

College of the Canyons
Academic Senate Agenda
September 27, 2012 3:00 p.m. to 4:30 p.m. BONH 330

A. Routine Matters

1. Call to order
2. Approval of the Agenda
3. President's and Vice-President's Report
4. Adoption of the Consent Calendar
 - a. Approval of Academic Senate Meeting Summary: September 13, 2012 (p2)
 - b. Approval of Summary for Curriculum Committee Meeting: September 20, 2012 (p7)

B. Committee Report

1. Academic Staffing Committee

C. Unfinished Business

1. Senate's Proposal for New Procedures: Counseling Services – in Policy Committee
2. SLO Committee Proposed Benchmarks for Proficiency – pending COCFA negotiations
3. SLO Committee Revised Procedures – in SLO Committee
4. Faculty Professional Development Committee Procedures – in FPD Committee
5. Senate Proposal for Revision of Prerequisite Policy – in Policy Committee

D. Discussion Items

1. Repetition and Repeatability - Ann Lowe and Jasmine Ruys

E. Actions Items

1. Annual Student Surveys (Services and Instructional Program and Services) (p9)
2. S4S Action Plan and Expenditures Report (See attached)

F. Division Reports

G. Announcements

H. Open Forum

I. Adjournment

The next Senate meeting is **October 11, 2012**

As always everyone is welcomed

Summary of Academic Senate Meeting September 13, 2012

Attendance: Edel Alonso, Paul Wickline, Lee Hilliard, Mojdeh Mahn, Shane Ramey, Deanna Riviera, Rebecca Eikey, David Andrus, Lori Brown, Victoria Leonard, Michelle LaBrie, Ann Lowe, Garrett Hooper, Juan Buriel, Michael Sherry, Jasmine Ruys, Collette Gibson, Chelley Maple, Wendy Brill-Wynkoop, Daylene Meuschke, Ruth Rassool, Denee Pescarmona, Lisa Hooper Regina Blasberg and Alex McHaddad, ASG trustee.

A. Routine Matters

1. Call to order: Edel welcomed everyone back. The meeting started at 3:00 p.m.
2. Approval of the agenda: We would like to add an item to unfinished business our board policy on prerequisites should be item number five and that is in the policy committee pending from last year.
3. A. Report of VP Paul Wickline: Paul spoke about the leadership conference he attended this past summer. He gave a brief overview of the sessions he attended and what his goals were and said the conference was fascinating and informative. Listed are some of the goals Paul has for himself that he shared with the Senate:
 - ✓ Develop a more thorough understanding function and purpose of statewide and local Academic Senates
 - ✓ Develop a clear and full understanding of the ten +1 responsibilities
 - ✓ Identify the differences between Ed Code and Title V
 - ✓ Learn of the changes of Title V that impact faculty and students
 - ✓ Learn about the Brown Act
 - ✓ Robert's Rules
 - ✓ Further develop my understanding about Accreditation Standards and issues as they apply to college faculty
 - ✓ Network with my colleagues throughout the state to develop relationships and resources that will serve the college of the canyons faculty, administration and students

Paul attended sessions to meet these goals. Paul attended five general sessions and six breakout sessions. He was exhausted by the end of the meeting, but found it rewarding, overwhelming and essential to best serve COC and the faculty as your new VP for the Academic Senate.

B. Report of Dr. Edel Alonso, Senate President:

- ✓ Edel thanked all the new faculty members who have joined us. We have several new faculty members. She welcomed Victoria Leonard, Rebecca Eikey, Lisa Hooper, Mojdeh Mahn, Juan Buriel, Garrett Hooper and Wendy Brill-Wynkoop.
- ✓ Edel reported that the adjunct faculty had submitted 3 nominations for three adjunct members: Ruth Rassool, Sarah Burns and Shane Ramey. Edel welcomed and thanked them for running for the Senate.
- ✓ Enrollment Management met for the first time for the semester. Created two possible scenarios if Prop 30 does not pass. If it does pass and we have to add sections, it may mean an increase of FTES. The question is whether the increase in FTES and sections mean having to hire additional faculty. Edel met with Dr. Van Hook this morning and discussed whether an additional three or four faculty would have to be hired if Prop 30 passes. A lot is riding on Prop 30. If it doesn't pass then it means a difference of 4.6 million and there will be cuts next year and the following year. The next two years will look very, very grim.
- ✓ Edel attended the CPT meeting. There were lots of reports. They repeated again the Enrollment Management report with the two possible scenarios depending on the passage of Prop 30. As of

now, a 6% ending balance is projected for our district. There was a facilities report and we heard about legislation. There was a lot of faculty representation at CPT and Edel was very glad to see that. For Enrollment Management Edel and Marlene Demerjian were the only faculty. Edel asked if anyone was available to please attend the Enrollment Management meetings because discussions that lead to decisions about how many sections, what happens with winter, what happens with summer take place there and we need greater faculty participation.

- ✓ A notice went out to students to let them know winter has been canceled, however, some faculty continue to ask about having some winter classes. There are discussions about whether to offer a limited number of online classes. More information to follow.
- ✓ Edel sent out the recommendation from Dr. Van Hook to hire faculty for seven positions this year. The positions are replacements for some of last year's retirees.
- ✓ Edel shared a slide from the Budget presentation made to the Board showing the projected 3 year budgets if Prop 30 does not pass.
- ✓ Edel brought the Senate Rostrum from last spring. There is an article there on SLO's and Faculty Evaluations. There is some language in the accreditation guideline about SLO's and the responsibility of the faculty. It is a concern to a lot of people. Paul said it dealt with 3A.1C which states that faculty are responsible for student learning outcomes and assessment. Many colleges have tried to get ahead of the situation and find a way to define it locally and what that means for them in partnership with the union. We are talking about that here at COC with COCFA.
- ✓ Edel sent information and link to the changes in Title V regarding enrollment priorities for registration. It is more restrictive than in the past. Jasmine Ruys, as Admissions Director will be invited to the Senate with more information for discussion.
- ✓ Edel shared that she has shared with faculty, the BOT, and Dr. Van Hook some concerns on how the budget decisions are made. She thanks all of them for encouraging discussions between Edel and Sharlene Coleal and together Edel, Sharlene, Joe Gerda, and Greg Much have worked over the summer to draft revisions to the section on PAC-B that appears in the Decision-Making Guide. The draft will be brought next Monday to PAC-B for their review and comments with the hope that revisions will be adopted.
- ✓ Edel would like to reconvene the Sabbatical Committee. It has been out in limbo and would like some kind of recommendation as to how we should move forward with sabbatical given the budget situation. She does not want Sabbaticals to be forgotten.
- ✓ There is a sub group that will be meeting with Joe regarding Enrollment Management to take a look at the purpose of Enrollment Management, procedures, what its role is, what its mission ought to be. The sub-committee will develop a draft of revisions and present them to the committee as a whole in order to update the section on Enrollment Management in the Decision-Making Guide.
- ✓ Edel thanked the Program Review committee headed by Paul Wickline and Miriam Golbert. They have been working very hard since last spring semester. They have done an awful lot of work in making some changes to the template. For accreditation there is a great emphasis on planning and closing the loop on all the pieces so that there is integrated planning.
- ✓ Edel let the Senate know that since she came on in 2010 we have looked and approved either new or revised board policies for 15 board policies. When they leave us they go to Student Government, Policy Council, Dr. Van Hook, Board of Trustees where the BOT sees them for a first, second and third reading. Edel has asked David Andrus as Chair of the Senate's Policy Committee to develop a tracking system so that we know the status of each of these policies.

4. Adoption of the Consent Calendar

1. Academic Senate Summary for May 24, 2010, **approved** with a correction that Deanna Davis resigned as chair of the Faculty Development but not from the committee. She will remain on the committee as a Humanities Division rep.
2. Curriculum Summary for September 6, 2012, **approved**
3. Discipline assignments for Lisa Helfrich, Albert Loaiza, Andrew McCutcheon and Christy Richter were **approved**
4. Department chairs Patti Haley, Fire Tech and David Brill, Media Entertainment Technology, and Russell Waldon, Real Estate, were **approved**
5. Adjunct Faculty Senators, Sarah Burns, Shane Ramey and Ruth Rassool were **approved**

B. Report of Standing and /or Special Committees/Task Force

Program Review Committee – Paul Wickline. The committee has had six meetings from spring to fall. There is a meeting scheduled on 9/28. First few meetings were focused on making changes to current online review process template. He spoke with Barry and Daylene about making changes. Noris Lee from Computer Support has made the updates. He thanked the faculty who have participated in the program Review process so far: Victoria Leonard, Mojdeh Mahn, Lee Hilliard, Ana Palmer, Tammy Bathke, Cindy Stephens, Nicole Faudree, Andy McCutcheon were involved in the process of making the changes. Daylene would be able to highlight the change made. There are some nice improvements. A comment section has been added. A Mission statement will be coming to Senate once they have fine-tuned it and the procedures for the process. They are hoping to develop a handbook/guide and website for faculty. They are putting a resource together. They are also going to pilot this semester a peer review process with department and volunteer programs. The Departments can share what successes they are finding in their programs. What good things are coming out and Hopefully we can spread that information throughout the campus. Conduct some FLEX sessions.

C. Unfinished Business

1. Senate's Proposal for New Procedures: Counseling Services – in Policy Committee
2. SLO Committee Proposed Benchmarks for Proficiency – pending COCFA negotiations
3. SLO Committee Revised Procedures – in SLO Committee
4. Faculty Professional Development Committee Procedures – in FPD Committee
5. Senate Proposal for Revision of Prerequisites Policy – in Policy Committee

D. Discussion Items

1. Annual Student Surveys – Instructional Program and Services. Daylene Meuschke and Denee Pescarmona spoke about the annual student survey being divided into two surveys, one asking questions about instruction and one asking questions about services. CTE expressed concerns about the number of surveys their students take already. Daylene will double check to be sure that CTE is not overly impacted. Some Senators reported that some students have said they take the survey multiple times in different classes. It was suggested that instructors direct students to not take the survey if they have taken the survey already in another class. Daylene explained that her office will check student IDs so there are no duplicates. It was suggested that the Institutional Development Office consider an online survey so as not to interfere with instructional time. Finally, it was suggested that a question about student preference for textbooks electronic or paper be added. This question already exists but for some reason it was cut off from the

version of the survey sent to the Senate. This item will be coming back to the Senate for the next meeting as an action item.

2. S4S Action Plan and Expenditures Report. Garrett Hooper went over the S4S Action Plan and the Expenditures Report. He went page by page and asked if there were any questions. There were no questions. This item will come back to Senate as an Action Item for the next meeting.
3. Senate Budget. Edel informed the Senate of the Senate budget and each line item. She stressed she would like to send someone to each of the Academic Senate sponsored Institutes so if anyone is interested please let Edel know. We did get all our monies for this year and we are very thankful to Joe Gerda for making sure we got the monies. We are hoping to purchase some equipment for the Senate office and the Faculty Center. Exact cost figures for the Institutes and Plenary Sessions will be included as projected expenditures as soon as that information becomes available from the ASCCC.

E. Action items. None

F. Division Reports. Edel went around the room and asked if each person could give a report on anything happening in their division or any concerns.

- Wendy Brill-Wynkoop, Fine and Performing Arts: Faculty are concerned about new course repetition policies. Edel explained that there would be more information coming to the Senate.
- Regina Blasberg, CTE: We have discussed the new career coaches. We are not clear on how these positions will help us or not. We have a meeting next week and should have more the next time.
- Lori Brown, Allied Health: We just met this week and the issue of repeatability came up. We have 16 new students in nursing and we are doing collaboration with Henry Mayo for LVN's to RN's that seems to be going great. The flu clinic is coming up in November. We don't have the funds for the syringes and we are waiting for the public health department to provide them to us. The clinic may be much smaller this year.
- Rebecca Eikey, Math and Science: Working a symposium for this spring with guest speakers. Dean Omar has been taking them out to dinner so they are coming out without any other compensation other than a dinner. We are happy that we are going to hire a replacement for Math. We are working with HR for a consult for a Chemical Hygiene plan.
- Garrett Hooper, Counseling: The Counseling Department was not on the list as getting a Counseling faculty replacement this year and the counselors are disappointed because they are understaffed. They are feeling the strain and stress of high demand for services from Veterans who are ballooning and they have unique needs and how we are going to write Student Education Plans for each student as per the new Student Success Act.
- Juan Buriel, Humanities: They will be meeting Monday, with Jennifer Brezina their new Dean. They will be speaking about Celebrating Humanities and how they are going to continue with this event. They are excited about being able to hire for two full time positions.
- Victoria Leonard, Social Science: Faculty were asked to teach over in the TLC and her department offered to do this. However, there were no podiums so Victoria purchased a podium from their meager budget. Senators suggested she check about podiums available in Mentry that may not be used.
- Mojdeh Mahn, Learning Resources: They have not had their meeting yet. On opening day they were vacuuming and cleaning up and getting ready for first day of school. As of yesterday they have officially provided services to 2000 students. They are already running of room for tutoring. It is awesome! Will have more for the next meeting.

- Adjuncts: Had orientation the first week of school. We have 516 adjuncts. Shane spoke about the separation of double sections and how it has impacted adjuncts. He was wondering what could be done about it but the Senate expressed that this is a union issue.
- Collette Gibson, CCC: The CCC just celebrated 5 years. There were lots of staff, children and spouses at the Celebration. Faculty set up displays that were well attended.

G. Announcements:

Ruth Rassool reminded everyone about the Interdisciplinary Committee's planned October Fest. The meeting is September 18th.

Alex McHaddad, our ASG student representative, announced there will be a voting drive next Wednesday and Thursday and asked Senators to remind students.

H. Open Forum: No comments

I. Adjournment: 4:30 p.m.

CURRICULUM COMMITTEE SUMMARY

September 20th, 2012

3:00 pm – 5:00 pm

BONH-330

Items on "Consent" are recommended for approval as a result of a Technical Review meeting held on September 13th, 2012:

Members present: Backes, Patrick – Curriculum/Articulation Coordinator, Non-voting member; Bates, Mary – Math, Science & Engineering; Brill, David – Fine & Performing Arts; Green, Audrey – Co-Chair, Administrator; Hilliard, Lee – Career & Technical Education; Lowe, Ann – Co-Chair, Faculty; Marengo, Anne – Social Science & Business; Matsumoto, Saburo – Member at Large; Ramey, Shane – Adjunct Faculty; Richter, Christy – Enrollment Services; Ruys, Jasmine – Admissions & Records, Non-voting member; Stanich, Diana – Physical Education & Athletics; Waller, Tina – Allied Health

Members absent: Solomon, Diane – Member at Large; Vacant – Humanities

TECHNICAL CHANGE MEMOS on consent:

Subject	#	Title	Description of action	Author
WELD	110A	Introduction to Robotic Welding Automation	Change number to WELD-114A. - Approved	T. Baber
WELD	110B	Intermediate Robotic Welding Automation	Change number to WELD-114B. - Approved	T. Baber
WELD	110C	Advanced Robotic Welding Automation	Change number to WELD-114C. - Approved	T. Baber

Program	Degree/Certificate	Description of action	Author
Robotic Welding Automation	Certificate of Specialization	Change outline to reflect new numbering for Robotic Welding Automation courses: WELD-110A to WELD-114A, WELD-110B to WELD-114B, and WELD-110C to WELD-114C. - Approved	T. Baber

MODIFIED COURSES on consent:

Subject	#	Title	Description of action	Author
HRMGT	101	Introduction to the Hospitality Industry	Revised descriptions, added SLO , revised objectives and content, updated texts. - Approved	K. Anthony
HRMGT	150	Introduction to the Hotel/Resort Operations	Revised schedule descriptions, revised objectives and content. - Approved	K. Anthony
HRMGT	210	Hotel and Restaurant Law	Revised descriptions, revised objectives and content, updated texts. - Approved	K. Anthony
HRMGT	220	Restaurant Operations	Revised descriptions, revised objectives and content, updated texts	K. Anthony
HRMGT	225	Food Service Sanitation and Safety	Revised schedule descriptions, revised SLO , revised objectives and content. - Approved	K. Anthony

NEW ISA COURSES on consent:

Subject	#	Title	Description of action	Author
FIRETR	081	Firefighter In-Service Training: Summer	1.75 units, 45.50 hours lecture, 35 hours lab. Added SLO's (3), added Fire Academy prerequisite. Added DLA. - Approved	A. Green
FIRETR	082	Firefighter In-Service Training: Fall	1.50 units, 44 hours lecture, 36 hours lab. Added SLO's (3), added Fire Academy prerequisite. Added DLA. - Approved	A. Green

NEW COURSES:

Subject	#	Title	Description of action	Author
INTERD	199A	Multimedia-Sociological Case Study of Site	3 units, 18 hours of lecture, 108 hours of lab. Added SLO's (3), added Performance prerequisite, added DLA. - Approved	A. Marengo, W. Brill- Wynkoop
INTERD	199B	Multimedia-Sociological Exhibition Project	1 unit, 54 hours of lab. Added SLO, Added prerequisite of INTERD-199A. - Approved	A. Marengo, W. Brill- Wynkoop

NEW ISA COURSES:

Subject	#	Title	Description of action	Author
PUBSAF	200B	Regular Basic Course 2	12 units, 210 hours lecture, 206 hours lab. Added SLO's (2), added POST prerequisite. - Approved	A. Green

NEW PREREQUISITES:

Title	#	Title	Suggested Enrollment Limitation	Author
FIRETR	081	Firefighter In-Service Training: Summer	Fire Academy prerequisite. - Approved	A. Green
FIRETR	082	Firefighter In-Service Training: Fall	Fire Academy prerequisite. - Approved	A. Green
INTERD	199A	Multimedia-Sociological Case Study of Site	Performance prerequisite. - Approved	A. Mazenco, W. Brill-Wynkoop
INTERD	199B	Multimedia-Sociological Exhibition Project	INTERD-199A. - Approved	A. Mazenco, W. Brill-Wynkoop
PUBSAF	200B	Regular Basic Course 2	POST prerequisite. - Approved	A. Green

NEW DISTANCE LEARNING ADDENDUMS:

Title	#	Title	TYPE OF DELIVERY	Author
FIRETR	081	Firefighter In-Service Training: Summer	Online/Hybrid. - Approved	A. Green
FIRETR	082	Firefighter In-Service Training: Fall	Online/Hybrid. - Approved	A. Green
INTERD	199A	Multimedia-Sociological Case Study of Site	Online/Hybrid. - Approved	A. Mazenco, W. Brill-Wynkoop

NEW STAND ALONE COURSES:

Subject	#	Title	Description of action	Author
FIRETR	081	Firefighter In-Service Training: Summer	- Approved	A. Green
FIRETR	082	Firefighter In-Service Training: Fall	- Approved	A. Green
INTERD	199A	Multimedia-Sociological Case Study of Site	- Approved	A. Mazenco, W. Brill-Wynkoop
INTERD	199B	Multimedia-Sociological Exhibition Project	- Approved	A. Mazenco, W. Brill-Wynkoop
PUBSAF	200B	Regular Basic Course 2	- Approved	A. Green

Discussion Items:

1. **Prerequisite process:** Ann Lowe reviewed the prerequisite approval process with the committee. Ann went over the need for the content review section and the different types of scrutiny used for prerequisites.

2. **Process of removing repeatability from courses:** Ann Lowe let the Committee know that repeatability will be removed for virtually all courses at College of the Canyons due to new state legislation. A list was sent to every department chair on campus that have courses that are currently coded as repeatable. Ann asked that department chairs contact her by October 5th if they feel a course in their department should remain repeatable.

3. **Regional Deans Meeting:** Audrey Green let the Committee know about the upcoming Regional Deans Meeting that College of the Canyons is hosting next Wednesday September 26th. Sally Montemayor Lenz, Dean of Curriculum and Instruction at the Chancellor's Office will be giving a presentation on the new Program and Course Approval Handbook (PCAH) and the Curriculum Inventory Version 2 website. If anyone from the Committee would like to attend, please contact Audrey.

New Courses Includes ISA's	5	Modified Non Credit Courses	-0-	Modified Prerequisites	-0-
New Programs	-0-	New DLR's	3	Deleted Courses	-0-
Modified Courses	5	New SLO's	13	Deleted Programs	-0-
Modified Programs	-0-	Modified SLO's	1	Proposals Reviewed in Technical Review Session	15
New Non Credit Courses	-0-	New Prerequisites	5	Proposals Returned from Technical Review Session	5



Annual Student Survey – Fall 2012

College of the Canyons is very interested in finding out how students feel about their experience at the College. Your responses are very important in helping determine whether the programs and services we offer are meeting your needs. Thank you very much for completing this survey. We appreciate your comments and suggestions.

For each answer, please fill in marks like this: ● not like this: ⊗ ⊗ ⊗ Use pencil or dark ink.

Instructional Programs and Services

For each statement in question 1, please indicate your level of satisfaction. *Mark only one* satisfaction rating per item. If you have not used a service listed below, please mark “N/A.”

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	N/A / Never Used
1. Please rate your satisfaction with each aspect of instruction and services at the <u>Valencia Campus</u> listed below:						
a. Variety of courses offered	○	○	○	○	○	○
b. Hours/times of courses offered	○	○	○	○	○	○
c. Availability of courses offered	○	○	○	○	○	○
d. Overall quality of instruction	○	○	○	○	○	○
e. Overall quality of your program of study/major	○	○	○	○	○	○
f. Overall diversity of course delivery modes (on ground, hybrid or online)	○	○	○	○	○	○
g. Major and certificate options available	○	○	○	○	○	○
h. Library Services and Collections (hours, databases, staff, resources)	○	○	○	○	○	○
i. Classroom environments (room temperature, seating, lighting, technology, etc. are conducive to learning).	○	○	○	○	○	○
j. Learning Center (formerly TLC Lab)	○	○	○	○	○	○
k. College website	○	○	○	○	○	○
l. Wireless Access on Campus	○	○	○	○	○	○
m. Computers and software for student use	○	○	○	○	○	○
n. Computer and software training	○	○	○	○	○	○

Please use the following scale for questions 2-4.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Applicable
2. I am familiar with the student learning outcomes in my course(s).	○	○	○	○	○	○
3. The syllabus for this course specifies the course student learning outcomes.	○	○	○	○	○	○
4. I am familiar with the student learning outcomes for my program / major.	○	○	○	○	○	○

Please use the following scale for questions 5-6.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Applicable
5. The syllabus publishes the college's positions concerning student academic honesty/plagiarism and the consequences for dishonesty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I have a clear understanding of how I am graded in this course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Does the price of a textbook influence your course selection?	Yes <input type="radio"/>	<input type="radio"/>	No <input type="radio"/>			
8. What type of textbook would you prefer? (Mark all that apply)	<input type="radio"/>	New <input type="radio"/>	Used <input type="radio"/>	Rental <input type="radio"/>	<input type="radio"/>	Free / Low Cost Electronic Textbooks
9. Please rate your agreement with the following statements related to your learning experiences at the Valencia campus.	Strongly Disagree	Disagree	Neutral	Agree	Not Applicable	
a. Faculty foster an open environment for student-teacher discussions of ideals related to course content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b. In general, instructors at this college attempt to be fair and objective in their presentation of course material.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
c. Overall, grading is conducted in a fair and impartial manner following clear standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
d. I have the opportunity to provide feedback on how to improve my learning experience at this college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
e. The education and training I receive at this college greatly contributes to achieving my educational and/or career goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Student Learning and Engagement

10. Please rate how often you have done each of the following during your learning experience at COC this semester.	Never	Sometimes	Often	Very often	Don't know
a. Asked questions in class or contributed to class discussions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Worked on a paper or project that required integrating ideas or information from various sources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Worked with other students on group projects for class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Worked with other students outside of class to prepare for class assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Used email to communicate with your instructors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Discussed grades, ideas, assignments, or other class-related issues with your instructors outside of class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Received prompt oral or written feedback from instructors on your performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Worked harder than you thought you could to meet an instructor's expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Come to class without completing readings or assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Skipped or been late to class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Participated in or utilized campus resources (e.g., library, CWEE, service learning, career center).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Attended a workshop or tutoring session in the Learning Center (formerly TLC Lab).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- | | Never | Sometimes | Often | Very often | Don't know |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 11. During this current semester, how much has your coursework emphasized the following activities? | | | | | |
| a. Memorized facts or ideas to repeat them in the same fashion. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Analyzed elements of an idea, theory, method or story. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Synthesized and organized ideas and information in new ways. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Evaluated the validity of information or arguments. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Applied concepts or skills to practical problems or situations. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. How much does this college emphasize the following? | Never | Sometimes | Often | Very often | Don't know |
| a. Encourage you to spend significant time studying and preparing for class. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Provide you with the support you need to succeed at this college. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Encourage contact among students from different backgrounds. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Encourage you to read or research beyond the materials covered in your classes. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13. To what extent have your coursework and assignments challenged you to do your best at this college this semester? | Not at all | Very Little | Often | Very Often | Almost Always |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

College of the Canyons Dianne G. Van Hook University Center, located on COC's campus, currently offers 40 bachelor, masters, credentialed and advanced certificate programs from six colleges and universities including California State University Bakersfield, University of La Verne, Brandman University, California State University Northridge, California State University Los Angeles and National University.

14. Are you aware of the University Center? Yes No
15. Are you interested in pursuing an advanced degree (e.g., Bachelor's, Master's, etc.) in the University Center? Yes No
- a. If yes, please indicate the program or major you are interested in pursuing:

Demographic Data

16. Please indicate your gender. Female Male
17. Please indicate your age.
 18 years or younger 19 - 24 25 - 30 31 - 40 41 - 50 51 or older
18. Please indicate your race/ethnicity.
 African American/Black Filipino Native American/Alaskan Native Decline to State
 Asian/Pacific Islander Hispanic/Latino White/Caucasian Other:

19. How many hours per week do you work?

- None 1 - 9 10 - 19 20 - 29 30 - 39 40 +

20. Please indicate the educational goal(s) you intend to pursue at College of the Canyons (*Mark all that apply*).

- Develop job skills, including obtaining a certificate Obtain an associate degree Enroll for personal development
 Develop job skills without obtaining a certificate Transfer to a four-year university

21. When do you most prefer to take classes at this college?

- Morning Afternoon Evening

22. Which campus would you prefer to attend for most of your classes (*Mark only one*)

- Valencia Canyon Country Online

Thank you for completing this very important survey.



Annual Student Survey – Fall 2012

College of the Canyons is very interested in finding out how students feel about their experience at the College. Your responses are very important in helping determine whether the programs and services we offer are meeting your needs. Thank you very much for completing this survey. We appreciate your comments and suggestions.

For each answer, please fill in marks like this: ● not like this: ⊗ ⊗ ⊗ Use pencil or dark ink.

Satisfaction with Services

For each statement in question 1, please indicate your level of satisfaction. **Mark only one** satisfaction rating per item. If you have not used a service listed below, please mark "N/A."

1. Please rate your satisfaction with each aspect of instruction and services at the <u>Valencia Campus</u> listed below: (continued)	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	N/A / Never Used
a. Learning Center (formerly TLC Lab)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. College website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Wireless Access on Campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Computers and software for student use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Computer and software training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Campus Life

2. For each statement below, please indicate your level of agreement. **Mark only one** rating per item.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Opinion
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a. Adequate academic advisement for educational courses, programs and transfer to four-year institutions is provided.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The College offers extra-curricular activities that promote lifelong learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I am aware what role students have in institutional governance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I am aware of the College's mission, vision and values.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I have the opportunity to participate in the College's planning processes, either directly or through representatives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. The College has clearly defined general education requirements for all of its academic and vocational degree programs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. In general, College staff are helpful in answering my questions about the College (e.g., available student services, instructional programs offered, degree or transfer requirements).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Adequate opportunities are available on campus for me to learn about other cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Special events (e.g., athletics, cultural celebrations, concerts, art exhibits) on campus have been effective in increasing my sensitivity to other racial/ethnic groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Diversity in regard to age at this College is actively promoted.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Diversity in regard to gender at this College is actively promoted.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Diversity in regard to ethnicity at this College is actively promoted.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Faculty on this campus incorporate values, ethics, civic responsibility, and diverse perspectives into their courses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. I feel safe on campus during daylight hours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. I feel safe on campus during evening hours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. In general, there are adequate parking spaces for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. This College provides a positive learning environment for all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Admissions & Records

3. Have you accessed the Admissions & Records website?	Yes <input type="radio"/>	No <input type="radio"/>	Did not know A&R had a website <input type="radio"/>
4. How do you prefer to process the following services?	In Person	Online	Did not know it was available online
a. Register for a class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Drop a class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Request an official transcript	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Request an unofficial transcript	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Receive an enrollment verification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Change your major	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. View/print your class schedule	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. View/receive registration date	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. View grades	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. View your registration holds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. View classes needed to graduate (program evaluation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. View waitlist status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. How do you learn about the College's policies and procedures (e.g., Withdrawal and Late Add procedures, Refund of Fees policy, and Student Grievance policy)?

- College catalog Schedule of Classes Emails from College of the Canyons
 Instructors/Counselor Mailings from College of the Canyons College of the Canyons Website
 Flyers Specific College office Word of Mouth
 Other:

- | | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Not Applicable |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 6. The College provides accurate and current information on the following: | | | | | | |
| a. Academic Regulations, including Academic Honesty | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Nondiscrimination | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Acceptance of Transfer Credits | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Grievance and Complaint Procedures | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Sexual Harassment | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Refund of Fees | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Financial Aid

- | | In Person | Online | Did not know it was available online | Not Applicable |
|---|-----------------------|-----------------------|--------------------------------------|--------------------------|
| 7. How do you prefer to process the following financial aid services? | | | | |
| a. View financial aid status | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. View financial aid documents | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Apply for a Board of Governor (BOG) Waiver | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Apply for a student loan | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. View my standard of progress for financial aid | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. If you have accessed financial aid information from the College's website, was the information provided in a clear manner? If you have not accessed the financial aid website, please skip to question #9. | | | Yes <input type="radio"/> | No <input type="radio"/> |

Counseling

For each statement below, please indicate your level of agreement. **Mark only one** rating per item.

- | | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Not Applicable |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 9. In general, students receive educational, personal, and program advisement in a courteous and supportive manner. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. Students receive overall satisfactory services from the counseling office to assist in preparing for their academic goal. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. Students obtain useful information on the counseling website pertaining to program requirements, transfer information, articulation agreements, and other resources to help them prepare for their educational goal. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Assessment Center

12. Did you prepare or study prior to taking the placement tests at COC? Yes No
- a. If you answered "no" to question #12, please indicate your reason for not studying or preparing for the placement tests.
- Did not know preparation materials or assistance was available. I felt prepared based on prior coursework.
 Did not know I needed to prepare. Other (please specify):



13. Please indicate the type(s) of information you would like to see on the Assessment Center website.

- Hours & days the center is open.
 Help in preparing to take the placement test
 How the placement test and test scoring works
 Contact information for the center
 Verifying that you had to take placement test
 Reason why you were supposed to take the placement tests
 Directions
 Sample questions you could work on
 Information on fee-based tests such as CLEP, GRE, MCAT or Microsoft Office Systems testing
 Other:

14. Please indicate how likely you are to sign up for the following free services in the Assessment Center.

- | | Not likely
at all | Somewhat
likely | Likely | Very
Likely | Have not
used |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. A staff person who can review your placement in detail and can tell you what your next English, math, or ESL class needs to be. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. A program advisor who can help you figure out what classes to take. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. A program advisor who can discuss different major choices with you. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. An available computer you can use to study the online preparation materials. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. An available computer where you could complete the online orientation. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. An in-person tutorial on how to prepare for the placement tests. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Other: <input type="text"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

15. What would be the most convenient time for you to come in and assess for 1.5 to 2 hours? Pick a block of time when you would not be rushed or distracted. *(Mark only one)*

- Monday – Thursday mornings before noon
 Friday morning before noon
 Monday – Thursday between noon and 5:00PM
 Friday afternoon between noon and 3:00PM
 Monday – Thursday between 5:00PM – 7:00PM
 Saturday between 9:00AM and noon

±

Other Support Services:

Career Services, Service-Learning and Cooperative Work Experience Education (CWEE), EOPS, and DSP&S

- | | Yes | No |
|--|-----------------------|-----------------------|
| 16. Are you aware that Career Services can assist you with exploring careers and with the job search process? | <input type="radio"/> | <input type="radio"/> |
| 17. There is sufficient advertisement of career-related events (Resume Rallies, Job Fairs, Workshops, etc.) on campus. | <input type="radio"/> | <input type="radio"/> |
| 18. I would like to be made aware of events such as Job fairs, Recruitments and Career-Related Workshops via my email. | <input type="radio"/> | <input type="radio"/> |
| 19. Are you aware of the Service-Learning Program on campus? | <input type="radio"/> | <input type="radio"/> |
| 20. Getting involved in my community through service-learning or volunteering is important to me. | <input type="radio"/> | <input type="radio"/> |
| 21. Are you aware that you can earn elective units for internships and work experience through Cooperative Work Experience Education (CWEE)? | <input type="radio"/> | <input type="radio"/> |
| 22. Are you aware of the Disabled Student Program and Services available on campus? | <input type="radio"/> | <input type="radio"/> |
| 23. Are you aware of the services provided by the Extended Opportunities, Programs and Services (EOPS)/CARE program? | <input type="radio"/> | <input type="radio"/> |

Reason for Attending College of the Canyons24. Please indicate your *primary* reasons for attending College of the Canyons. (*Mark all that apply*)

- Cost Location Availability of needed classes Availability of parking High-quality instruction
 Special programs (e. g., EOPS/CARE, DSP&S, Veterans, Reentry, etc.) Beauty of campus facilities/grounds
 Did not get into a four-year college/university Transferability of courses to four-year colleges /universities
 Specific field of study offered (for example, Nursing, Fire Tech, Water Tech, Plumbing, etc.) Other (please specify):

Demographic Data25. Please indicate your gender. Female Male

26. Please indicate your age.

- 18 years or younger 19 - 24 25 - 30 31 - 40 41 - 50 51 or older

27. Please indicate your race/ethnicity.

- African American/Black Filipino Native American/Alaskan Native Decline to State
 Asian/Pacific Islander Hispanic/Latino White/Caucasian Other:

28. How many hours per week do you work?

- None 1 - 9 10 - 19 20 - 29 30 - 39 40 +

29. Please indicate the educational goal(s) you intend to pursue at College of the Canyons (*Mark all that apply*).

- Develop job skills, including obtaining a certificate Obtain an associate degree Enroll for personal development
 Develop job skills without obtaining a certificate Transfer to a four-year university

Thank you for completing this very important survey.