United States – College of the Canyons

Established in 1969, the College of the Canyons (COC) is a public two-year community college that operates within the Santa Clarita Community College District.

Student numbers

More than 100 thousand students	20-100 thousand students	1-20 thousand students	No data

Core Funding

Private ———————————————◆——— Public

Qualifications offered

Vocational qualification (ISCED 3-4)	Master's degree or equivalent (ISCED 7)
Associate degree or equivalent (ISCED 5)	Doctoral degree or equivalent (ISCED 8)
Undergraduate degree or equivalent (ISCED 6)	Informal recognition (e.g. badges)
No formal/non-formal credits or qualifications / independent study	Other: Certifications recognized by industry associations

Subjects offered

Generic programmes and qualifications	Information and communication technologies
Education	Engineering
Arts and humanities	Agriculture & veterinary
Social sciences, journalism and information	Health and welfare
Business, administration and law	Security, transport, hygiene and public health services
Natural sciences, mathematics and statistics	Other

Business Model

Entrepreneurial model with fixed core

Defender-related characteristics *versus* Prospector-related characteristics

Business Model: Additional Information

The business model focuses on using digital technologies to reach new markets via traditional channels using the same or similar products and services as in the past.

Organisation of learning provision

Primarily campus provision	Primarily distance learning provision (correspondence)	Primarily online provision

Technology-enhanced learning elements

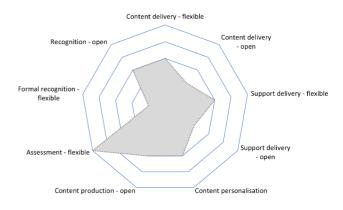|	
Massive Open Online Course (MOOC)	Virtual Learning Environment (VLE)
Open Educational Resources (OER)	Wikis
Digital Badging	Videoconference
Learning Analytics	Teleconference
Artificial Intelligence	Learning Management System (LMS)
E-Portfolios	Mobile Learning
Blogging and micro-blogging	Bring Your Own Device (BYOD)
Social Media	Online Assessment
Other	

TEL Strategy

The institution aims to use technology enhanced learning in order to appeal to needs and demands of learners, to increase enrolments, to reduce textbook costs for students, to prepare students for a workplace in which technology is used and to expand access to learners who have work and family demands.

OOFAT Model

Interpretation: The closer the line moves towards the centre, the more fixed and institution-specific the approach taken by the institution. The further from the centre, the more flexible and open the approach.

OOFAT for organisational flexibility

OOFAT Model: Additional Information

Content
Currently shifting from in-house content production to decentralized OER content. OER as combination of in-house and external production and sharing. 12% of students use OER, number have doubled in the past year and are expected to double again this year.

Delivery
Students can choose between various schedule formats (16, 12, 8 or 5-week terms, on campus, online, hybrid; etc.). Within these classes, majority of students can choose time and place of assessments. Enrolment is open to anyone, no qualifications or selection process. Student authentication in online and hybrid classes, via a centralized and closed learning management system. Hence, access to enrolment is open, but access to the content is rather closed. Most learning support offices open during working week hours. 24/7 support for the learning management system, library, and tutoring (US definition).

Recognition
Most learners earn a traditional credential (associate degree) recognized by our state and other institutions. In addition, a growing group of students earn credentials (certificates) designed with input from industry groups and are aligned with industry standards (for example, welding inspector certificate, water technology certificate).