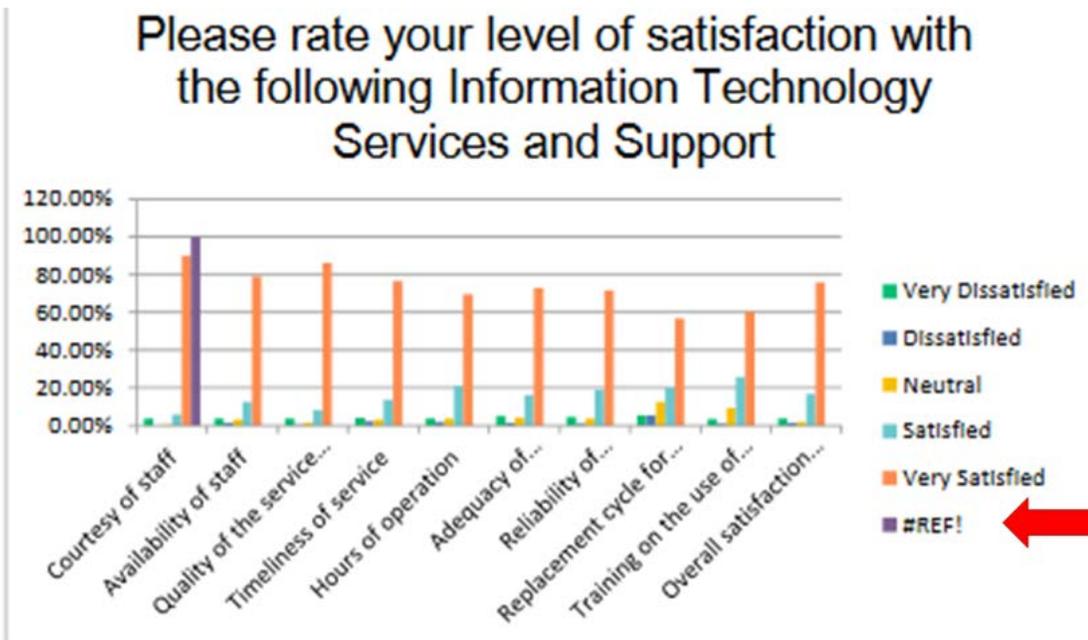
3: #1063 List of resources offered by Online Education
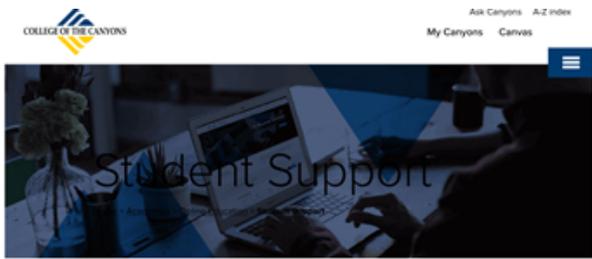
The exported hero image has inverted text color that is hard to read (left), actual colors (on right).

4: IRPIE Data - pg. 54

Evidence 138 and 141 are the same evidence, but labeled differently. "Data Website" and "IRPIE Research Reports and Data Highlights," consider using:

https://www.canyons.edu/administration/irpie/reports-briefs/index.php for 141 instead.

CONCLUSION

Overall, considering the breadth of evidence, the Classified Senate is convinced that the College has effectively demonstrated its ability to meet all Standards for accreditation. However, aside from minor technical issues, the Classified Senate believes that additional efforts could have been made to further identify and elaborate on improvement plans across multiple Standards. Of note, no plans for improvement were listed on the majority of section conclusion pages: I.A (pg. 55), I.B (pg. 73), I.C (pg. 89), III. A (pg. 145), III.B (pg. 152), III.C (pg. 161), III.D (pg. 177), IV.A (pg. 195), and IV.B (pg. 214) with only Standard II listing improvement plans on each of its subsections. This gives the impression that Standard II (Student Learning and Support Services) is lopsidedly in need of more improvements compared to other areas, even though Standard II is a key area of strength for the College and within the ISER. Because perpetual improvement is part of the spirit of the College, acknowledging how we plan to improve may help to signify to ACCJC that we are unwilling to rest on our laurels, even when we believe we are meeting the expectations of a Standard. The Classified Senate has provided the authors with several ideas for improvement plans within the Content Remarks section, and hope that they will be considered within the ISER or through alternative avenues such as within the Education and Facilities Master Plan or relevant policies, practices, or procedures.

We appreciate the editors and authors, ALO, and CEO, for taking the time to consider our suggestions and feedback.

Sincerely,

The Classified Senate Board

Michael Monsour, Classified Senate President

Signature *Michael Monsour*   Date:11.16.21