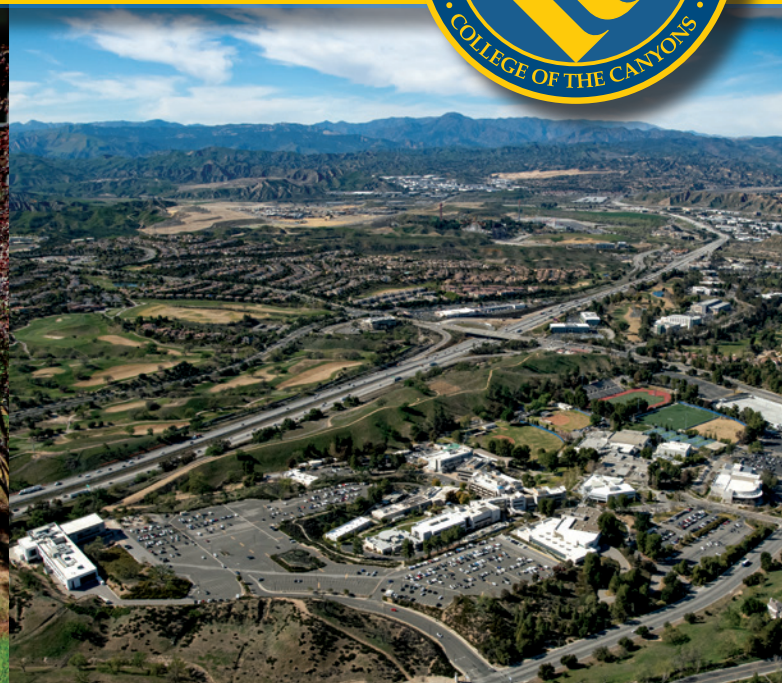




# 2022-2027 EDUCATIONAL AND FACILITIES MASTER PLAN

SANTA CLARITA COMMUNITY COLLEGE DISTRICT • COLLEGE OF THE CANYONS





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# I

# INTRODUCTION AND BACKGROUND

# I. INTRODUCTION AND BACKGROUND

## PURPOSE OF THE EFMP

The Education and Facilities Master Plan (EFMP) provides a detailed six-year road map guiding efforts by faculty and staff to develop instructional programs, services, and facilities at the College of the Canyons that align with the educational and career needs of students and of the greater Santa Clarita Valley community served by the college.

This College of the Canyons EFMP emerged from a collaborative planning process designed to identify educational needs and other priorities through extensive engagement by members of the college community and an analysis of demographic, enrollment, and labor market trends.

The EFMP serves as an extension of the College of the Canyons (COC) Strategic Plan, which articulates in broad terms the mission and vision of the college along with the goals the college intends to achieve. The EFMP complements and reinforces the Strategic Plan by providing a more detailed explanation of the level of programs and facilities of how best to achieve the goals of the Strategic Plan.

The EFMP also enables informed decision-making by faculty and staff as they examine existing programs and identify possible new program initiatives in light of a rapidly changing demographic, economic, and technological environment. This program assessment identifies where new facilities may be needed or where improvements to existing facilities must be made to accommodate new or expanding programs and shifts in student enrollment and informs an examination of current facilities and technological capacities of the college.

The EFMP positions the college to more efficiently carry out new initiatives that will benefit the growth of the college and the surrounding community while also enabling it to qualify and compete for future state resources.

## ABOUT COLLEGE OF THE CANYONS

College of the Canyons is a two-year public community college located in Santa Clarita, California, about 30 miles north of downtown Los Angeles. The college operates two comprehensive campuses, Valencia and Canyon Country, which together serve a 367 square mile area in the Santa Clarita Valley located in northern Los Angeles County.

College of the Canyons has been among the fastest growing community colleges in the nation. It has also become one of the top feeder schools to California's public universities. It holds the highest transfer rates to the University of California and California State University systems of all community colleges in Los Angeles County.

In addition to meeting the academic needs of students seeking transfer and career technical education, the College of the

Canyons has served as a catalyst for economic development in the Santa Clarita Valley, and in the process expanded and redefined the traditional role of community college. The college has initiated and nurtured numerous partnerships in the public and private sectors, including many that have helped private industry become more productive, efficient, and competitive. The Economic Development Division, which offers customized training, technology applications, and counseling has helped

numerous local businesses and employees, including launching many new businesses. The college also collaborates with nearly every social service agency in the community.

Over the years the outstanding performance of the college has been recognized in numerous ways:

- In its annual survey of community colleges across the nation, Washington Monthly magazine has ranked College of the Canyons **among the best U.S. colleges for adult learners**. Out of the 10 California community colleges that made the list, the college ranked No. 1 in Los Angeles County and No. 2 in Southern California.
- In 2021, the college received national acclaim for winning the **Bellwether Award for its innovative approach to assessment and course sequence redesign in English and mathematics**, enabling students to graduate faster and paving the way for groundbreaking legislation that has benefited students statewide.
- By increasing the number of Hispanic students earning an Associate Degree for Transfer by 163 percent over a five-year period, College of the Canyons was named a **2021 Equity Champion of Higher Education**.

Since 1969, College of the Canyons has served as a gateway to higher education for more than 300,000 people. Through its ongoing commitment to the well-being and success of its students and its innovative thinking about the impactful role of the community college, COC will continue to expand access and opportunity for many others far into the future.

## HISTORY OF THE COLLEGE

In 1967, when the Santa Clarita Community College District (SCCCD) was founded, the community looked very different from the valley that exists today. On November 21 of that year, the voters of the Santa Clarita Valley overwhelmingly approved the creation of a junior college district and elected a five-member board of trustees.

Just three months earlier, the master-planned community of Valencia had been born, luring people from Los Angeles and the San Fernando Valley with homes priced at about \$25,000. In communities now called Saugus and Canyon Country, an ever-growing assortment of tract homes was sprouting. The old Highway 99 was being circumvented steadily by a major north-south freeway, Interstate 5, which would cut a swath through the Santa Clarita Valley.

Housing, retail establishments, recreational amenities, and industrial centers were at hand. And, following California voter approval seven years earlier, plans were moving forward for a major new State Water Project reservoir at Castaic. All of these developments helped transform the area into a rapidly growing suburbia, one that would need a local institution of higher learning.

## A DISTRICT IS BORN

By the summer of 1968, the trustees of the as-yet nonexistent college chose Dr. Robert C. Rockwell as Superintendent/President, and he was charged with putting the wheels in motion. With hundreds of prospective students eagerly awaiting their new college, temporary quarters were arranged at Hart High School. It was there that COC officially started Classes on September 22, 1969, after preliminary approval to conduct classes was granted predicated on formal accreditation, which was received in 1972.

The Hart High campus filled an urgent need, but it was ill-suited to accommodate college students for long. COC classes began in the afternoon after the high school students had departed. In 1970, voters approved a \$4 million construction bond to create a permanent home for the College, and the District purchased 153.4 acres of land.

Within a year, temporary classroom buildings were erected, and construction of a permanent campus began. A second construction bond of \$8 million was approved in 1973 to complete the core campus, including the Bonelli, Seco, and Boykin buildings, a student center, Towsley Hall, and the East and West P.E. buildings. Driven by planning, the Valencia Campus is still evolving as the community continues to grow. When new Superintendent-President Dr. Dianne G. Van Hook arrived in 1988, she spearheaded a major update of the College's master plan. The result was a seemingly non-stop series of construction that dramatically changed the College's face and character.

The College was housed in eight major buildings in 1988, including Cougar Stadium; by 2008, another ten major structures had been built or were nearing completion, including:

- the 926-seat Performing Arts Center
- the Library and TLC expansion
- the Media Arts Building
- the Family Studies & Early Childhood Education Center
- the Music/Dance Building
- a new science lecture building
- an expansion of the science laboratory building,
- a new high-tech classroom building, and
- an entirely new campus in Canyon Country.

The newest addition to the Valencia Campus in 2009 was the Dr. Dianne G. Van Hook University Center, which houses advanced degree programs offered by four-year institutions.

## COMMUNITY SUPPORT

The historically supportive and generous community has always helped meet student needs. District voters have approved all five of the College's requests for capital construction project funding; in November 2006 they supported a general obligation bond measure that provided \$160 million for the College's most recent wave of expansion and modernization projects. The funds allowed SCCCD to add more classrooms and labs, upgrade technology to expand instruction in public safety and other high-demand professions, and improve earthquake, security, and fire safety.

College of the Canyons has been transformed from a small community college serving several hundred students into one of the nation's fastest-growing community colleges among those with 10,000 or more students. The Board of Trustees has been stable over the years, with little turnover; one of the current trustees was a member of the original Board when the District was formed. Chancellor Dr. Dianne G. Van Hook, who has provided leadership for almost 35 years, is only the fifth CEO in the District's 54-year history.

## CANYON COUNTRY CAMPUS

COC's Canyon Country Campus celebrated its Fifteenth Anniversary during the 2022/23 academic year and is well positioned for additional instructional opportunities ahead. Located on a 70-acre hillside high-desert property at 17200 Sierra Highway, 9.8 miles east of the District's Valencia Campus, the mission of the Canyon Country Campus is to provide access to quality instructional programs, supportive student services, and meaningful community partnerships in the District's sizeable service area and the campus has done just that during the last decade and a half. CCC provides expanded educational access especially to the eastern part of the Santa Clarita Valley, and the campus has been supported by local general obligation bonds, including Measures C, M, and E.

Instructional resources at the Canyon Country Campus consist of 60-plus classrooms featuring a variety of computer labs, science labs, and applied learning spaces. The 15,000 sq. ft. Applied Technology Education Center supports career technical programs such as Automotive Technology, Water Technology, and Construction Technology. The Don Takeda Science Center, opened in Fall 2021, includes 55,000 sq. ft. of classrooms, labs, and study/meeting spaces and a new 55,000 sq. ft. Student Services & Learning Resources Center opened in 2023 with expanded space for a full complement of services, additional classrooms, and student engagement. Campus facilities include a variety of programs and services, such as a library, tutoring center, student study lounge, and student support services such as Counseling, Financial Aid, Admissions & Records, a Student Health/Wellness Center, Veteran services, Campus Life & Student Engagement, and more. Upcoming facilities expansion, such as a planned Health and Natural Science Center will further extend the campus' impact and will accompany local growth in the Canyon Country area with real estate and retail developments such as the Vista Canyon and Skyline Ranch projects.

An average of 25-plus academic disciplines is taught on campus in recent semesters, including a variety of transfer and career education courses. More than 30 program maps for the campus provide students with clear campus pathways for degrees and certificates that can be completed at the Canyon Country Campus and online, and this list regularly grows. Post COVID-19 on-ground instructional offerings are increasing at the Canyon Country Campus along with an emphasis on STEM and allied health offerings as well as accelerated and alternative delivery courses. A new \$3 million-dollar Title V grant expands support for Latinx STEM instruction with a Canyon Country Campus emphasis as well as approximately \$600 for a Veterans Center for Excellence at the campus, among other grant opportunities. For the most recent commencement in June 2023, nearly 1,200 College of the Canyons graduates had taken one or more courses at the Canyon Country Campus during their academic studies.

The campus continues to be a site of many student, staff, and community activities, continuing the College's focus on building partnerships in the Santa Clarita Valley and engaging the community in the educational opportunities available onsite. An ongoing Science Talk Series, including topics such as the long-running Star Parties and Garden Walks, continue to serve as venues of exciting community and student engagement, bringing many current and prospective students on to campus. The campus has also been consistently supported by an engaged group of community members, civic and business leaders, local-residents, local schools and educational officials, and staff. The campus is strategically planned to meet the current and emergent educational needs in the community and utilizes partnerships and events to facilitate these goals.



The Takeda Science Center redefined the Canyon Country Campus facilities landscape in 2021 with a dramatic and effective footprint at the center of the campus alongside large exterior plazas and an amphitheater. The new Student Services and Learning Resources Center located immediately south of the Science Center expands onboarding and engagement supports with new spaces ahead for Basic Needs, Campus Life and Student Engagement, and an Intercultural Center in Quad-1. With the addition of both the Science Center and the Student Services and Learning Resources Center, the Canyon Country Campus has grown from approximately 56,000 sq. ft. to more than 166,000 sq. ft. of facilities. Future facilities development will include a third permanent building on the site of the current Quad-3 and Quad-4 modulares, which will add another 25,000 sq. ft. according to high priority instructional and service needs identified through this Educational & Facilities Master Plan. Highlights of recent facilities and 2022-2027 EDUCATIONAL AND FACILITIES MASTER PLAN 23 services improvements are as follows:

## TAKEDA SCIENCE CENTER

The Don Takeda Science Center facility at the Canyon Country Campus provides state-of-the-art instructional and resources spaces for students. This four-story, 55,000 square-foot facility provides eight new high-demand science laboratory classrooms, a total of nineteen new classrooms, and a variety of group study, office, and meeting spaces. This project effectively doubled the instructional square footage available for in-demand classes on campus:

- 55,000 Square-Feet, 4-Story Facility
- 4 Chemistry/Science Labs
- 11 Classrooms, including a 75-Seat Large Lecture Hall
- 4 Biology Labs
- 9 Group-Study and Meeting Rooms
- 24 Faculty/Staff Office Stations
- Adjacent to a large exterior amphitheater and plaza spaces

## STUDENT SERVICES & LEARNING RESOURCES CENTER

The new Student Services & Learning Resources Center at the Canyon Country Campus provides an integrated location for student support functions, library, and tutoring services, along with new classrooms and workshop rooms adjacent to the Science Center. This resource center provides a one-stop location for student support and learning. Like the Science Center, the Student Services & Learning Resources Center is a four-story, 55,000 square-foot project and stands alongside the new central amphitheater and plaza spaces. These two facilities together form a dynamic, state-of-the-art heart of the campus facilitating excellence and COC's overall strategic goals of access, engagement, and success in a beautiful environment:

- 55,000 Square-Feet, 4-Story Facility
- 16+ Student Support Services represented
- Large new TLC & Library Learning Resources spaces • Centralized Communication Center (Switchboard/Reprographics)
- 6000 sq. ft. of open study student spaces
- Adjacent to the Science Center and new amphitheater and plaza spaces

The District is committed to operating the Canyon Country Campus at this comprehensive scale to fulfill its commitment to the community while upholding the College's reputation for excellence. With an impactful history of expanding access, promoting

student and community engagement, and fostering success, the Canyon Country Campus is a comprehensive campus designed to be an important part of COC's district operations that make a difference in our community. For the latest information on the Canyon Country Campus, please visit [www.canyons.edu/ccc](http://www.canyons.edu/ccc).

## MISSION, VISION, AND PHILOSOPHY (VALUES)

The 2023-2029 COC EFMP supports the college's mission, vision and values which were developed through the College of the Canyon's strategic planning process.

### MISSION

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.

### VISION

College of the Canyons is dedicated to being a leading two-year college, recognized locally, regionally, statewide, and nationally for technical advancement, institutional effectiveness, student support, model academic and professional programs, excellence in teaching and learning, fostering a broad range of community partnerships, maximizing student access, and for the sense of community that we provide to our students and staff.

### PHILOSOPHY

We believe in the following values:

**TEACHING AND LEARNING:** We honor and reward high performance in teaching and learning.

**RESPECT FOR ALL PEOPLE:** We foster a climate characterized by civility, collegiality, and acceptance. We expect honesty, integrity, social responsibility, and ethical behavior.

**PARTNERSHIP WITH COMMUNITY**

We create relationships providing the foundation of success for chosen current and future partnerships with local schools, colleges and universities, business, government, and social agencies. These partnerships advance the educational, intellectual, artistic, civic, cultural, and economic aspirations of our surrounding community.

**EXCELLENCE:** We set the highest standards for ourselves and support the professional development of faculty, staff, and administrators.

**CREATIVITY AND INNOVATION:** We are an innovative and creative community college. We encourage members of the college community to be entrepreneurial, forward thinking, creative, persistent, spontaneous, and welcome changes that will enhance the college's ability to fulfill its mission.

## EFMP PLANNING PROCESS AND FINDINGS

The Education and Facilities Master Plan embodies ideas and views generated by the College of the Canyons (COC) community through a variety of outreach activities. In addition to community outreach, the EFMP development team used data from COC's Institutional Research, Planning & Institutional Effectiveness Office, along with demographic and economic data from external sources, to assess current conditions and develop long-term projections. This two-pronged effort ensured that EFMP development was both a community informed and data-driven process. In parallel, the facilities assessment, analysis, and planning process for both the Valencia and Canyon Country campuses was also taking place enabling findings from educational planning to inform the facilities planning component of the EFMP.

During Phase I community outreach activities including interviews, focus groups, workshops, and a district-wide survey were used to identify educational needs and priorities as well as future educational opportunities. Initial data from an environmental scan analysis was shared to further inform and enrich input from the outreach process.

- Findings from Phase I were synthesized into major themes which in Phase II were presented to the college community and leadership for further consideration during a district-wide planning charrette. During Phase II a clear path forward was defined based on a shared understanding of where the College is today and where it wants to be in the future.
- During Phase III, priority ideas and suggestions that emerged from this discussion within the college community informed and provided a context for program assessments and growth projections data developed by the EFMP consultant. These were subsequently used by COC staff to draft descriptive and analytical profiles at the divisional and department levels of the College. These program profiles constitute the core educational component of the EFMP and serve as a foundation for the facilities assessment and recommendations conducted concurrently with the educational analysis.

After a pause during the college's 2022 summer break, the EFMP planning process resumed with the return of faculty and staff at the start of the fall semester in mid-August.

## EFMP STEERING COMMITTEE

An EFMP Steering Committee representing a broad spectrum of COC leadership provided guidance and oversight for development of the EFMP, especially during the critical first phase of the planning process. The MIG consultant team met with the full EFMP Steering Committee four times during Phase I to plan and prepare outreach and analytical activities and to review findings emerging from the process. In later phases the MIG consultants met regularly with select members of the Steering Committee as needed to address specific aspects of EFMP planning and development as the process unfolded in Phases II and III.

The EFMP Steering Committee consisted of the following members:

- Dr. Dianne G. Van Hook, Chancellor, SCCCD and President, College of the Canyons
- Sharlene Coleal, Vice President Business Services
- Diane Fiero, Deputy Chancellor and Chief Diversity, Equity, and Inclusion Officer
- John Green, Managing Director, Public Information Office
- Eric Harnish, Vice President, Public Information, Advocacy & External Relations
- Jason Hinkle, Associate Vice President, Business Services
- Daylene Meuschke, Associate Vice President, Institutional Research, Planning, Effectiveness and Student Experience Redesign
- Jasmine Ruys, Vice President, Student Services
- Jim Schrage, Vice President, Facilities Planning, Operations & Construction\*
- James Temple, Vice President, Information Technology & University Center Operations Vice President, Information Technology & University Center Operations
- Ryan Theule, Vice President, Canyon Country Campus, Institutional Research, Planning & Grants
- Omar Torres, Vice President, Instruction
- Samantha Weber, Administrative Assistant, Facilities

\* Served as EFMP Project Manager for COC

## INTERVIEWS AND FOCUS GROUPS

During the fall of 2021, the Westberg White/MIG consultant team conducted a series of interviews with individual stakeholders and focus groups representing the College of the Canyons community. These sessions were an opportunity for participants to share their views concerning current and future educational needs of the communities served by the College and set the stage for other subsequent EFMP outreach and planning activities that occurred in the weeks and months that followed. Interviews were conducted with:

- **Dr. Diane Van Hook, Chancellor**
- **Diane Fiero, Deputy Chancellor and Chief Diversity, Equity, and Inclusion Officer**
- **Sharlene Coleal, Vice President, Business Services**
- **Eric Harnish, Vice President, Public Information, Advocacy & External Relations**
- **Rian Medlin, Interim Vice President, Human Resources**
- **Jim Schrage, Vice President - Facilities Planning, Operations & Construction**
- **James Temple, Vice President, Information Technology & University Center Operations Vice President, Information Technology & University Center Operations**
- **Ryan Theule, Vice President, Canyon Country Campus, Institutional Research, Planning & Grants**
- **Omar Torres, Assistant Superintendent, Vice President, Instruction**
- **John Milburn, Vice President, Workforce and Economic Advancement**
- **Daylene Meuschke, Associate Vice President, Institutional Research, Planning, Effectiveness and Student Experience Redesign**
- **Paul Wickline, Associate Vice President, Instruction**

Focus groups were conducted with the following organizations:

- **Academic Senate**
- **Associated Student Government**
- **Classified Senate**
- **Deans Council**
- **Santa Clarita Valley Chamber of Commerce**
- **Santa Clarita Valley Economic Development Corporation**
- **Student Services (including Jasmine Ruys, Vice President)**
- **Valley Industry Association of Santa Clarita**

## OBSERVATIONS AND MAJOR THEMES FROM INTERVIEWS AND FOCUS GROUPS

The following is a summary of the observations and views expressed by participants during the interviews and focus groups. It highlights notable themes that emerged during those discussions<sup>1</sup>.

- The **accelerated transition to online learning** brought on by the pandemic has created an opportunity to rethink how best to use what are now underutilized classroom facilities. At the same time there is a severe shortage of lab space for many health, science, and CTE programs.
- **Recent state mandates are focused on encouraging community colleges to achieve meaningful student outcomes** rather than primarily increasing access to college, as measured by student enrollment numbers. This has led to a significant shift in how community colleges are funded. Adapting successfully to this new reality requires acknowledging that while the state funding formula has become more focused on outcomes, employers are redefining the substance of a successful outcome by looking beyond the degree to see if students have acquired the skill sets that they need in their new employees.
- Through its capacity to build responsive partnerships and productive relationships with private and public organizations, **COC has excelled at developing new instructional programs that respond to the needs of businesses and public agencies** by providing students with the skills and knowledge being sought by those employers. This is a core strength and longstanding hallmark of the college and one that continues to grow in importance.
- **Student enrollment declined during the COVID-19 pandemic but was already expected to decline** due to an anticipated drop in the high school population and the aging of residents in the Santa Clarita Valley. Concurrently, COC's role in developing a workforce equipped for the modern economy is more important than ever. In response, COC should further broaden its outreach to older students while also working to change the mindset of potential students (both young and old) who do not yet see themselves as community college students.
- **The optimum mix of in person and online learning that will eventually emerge from the pandemic is not yet fully known.** It is clear, however, that many students have performed well online, some of whom may not want to return to in person classrooms. Still, there is a significant minority of students who have not adapted well to the online learning environment. For some students, face-to-face interaction with faculty and peers is essential for them to succeed at college.
- **The convenience of online classes is most beneficial for working adults, but it may be detrimental for traditional college age students** who still need the experience of person-to-person interactions with individuals and groups to develop the “soft”, high touch skills they will need to succeed in the workplace. These skills have become increasingly important to employers, even in technical fields. Students who thrive academically online may still miss out on a significant aspect of a college education and find their future career success limited as a result of this potential deficiency.
- The pandemic has reinforced the need for colleges to be open minded and increasingly agile in the face of continuous and rapid societal and technological change. **Adaptability and flexibility across facilities (e.g., flexible classrooms/learning environments) and programs is needed** to effectively respond to the intersection of new technologies with new teaching modalities and changing student expectations, all of which seem to undergo major transformations every few years.
- **COC needs to continually adapt to each new wave of technology but also to each new wave of students** whose needs and expectations may differ from even recent past student cohorts, in part because of that technology and its impact on the larger culture in which students have grown up.

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<sup>1</sup> Detailed results from the interviews and focus groups are available in a separate appendix to the EFMP.

- Both staff and students greatly appreciate the beauty and design of the Valencia and Canyon Country campuses, and that the college provides a safe environment in which to learn. They also share the view that **the current physical setting does not provide sufficient gathering places, both indoors and outdoors, where students can study or interact with each other between classes.** All these areas should be Wi-Fi capable and friendly.
- **COC is described by many as providing a family-like atmosphere and sense of community. At the same time, they observe there is a need for more “third-places” where formal and informal campus activities/events occur.** These are the kinds of spaces that can provide students with opportunities to engage in nonacademic extracurricular pursuits and meaningful engagement with others, seen as a hallmark of college life. Many participants commented that there is no reason to stay on campus or to visit after their classes are over.
- **Mental health is a growing priority for many students** and has been for many years. In the wake of the pandemic, the need to increase mental health resources in terms of both facilities and staffing has only grown more intense.
- **The increasing lack of affordable housing in the Santa Clarita Valley** has sparked interest in determining how COC could somehow provide housing for students who cannot easily afford to live near the college.
- **The Student Center on the Valencia campus was seen as an anomaly that does not rise to the high standards of the rest of the campus.** To fulfil its potential as a center of student life, it needs to be modernized to become a more robust, attractive, and student friendly space.
- Some participants suggested that the **Canyon Country and Valencia campuses should specialize** by not offering duplicative program offerings, **while others thought the Canyon Country campus should at least offer the same range of support services provided to students on the Valencia campus.**

## ONLINE QUESTIONNAIRE

As part of the community engagement process, the College launched an online questionnaire which was available for over five weeks during October and November 2021. During these weeks, 511 survey responses were provided by the college community, including 260 employees, 247 students, and 4 community members. The purpose of the online questionnaire was to provide an opportunity for students, faculty, staff, community members, employers, and other stakeholders to share their perspectives concerning programs and facilities available at COC.

The online questionnaire included three distinct sets of questions for each of the three stakeholder groups. Key findings from COC students and employees are summarized below<sup>2</sup>. Results from the four community members are available in the full questionnaire report available in a separate appendix.

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<sup>2</sup> Detailed results from the survey are available in a separate appendix to the EFMP.

## OVERVIEW OF STUDENT SURVEY FINDINGS

### PERCEPTION OF COC

- The three most cited reasons student participants were attracted to College of the Canyons were the affordability of classes, the transferability of courses to four-year colleges, and the flexibility of locations (Canyon Country, Valencia, online). A high number of students were also drawn to the variety of academic programs and the overall reputation.
- Nursing was the most frequently cited program and/or service for which the students believe College of the Canyons is best known. This was followed by Canyons Promise, the ease of the transfer process, and affordability/accessibility.
- Students also ranked the Culinary Arts, Business, Sports, and Psychology Programs as the top reasons that the College of the Canyons is widely recognized.
- Among student survey participants, the two aspects of College of the Canyons that they like the most are the zero cost textbook courses (nearly 60%) and the availability of classes (just over 50%).
- Students also reported some of their highest levels of satisfaction with course offerings (47%) and the variety of academic programs (46%).

### ONLINE INSTRUCTION AND THE PANDEMIC

- Although some students mentioned that they were looking forward to a return to more in person classes, a larger majority of the open responses advocated for more online or partial online courses, with ample options to follow both asynchronous and synchronous schedules.
- While many students are enthusiastic about continuing online learning, they want a higher standard for online instruction and course materials management moving forward, perhaps with more ongoing training for instructors about how to run an online or hybrid course.
- When asked whether students would attend classes primarily in person if concern around contracting COVID-19 were no longer a factor, the responses were almost completely split with half (51%) saying they would and the other half (49%) reporting that they would not.

### DESIRED IMPROVEMENTS TO PROGRAMS AND SERVICES

- In terms of which programs and services they would like to see changed, many students referenced the need to improve or expand different aspects of the counseling process, including both mental health support as well as academic advising, especially in the context of the usability of the appointment system, availability of counselors, and overall responsiveness.
- Other changes that students would like to see made to programs, services and/or facilities include: more night classes, enhanced transportation (such as bus passes or a shuttle between campuses), expanded eating areas, improved



cohesion among student services, increased connection of the maker space to other programs, and more core classes offered throughout the year, not just in the Fall.

- Students had several suggestions for new educational programs that they would like to see added, with many expressing a big desire for more arts classes and programs, such as band/music, costume/fashion design, sewing, digital arts/video editing, animation, game design, photography, adobe illustrator and graphic design.
- They also want to see more computer science and data science options, as well as more engineering specializations and degree opportunities (mechanical, electrical, aerospace, etc.).
- Additional requests were made for more business student support/affiliation society, a bachelor's degree program in Education, and more medical industry related courses (nursing, ultrasound tech, pediatrics, and radiology).

## FACILITIES

- Overall, most students believe that the College Facilities provide environments conducive to learning.
- At both the Canyon Country and Valencia, the spaces that students use the most are the Classrooms, Library, Outdoor Spaces, and the Learning Resource Center.
- Correspondingly, the spaces that students like the most are also the ones that they use the most. They reported that the Learning Center is quiet, useful, and helpful, the Outdoor Spaces are beautiful, comfortable, peaceful, and inviting, the library is quiet and private, and the classrooms are spacious.
- Additionally, many students reported that they like to use the ICUE, the Cafeteria/Café, the Athletic fields/training room, and the Makerspace (although they would like to see it expanded).

## OVERVIEW OF EMPLOYEE SURVEY FINDINGS - PERCEPTION OF COC

- The reasons most often chosen by employees for what they find appealing about working at COC were the reputation of the college (57%), location of the college's campuses (54%), professional development opportunities (53%) and excellent college facilities (52%). Frequently mentioned in the "other" section was working with great colleagues.
- The lowest ranked reasons chosen for what employees like about working at COC were partnerships in the community (32%) and the unique programs offered by the college (37%).
- The aspects which employees believe distinguish College of the Canyons from other options are the welcoming campus environment (59%), variety of academic programs (58%), quality of instruction (57%), and inviting outdoor spaces (50%).
- In the open-ended "other" section some employees mentioned the friendliness of the staff and the support and success of the athletic programs as additional differentiating aspects.
- Of the provided choices, the aspects which were least likely to be chosen were the conferences and meeting spaces (16%) and ease of registration/enrollment process (12%).
- Nursing was the most frequently mentioned program and/or service that employees believe that College of the Canyons is best known for. The CTE programs, the overall high-quality education and student support were also often mentioned.

## DESIRED IMPROVEMENTS TO PROGRAMS AND SERVICES

- When employees were asked to provide examples of programs that they would like to see changed at College of the Canyons, there were many suggestions, but the most frequently mentioned could be grouped in the following thematic categories: Applied Learning, CTE, Diversity, Technology Programs and Medical Industry.
- Employees were also asked to provide examples of services that the College has not yet developed but could or should in the future. Their ideas were grouped as follows: Enhanced Job/Career Support, Technology/Online Learning Resources, specific, tailored academic support for certain groups of students and Basic Needs Support.
- Employees also identified the following types of new educational programs that the college should consider developing in the context of the local workforce, economy, jobs, and supply/demand issues: Computer Related, Media and Entertainment, Industrial Design/Maintenance, more emphasis on health professions, Trades, Climate Change Mitigation and Resilience, Teacher Education and Career Preparation Programs.
- Employees articulated several additional ways that existing educational programs could be modified in the context of the local workforce, economy, jobs, and supply/demand issues, including Entertainment/Media, Computer Applications and Web Technology (CAWT), Construction and Hospitality.

## FACILITIES

- When asked to provide examples of facilities that they want to see developed, many employees had specific recommendations that can be sorted in the following themes: Student-Centered Spaces, Student Housing, Student Services/Support Spaces, Employee/Faculty Spaces, Classrooms/Learning Spaces Access to technology, Food, Outdoor Space Enhancement, Athletic Facilities and Arts Facilities
- Most employees responded that they believe that the College facilities do provide environments conducive to teaching/learning, giving an average ranking of 4.21 out of 5, with 5 being the most conducive to teaching and learning.
- Most employees also believe that the College facilities provide environments conducive to work, providing overall average ranking of 3.94 out of 5.

## CAMPUS WORKSHOP – OVERVIEW AND FINDINGS

A campus workshop was held to explore in more depth issues and findings that had been identified through the interviews, focus groups, and the online questionnaire. This was a hybrid workshop enabling some to join in person while others did so virtually via the College's zoom account. There was a total of 66 workshop participants with 43 opting to participate online and 23 who met in person on the Valencia campus.

The workshop was organized around five topic areas with a facilitator and a note taker assigned to each topic to lead and document the discussions:

- **Institutional Perspectives** – What do you believe is most unique and special about College of the Canyons?
- **Academic Programs for Student Success** - How would you define student success? What does it look like?

- **Support Services for Student Success** - What student support services and programs are most needed to ensure student success.
- **Physical Facilities and Technology** - What are your favorite indoor or outdoor places on campus? Why? What part does the technology in those spaces play a part in your answer?
- **Future Thinking** - What does your ideal future for the College of the Canyons look like? How would you describe it to others? Where do you see yourself in that future?

Highlights and shared themes from all five topic areas are summarized below<sup>3</sup>:

## POSITIVE ATTRIBUTES OF COC

- COC has beautiful campuses; students love the environment and feel safe here.
- The campus has the feel of a four-year university and not that of community college.
- There is a strong family-like atmosphere and sense of community among staff and students.
- COC is a statewide leader in economic and workforce development.
- COC has a healthy collaborative culture that encourages innovative thinking and action.
- Excellent facilities with up-to-date technology.
- COC enjoys a unique geographic location as the only community college in the Santa Clarita Valley.
- The college is in the midst of a growing, dynamic business community encompassing a wide range of leading-edge industries and COC keeps abreast of industry trends.
- COC has formed mutually beneficial partnerships with multiple SCV employers.
- Students can be prepared for high paying jobs located here in the SCV.
- COC has been very nimble in developing new programs in response to economic and workforce trends.

## ISSUES AND OPPORTUNITIES

- The nursing program is very popular but cannot accommodate the high level of demand from prospective students.
- The rapid transition to online classes has created an opportunity to repurpose many spaces on campus.
- There is a growing need for lab space on campus and less need for lecture space.
- COC should continue to leverage relationships with local employers to develop new programs that provide students with the skills needed in today's high-tech, creative economy.
- Students need more experiential and hands-on learning opportunities and employers are looking for this experience in prospective new employees.
- COC should continue to strengthen its partnerships with K-12 schools and the local community.
- There has been a shift in enrollment numbers, including losing local students.

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<sup>3</sup> Detailed results from the campus workshop are available in a separate appendix.

- There is an ongoing need to address the needs and potential of the whole student to ensure success academically and in life.
- The need for mental health support services and counseling has only grown as a result of the pandemic.
- Design student services to be easily accessible, user-friendly, and more integrated.
- There is a strong desire among students for more gathering places on campus, both inside and outside, for studying and social activities.
- Wi-Fi needs to be made accessible everywhere and every seating area should include multiple plugins for charging laptops, especially study areas.
- The Student Center on the Valencia campus requires significant renovation to become a more inviting and comfortable place in which to study and meet up with other students.
- Technology has changed the way faculty teach and students learn; Hyflex modalities will be the norm.
- Classrooms should be more flexible and designed to accommodate different technologies and teaching modalities.
- Faculty input in the design of new lab spaces and classroom is essential.
- In the wake of the pandemic there is a real desire to re-establish the human element at COC, face to face interactions, especially for students.

## ENVIRONMENTAL SCAN/ RESEARCH

As part of the EFMP planning process, an environmental scan was developed with assistance from College of the Canyon's Institutional Research, Planning & Institutional Effectiveness to provide background information and quantitative data on population and demographics, business growth and employment projections, college enrollment and success rates, and other factors shaping the environment in which College of the Canyons operates. The environmental scan informs the EFMP by identifying existing and projected future conditions that College of the Canyons will need to address to ensure an optimal future for the institution and the students it serves. Detailed findings from the environmental scan are presented in Chapter 2 of the EFMP.

## EFMP DIVISION AND PROGRAM ASSESSMENTS

The College of the Canyons EFMP is rooted in an analysis of the programs and services offered to students at the college and in expectations shaped by future trends and program needs. To facilitate this analysis, the consultant team worked closely with the COC Office of Institutional Research, Planning & Institutional Effectiveness to compile and organize performance and outcomes data for every division and department program at COC. The data that was compiled and examined included efficiency, demand and outcome metrics over the last five years, and tentative enrollment forecasts based upon the preceding five years of student enrollments in each discipline. Also included in this assessment was regional jobs data and analysis for occupations related to each discipline, recent award outcomes, and projected related job growth over the next decade.

The information generated as a result of this analysis was shared with the deans and directors to guide them in developing updated data-driven profiles for every program offered by COC departments. Each updated program profile should provide an understanding of the strengths, opportunities, and exiting needs for programs currently in place while setting a foundation for developing new program areas where the need is indicated. The resulting program profiles that were developed by COC staff and refined through consultant review are presented in EFMP Chapter III- Educational Programs and Services.

## FACILITIES MASTER PLAN PROCESS

The educational planning process projected future demand for the academic programs and student services provided by College of the Canyons. The EFMP planning team applied these projections, which determine program needs and priorities, to the facilities planning component of the EFMP. During the public engagement process, the college community provided much of this vital information, in conjunction with other sources providing demographic and economic trends data. The planning team used this knowledge to determine future space requirements, assess existing building conditions, and to identify a range of future facilities and infrastructure opportunities. This framework and vision for the future Valencia and Canyon College campuses is illustrated in graphic and narrative form beginning in Chapter IV of the EFMP, including proposed new construction, renovations, and other campus development.

## RELATED PLANS AND PROCESSES

The Educational and Facilities Master Plan is the college's long-term plan for academic programs, student services, and facilities. It fulfills this purpose as a key part of an integrated planning cycle which underlies the success the college has achieved over the decades. First, the EFMP is aligned with and supports the overall goals and priorities established by the college's Strategic Plan, which is updated every three years. Secondly, the EFMP informs and is informed by numerous other operational and programmatic planning processes, including its Enrollment Management Plan, Technology Master Plan, Program Review, and many other planning efforts including Student Equity & Achievement, Guided Pathways, Equal Employment Opportunity, Professional Development Plan, Strong Workforce, Staffing Plan, Diversity, Equity, and Inclusion Plan.

## STRATEGIC PLAN

Planning for the COC Strategic Plan begins with a review of the college's Vision, Mission, and Philosophy and of statewide initiatives such as the CCCCO Vision for Success whose directives are applied to the thinking that will shape the Strategic Plan. These overarching priorities, when considered in the context of the local challenges and opportunities facing the college lead to the identification of Strategic Goals that reflect local conditions. In turn, these Goals focus the energies of the college over the life of the strategic plan by enabling all divisions and departments to develop measurable Objectives that will guide actions toward the achievement of those Goals.

## PROGRAM REVIEW

In light of changes in the community and the economy that impact the college's programs and services, the Program Review process provides for a periodic assessment and evaluation of instructional programs, academic support programs, and student services. It includes recommendations for future program development, faculty and staffing, facilities and equipment, technology, and support services. Every academic department and administrative program will complete a full program review every three years with annual updates.

## ENROLLMENT MANAGEMENT PLAN

This plan defines enrollment goals, such as an enrollment head count/FTES goal, and establishes procedures for reaching those goals, enabling the college to control its size, shape, and character, including generating the financial resources required to support that enrollment level.

## TECHNOLOGY PLAN

The Technology Plan guides the implementation of technology at the college. It assesses the current state of technology at the college and where it needs to be in the future by extracting technology needs provided by the academic and administrative departments in the EFMP and integrating those needs into an overall college wide Technology Plan.

## STUDENT EQUITY & ACHIEVEMENT PLAN

The Student Equity and Achievement Plan identifies strategies and practices to improve educational outcomes for all students by narrowing and eliminating the achievement gap for students from disproportionately impacted and traditionally underrepresented groups.

## STATEWIDE INITIATIVES

In recent years, the California Community Colleges Chancellor's Office (CCCCO) has launched numerous statewide initiatives to improve success outcomes for students in every community college in the state. As was true for the preceding 5-year EFMP, the development of the 2023-2029 Educational and Facilities Master Plan was an opportunity for College of the Canyons to continue to fully align itself with both the goals and spirit of these initiatives.

## VISION FOR SUCCESS

Developed in September 2017, the Vision for Success established a vision for improving the performance of the California Community College System within five years, by 2022. Its purpose is to ensure that the community college system is fulfilling its ultimate aim to help students complete their educational goals. The Vision for Success adopts six student-outcome goals that clearly define priorities and a focus for the system as a whole. After the first five years, these goals remain largely unchanged:

### **Goal 1- Completion**

Increase completion of degrees, credentials, certificates, and job specific skill sets by 20%.

### **Goal 2 – Transfer**

Increase the number of students who transfer to USC and CSU by 35%

### **Goal 3- Unit Accumulation**

Decrease the average number of units accumulated by associate degree earners to 79 units.

### **Goal 4 – Workforce**

Increase the number of exiting CTE students employed in their field of study to 76%

### **Goal 5 – Equity**

Reduce equity gaps by 40% across all the above measures by 2022 and fully close those gaps by 2027.

### **Goal 6 – Regional Equity**

Close regional gaps across all the above measures by 2027

The Vision for Success is the foundational statewide initiative for ensuring positive outcomes for students entering the community college system. Several other initiatives are aligned with the Vision for Success and are designed to help make the achievement of its goals a reality.

## GUIDED PATHWAYS

Guided Pathways is the primary vehicle for achieving the Vision for Success goals. It is a framework designed to help students reach their goals by creating highly structured, crystal-clear roadmaps that lead to defined educational or career objectives. Guided Pathways also integrates support services in ways that make it easier for students to get the help they need during every step of their community college experience. The Guided Pathways framework consists of four major pillars:

- Create clear curricular pathways to employment and further education
- Help students choose and enter their pathway
- Help students stay on their path
- Ensure that learning is happening with intentional outcomes

## AB 705

AB 705 took effect on January 1, 2018. The bill required community college districts and colleges to maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one-year timeframe and to use, in the placement of students into English and math courses, one or more of the following: high school coursework, high school grades, and high school grade point average.

## AB 1705

Signed into law in September 2022, AB 1705 builds on and expands AB 705. It not only requires community colleges to place students into transfer-level English and math courses but to take steps to ensure students enroll in these courses and also, if needed, that they receive additional concurrent support designed to improve their ability to pass transfer-level courses.

## AB 19: CALIFORNIA PROMISE PROGRAM

AB 19, the California Promise Program, provides colleges with funding to waive enrollment fees for one year for all first-time, full-time students who apply for financial aid. Previously, only students who could meet certain criteria qualified for the enrollment waiver program, formerly known as the Board of Governors Fee Waiver.

## STUDENT EQUITY AND ACHIEVEMENT (SEA) PROGRAM

The SEA program consolidated separate funding for three categorical programs – Student Success and Support Program (SSSP), Basic Skills Initiative, and Student Equity. This action integrated the three programs into a single SEA program to advance the system-wide goal of achievement for all students with an emphasis on eliminating achievement gaps for students from traditionally underrepresented groups.

## STUDENT CENTERED FUNDING FORMULA (SCFF)

The Student-Centered Funding Formula became effective in 2018-19. In prior fiscal years, enrollment of full-time equivalent students (FTES) was the traditional driver of community college funding. However, concerns were raised by educators, elected officials, and members of the public that many students who entered a community college never completed a degree, certificate, or transfer, or it took them a long time to do so. Thus, the new SCFF is in part a performance-based funding formula intended to reflect the extent to which students at each college are successfully achieving their educational and career outcomes. State apportionment funds are allocated to community college districts based on three factors:

- A base allocation, which largely reflects FTES



- A supplemental allocation based on the number of students receiving a California College Promise Grant, a Pell Grant or students covered by AB 540
- A student success allocation based on outcomes that include the number of students earning associate degrees and credit certificates, the number of students transferring to four-year colleges and universities, the number of students who complete transfer-level math and English within their first year, the number of students who complete nine or more career education units and the number of students who have attained the regional living wage.

## AB 288: DUAL ENROLLMENT

AB 288 established College and Career Access Pathways (CCAP) partnerships to facilitate the development and promotion of K-12 and community college dual-enrollment programs. AB 288 helped advanced high school students begin college early and by doing so, it saves time, money, and scarce educational resources. AB 288 also improves college readiness skills for those students academically underprepared for college-level course work and by doing so helps a broader range of student's transition from high school to college, particularly students from underrepresented backgrounds for which a college education was not guaranteed.

## EFMP THEMES: DISTRICT-WIDE PLANNING CHARRETTE

As a key part of the EFMP development process, a planning charrette was held March 25, 2022. The purpose of the charrette was to facilitate discussions among faculty, staff, and students to help shape the future of facilities and programs on the Valencia and Canyon Country campuses. Priority ideas and suggestions that emerged from the charrette provided a guiding context for division directors and department heads as they were assessed the future direction of their respective programs as described above.

The charrette was organized around eight topics/themes concerning community, economic and educational trends that had been previously identified by the College of the Canyons community through outreach and research activities that had taken place over the preceding months.

- **Repurposing College Facilities**
- **Expanding Student Support Services**
- **Reinvesting in Workforce Training and Economic Development**
- **Accelerating Coursework and Student Completions**
- **Applying Lessons Learned from Online Learning and Instruction**
- **Addressing the Decline in Student Enrollment**
- **Enhancing College Experience and College Life**
- **Expanding the Marketing Reach of the College**

During the charrette, breakout groups were assigned to each of the eight themes. After reviewing information about their assigned topic, each group discussed among themselves ideas and suggestions for how College of the Canyons should address these challenges and opportunities in the future. These discussions generated a significant volume of information which has been documented in a charrette summary report found in a separate appendix.

A summary of the key ideas and priorities identified by each breakout group, below, serves as a bridge between outreach and environmental scan activities of Phases I and II of the planning process and the program assessments developed in Phase III.

## PRIORITY IDEAS AND SUGGESTIONS BY TOPICAL THEME

### TOPIC A – REPURPOSING COLLEGE FACILITIES

The accelerated transition to online learning brought on by the COVID-19 pandemic created an opportunity to rethink how best to use what are now underutilized classroom facilities. At the same time, there is a shortage of lab space for many health, science and CTE programs:

- Develop a proper, true data center for the College that is self-sufficient in terms of power and electricity.
- Prepare to make substantial investments in technology and its ongoing maintenance to accommodate the shift to online learning, hybrid classes, and other technology-based educational modalities.
- Ensure redesigned/new classroom spaces can be quickly and easily reconfigured to meet the instructional requirements of different programs using the same classroom space, as well as different teaching modalities and technologies.
- Customize the integration of technology and equipment that will go into each classroom by configuring it in ways that will maximize its use, avoiding poor sightlines, bad lighting, or other design issues.
- Focus facilities and campus design on both the educational and social needs of students.

### TOPIC B – EXPANDING STUDENT SUPPORT SERVICES

The demand for student support services, including counseling services (both academic advising and mental health support) continues to increase and outstrip the supply of available space. The need has only grown more acute in the wake of the social isolation engendered by COVID-19 and the transition to off campus online learning. There also exists an increased expectation and mandate for “whole student” support designed to enhance student success. Efforts to provide additional student support are limited however by state mandates which require that 50 percent of a community college’s expenditures be restricted to classroom instruction.

- Provide a clear onboarding and student preparation process customized for different student groups (e.g., traditional students, working adults, etc.)
- Provide the same level of services to nighttime, evening, and weekend students as received by students on campus during weekdays.
- Assess student needs holistically encompassing mental health, childcare, and basic needs such as food and housing; ensure the basic needs of all students are being met.

- Increase the focus on DEI including more resources for counseling, tutoring, and assessment.
- Expand career and tutoring support.
- Increase student financial aid.
- Connect students to local businesses.

## TOPIC C – REINVESTING IN WORKFORCE TRAINING AND ECONOMIC DEVELOPMENT

There is a continuing commitment on the part of COC to ensure that all academic CTE and transfer programs are aligned with current and long-term labor market needs. The development of new and redesigned instructional programs equipping students with the high demand skills and knowledge businesses are seeking in their employees has long been a core strength. This capacity is even more important today, given the accelerating pace of economic and technological changes unfolding in the labor market:

- Increase physical space planned and dedicated to specific career technical education (CTE) programs, functions, and for multi-use purposes.
  - CTE requires space for hands-on activities that cannot be carried out online.
  - Space planning for CTE facilities (new and repurposed spaces) should be conducted with input from faculty and stakeholders, i.e., those who understand how the space will be used and its requirements.
- Assess industry trends and apply findings to the ongoing update of the curriculum to ensure CTE programs offered by COC remain current, up to date, and are always fully aligned with industry needs and requirements.
- Reframe and reposition the value and importance of CTE programs given the growing demand for “new collar” high tech workers in a technology driven economy.
- Facilitate the development of a "planning culture" that will undergird the successful design and implementation of new CTE facilities and programs.
- Improve the marketing of our CTE programs to heighten awareness of the key role COC has played in developing the highly skilled workforce required by industry and firms in our local economy.
- Collaborate across departments and delivery systems.

## TOPIC D – ACCELERATING COURSEWORK AND STUDENT COMPLETIONS

The traditional model of carving out two to four or more years out of an individual’s life in pursuit of a college degree or other certification can no longer meet the expectations or needs of all of today’s students.

- Provide students with full access to computer labs and services 24/7 that are equipped with more powerful computers, processing capacity, and software for performing software intensive tasks and staffed with technicians who can provide guidance and assistance.

- Require every student to meet with a counselor at the start of their college career and once per semester to develop and manage a course plan that enables them to graduate on schedule or even on a quicker more accelerated timeline.
- Explore re-purposing under-utilized or vacant facilities for cross-disciplinary learning opportunities to accelerate the learning process for students immersed in classes where they mix with faculty and students from other related programs/subjects.
- Provide students with on campus work opportunities related to their field of study (e.g., culinary students and on-campus food services) to accelerate their learning by being exposed to a hands-on environment that mirrors real life situations.
- Address the impact of AB 705 and the pending AB 1705 to determine if these are really helping the students they were intended to benefit.

## TOPIC E – APPLYING LESSONS LEARNED FROM ONLINE LEARNING AND INSTRUCTION

During the rapid transition to online learning made necessary by the COVID 19 pandemic, many students performed well online, but a significant number did not.

- Create hybrid spaces and Hyflex instruction so students have options on how they will attend class.
- Target professional development: hybrid modalities.
- Assess and update learning spaces.
- Enhance support to adjunct faculty in professional development.
- Re-imagine performance evaluation re: professional development.
- Discern between online needs and disciplines/ curricula.

## TOPIC F – ADDRESSING THE DECLINE IN STUDENT ENROLLMENT

In 2021 during the COVID-19 pandemic student enrollment declined by 17%. This was in addition to demographic changes in the community that even before the pandemic were already anticipated to impact enrollment levels in coming years.

- Offer the courses students want (topics/subjects) and when they want them (scheduling)
  - Explore shorter schedules for some courses.
  - Rebalance online versus in-person courses.
  - Improve coordination between staff and faculty to help make this happen.
- Expand existing opportunities to attract new students, including dual enrollment programs, middle school summer programs, and apprenticeship programs.
- Enhance messaging to destigmatize the false perception many have of the value of a community college education and emphasize the high quality of COC programs and
- Facilitate pathways to support student retention.
  - Redirect nursing student dropouts to similar more hands-on programs like occupational therapy.

- Ensure there are counselors for all students and that they are informed about the process they need to undertake to reach their goal.
- Reconfigure facilities on campus so similar disciplines/programs are clustered together in the same area (e.g., health sciences) and to enhance the campus experience.

## TOPIC G – ENHANCING COLLEGE EXPERIENCE AND COLLEGE LIFE

The time a student spends in college are some of the most formative years in their life and the potential richness of that experience can depend greatly on what takes place outside the classroom. Meeting the developmental and social needs of the whole student will not only enrich their time here at COC but can also attract more students to enroll here and once they become students encourage them to stay to reach their academic and career goals. Offering amenities and engagement opportunities can also enrich the larger community outside the college, enabling COC to become an even more integral part of community life in the Santa Clarita Valley:

- Open a technology center where students can do their homework/study, receive tech assistance, and give them a reason to stay on campus and interact with other students
- Renovate and modernize the library in conjunction with the new technology center
- Modernize the Student Center to become a more robust, attractive, and student friendly space.
- Improve wayfinding by upgrading to electronic touch sensitive maps
- Improve the Zoom Zones - make them more inviting for students who need more quiet areas to study and to participate more fully in online/hybrid classes without distracting noise.
- Revamp and modernize existing athletic facilities
- Modernize original concrete buildings built over 50 years ago including more up to date technology infrastructure
- Establish multicultural centers on both campuses
- Expand the number of gender-neutral facilities on both campuses

## TOPIC H – EXPANDING THE MARKETING REACH OF THE COLLEGE

College of the Canyons has a well-earned reputation as an innovator and leader among community colleges statewide and locally. It is seen as an especially valuable regional asset for the Santa Clarita Valley. Still, at a time when student enrollments are in flux, there is a need to more effectively communicate and market the value of a community college education beyond traditional targets.

- Materials and message should focus on "return to college"- as opposed to separating on-line versus in-person activities and experiences. Efforts should be made to showcase both.
- Develop communications and production capacity to create and update marketing materials. COC can leverage the resources and capabilities of the faculty, staff, and students of the Media Arts Department.
- Create internships and student positions to message and reach their peers.

- Conduct marketing research to validate or correct our assumptions about the potential audiences we need to reach. Use research to inform schedule changes to be better responsive to our students.
- Use local media resources-radio, cable access and existing/emerging channels to reach the surrounding communities.
- Use multiple channels- Online, live stream events via Facebook, Twitter, Discord/Twitch, gaming interfaces and others to promote the college and specific events and opportunities.

## CROSS CUTTING TOPICS

Regardless of the theme a group had been asked to focus on, some topics came up in multiple group discussions. In addition to the priority ideas and suggestions for each of the eight themes presented above, these cross-cutting issues should also be considered as COC moves forward with the development and implementation of its EFMP.

## INVESTMENT IN TECHNOLOGY

The pandemic elevated and increased our reliance on technology. The role of technology has shifted to such an extent it is now core to the educational infrastructure and is being applied to the mainstreaming of new teaching modalities. COC will need to prioritize investments in technology, related equipment, support spaces and services.

## TECHNOLOGY TRAINING

With about half of all COC students expressing a desire to continue taking classes on-line, ongoing training in the use of technology and digital tools should become standard. These students also expect a high standard of on-line instruction. Training is needed to ensure that staff, faculty, and students can use and understand the full capabilities of the technology and related platforms in which the College of the Canyons has invested. COC may also want to consider integrating into their online instruction and other technology-based teaching modalities, the use of tools and platforms that students are already familiar with including Facebook, Twitter, Discord/Twitch, gaming interfaces and others.

## EQUALIZING SERVICES FOR EVENING AND WEEKEND STUDENTS

As the demographics of the student population continue to shift (e.g., older students, working adults, etc.) the needs of students to which COC should respond have shifted as well. This includes the growing number of students seeking to attend evening and weekend classes. Along with classes, these students need the same level of access to students and instructional services that are provided to more traditional students during weekdays. A prime example is computer lab services which should be available 24/7 since many students can only do their classwork outside of standard daytime and evening classroom hours.

## CAMPUS ENGAGEMENT

Energizing the heart of each campus through facility design, services and amenities is an essential step in meeting both the social/educational needs and expectations of students. A vibrant campus life is a desirable feature that can serve to attract new students, retain current students, and create a better connection with the local community. COC needs to be perceived as a place that is welcoming and inclusive. Investments in programming, facilities and amenities can help achieve multiple goals. Reorganizing and clustering student services can help with this activation while also helping students to easily locate services. Related disciplines and programs (e.g., healthcare, STEM, etc.) can also be clustered on campus to achieve similar goals.



# II

## ENVIRONMENTAL SCAN (Profile of the Community & College)

## II. ENVIRONMENTAL SCAN (Profile of the Community & College)

### COLLEGE OF THE CANYONS SERVICE AREA COMMUNITY PROFILE

This section describes service areas, regional demographic trends, and forecasts. Below are the themes from this section.

#### A GROWING POPULATION

The College of the Canyons service area population has experienced slight growth over the last decade, and the coming years forecast more of the same. Growth in the service area will be slightly greater than that of Los Angeles County, due in part to continued job growth in the Santa Clarita Valley and in-county migration to new and more affordable housing.

#### FUTURE COUNTYWIDE POPULATION DECLINES

Starting in the early 2030s, Los Angeles County population will start to decline, in large part due to fewer young people, mirroring a trend expected across the state of California.

#### A YOUNGER SERVICE AREA POPULATION.

The College of the Canyons service area has a greater proportion of young people under the age of 20 than LA County, but a smaller proportion of college age and younger working age adults than the county.

#### GROWTH IN ENROLLMENT AT SERVICE AREA K-12 SCHOOLS

While there are projected declines in countywide K-12 enrollments, in the Santa Clarita Valley, the local school district (Hart USD) forecasts a slight growth among students in the coming years.

#### A GROWING SENIOR POPULATION

Both the service area and county are expected to see double digit growth rates of seniors in the region. By 2040, one in four residents in Los Angeles County will be 65 years of age or older.

#### GROWING RATES OF RESIDENTS OF COLOR IN SANTA CLARITA VALLEY

Growth among nonwhite residents in the service area who identify as Asian or Hispanic or Latino mirrors a similar growing diversity in Los Angeles County.

#### A MULTILINGUAL SERVICE AREA

One-third of service area residents speak a language other than English at home. In several service area communities, those without English proficiency make up 35 to 40 percent of residents who speak another language at home.



## IMPROVEMENTS IN GRADUATION RATES AT HART USD

The rate of students graduating from Hart District has improved by 11 percentage points over the last several school years, to be nearly on par with the county rate of 90.2 percent.

## A HIGHLY EDUCATED POPULATION

Half of service area residents hold at least an associate degree, and more than one-third have earned a bachelor's degree or higher. Only ten percent of residents in Santa Clarita Valley do not have at least a high school education, which is half the rate for residents in all of Los Angeles County.

## SERVICE AREA MEDIAN INCOME IS MORE THAN 1.5 TIMES THE LOS ANGELES COUNTY MEDIAN INCOME

The Santa Clarita Valley has a median income of more than \$104,000, though several service area communities have a median income closer to the countywide median of \$68,000. In most communities, rates of service area households experiencing poverty are half or less of the county rate.

## HOUSING COST BURDEN AFFECTS MORE THAN ONE-THIRD OF HOMEOWNERS, AND MORE THAN HALF OF RENTERS

Across the county, households are struggling to afford high average rents and mortgage costs, with more than half of renters and one-third of homeowners spending more than 30 percent of their incomes on rent, mortgage and other housing costs.

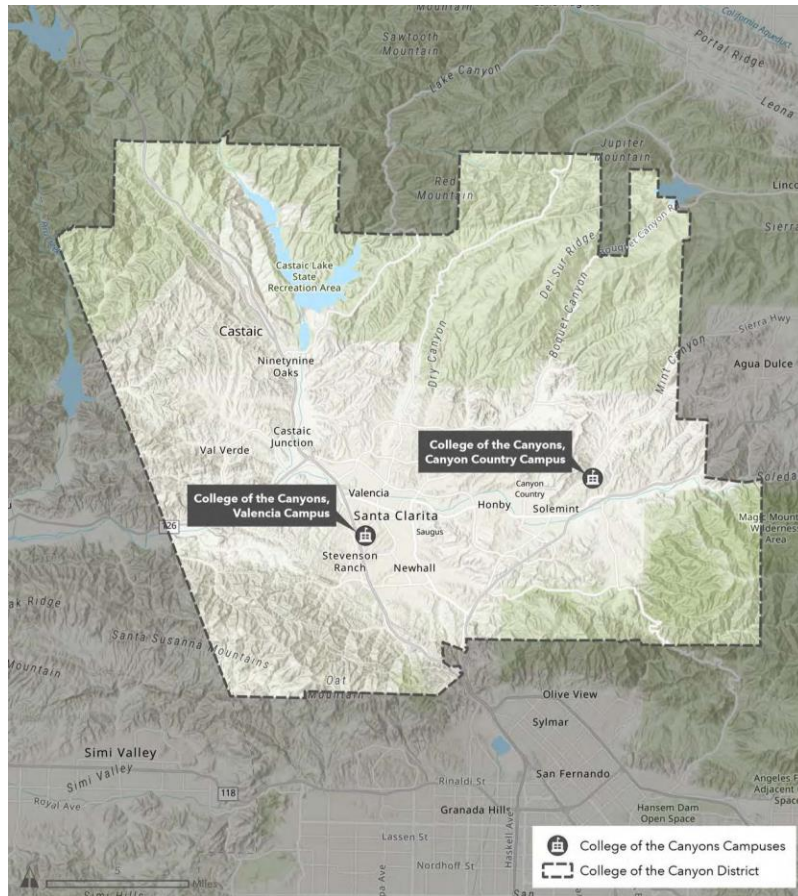
## MEDIAN HOME PRICES IN SANTA CLARITA VALLEY ARE SLIGHTLY HIGHER THAN THE SERVICE AREA'S MEDIAN INCOME

The median home price in the College of the Canyons service area was approximately \$50,000 less than the Los Angeles County median price, however households planning to purchase a home would still need a total median income that is slightly greater than the service area's median income.

# COLLEGE OF THE CANYONS SERVICE AREA COMMUNITY PROFILE

## SERVICE AREA AND CAMPUS LOCATIONS

FIGURE 1: MAP OF COLLEGE OF THE CANYONS DISTRICT



The College of the Canyons service area covers a 367 square mile area in northern Los Angeles County known as the Santa Clarita Valley. It includes the city of Santa Clarita and its incorporated communities including Canyon Country, Saugus, Newhall and Valencia, as well as other unincorporated communities in the region like Castaic, Val Verde and Stevenson Ranch.

The region was once a hub for agriculture thanks to the area’s fertile soils, but in recent decades housing and commercial development in the Santa Clarita Valley has transformed the landscape into a hub for several growing industries, including advanced manufacturing, aerospace, bioscience and medical device research and development, digital media and film, information technology, and travel and leisure.<sup>4</sup> In 1970, only about 51,000 people called the Santa Clarita Valley home; now nearly 300,000 people do.

The College of the Canyons has two campuses—one in Valencia and another located in Canyon Country. Approximately 20,000 students were enrolled during the 2020-21 academic year, and the college employed 645 faculty and staff, making it one of the largest employers in the Santa Clarita Valley. Slightly more than half of students (52%) come from the service area, most others live in other parts of Los Angeles County (see Figure at left).

SOURCE: FOUNDATION FOR CALIFORNIA COMMUNITY COLLEGES

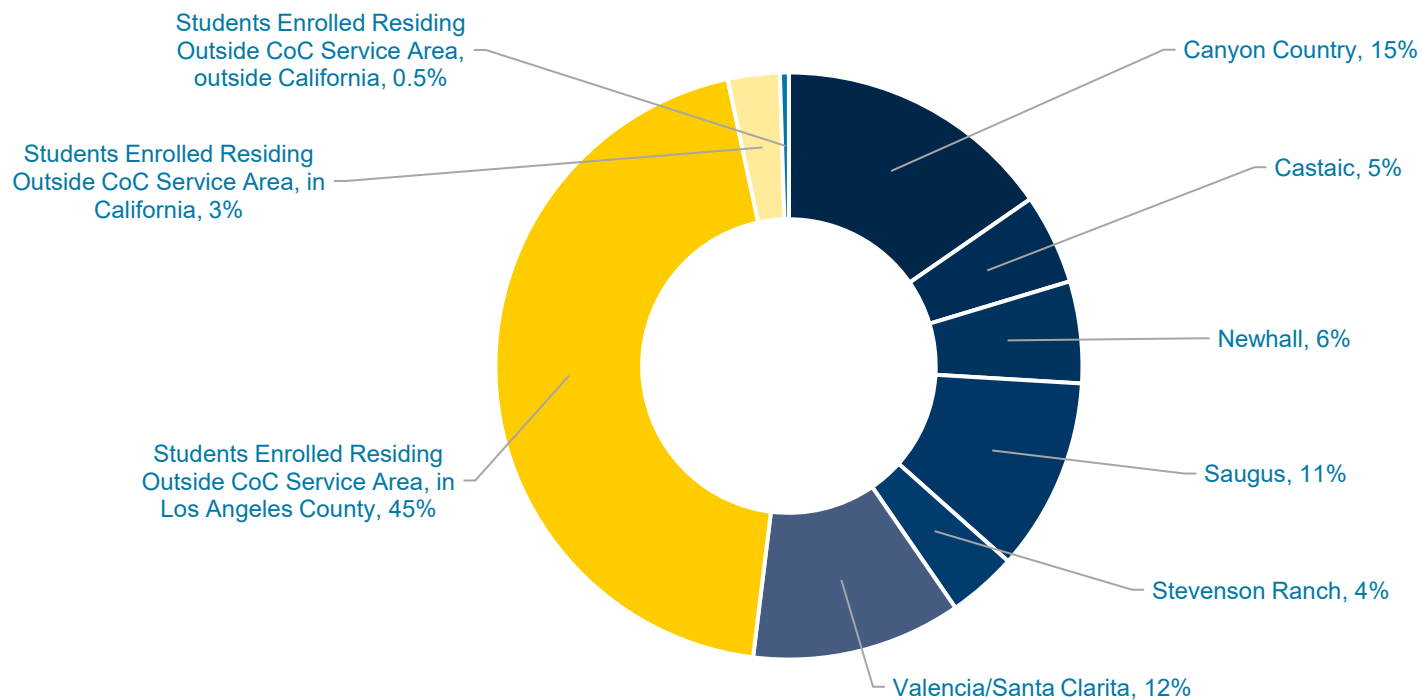
<sup>4</sup> Santa Clarita Community College District, 2020-2021 Factbook, p.10.  
2022-2027 EDUCATIONAL AND FACILITIES MASTER PLAN

## COMMUNITIES SERVED BY COLLEGE OF THE CANYONS

College of the Canyons draws approximately half of its students from the communities within its service area, which include Canyon Country, Castaic, Newhall, Saugus, Stevenson Ranch, Santa Clarita, and Valencia. Most of the balance comes from students who live in other cities and communities in Los Angeles County. Over the five fall terms between 2016 and 2020, 52 percent of students enrolled at College of the Canyons lived in the service area, with largest

enrollments from students living in Canyon Country and Valencia. Outside of the service area, more than 200 students enroll each year from each of several communities in the Antelope Valley, the San Fernando Valley, the City of Los Angeles, the San Gabriel Valley, and East Los Angeles.

**FIGURE 2: COLLEGE OF THE CANYONS ENROLLMENT BY PLACE OF RESIDENCE, AVERAGE RATE OF FALL TERM ENROLLMENTS, 2016 TO 2020**



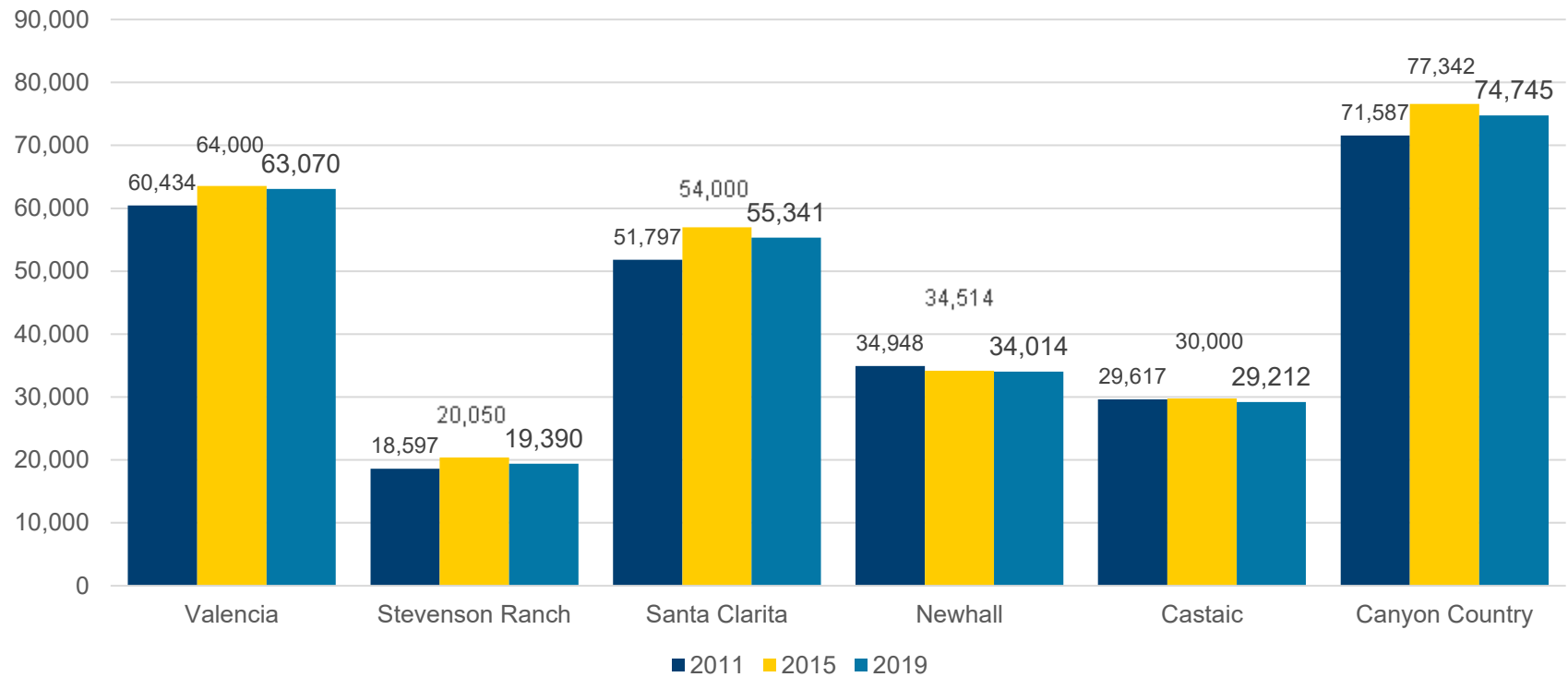
**SOURCE: COLLEGE OF THE CANYONS, OFFICE OF INSTITUTIONAL RESEARCH, PLANNING, AND INSTITUTIONAL EFFECTIVENESS (IRPIE)**

## POPULATION SNAPSHOT, COLLEGE OF THE CANYONS SERVICE AREA

According to recent U.S. Census data, the College of the Canyons service area and most of the communities within it have experienced a slight growth in population over the last decade. The service area has grown by more than three percent, or 8,700 people since 2011. The City of Santa

Clarita has experienced the greatest growth, adding 3,500 residents, or about seven percent more people since 2011. Canyon Country has grown by more than 3,000. Newhall and Castaic have experienced slight declines in population.

FIGURE 3: POPULATION SNAPSHOT, COLLEGE OF THE CANYONS SERVICE AREA



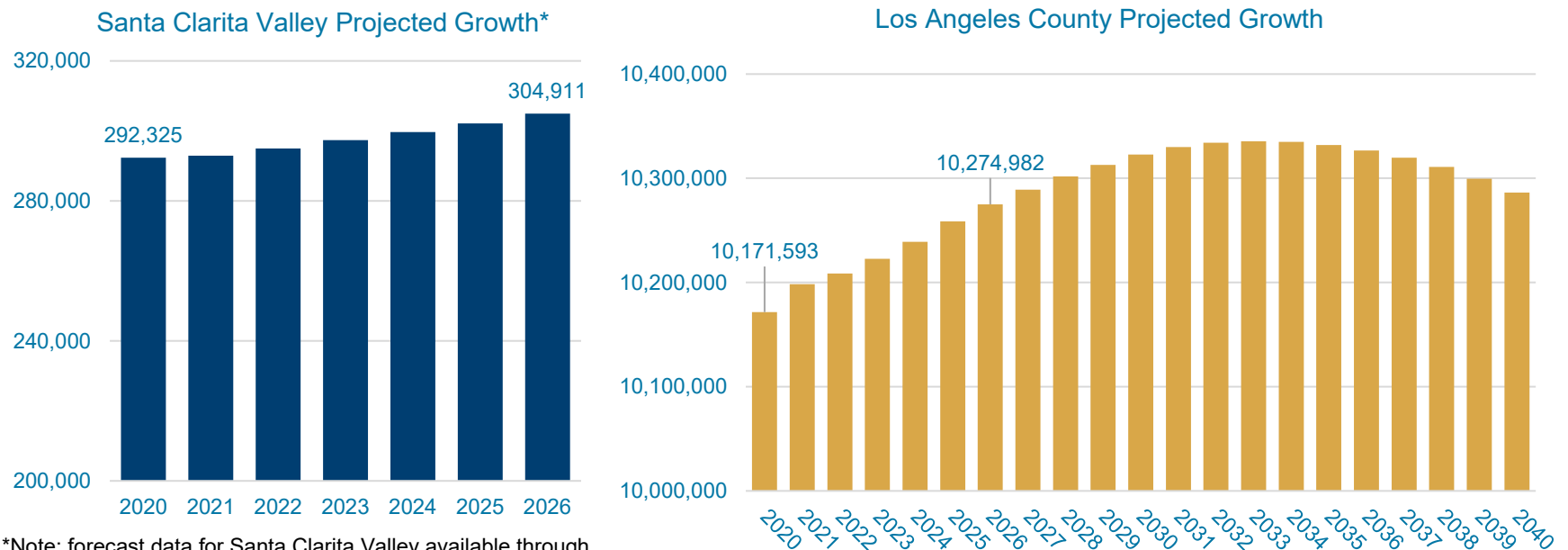
SOURCE: U.S. CENSUS, AMERICAN COMMUNITY SURVEY 5-YEAR ESTIMATES, 2011, 2015 AND 2019

## PROJECTED POPULATION GROWTH IN THE COLLEGE OF THE CANYONS SERVICE AREA AND LOS ANGELES COUNTY

The populations in Los Angeles County and in the College of the Canyons service area are projected to grow slightly over the next decade. The Santa Clarita Valley Economic Development Corporation estimates the service area will experience an average of 0.8 percent annual growth through 2026, adding about 12,000 new residents to the area in large part due to migration of new residents from other parts of the county.<sup>5</sup>

The Los Angeles County population will grow by only 0.2 percent per year, adding a total of approximately 100,000 people during that time. During the years 2033 and 2034, the California Department of Finance estimates that the Los Angeles County population will peak a bit above 10.3 million people and begin to experience a decline in the total number of residents.

FIGURE 4: POPULATION GROWTH PROJECTIONS, COLLEGE OF THE CANYONS SERVICE AREA AND LOS ANGELES COUNTY



\*Note: forecast data for Santa Clarita Valley available through 2026; CA Department of Finance forecasts at the county level through 2060.

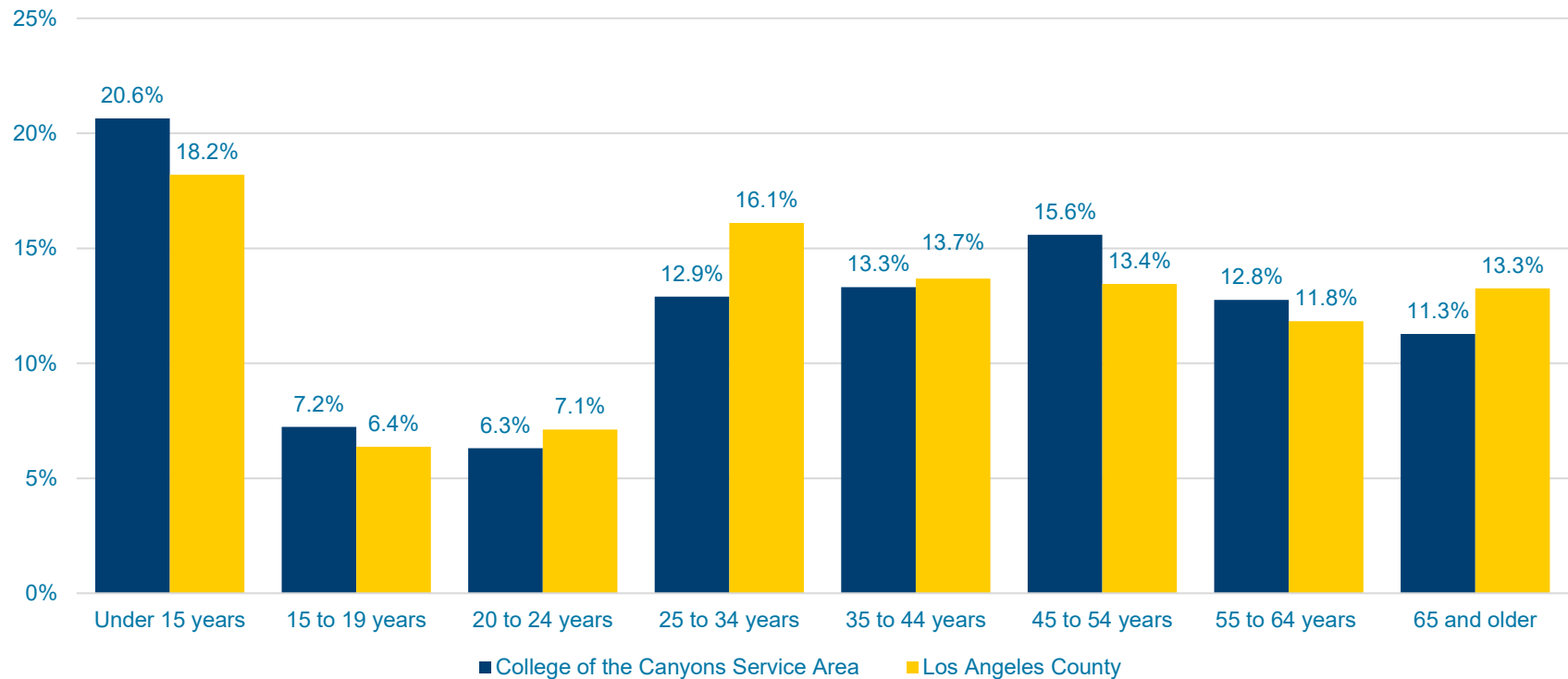
SOURCES: SANTA CLARITA VALLEY ECONOMIC DEVELOPMENT CORPORATION; CALIFORNIA DEPARTMENT OF FINANCE, 2021

<sup>5</sup> Santa Clarita Valley Economic Development Corporation, p.56  
2022-2027 EDUCATIONAL AND FACILITIES MASTER PLAN

# SERVICE AREA AND REGIONAL DEMOGRAPHICS: AGE

In the College of the Canyons service area, approximately one in five residents (20.6%) is under the age of 15, a bit higher than the percent of young people in Los Angeles County. The service area also has greater proportions of residents than the county population among 15- to 19-year-olds, and among 45- to 54-year-olds. Far fewer seniors live in the College of the Canyons service area compared to their percent of the population in Los Angeles County, and there are far fewer 25- to 34-year-olds compared to the proportion of this age group countywide.

FIGURE 5: PERCENT OF POPULATION BY AGE GROUP, COLLEGE OF THE CANYONS SERVICE AREA AND LOS ANGELES COUNTY, 2019



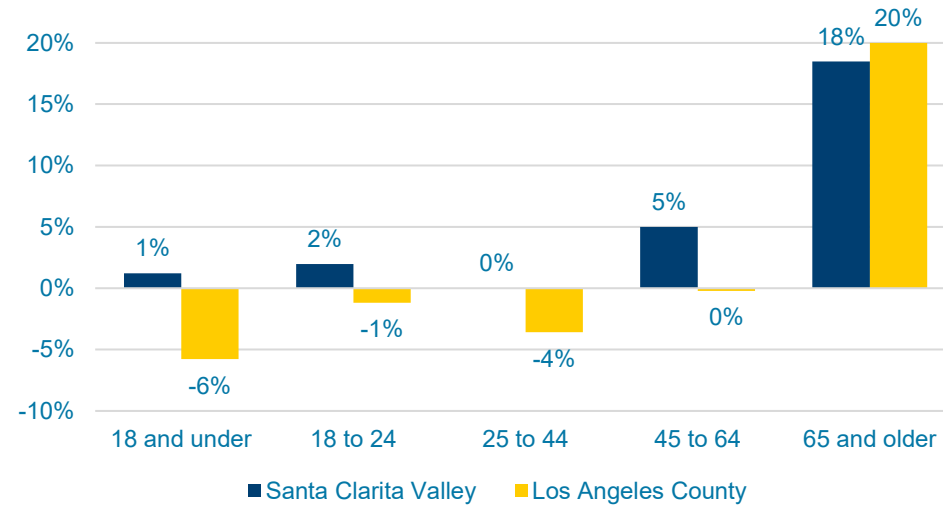
SOURCE: U.S. CENSUS, AMERICAN COMMUNITY SURVEY 5-YEAR ESTIMATES, 2019

## POPULATION GROWTH PROJECTIONS BY AGE GROUP

Looking at expected population growth by age group in the coming years as seen in Figure 6 and 7, the Santa Clarita Valley Economic Development Corporation forecasts modest growth among young people and working adults through 2026 in the College service area. Growth in these age groups, and in Los Angeles County, will be dwarfed by growth among those over 65 years of age. Los Angeles County will experience declines among younger and

working age population—the California Department of Finance projects there will be six percent fewer residents in Los Angeles County under the age of 18, and slight declines among working-age adults by 2026. There will be 20 percent more seniors in the county in 2026 than in 2020. By 2040, countywide estimates forecast 72 percent more seniors in Los Angeles County than in 2020 and continued declines among younger age population groups.

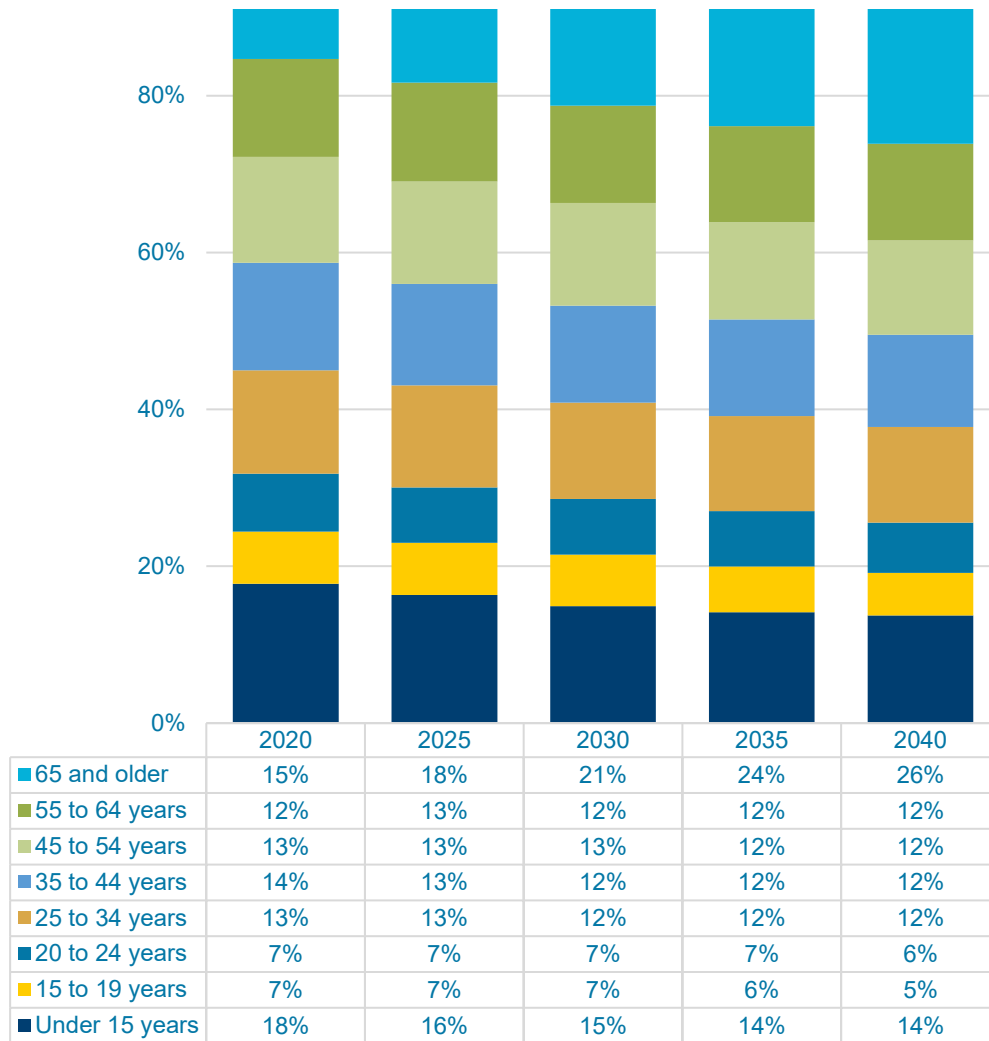
FIGURE 6: PROJECTED POPULATION GROWTH BY AGE GROUP, SANTA CLARITA VALLEY AND LOS ANGELES COUNTY, 2021 TO 2026



Note: The timeframe and age groups used here are organized to reflect those used in the Santa Clarita Valley Economic Development Corporation Economic Outlook, September 2021 forecasts.

SOURCE: SANTA CLARITA VALLEY ECONOMIC DEVELOPMENT CORPORATION; CALIFORNIA DEPARTMENT OF FINANCE, 2021

FIGURE 7: PROJECTED PROPORTION OF POPULATION BY AGE GROUP, LOS ANGELES COUNTY, 2020 TO 2040



SOURCE: CALIFORNIA DEPARTMENT OF FINANCE, 2021

The table at left shows the projected percentages of the Los Angeles County population by age group over the next twenty years. The proportion of all age groups as a percent of the total population is expected to decline or remain flat, except for seniors. By 2040, one in four residents in Los Angeles County will be 65 years of age or older.

In 2020, young people under 15 years of age made up the largest cohort among the age groups listed in the figure at left. But by 2040, the proportion of Los Angeles County residents under the age of 15 will drop from nearly one in five to one in seven residents.

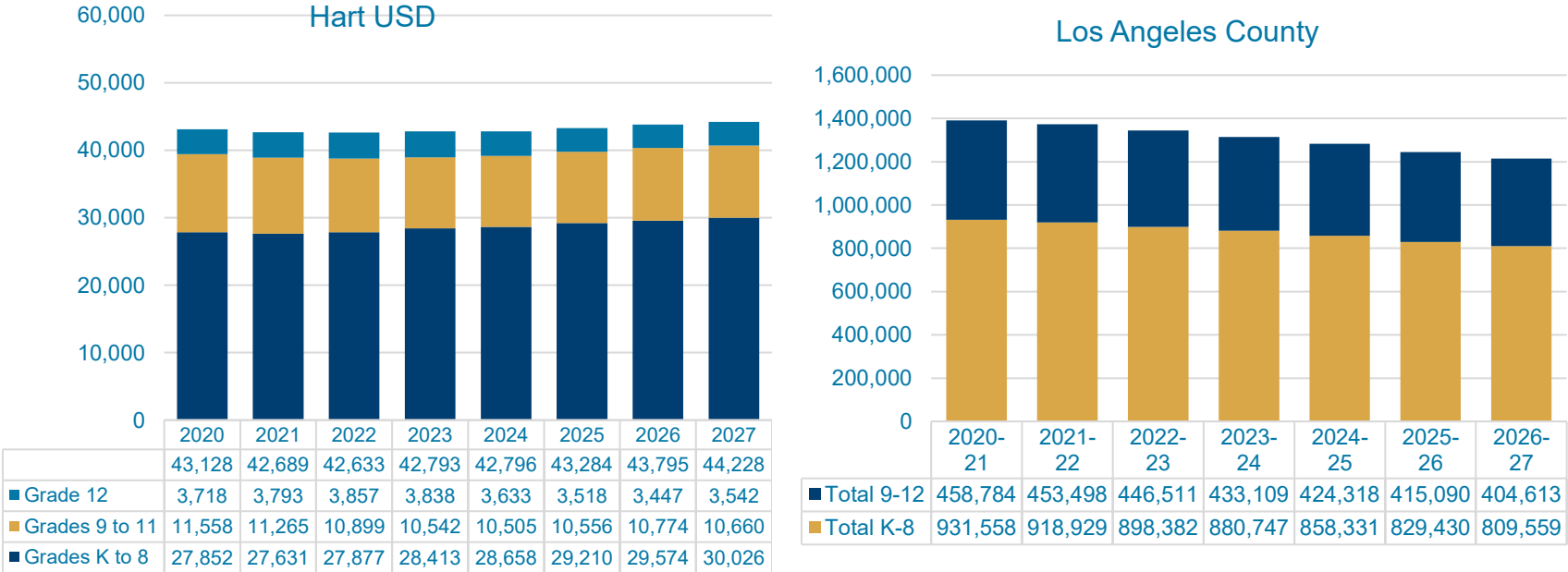


# SCHOOL-AGE POPULATION TRENDS

College of the Canyons service area includes William S. Hart Unified School District (USD), which enrolled nearly 43,000 students in K-12 schools in the Santa Clarita Valley in 2021 (see figure 8). In the next few years, Hart USD expects enrollments to be relatively flat, with only 2.6 percent total growth through 2027. Most of the growth in enrollments will occur in kindergarten through 6<sup>th</sup> grade levels, where Hart USD projects 2,224 additional student enrollments from 2020 to 2027. High school enrollments are expected to decline an average of one percent per year through 2027.

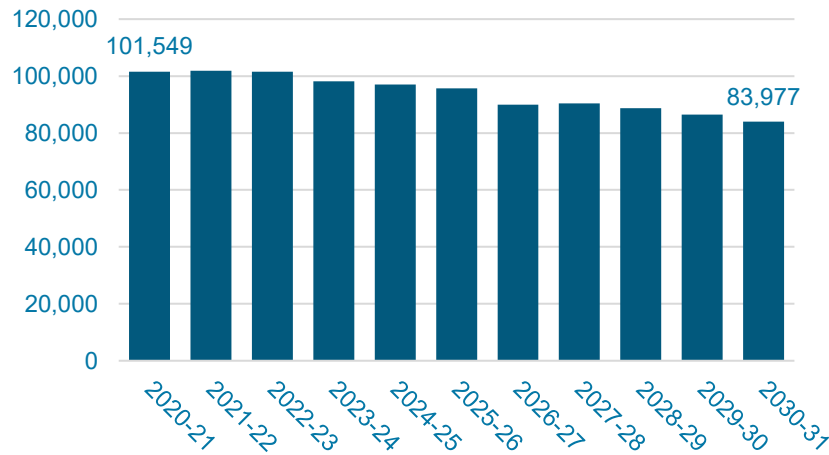
In all of Los Angeles County, a starker enrollment picture is emerging, which mirrors broader state and national trends. The County is forecast to lose several hundred thousand K-12 student enrollments over the next decade. There will be an estimated 82,000 fewer high school students in 2029 than in 2020, and 173,000 fewer students in grades K through 8.

FIGURE 8: K-12 ENROLLMENT TRENDS AND PROJECTIONS AT WM S. HART SCHOOL DISTRICT, AND LOS ANGELES COUNTY, 2020 TO 2026



SOURCE: HART SCHOOL DISTRICT; CALIFORNIA DEPARTMENT OF FINANCE, 2021

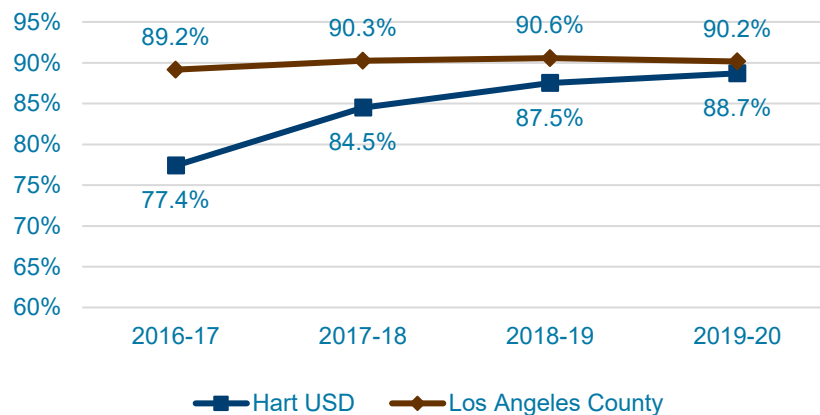
FIGURE 9: PROJECTED PUBLIC HIGH SCHOOL GRADUATES BY SCHOOL YEAR IN LOS ANGELES COUNTY, 2020-21 TO 2030-2031



Similar declines will be seen in graduations. Statewide, the number of high school graduates is expected to decline by eight percent over the next decade. The table at left shows California Department of Finance projections that Los Angeles County will see declines among high school graduations at more than double this rate, or approximately 17 percent less high school graduates in school year 2030/31 than in 2020/21. In Los Angeles County, this means an estimated 17,500 fewer graduates.

SOURCE: CALIFORNIA DEPARTMENT OF FINANCE, 2021

FIGURE 10: GRADUATION RATES AMONG HART USD AND ALL LA COUNTY HIGH SCHOOL STUDENTS, 2016-17 TO 2019-20 ACADEMIC YEARS

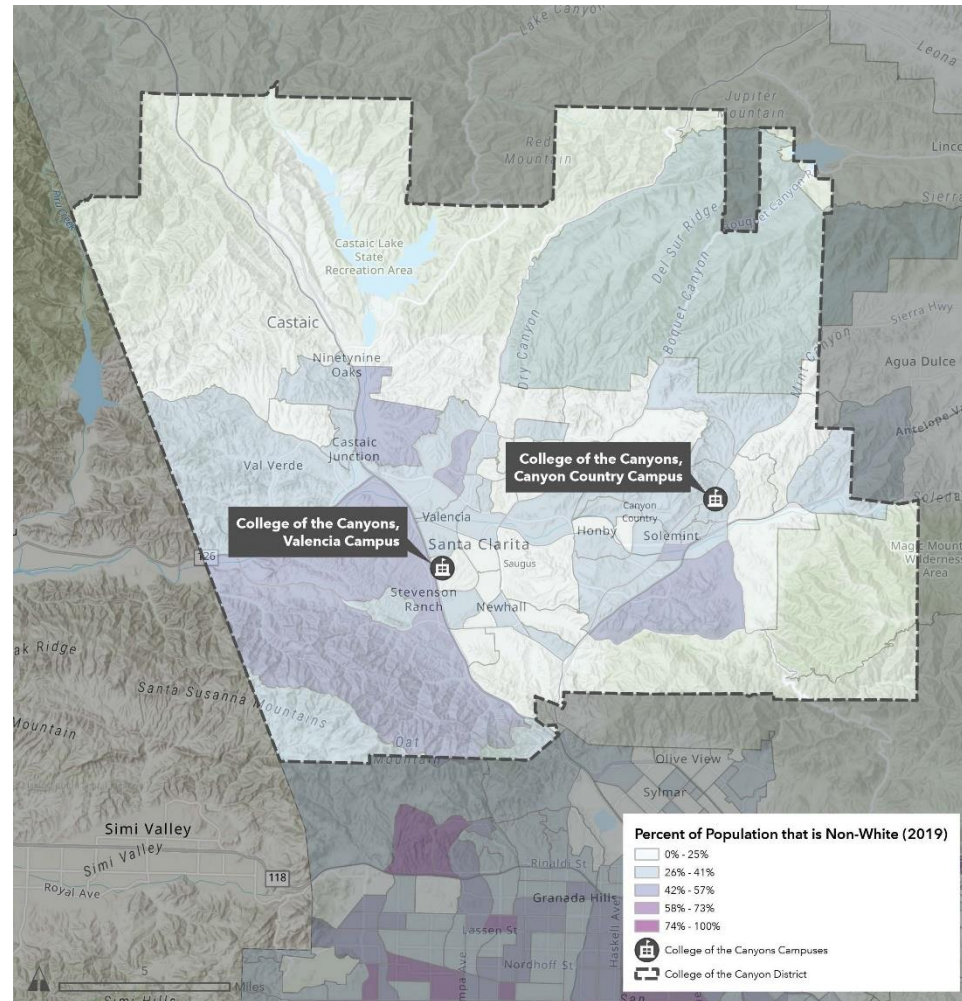


The table at left compares graduation rates at Hart USD high schools to rates at all Los Angeles County High Schools. Graduation rates among high school students in Santa Clarita Valley have improved in recent years. Data from Hart USD shows that in 2020 nearly nine out of ten students graduated from high school in the district, an increase of 11 percentage points between the 2016/17 and 2019/20 school years, bringing the district close to on par with countywide graduation rates.

SOURCE: HART UNIFIED SCHOOL DISTRICT AND CALIFORNIA DEPARTMENT OF FINANCE

# SERVICE AREA AND REGIONAL DEMOGRAPHICS: RACE AND ETHNICITY

FIGURE 11: MAP OF RACE AND ETHNICITY IN COLLEGE OF THE CANYONS SERVICE AREA COMMUNITIES



College of the Canyon’s service area includes several communities where more than half the residents identify as people of color, including Castaic, Newhall, and Canyon Country. Parts of Newhall and Castaic have nonwhite populations that may reach as high as nine in every ten people (see map at left).

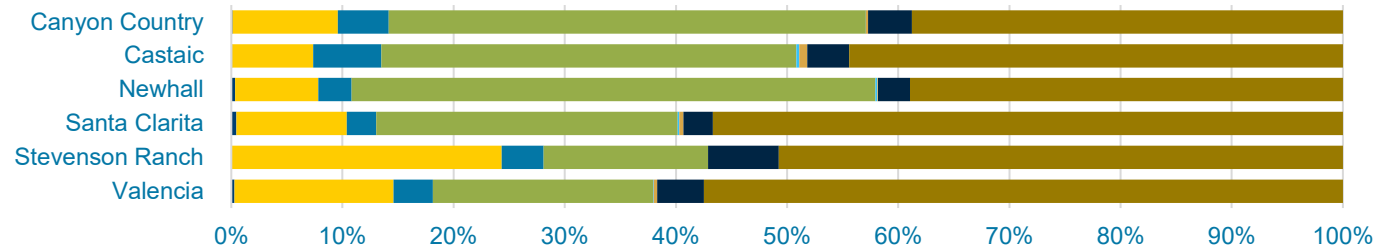
FIGURE 12: NONWHITE POPULATION IN SERVICE AREA COMMUNITIES

Service Area Communities	Nonwhite Population	Percentage
Canyon Country	45,757	61%
Newhall	20,771	61%
Castaic	16,238	56%
Stevenson Ranch	9,549	49%
Santa Clarita	23,975	43%
Valencia	26,823	43%

SOURCE: U.S. CENSUS, AMERICAN COMMUNITY SURVEY 5-YEAR ESTIMATES, 2019

SOURCE: FOUNDATION FOR CALIFORNIA COMMUNITY COLLEGES; U.S. CENSUS, AMERICAN COMMUNITY SURVEY

FIGURE 13: RACE AND ETHNICITY OF COLLEGE OF THE CANYONS SERVICE AREA COMMUNITIES



	Valencia	Stevenson Ranch	Santa Clarita	Newhall	Castaic	Canyon Country
■ American Indian and Alaska Native alone	0.3%	0.0%	0.5%	0.3%	0.1%	0.1%
■ Asian alone	14.3%	24.3%	9.9%	7.5%	7.3%	9.5%
■ Black or African American alone	3.5%	3.8%	2.6%	3.0%	6.1%	4.6%
■ Hispanic or Latino (of any race)	19.8%	14.8%	27.1%	47.1%	37.4%	42.9%
■ Native Hawaiian and Other Pacific Islander alone	0.0%	0.0%	0.2%	0.2%	0.3%	0.0%
■ Some other race alone	0.3%	0.0%	0.4%	0.1%	0.7%	0.2%
■ Two or more races	4.2%	6.3%	2.7%	2.9%	3.8%	3.9%
■ White alone	57.5%	50.8%	56.7%	38.9%	44.4%	38.8%

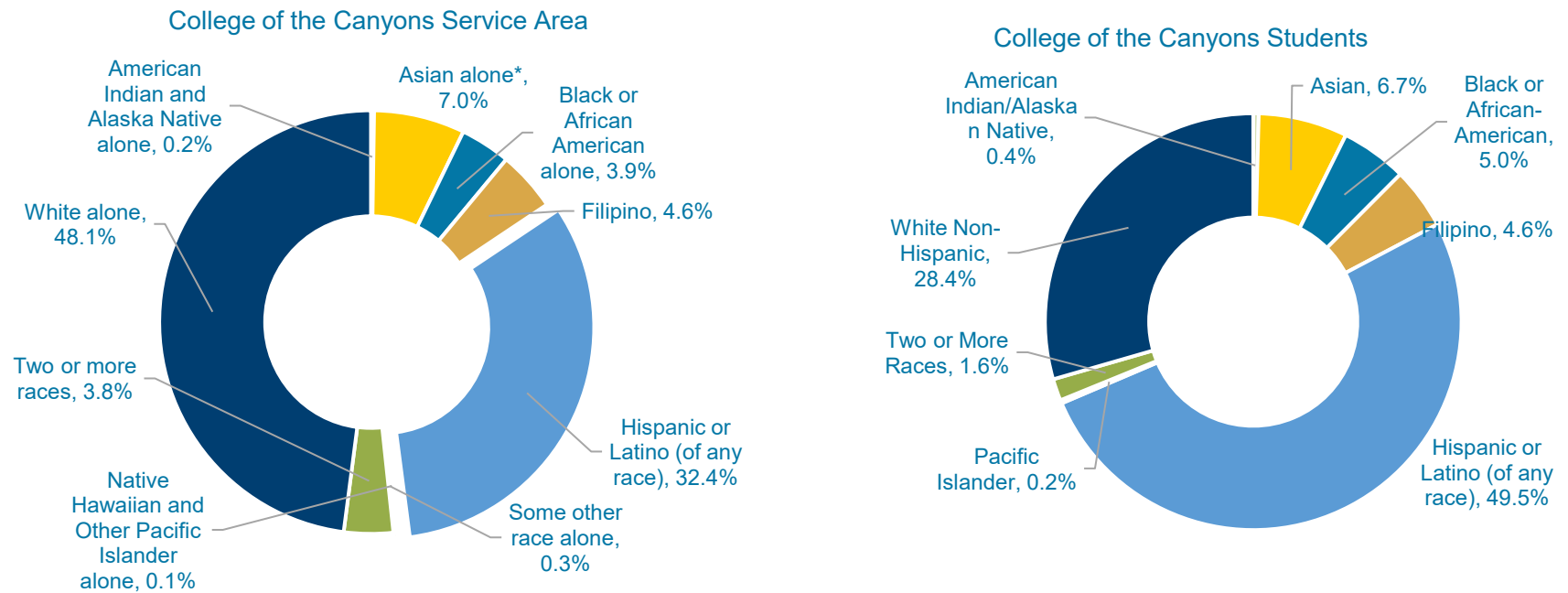
SOURCE: U.S. CENSUS, AMERICAN COMMUNITY SURVEY 5-YEAR ESTIMATES, 2019

Figure 13 above breaks out race and ethnicity by community in the service area. In Newhall, nearly half the population identifies as Hispanic or Latino. In Canyon Country and Castaic, approximately two of every five residents are Hispanic or Latino. In Stevenson Ranch, one in four residents is of Asian descent. Asian residents make up ten percent of the population in Santa Clarita, and 14 percent in Valencia. Black residents in Castaic and Canyon Country make up six and five percent of the population, respectively,

which is slightly greater than their proportion in the overall service area (3.9%), seen in the pie chart on the next page. White residents are a majority in Santa Clarita, Stevenson Ranch and Valencia; in the service area white residents represent 48 percent of the population.

\*Note: 2019 data was used to make a side-by-side comparison between Census and College data

FIGURE 14: RACE AND ETHNICITY OF COLLEGE SERVICE AREA AND COLLEGE OF THE CANYONS STUDENT POPULATION, 2019\*



SOURCE: U.S. CENSUS, AMERICAN COMMUNITY SURVEY 5-YEAR ESTIMATES, 2019; COLLEGE OF THE CANYONS, OFFICE OF INSTITUTIONAL RESEARCH, PLANNING AND INSTITUTIONAL EFFECTIVENESS (IRPIE)

The charts in Figure 15 above compare race and ethnicity in the College of the Canyons Service Area population to those of College of the Canyons students. Students of color represent 71 percent of College of the Canyons population, while in the service area, nonwhite residents comprise just over half of all residents. Hispanic or Latino students make up nearly half of all College of the Canyons students (49.5%), far higher than the rate of service area residents of

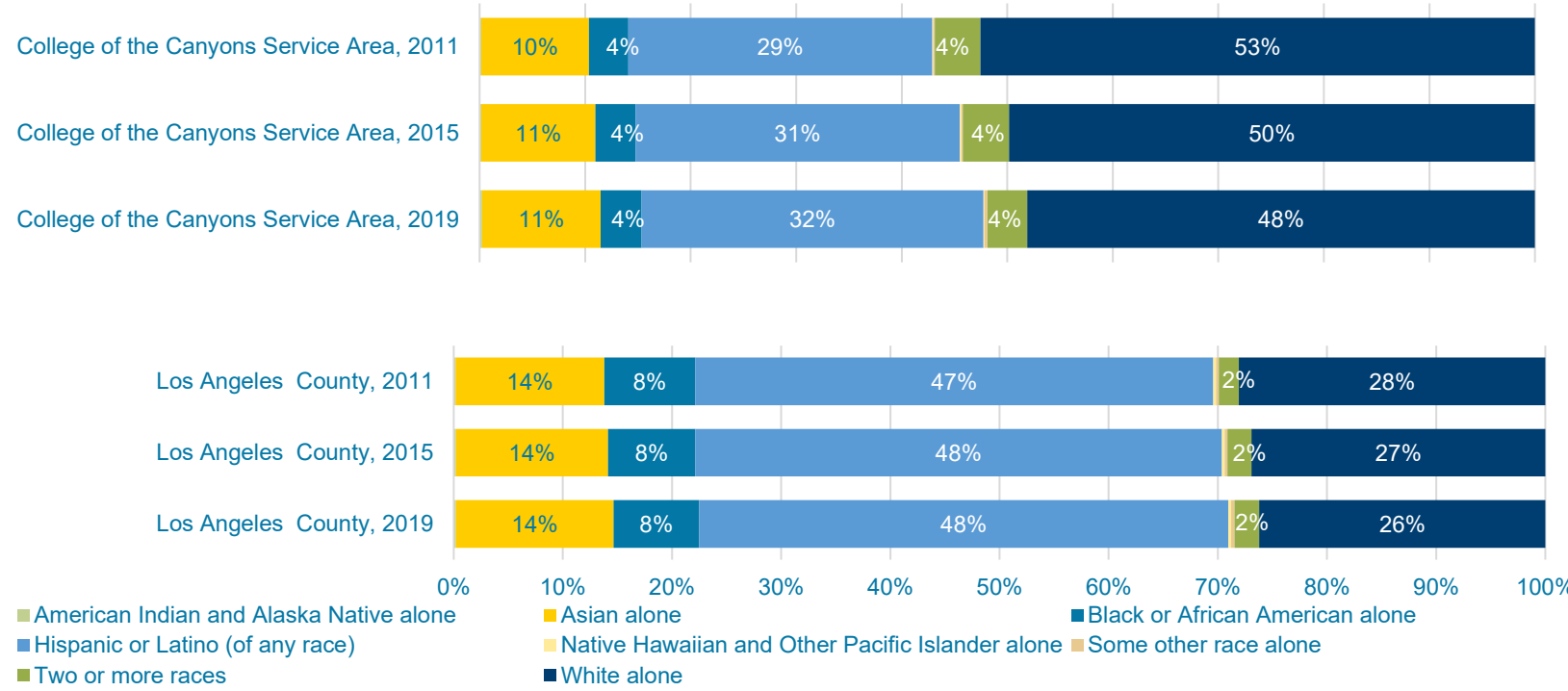
Hispanic or Latino ethnicity (approximately one-third, or 32.4%). Multi-racial students are enrolled at College of the Canyons at more than twice their rate in the service area population. Students of most other racial and ethnic groups are represented at about the same rate as in the service area, except for white students, where their rates among the student population are about half of the rate of white residents in the service area.

# RECENT RACE AND ETHNICITY GROWTH TRENDS IN THE REGION

The charts in Figure 16 below show changes in race and ethnicity in the populations of the College of the Canyons service area and Los Angeles County between 2010 and 2019. The percentages of Asian and Hispanic or Latino residents have grown slightly in both the service area and county populations—Hispanic/Latino residents represent nearly a third of all residents in the service area in 2019—

while the proportion of white residents have declined at similar rates. The percentage of Black residents has grown slightly in the service area while declining slightly at the county level. And the proportion of multi-racial residents in the service area has declined 0.5 percent, the same as the county.

FIGURE 15: RACE AND ETHNICITY OF COLLEGE OF THE CANYONS SERVICE AREA AND LOS ANGELES COUNTY, 2010, 2015 AND 2019



SOURCE: U.S. CENSUS, AMERICAN COMMUNITY SURVEY 5-YEAR ESTIMATES, 2011, 2015 AND 2019

FIGURE 16: DATA FOR RACE AND ETHNICITY OF COLLEGE OF THE CANYONS SERVICE AREA AND LOS ANGELES COUNTY, 2010, 2015 AND 2019

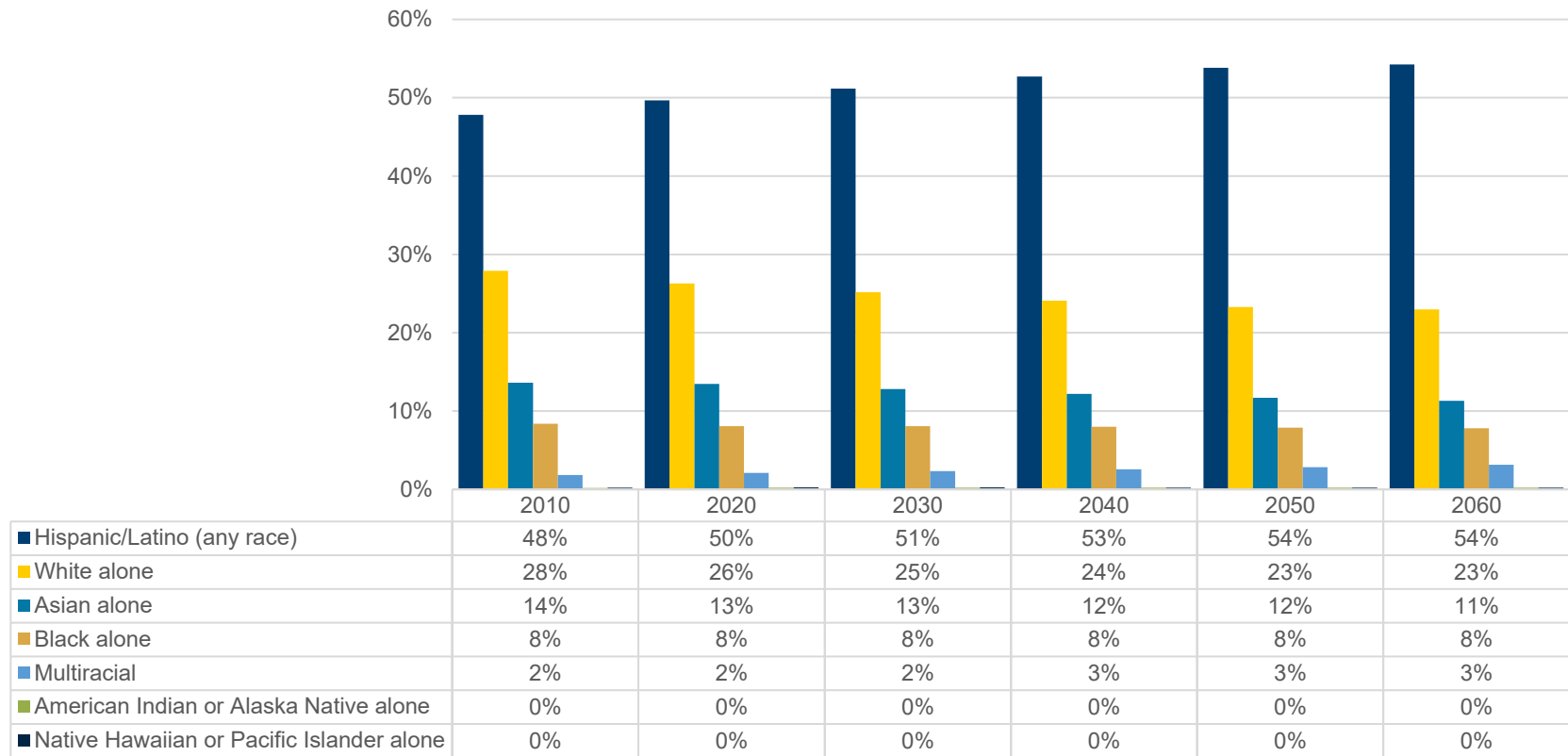
<b>Race and Ethnicity</b>	<b>Los Angeles County, 2019</b>	<b>Los Angeles County, 2015</b>	<b>Los Angeles County, 2011</b>	<b>College of the Canyons Service Area, 2019</b>	<b>College of the Canyons Service Area, 2015</b>	<b>College of the Canyons Service Area, 2011</b>
American Indian and Alaska Native alone	0%	0%	0%	0%	0%	0%
Asian alone	14%	14%	14%	11%	11%	10%
Black or African American alone	8%	8%	8%	4%	4%	4%
Hispanic or Latino (of any race)	49%	48%	48%	32%	31%	29%
Native Hawaiian and Other Pacific Islander alone	0%	0%	0%	0%	0%	0%
Some other race alone	0%	0%	0%	0%	0%	0%
Two or more races	2%	2%	2%	4%	4%	4%
White alone	26%	27%	28%	48%	50%	53%

## POPULATION PROJECTIONS BY RACE AND ETHNICITY

Looking ahead, population estimates by the California Department of Finance by race and ethnicity project that the proportion of Hispanic or Latino residents (of any race) will continue to grow above a majority of the Los Angeles County population over the coming decades (see Figure

17). Nonwhite residents will represent three in every four residents (75 percent) by 2030. The proportion of white residents and Asian residents is estimated to decline slightly in the county, while the percentage of other racial groups in the population will remain similar to those today.

FIGURE 17: RECENT AND PROJECTED POPULATION GROWTH BY RACE AND ETHNICITY, LOS ANGELES COUNTY, 2010 TO 2060

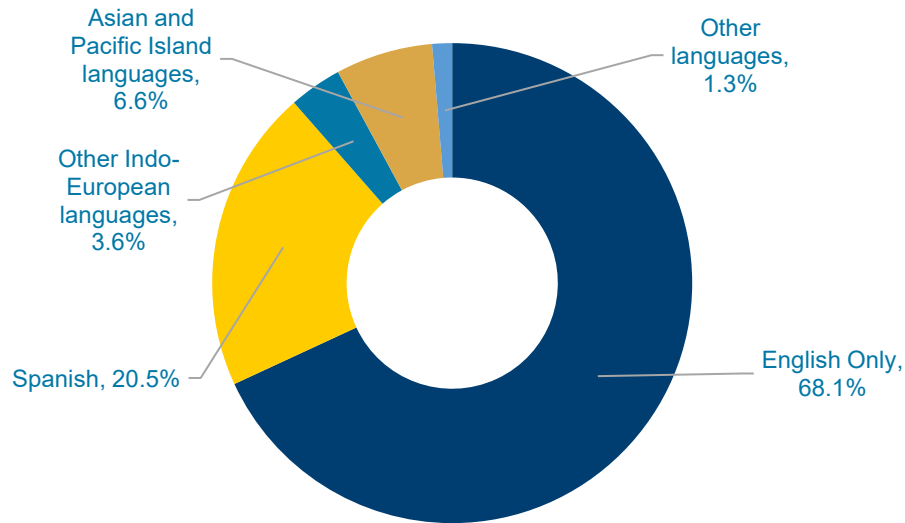


SOURCE: CALIFORNIA DEPARTMENT OF FINANCE, 2021



# LANGUAGES SPOKEN AT HOME AND ENGLISH PROFICIENCY

FIGURE 18: LANGUAGE SPOKEN AT HOME IN COLLEGE OF THE CANYONS SERVICE AREA

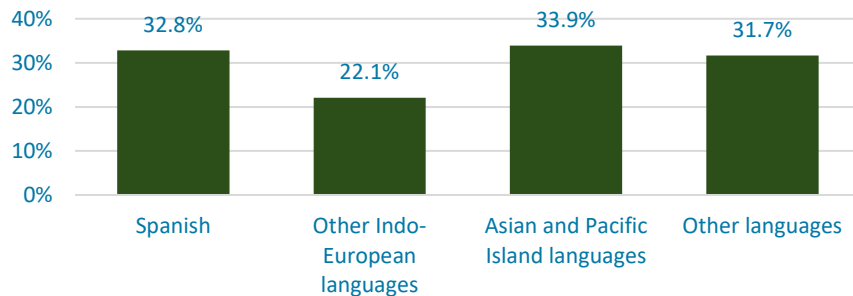


Approximately one-third of College of the Canyons service area residents speak a language other than English at home (a total of 31.9%, see Figure 18 at left). Most speak Spanish (20.5%); another 6.6 percent speak Asian and Pacific Island languages.

Among residents who speak another language at home, one-third speak English less than very well (see Figure 19). This includes one-third of Spanish speakers, one-third of speakers of Asian and Pacific Island languages.

Residents in several College of the Canyons service area communities who speak a language other than English at home are even more likely to not speak English very well. In Newhall, more than 40 percent (43.3%) of residents who speak another language, and nearly 35 percent of residents in parts of Canyon Country who speak a language other than English speak English less than well.

FIGURE 19: SERVICE AREA RESIDENTS WITH LIMITED ENGLISH PROFICIENCY BY LANGUAGE SPOKEN AT HOME



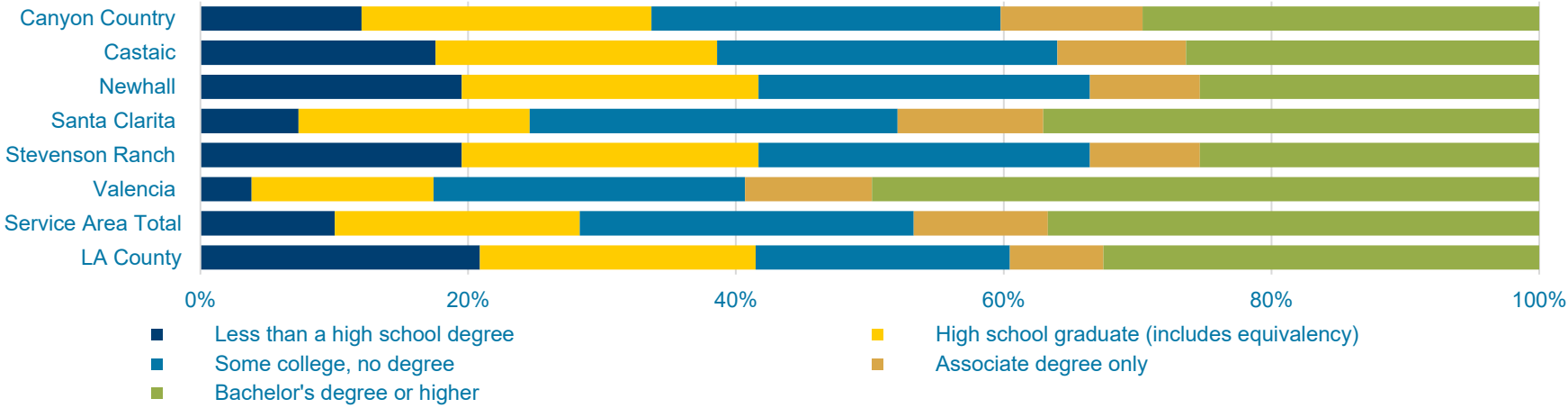
SOURCE: U.S. CENSUS, AMERICAN COMMUNITY SURVEY 5-YEAR ESTIMATES, 2019

# EDUCATIONAL ATTAINMENT

Approximately half of service area residents have earned an associate degree or higher, which is ten percentage points greater than the rate of degree holders in LA County. One in four residents in the service area have taken some

college classes but do not have a degree. Castaic, Newhall, and Stevenson Ranch have the greatest proportion of residents who have not finished their high school education.

FIGURE 20: HIGHEST LEVEL OF EDUCATIONAL ATTAINMENT AMONG RESIDENTS 25 YEARS & OLDER, LOS ANGELES COUNTY, AND SERVICE AREA

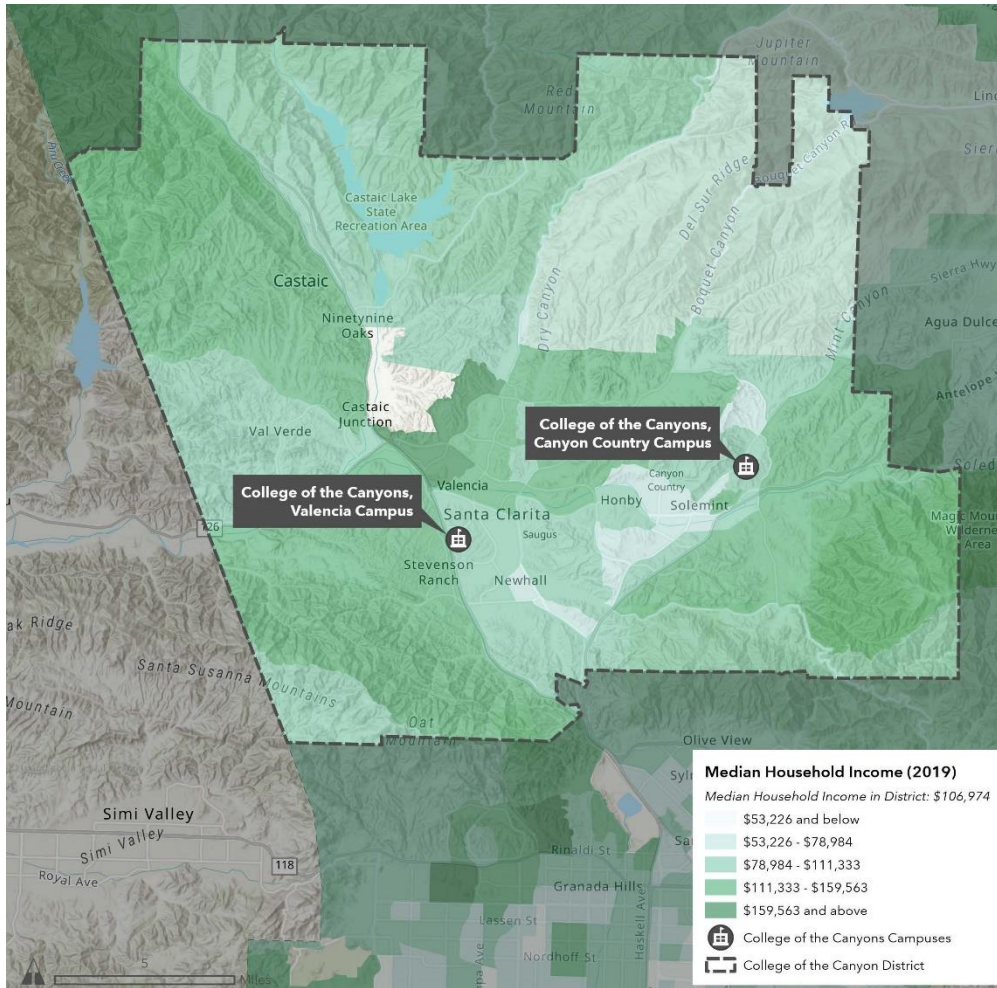


Highest Level of Educational Attainment	Canyon Country	Castaic	Newhall	Santa Clarita	Stevenson Ranch	Valencia	College Service Area	Los Angeles County
Less than a high school degree	12%	18%	20%	7%	20%	4%	10%	21%
High school graduate (includes equivalency)	22%	21%	22%	17%	22%	14%	18%	21%
Some college, no degree	26%	25%	25%	27%	25%	23%	25%	19%
Associate degree only	11%	10%	8%	11%	8%	9%	10%	7%
Bachelor's degree or higher	30%	26%	25%	37%	25%	50%	37%	33%

SOURCE: U.S. CENSUS, AMERICAN COMMUNITY SURVEY 5-YEAR ESTIMATES, 2019

# INCOME, RATES OF POVERTY AND THE COSTS OF LIVING

FIGURE 21: MEDIAN HOUSEHOLD INCOME IN SERVICE AREA COMMUNITIES



The map at left and below shows the median household income among College of the Canyons service area communities. Several communities, including Newhall and Canyon Country, have median incomes that are far less than the service-area wide median of \$106,974. Stevenson Ranch and parts of Castaic and Santa Clarita have among the highest median incomes in the Santa Clarita Valley.

FIGURE 22: MEDIAN HOUSEHOLD INCOME IN SERVICE AREA COMMUNITIES

Service Area Community	Median Household Income
Canyon Country	\$91,058
Castaic	\$112,122
Newhall	\$73,187
Santa Clarita	\$118,710
Stevenson Ranch	\$135,357
Valencia	\$111,071
<b>Service Area Median</b>	<b>\$106,974</b>
Los Angeles County	\$68,044

SOURCE: U.S. CENSUS, AMERICAN COMMUNITY SURVEY 5-YEAR ESTIMATES, 2019

SOURCE: FOUNDATION FOR CALIFORNIA COMMUNITY COLLEGES; U.S. CENSUS, AMERICAN COMMUNITY SURVEY

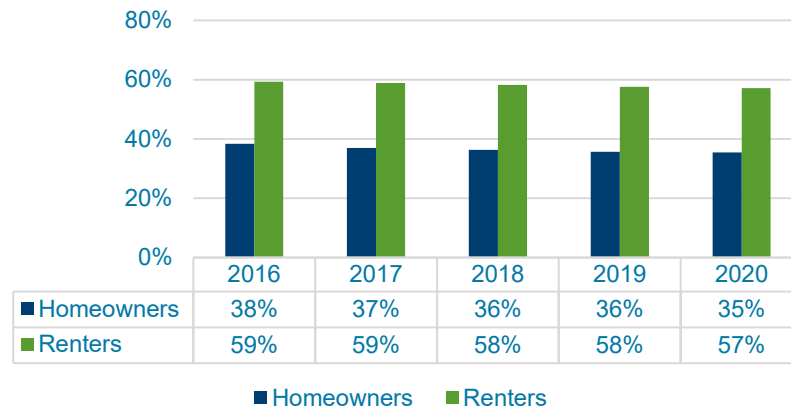
Figure 23: RATE OF POPULATION EXPERIENCING POVERTY IN SERVICE AREA COMMUNITIES

Service Area Community	Percent Poverty
Canyon Country	8.3%
Castaic	4.4%
Newhall	10.8%
Santa Clarita	4.1%
Stevenson Ranch	5.7%
Valencia	6.4%
<b>Service Area Median</b>	<b>6.8%</b>
Los Angeles County	14.5%

Some of the same communities in the service area with lower median incomes also have slightly higher rates of households experiencing poverty, like Canyon Country and Newhall. However, the percentage of households in poverty in most communities in Santa Clarita Valley is half the rate of Los Angeles County’s rate of 14.5 percent of households, or even less.

SOURCE: U.S. CENSUS, AMERICAN COMMUNITY SURVEY 5-YEAR ESTIMATES, 2019

FIGURE 24: HOUSING COST BURDEN AMONG HOMEOWNERS AND RENTERS IN LOST ANGELES COUNTY, 2016 TO 2020



Rates of housing cost burden, where households spend more than 30 percent of their incomes on rent, mortgage, or other housing costs —show that more than half of renters (57%) and more than a third of homeowners (35%) in Los Angeles County are burdened by housing costs and paying more than what is considered affordable for their incomes.

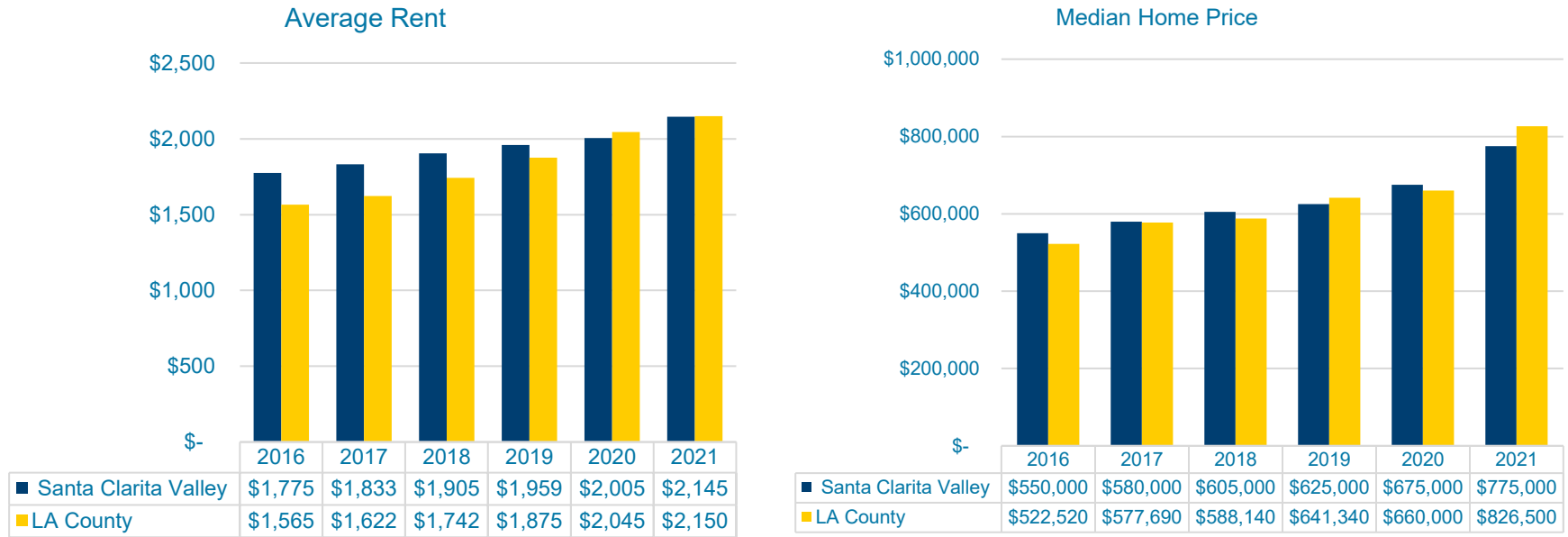
Note: Data not available at service area community level

SOURCE: U.S. CENSUS, AMERICAN COMMUNITY SURVEY 5-YEAR ESTIMATES, 2016 TO 2020

In Los Angeles County, and in the Santa Clarita Valley, a renter would need to make 2.5 times the minimum wage to afford the average apartment rent of \$2,150 and \$2,145, respectively. Households need an income of nearly \$200,000 to afford the median home price in Los Angeles County. Santa Clarita Valley homes in 2021 were slightly more affordable, possibly due to continued new housing

development. More than 5,600 new homes are expected in the service area by 2026, and housing sales in Santa Clarita Valley remain far above pre-pandemic levels.<sup>6</sup> But households would still need an income of at least \$115,641 per year to afford the median home price in the service area, which is slightly higher than the area’s median income.

FIGURE 25: AVERAGE RENTS AND MEDIAN HOME PRICE, SANTA CLARITA VALLEY AND LOS ANGELES COUNTY, 2016 TO 2021



SOURCE: SANTA CLARITA VALLEY ECONOMIC DEVELOPMENT CORPORATION; LA ALMANAC; U.S. DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT; CALIFORNIA ASSOCIATION OF REALTORS

<sup>6</sup> Santa Clarita Valley Economic Development Corporation, 2021 Economic Outlook, p.58 and p.77.

# REGIONAL EMPLOYMENT, INDUSTRY AND OCCUPATIONAL TRENDS

This section describes key employment and industry trends in the Santa Clarita Valley and Los Angeles County.

## SIX INDUSTRY SECTORS REPRESENT 7 IN 10 OF ALL JOBS IN THE SANTA CLARITA VALLEY.

Nearly half of all jobs in the service area are in Wholesale and Retail Trade; Leisure and Recreation; and Professional Services. Jobs in Health and Education; Manufacturing; and Government represent another twenty percent of jobs in the local economy.

## THE SERVICE AREA EXPERIENCED MAJOR LOCAL EMPLOYMENT LOSSES DUE TO THE PANDEMIC.

One in ten Santa Clarita Valley workers was laid off in 2020.

## KEY SECTORS ARE DRIVING THE PANDEMIC LABOR MARKET RECOVERY.

Several key industry sectors which drive the economy in Santa Clarita Valley experienced huge job losses during the pandemic—including Leisure and Recreation, Manufacturing, Retail, and Healthcare and Education. The local labor market is seeing recovery due to 20 percent growth in leisure employment, and 5 percent in healthcare and education and in retail.

## SANTA CLARITA VALLEY EXPECTS TO SEE CONTINUED EMPLOYMENT GROWTH IN THE COMING YEARS.

While it may take another year to reach pre-pandemic employment levels in the service area, the Santa Clarita Valley Economic Development Corporation projects that total employment will grow an additional six percent through 2026, with the most job gains in Leisure and Recreation, State and Local Government, Construction, and Healthcare and Education industry sectors.

## THE SERVICE AREA IS WELL-POSITIONED FOR JOB GROWTH IN SECTORS KEY TO THE POST PANDEMIC ECONOMIC RECOVERY.

College of the Canyons and the service area provide training and employment in key recovery sectors, including healthcare and emergency services, information technology, and advanced logistics and manufacturing.

## ONE-THIRD OF THE OCCUPATIONS IN THE SANTA CLARITA VALLEY PROJECTED TO HAVE THE MOST OPENINGS IN THE COMING YEARS REQUIRE A COMMUNITY COLLEGE CREDENTIAL.

These include positions in accounting, teaching, logistics, healthcare, automotive technology, and emergency services.

## IN LOS ANGELES COUNTY, EIGHT MIDDLE SKILL OCCUPATIONS ARE EACH EXPECTED TO HAVE MORE THAN 2,000 ANNUAL OPENINGS.

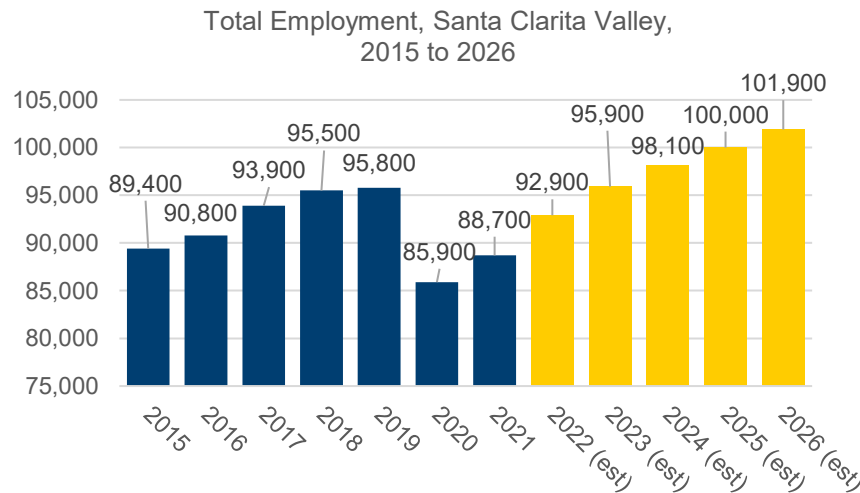
These include jobs in healthcare, logistics, teaching, professional services, and information technology.

# REGIONAL AND SERVICE AREA EMPLOYMENT AND PROJECTIONS

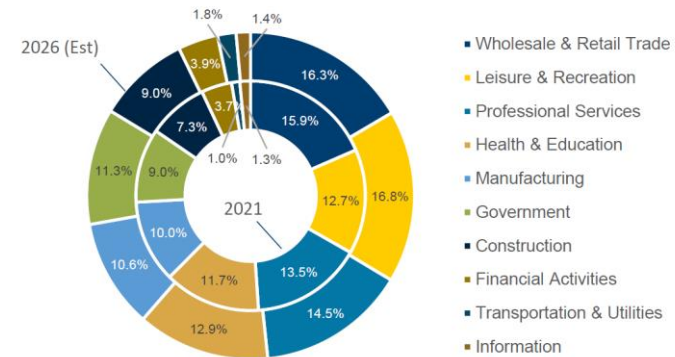
Like the rest of Los Angeles County and the country, Santa Clarita Valley experienced significant employment losses in 2020 after stay-at-home measures were imposed to stop the spread of the COVID-19 virus. Every industry sector in the Santa Clarita Valley economy experienced a decline in 2020 during the pandemic; one in ten workers in the Santa Clarita Valley lost their jobs in 2020. While there has been some recovery in employment in the region, especially as key employers like Magic Mountain and Princess Cruises have returned to operations, area economic forecasts from the Santa Clarita Valley Economic Development Corporation

expect that it will take another year for employment to reach pre-pandemic levels. Given continued housing and commercial development in the service area, total employment is projected to grow an additional six percent through 2026, for an estimated total of nearly 102,000 jobs in the Santa Clarita Valley.<sup>7</sup>

FIGURE 26: CURRENT AND PROJECTED EMPLOYMENT GROWTH IN THE SERVICE AREA, TOTAL AND BY INDUSTRY SECTOR



SOURCE: SANTA CLARITA VALLEY ECONOMIC DEVELOPMENT CORPORATION



	Wholesale & Retail Trade	Leisure & Recreation	Professional Services	Health & Education	Manufacturing	Government	Construction	Financial Activities	Transportation & Utilities	Information
2021	15.9%	12.7%	13.5%	11.7%	10.00%	9.0%	7.3%	3.7%	1.0%	1.3%
2026 (EST)	16.3%	16.8%	14.5%	12.9%	10.6%	11.3%	9.0%	3.9%	1.8%	1.4%

<sup>7</sup> Santa Clarita Economic Development Corporation, 2021 Economic Update, p.69-70

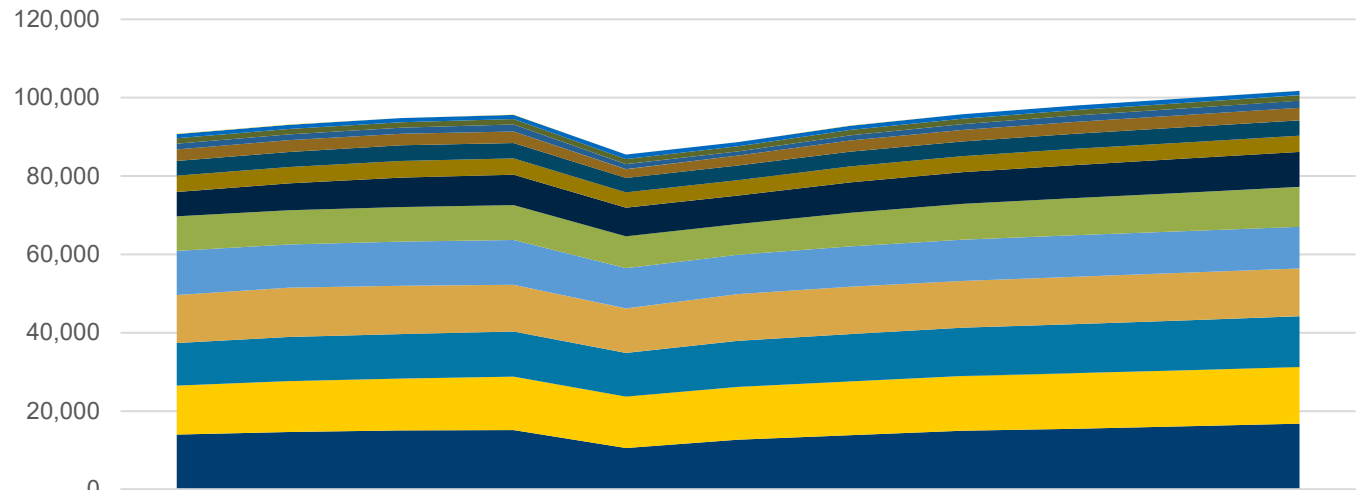
# KEY INDUSTRY SECTORS AND EMPLOYMENT BY INDUSTRY IN THE SANTA CLARITA VALLEY

The pie chart in shows the estimated growth in employment in Santa Clarita Valley by industry sector through 2026. Six sectors will be driving growth in the coming years—by 2026, Leisure and Recreation, Wholesale and Retail Trade,

Professional Services, Health and Education, Manufacturing and Government will each make up more than ten percent of jobs in the region.

FIGURE 27: EMPLOYMENT BY INDUSTRY SECTOR IN COLLEGE OF THE CANYONS SERVICE AREA, 2016 TO 2026

SOURCE: SANTA CLARITA ECONOMIC DEVELOPMENT CORPORATION AND CALIFORNIA ECONOMIC FORECAST



	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
■ Farm	18	28	31	31	23	24	26	26	26	28	29
■ Federal Government	1,108	1,113	1,097	1,098	1,164	1,110	1,112	1,111	1,108	1,105	1,100
■ Information	1,346	1,348	1,338	1,392	1,286	1,295	1,350	1,360	1,375	1,389	1,401
■ Transportation & Utilities	1,524	1,533	1,602	1,806	1,284	1,015	1,351	1,532	1,686	1,749	1,820
■ Other Services	2,908	2,950	2,896	2,918	2,260	2,558	2,795	2,878	2,993	3,104	3,213
■ Financial Activities	3,779	3,868	3,974	3,910	3,673	3,714	3,795	3,829	3,857	3,884	3,909
■ Wholesale Trade	4,163	4,207	4,244	4,182	3,893	3,939	4,115	4,086	4,116	4,125	4,136
■ Construction	6,163	6,817	7,517	7,728	7,314	7,265	7,706	8,082	8,413	8,707	8,970
■ State & Local Government	8,902	8,777	8,854	8,922	8,133	7,881	8,582	9,087	9,473	9,826	10,150
■ Manufacturing	11,210	11,040	11,253	11,470	10,280	10,034	10,330	10,531	10,635	10,646	10,650
■ Retail Trade	12,302	12,560	12,370	11,900	11,355	11,920	12,104	11,986	12,105	12,145	12,188
■ Healthcare & Education	10,816	11,282	11,327	11,539	11,162	11,736	12,019	12,283	12,503	12,707	12,926
■ Professional Services	12,538	12,927	13,244	13,647	13,137	13,543	13,752	14,032	14,179	14,342	14,487
■ Leisure & Recreation	13,983	14,691	15,068	15,128	10,548	12,661	13,842	14,942	15,494	16,106	16,787



Shown in Figure 27 above, the six sectors mentioned above that are driving the current economic recovery in Santa Clarita Valley represent 77 percent of the service area’s economy, or seven in ten of all jobs.

Some of the sectors which experienced the largest employment declines, like Leisure & Recreation, saw the largest job gains between 2020 and 2021, and future projections by Santa Clarita Valley Economic Development Corporation estimate an additional 4,000 jobs in Leisure & Recreation, 2,200 in State and Local government, 1,700 in Construction and nearly 1,200 new jobs in Healthcare and Education by 2026.<sup>8</sup>

FIGURE 28: LARGEST EMPLOYERS IN SANTA CLARITA VALLEY, 2021

Employer	Employees	Industry Sector
Henry Mayo Newhall Hospital	1,917	Healthcare and Education
Six Flags Magic Mountain	1,900	Leisure and Recreation
William S. Hart Union School District	1,641	Healthcare and Education
<b>College of the Canyons</b>	<b>1,535</b>	Healthcare and Education
U.S. Postal Service	1,414	Government
Princess Cruises	1,308	Leisure and Recreation
Saugus Union School District	1,254	Healthcare and Education
Boston Scientific	875	Manufacturing (Medical)
City of Santa Clarita	811	Local Government
The Master’s University	755	Healthcare and Education
Woodward HRT	721	Manufacturing (Aerospace)
Newhall School District	715	Healthcare and Education
Quest Diagnostics	608	Manufacturing (Medical)
Scorpion Internet Marketing and Design	601	Professional Services
California Institute of the Arts	600	Healthcare and Education

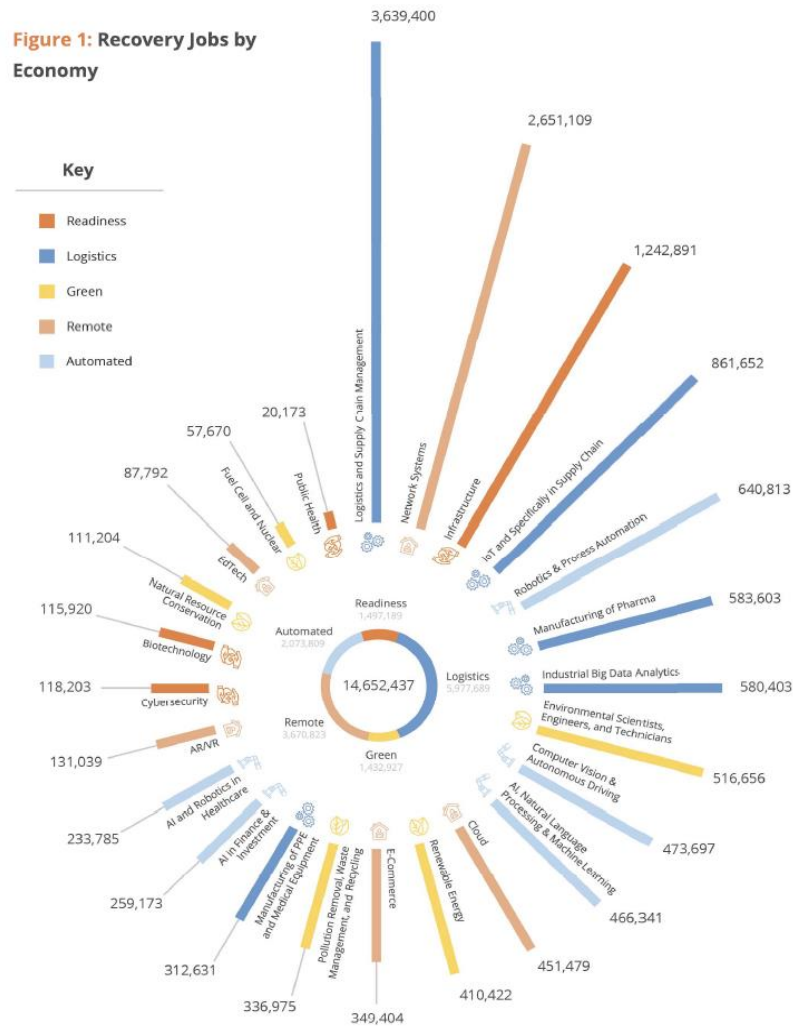
The chart in FIGURE 28 at left lists the largest employers in the Santa Clarita Valley, each of which employed 600 or more workers as of Spring 2021. Many of these are represented in the key sectors mentioned above, including Healthcare and Education, Leisure and Recreation, Government, and Professional Services. The College of the Canyons is the fourth largest employer in the service area.

SOURCE: SANTA CLARITA VALLEY ECONOMIC DEVELOPMENT CORPORATION

<sup>8</sup> Santa Clarita Economic Development Corporation, 2021 Economic Update, p.69-70

# THE RECOVERY ECONOMY: KEY GROWTH SECTORS FOR THE FUTURE

FIGURE 29: RECOVERY JOBS BY FIVE RECOVERY ECONOMIES



Burning Glass Technologies (BGT) released a report in 2021 describing five “Recovery Economies” which they propose will fuel new job growth in the coming years as the economy recovers from the recession caused by the COVID-19 pandemic. BGT argues that our economy has been irrevocably changed due to the pandemic, from the growth of remote work; skyrocketing consumer demand driving logistics sector growth; and the need to better prepare and equip communities to respond to health, climate, and other possible emergencies.

The BGT report identifies the jobs and skills workers will need in the new economy (see Figure at left), and how employers and educational institutions like College of the Canyons can help workers prepare for these new roles. And it estimates that these “recovery economies” may account for 15 to 18 million new jobs in the coming years. By 2026, one in six jobs may fall into these five areas. Figure 29 below displays some of the key drivers of job growth in each.

FIGURE 30: THE FIVE RECOVERY ECONOMIES  
SOURCE: BURNING GLASS TECHNOLOGIES, 2021

Recovery Economies	Key Drivers of Job Growth
<b>Readiness Economy</b>	Need for greater social resilience, cybersecurity threats, healthcare demand
<b>Logistics Economy</b>	Need for advanced logistics and manufacturing
<b>Green Economy</b>	Renewable energy demand, addressing climate goals
<b>Remote Economy</b>	Dependence on data, software and networks
<b>Automated Economy</b>	Growth in automation and AI software

FIGURE 31: DATA FOR RECOVERY JOBS BY ECONOMY

Name	Number	Type
Logistics and Supply Chain Management	3,639,400	Logistics
Network Systems	2,651,109	Remote
Infrastructure	1,242,891	Readiness
IoT and Specifically in Supply Chains	861,652	Logistics
Robotics and Process Automation	640,813	Automated
Manufacturing of Pharma	583,603	Logistics
Industrial Big Data Analytics	580,403	Logistics
Environmental Scientists, Engineers, and Technicians	516,656	Green
Computer Vision and Autonomous Driving	473,697	Automated
AI, Natural Language Processing and Machine Learning	466,341	Automated
Cloud	451,479	Remote
Renewable Energy	410,422	Green
E-Commerce	349,094	Remote
Pollution Removal, Waste Management, and Recycling	336,975	Green
Manufacturing of PPE and Medical Equipment	312,631	Logistics
AI in Finance & Investment	259,173	Automated
AI in Robotics and Healthcare	233,785	Automated
AR/VR	131,039	Remote
Cybersecurity	118,203	Readiness
Biotechnology	115,920	Readiness
Natural Resource Conservation	111,204	Green
EdTech	87,792	Remote
Plant Cell and Nuclear	57,670	Green
Public Health	20,173	Readiness

FIGURE 32: DATA FOR ECONOMY TYPE TOTALS:

Economy Type	Total Jobs
Readiness	1,497,189
Remote	3,670,823
Logistics	5,977,689
Green	1,432,927
Automated	2,073,809

## FASTEST GROWING OCCUPATIONS IN SANTA CLARITA VALLEY AND LOS ANGELES COUNTY

The figures on the following pages show the occupations in Santa Clarita Valley and Los Angeles County that are expected to have the most average annual openings in the coming years, and many of these occupations fall into the recovery economies mentioned above, including roles in Healthcare, Education, Information Technology, Operations Management, Emergency Services, and Logistics.

FIGURE 33 and FIGURE 34. display the fastest growing occupations in Los Angeles County and in the Santa Clarita Valley by the type of education credential needed—whether it is a community college degree or certificate (in yellow) or a bachelor's degree or higher (blue).

FIGURE 35 and FIGURE 36. which follow focus solely on middle-skill professions with the greatest expected numbers of job openings in Santa Clarita Valley and Los Angeles County, positions which require a community college education or credential. Many of the same occupations are in high demand in both Santa Clarita Valley and countywide.

In Los Angeles County, the 35 fastest growing occupations have projected annual openings of 1,300 or more positions per year. Registered nurses, operations managers, truck drivers, accountants, postsecondary teachers, and nursing assistants are expected to have nearly 5,000 to 5,600 annual openings in the coming years. Several of these, including accountants, nursing assistants and teaching assistants, need a community college credential.

In Santa Clarita Valley, 11 of the top 35 fastest growing occupations with the greatest number of openings in the service area need a community college credential. Most of these are in Healthcare, Emergency Services and Teaching occupations.

Looking exclusively at middle-skill occupations, in the Santa Clarita Valley there are expected to be more than 100 openings per year in accounting positions; 50 to 100 openings for teaching assistants, truck drivers, nursing assistants, and cosmetologists; and 40 to 50 for dental and medical assistants.

In Los Angeles County, eight middle-skill occupations are expected to have more than 2,000 annual openings in the next few years. Occupations with the most expected openings include truck drivers, nursing, medical, dental assistants, vocational nurses, accountants, teaching assistants and preschool teachers, actors, paralegals, and computer user support specialists.

FIGURE 33: AVERAGE ANNUAL OPENINGS AMONG FASTEST GROWING OCCUPATIONS IN THE COLLEGE OF THE CANYONS SERVICE AREA REQUIRING POSTSECONDARY EDUCATION, 2020 TO 2030

SOURCE: EMSI

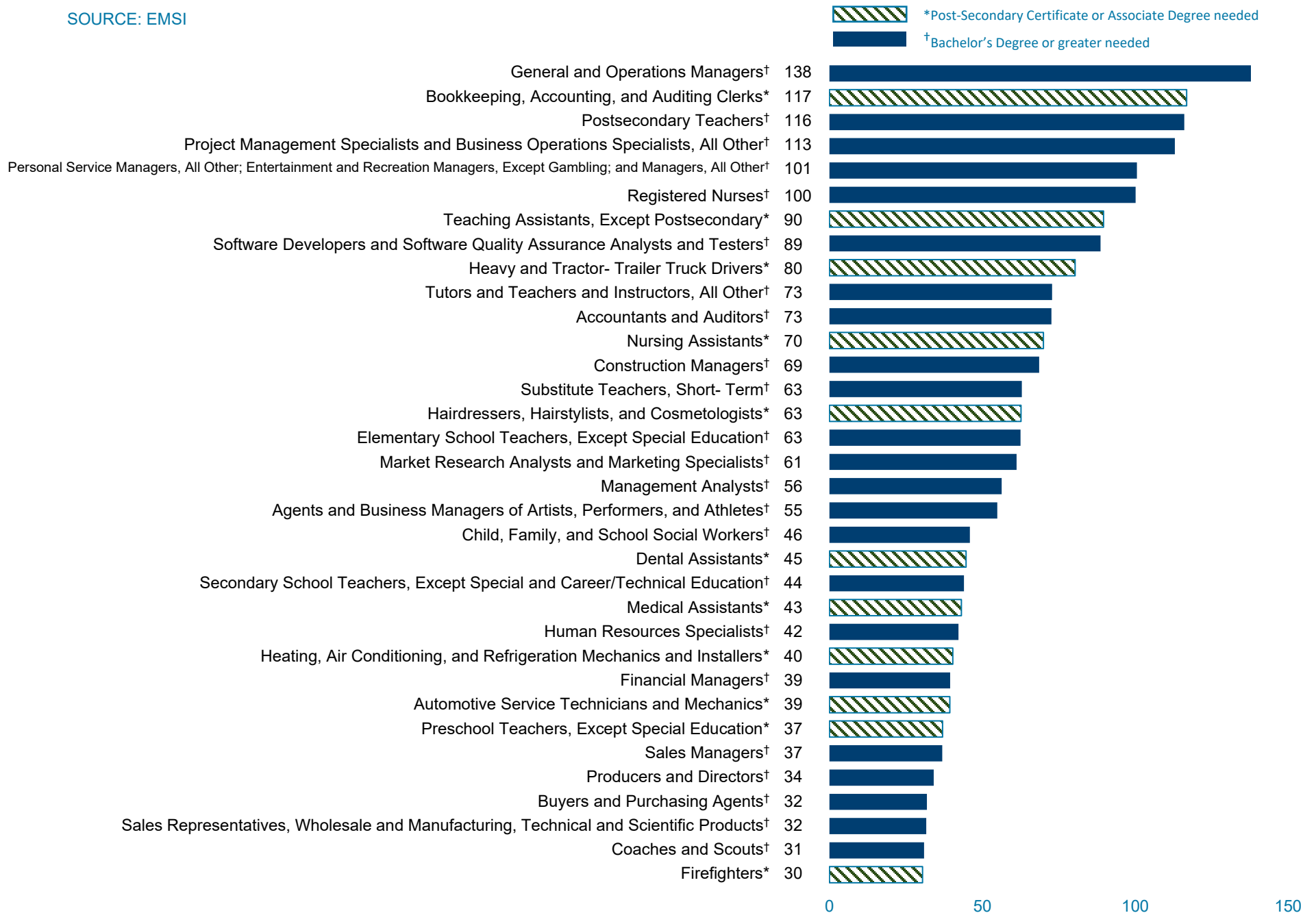


FIGURE 34: AVERAGE ANNUAL OPENINGS AMONG FASTEST GROWING OCCUPATIONS IN LA COUNTY REQUIRING POSTSECONDARY EDUCATION, 2020 TO 2030

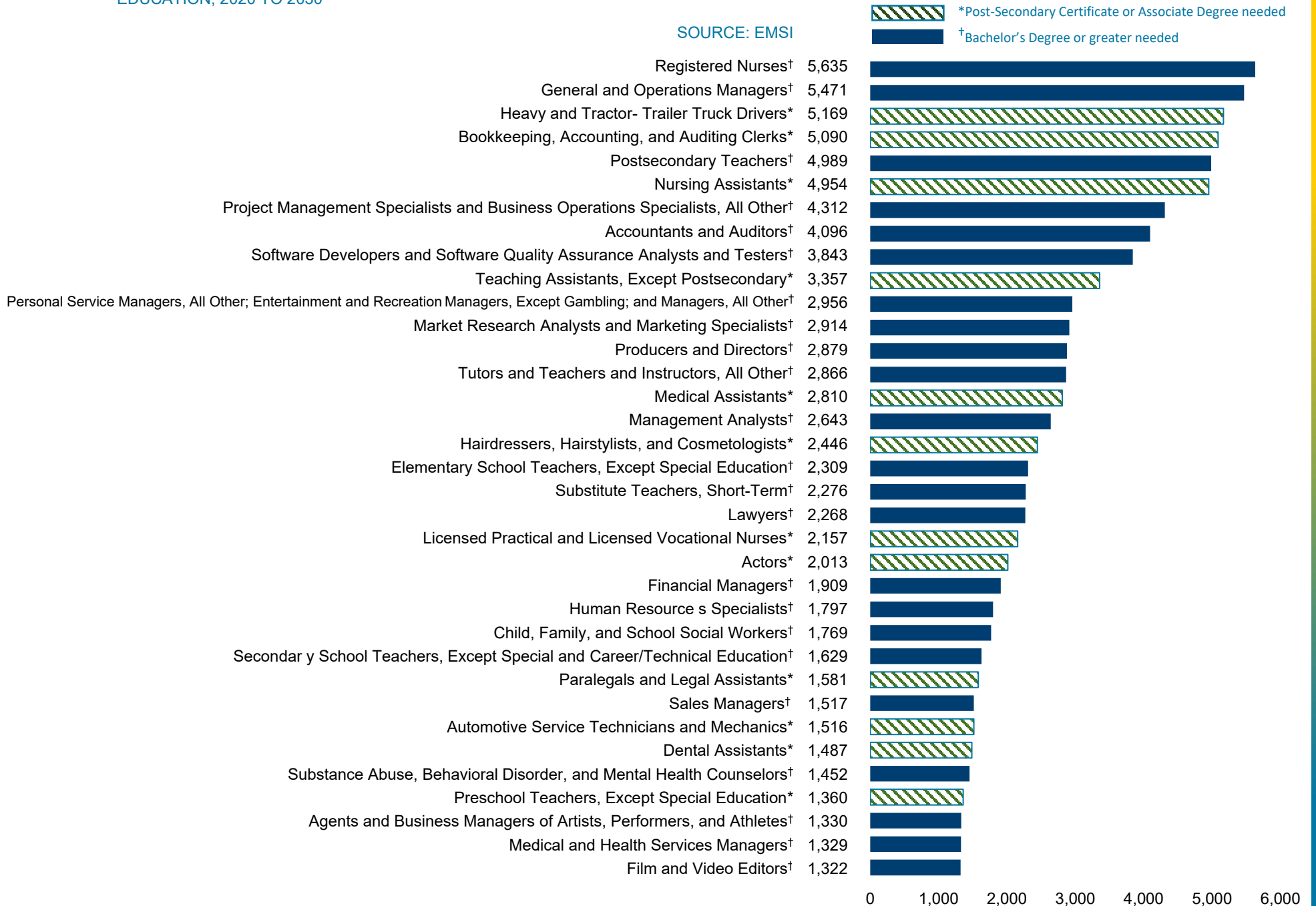
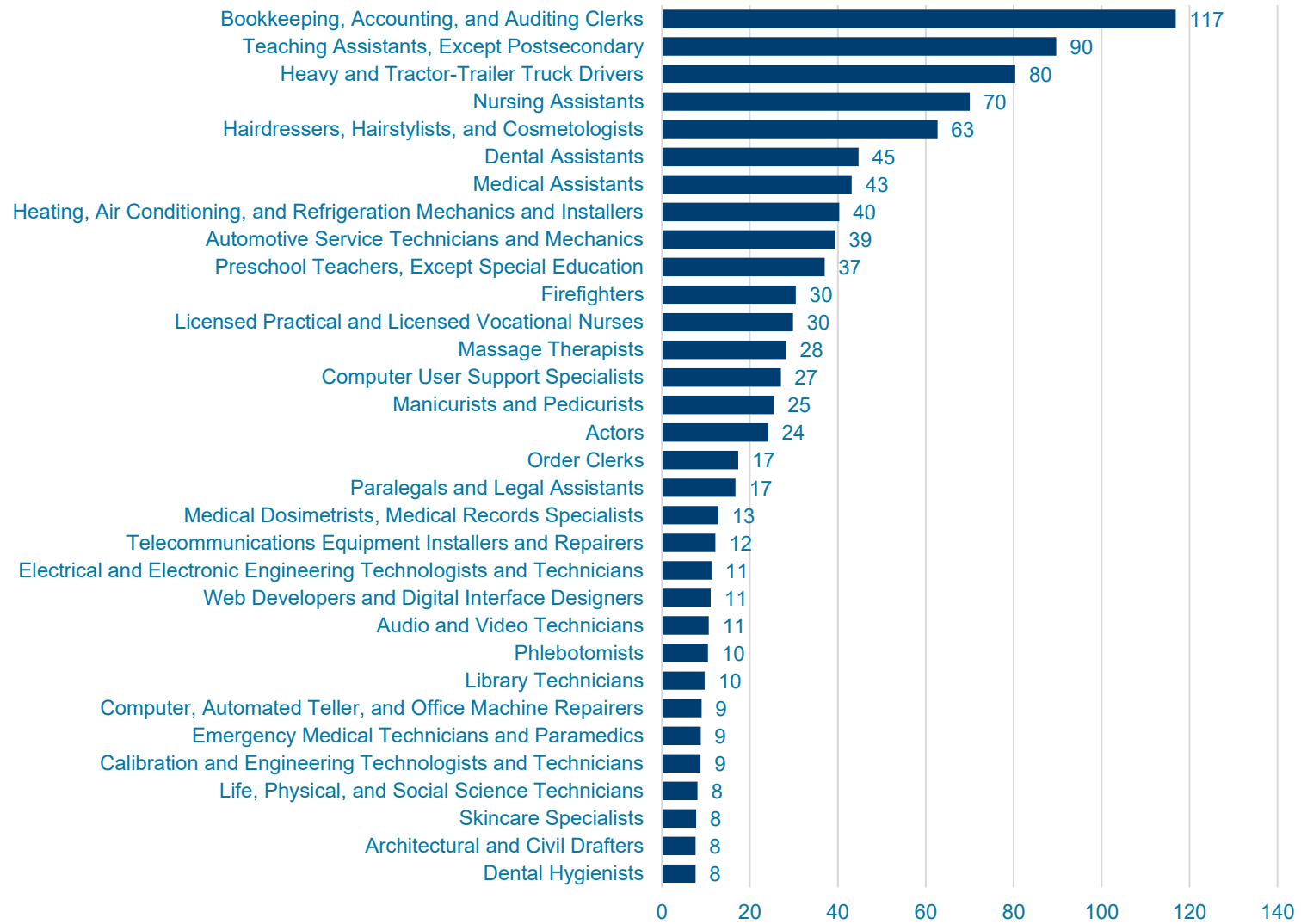


FIGURE 35: MIDDLE-SKILL OCCUPATIONS WITH GREATEST PROJECTED ANNUAL JOB OPENINGS, 2020 TO 2030, COLLEGE OF THE CANYONS SERVICE AREA

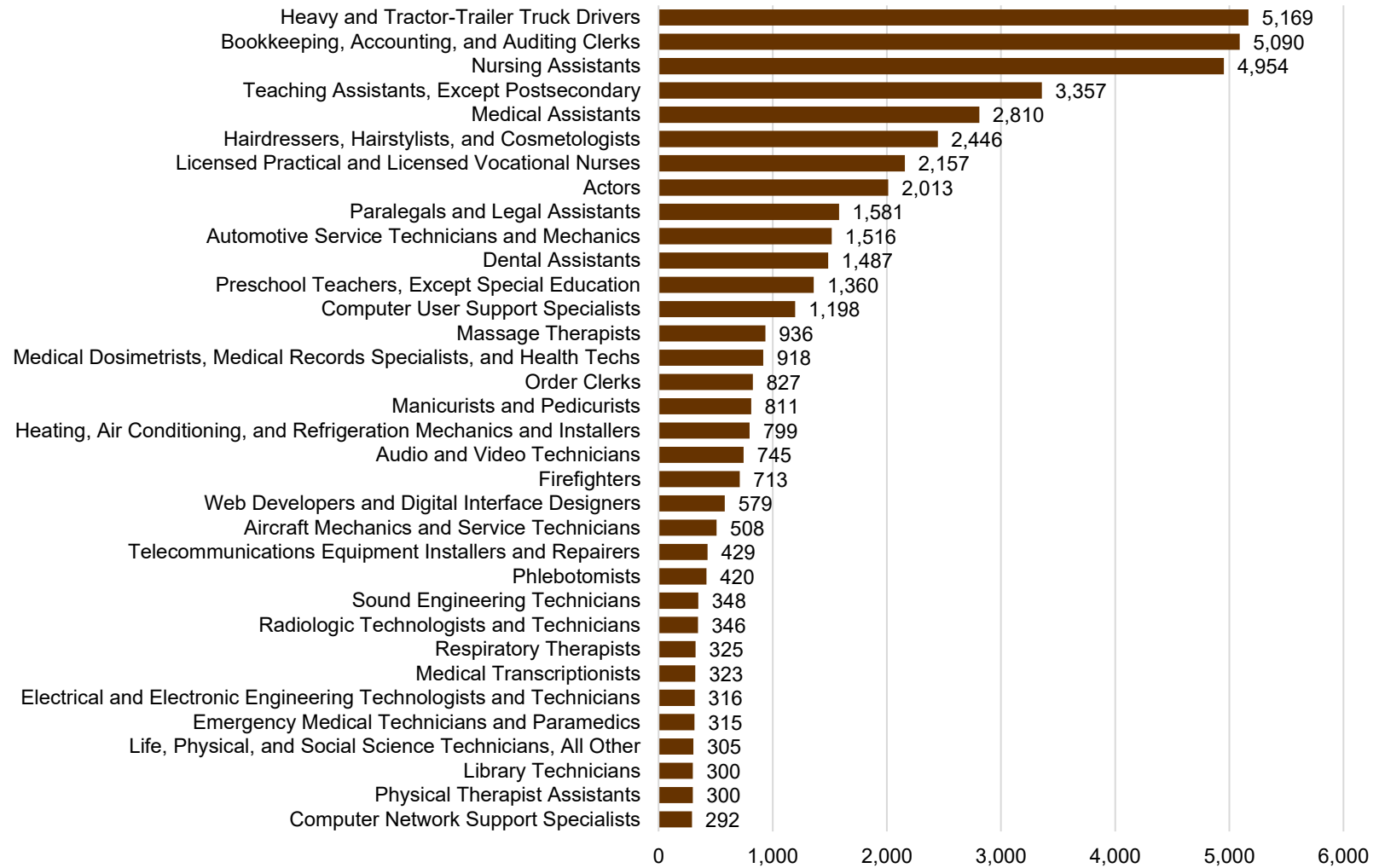


SOURCE: EMSI



FIGURE 36: MIDDLE-SKILL OCCUPATIONS WITH GREATEST PROJECTED ANNUAL JOB OPENINGS, 2020 TO 2030, LA COUNTY

SOURCE: EMSI



# COLLEGE ENROLLMENT AND DEMOGRAPHIC TRENDS

This section describes the College of the Canyons student and faculty population and recent enrollment trends.

## STUDENT HEADCOUNTS AND COURSE ENROLLMENTS HAVE DECLINED AT THE COLLEGE AND NATIONWIDE.

College of the Canyons has been experiencing student headcount and course enrollment declines which mirror statewide and national community college trends, and which precede the pandemic. Between fall 2017 and fall 2020, seven percent fewer students enrolled at the college; enrollments declined six percent between 2017/18 and 2020/21.

## DECLINES ARE FORECAST TO SLOW IN THE COMING YEARS.

Student headcounts forecast through 2026/27 show a continued but smaller decline in headcount and course enrollments.

## FEWER COLLEGE-AGE STUDENTS (20 TO 24 YEARS OLD) BUT MORE WORKING-AGE ADULTS ARE ENROLLING.

In fall 2020, there were 1,920 fewer 20- to 24-year-old students than in 2016, a 28 percent decline. During the same period, the college experienced 16 to 20 percent growth in enrollments among working age and older adults.

## COURSE ENROLLMENTS HAVE DECLINED AMONG STUDENTS OF COLOR, BUT GREATEST DECLINES ARE AMONG WHITE STUDENTS.

Between fall 2019 and fall 2020, course enrollments among students of color declined by six percent; nearly half the 11 percent enrollment declines among white students.

## STEADY ONLINE COURSE GROWTH, EVEN BEFORE THE PANDEMIC-INDUCED MOVE TO ONLINE.

Online course enrollments at the College grew 56 percent between fall 2016 and fall 2019, before nearly all classes moved online during pandemic stay-at-home orders in 2020. In the fall of 2016, 21 percent of students were enrolled in at least one online class; by fall 2019, more than one-third of students (34.4 percent) were taking at least one online class.

## CONTINUED GROWTH IN DUAL ENROLLED HIGH SCHOOL STUDENTS, AND IN HIGH SCHOOL COURSE ENROLLMENTS.

Course enrollments among high school students have grown by more than 500 percent between fall 2016 and fall 2020. The number of dual enrolled high school students grew by 40 percent (almost 700 students) during this time.

## DUAL ENROLLMENTS ARE GROWING AMONG STUDENTS FROM OUTSIDE THE SERVICE AREA.

The college is experiencing greater enrollment growth among non-Hart USD high school students—30 percent of students and 40 percent of course enrollments are attributed to students who attend a school not in Hart USD.

## DECLINES AMONG FIRST-TIME STUDENTS AT THE COLLEGE.

In the 2020/21 school year, 3,000 fewer first-time students enrolled at College of the Canyons than the year before. There were also 2,300 more continuing students enrolled than in 2019/20. Continuing students made up 50 percent of all students in 2020/21.

## STUDENTS GOALS ARE CHANGING—FEWER STUDENTS WANT AN ASSOCIATE DEGREE OR DEGREE FOR TRANSFER.

Fewer students enroll with the goal of getting an associate degree or degree for transfer, however it still represents the top goal for nearly half of students. Half of students who identify as multiracial and 55 percent of Native American or Alaska Native students are at the College to get an associate degree and/or transfer, while more Black, and Hawaiian or Pacific Islander students are studying in a Career Technical discipline.

## MORE THAN TWO-THIRDS OF STUDENTS ARE ENROLLED PART-TIME.

Approximately two-thirds of students (69%) attend College of the Canyons part-time. Between fall 2019 and fall 2020, the percent of students taking 6 units or fewer grew among Black, Asian, Hawaiian/Pacific islander and Native American /Alaska Native students. Substantially fewer Black (8%) and Native American/ Alaska Native students (11%) enrolled full time in fall 2020 than in fall 2019.

## AT LEAST ONE IN FIVE STUDENTS AT COLLEGE OF THE CANYONS IS A FIRST-GENERATION STUDENT.

Twenty two percent of students in fall 2020 declared to the college they were the first in their immediate families to go to college, down from 26 percent, or one in four, in fall 2016.

## HISPANIC / LATINX STUDENTS MAKE UP HALF OF THE STUDENT POPULATION.

Students who identify as Hispanic or Latinx represented 49 percent of students at College of the Canyons in fall 2020; ten years earlier in fall 2010, Hispanic or Latinx students were only 36% of the student population.

## SEVEN IN TEN COLLEGE OF THE CANYONS STUDENTS ARE STUDENTS OF COLOR.

Approximately 70 percent of the College's students in fall 2020 were students of color. Headcounts among students of color grew between fall 2016 and 2020 but declined by 21 percent for white students.

## SIGNIFICANT PROGRESS IN DIVERSE HIRING.

Through COC's concerted hiring outreach efforts, the percentage of new employees hired from racially underrepresented groups has continued to increase on an annual basis. In 2017, 40.5% of new employees hired were from underrepresented backgrounds, and in 2022 that percentage grew to 47.6% – an increase of more than 7% over this five-year period.

## TWO IN FIVE STUDENTS ARE CONSIDERED ECONOMICALLY DISADVANTAGED.

Forty-three percent of students in fall terms 2018 and 2019 had family incomes lower than 150 percent of the poverty line. This dropped by one-third in fall 2020, possibly because of the compounded hardships of the pandemic experienced by would-be students who decided not to enroll.

## STUDENT FINANCIAL AID AWARD TOTALS HAVE GROWN, BUT DUE TO INCREASES IN STUDENT LOAN USE.

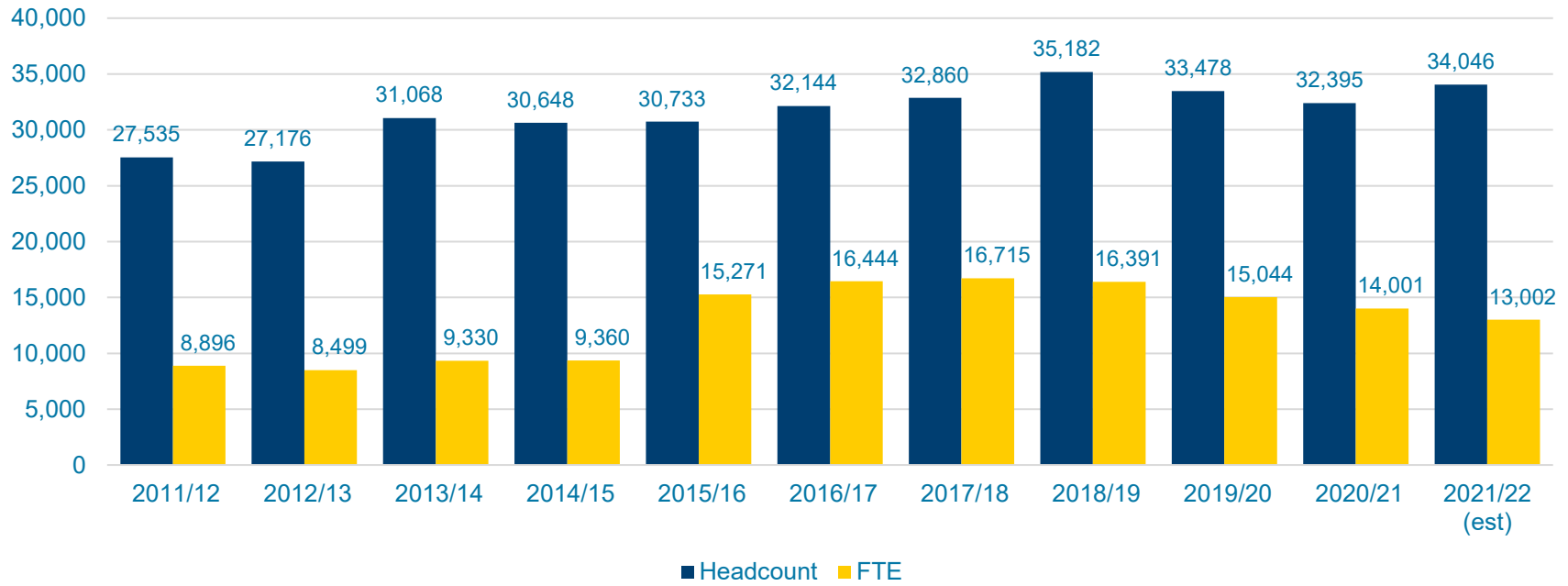
The average financial aid award grew more than 40 percent between 2019/20 and 2020/21 but largely due to students using loans to cover the cost of school. Scholarship and grant assistance to students were virtually non-existent in 2020/21, while they were one-third of all awards in 2019/20.

## STUDENT HEADCOUNT AND ENROLLMENT

Since 2013, College of the Canyons student headcount, or the total unduplicated count of students who enroll at the school, has been 30,000 or more students each year. In the 2018/19 academic year, the College reached a peak of 35,182 students. The number of full-time equivalent students (FTES) has been as high as 16,715, in 2017/18. In the last three academic years, overall student headcount has declined by 7.9 percent and FTES by 14.6 percent.

Data for the current academic year (2021/22) illustrates a continued decline in FTES experienced by College of the Canyons and other community colleges. Only 15,706 students (not part of Instructional Service Agreement programs) enrolled at the College in fall 2021, 1,200 fewer than the number who enrolled in fall 2017 (see Figure on the following page).

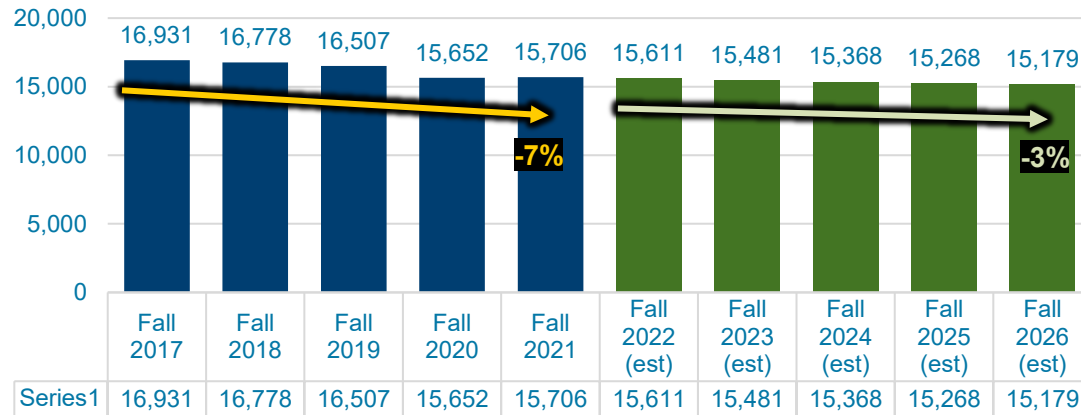
FIGURE 37: COLLEGE OF THE CANYONS STUDENT HEADCOUNT AND FULL-TIME EQUIVALENT (FTE) STUDENTS, 2011/12 TO 2020/21



SOURCE: COLLEGE OF THE CANYONS, OFFICE OF INSTITUTIONAL RESEARCH, PLANNING AND INSTITUTIONAL EFFECTIVENESS (IRPIE)

FIGURE 38: COLLEGE OF THE CANYONS STUDENT HEADCOUNT, FALL 2017 TO FALL 2021, AND FORECAST THROUGH FALL 2026

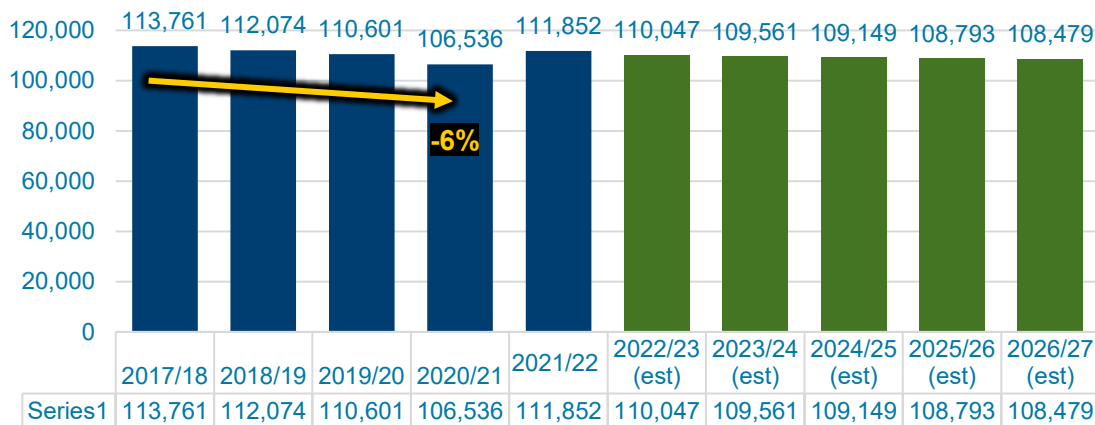
Note: This data does not include Instructional Service Agreement (ISA) students.



As mentioned above, during the last five years, student headcount at the college has declined by 7 percent, or approximately 1,200 students, from fall 2017 to fall 2021. Future student headcounts are forecast to decline, but at a slower rate of approximately 3 percent through 2026, or 527 fewer students by 2026.

Student course enrollments declined six percent between 2017/18 and 2020/21 (see Figure at left). Enrollments in 2021/22 grew by 5,300, bolstered by growth among noncredit enrollments. Credit enrollments declined by nearly 2,000 between 2020/21 and 2021/22.

FIGURE 39: COLLEGE OF THE CANYONS TOTAL COURSE ENROLLMENTS (CREDIT AND NONCREDIT), 2016-17 TO 2020-21 AND FORECAST THROUGH 2025-26

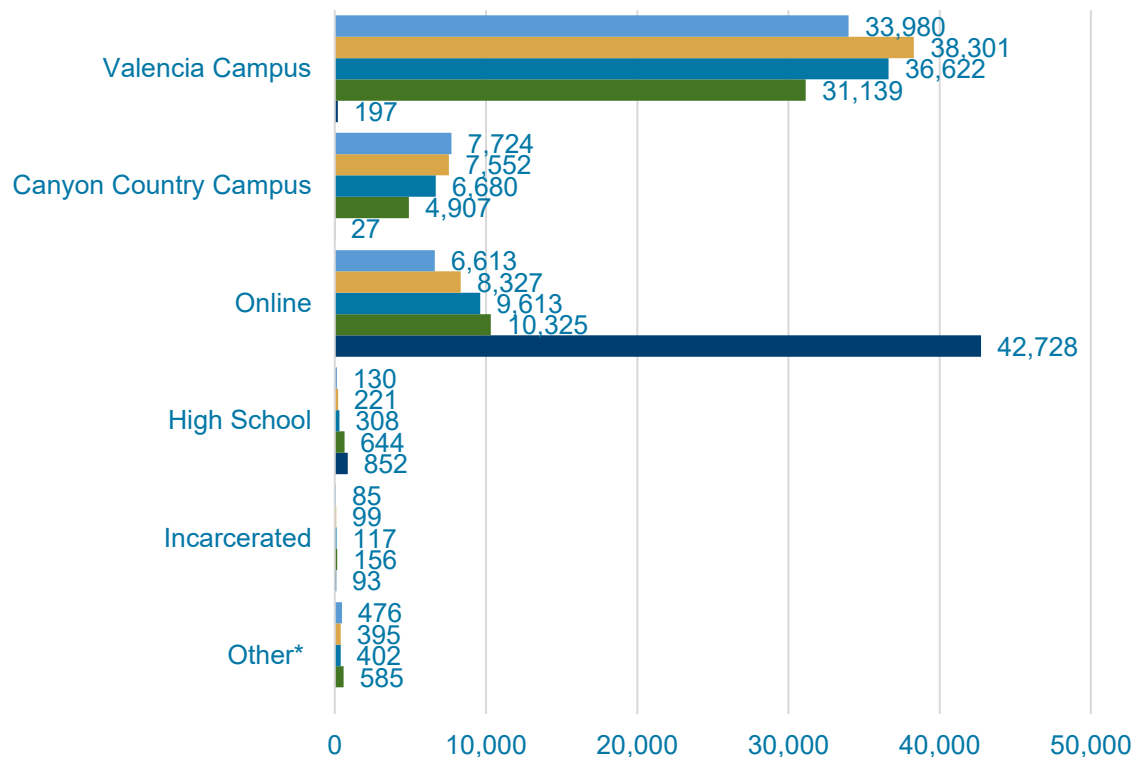


Overall course enrollments at the college are forecast to decline 1.4 percent between 2022/23 and 2026/27, or about 1,500 students. Noncredit course enrollments are forecast to grow by approximately 4,000, while credit course enrollments are forecast to decline by approximately 5,600.

SOURCE: COLLEGE OF THE CANYONS, OFFICE OF INSTITUTIONAL RESEARCH, PLANNING AND INSTITUTIONAL EFFECTIVENESS (IRPIE); FORECASTS BY MIG

# ENROLLMENTS BY CAMPUS AND LEARNING SITES

FIGURE 40: COLLEGE OF THE CANYONS COURSE ENROLLMENTS BY CAMPUS, FALL 2016 TO FALL 2020



Most College of the Canyons students take classes at the Valencia campus, though this changed in fall 2020 when nearly all classes moved online due to the COVID-19 pandemic.

Looking at the trends before fall 2020, online enrollments experienced steady growth, growing 56 percent from fall 2016 to fall 2019. At the Canyon Country campus, course enrollments declined by one-third (36 percent) between fall 2016 and fall 2019, prior to the move to online in 2020.

High school enrollments have experienced a steady increase even during the pandemic, growing more than fivefold (555%) since fall 2016.

	Other*	Incarcerated	High School	Online	Canyon Country Campus	Valencia Campus
Fall 2016	476	85	130	6,613	7,724	33,980
Fall 2017	395	99	221	8,327	7,552	38,301
Fall 2018	402	117	308	9,613	6,680	36,622
Fall 2019	585	156	644	10,325	4,907	31,139
Fall 2020		93	852	42,728	27	197

\*Note: Other refers to Cardinal Health, Elementary Schools, and other offsite locations. Fall 2020 online increase reflects stay at home orders.

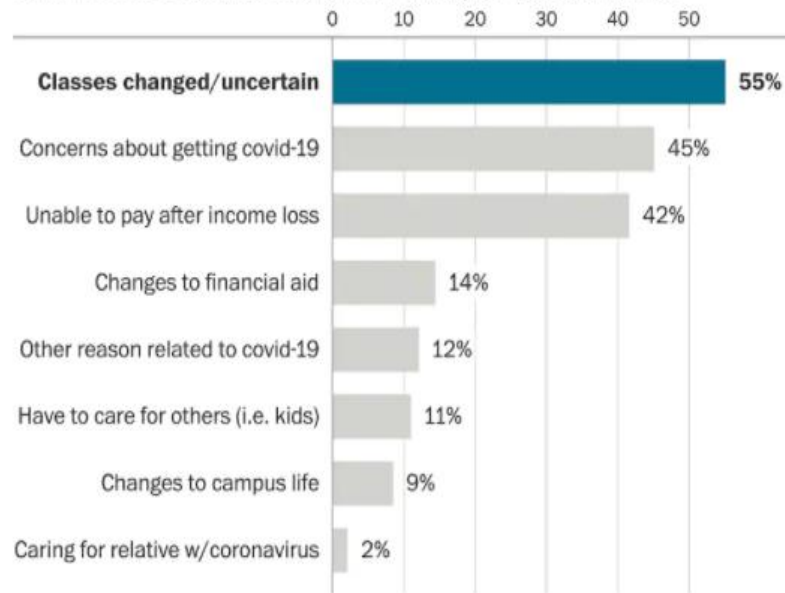
SOURCE: COLLEGE OF THE CANYONS, OFFICE OF INSTITUTIONAL RESEARCH, PLANNING AND INSTITUTIONAL EFFECTIVENESS (IRPIE)

# STUDENT HEADCOUNT AND ENROLLMENT DECLINES DUE TO COVID-19

FIGURE 41: SURVEY: THE REASONS COLLEGE STUDENTS ARE NOT TAKING CLASSES THIS FALL

## Why students aren't taking classes this fall

A U.S. Census survey of households with college students revealed that many dropped out of school this fall because they didn't want to take virtual classes, they were concerned about catching covid-19, or the family lost a job and income.



Note: Households could indicate multiple reasons for dropping out.

Source: U.S. Census Household Pulse Survey (Aug. 19-31)

California Community colleges have experienced significant enrollment declines due to the pandemic—20 percent fewer students enrolled in fall 2021 than two years before in fall 2019, before the start of the pandemic.<sup>9</sup> The largest first-time student declines have occurred among Native American, Black, and Hispanic students, and especially among young men.<sup>10</sup> Among recent graduates from high-poverty high schools, nearly 33 percent less students enrolled in community college classes in 2020 compared to 2019.<sup>11</sup>

A U.S. Census Household Pulse Survey conducted in August 2020 and shown in the figure at left shows some of the most common reasons students did not enroll, including uncertainty about classes, financial issues, concerns about health, and caring for family members. Students whose families made less than \$75,000 a year were more likely to say they dropped out of classes than those whose families made more than \$100,000 per year.<sup>12</sup> In more recent interviews, incoming community college first-time students say that uncertainty about taking classes online, financial issues and health concerns all contributed to their pushing off school for at least a year.<sup>13</sup> Education professionals are concerned this could lead to a “lost generation” of college students.

SOURCE: U.S. CENSUS/THE WASHINGTON POST, 2020

<sup>9</sup> Mikhail Zinshteyn, Cal Matters, The collapse of community college enrollment: Can California turn it around?, March 21, 2022

<sup>10</sup> National Student Clearinghouse Research Center, Current Term Enrollment Estimates, Fall 2021, January 13, 2022

<sup>11</sup> Elissa Nadworthy, 'Losing a Generation': Fall College Enrollment Plummets for 1st-Year Students, NPR, December 17, 2020, <https://www.npr.org/2020/12/17/925831720/losing-a-generation-fall-college-enrollment-plummets-for-first-year-students>

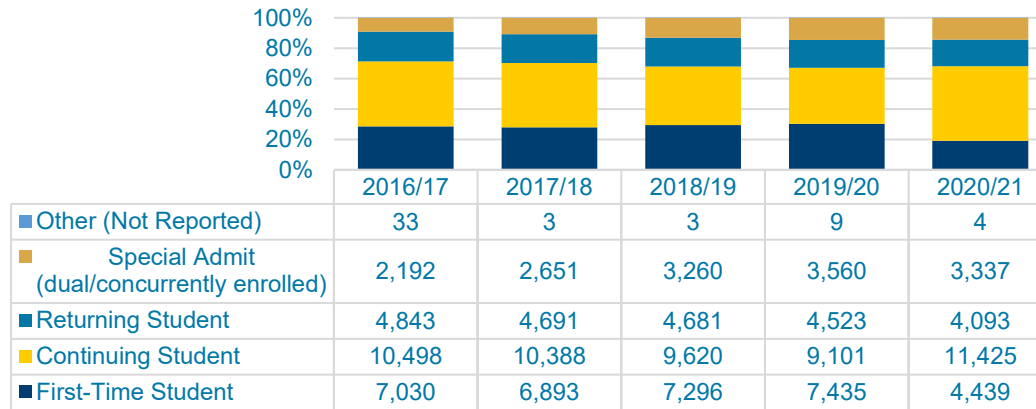
<sup>12</sup> Cassandra Stone, Low-Income College Students Dropping Out, Not Enrolling in College Due to COVID, The Courier, October 19, 2020, <https://couriernewsroom.com/2020/10/19/low-income-college-students-dropping-out-not-enrolling-in-college-due-to-covid/>

<sup>13</sup> Elissa Nadworthy, 'Losing A Generation': Fall College Enrollment Plummets For 1st-Year Students, NPR, December 17, 2020



# ENROLLMENT STATUS AND EDUCATIONAL GOALS

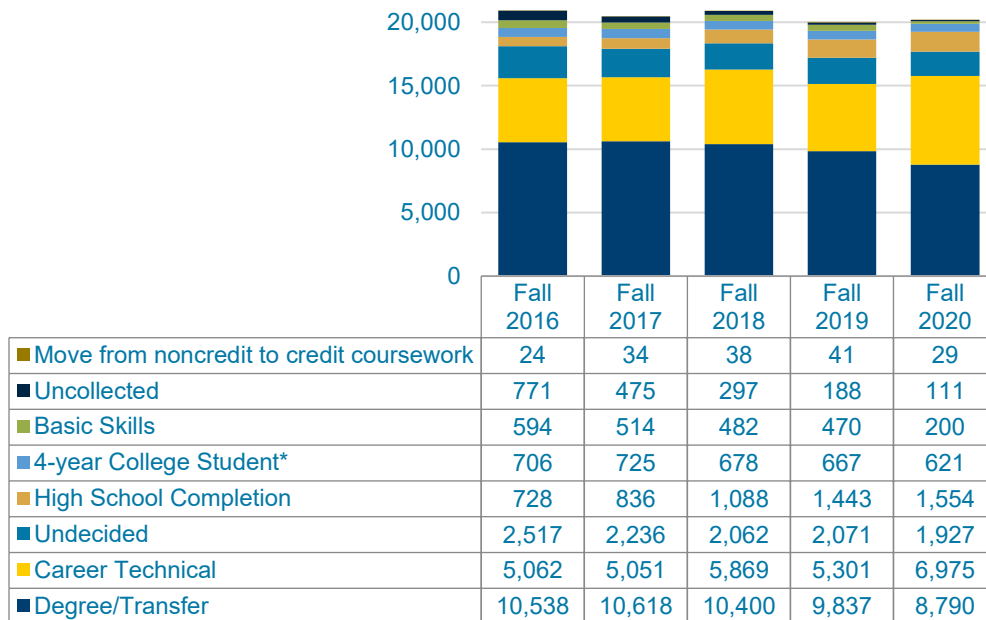
FIGURE 42: COLLEGE OF THE CANYONS STUDENT HEADCOUNT BY ENROLLMENT STATUS, 2016/17 TO 2020/21



From 2016/17 to 2019/20, approximately 30 percent of students at College of the Canyons were first-time students, and another 40 percent were continuing students.

In the 2020/21 3,000 fewer first-time students enrolled at College of the Canyons than the year before. There were also 2,300 more continuing students enrolled than in 2019/20. Continuing students made up 50 percent of all students in 2020/21.

FIGURE 43: STUDENT HEADCOUNT BY EDUCATIONAL GOALS, FALL 2016 TO FALL 2020



Returning student numbers have declined by 18 percent between 2016/17 and 2019/20, while the number of dual and concurrently enrolled students has grown 34 percent.

In fall 2020, nearly 1,750 fewer students reported interest in getting an associate degree or degree for transfer than in fall 2016.

More than 1,900 more students in fall 2020 had Career Technical education goals than in fall 2016. And the number of students looking to complete their high school education has doubled between fall 2016 and fall 2020.

The number of students looking to take classes to take college requirements has remained relatively flat between fall 2016 and 2020, while basic skills students have declined by two-thirds.

\*Note: 4-year college student refers to students taking classes to meet college requirements.

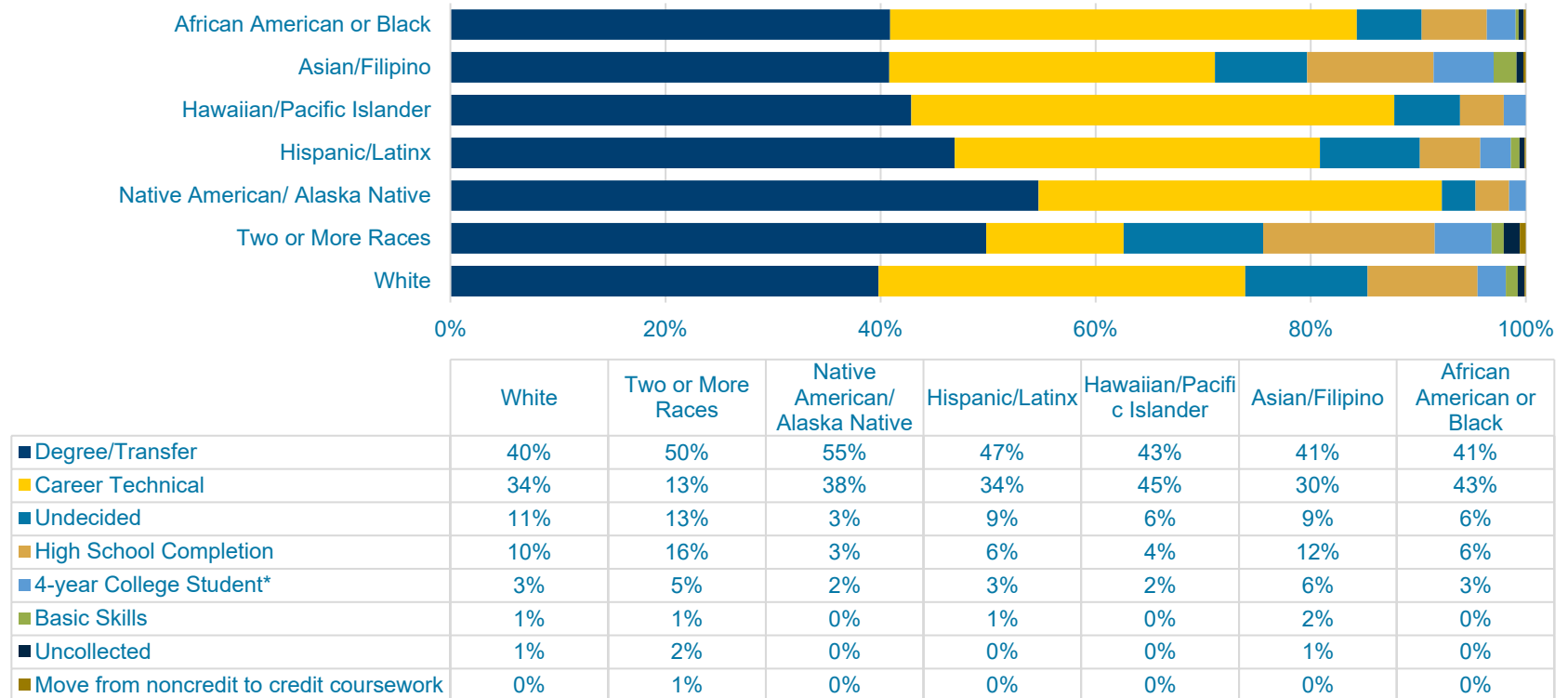
SOURCE: COLLEGE OF THE CANYONS, OFFICE OF INSTITUTIONAL RESEARCH, PLANNING, AND INSTITUTIONAL EFFECTIVENESS (IRPIE)

Figure 41 below shows educational goals among students in fall 2020 by race and ethnicity. Students of two or more races, Native American or Alaskan Native and Hispanic or Latinx students had the greatest proportion of students seeking an associate degree or degree for transfer.

Native American or Alaskan Native, Hawaiian or Pacific Islander and Black students had the greatest proportion of students studying in Career Technical disciplines.

Students of two or more races, Asian or Filipino and White students had larger proportions of students seeking high school completions.

FIGURE 44: EDUCATIONAL GOALS OF COLLEGE OF THE CANYONS STUDENTS, BY RACE AND ETHNICITY, FALL 2020



SOURCE: COLLEGE OF THE CANYONS, OFFICE OF INSTITUTIONAL RESEARCH, PLANNING AND INSTITUTIONAL EFFECTIVENESS (IRPIE)

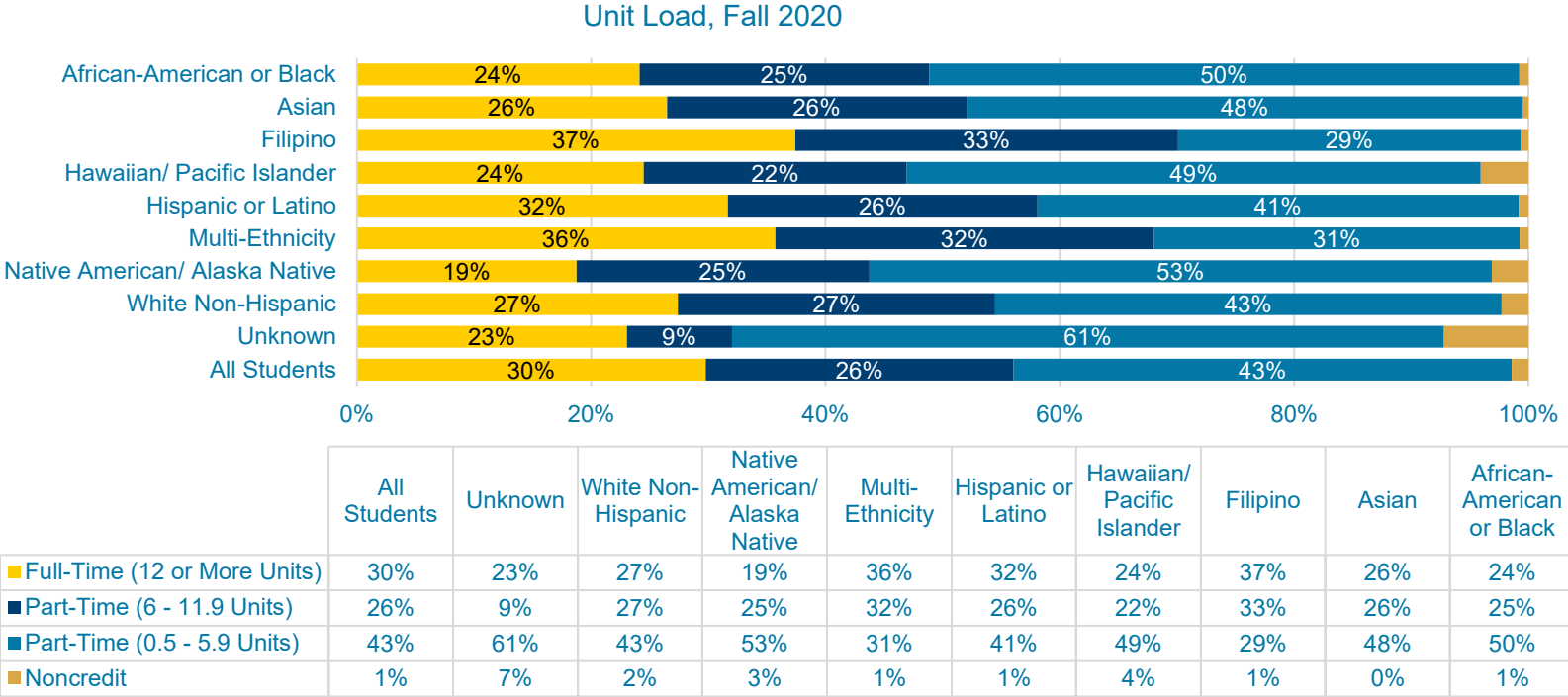
# CREDIT LOAD

Figure 42 below displays student credit loads in fall 2019 and fall 2020, both overall and by race and ethnicity. Thirty percent of students at College of the Canyons enrolled full-time (12 or more units) in fall 2019 and in fall 2020 (shown in yellow in the charts below). A greater proportion of Filipino and multi-ethnicity students were enrolled full-time than among all students in both fall 2019 and fall 2020. In fall 2020, only 24 percent of Black and Hawaiian or Pacific Islander students and 19 percent of Native American or Alaska Native students were enrolled full-time.

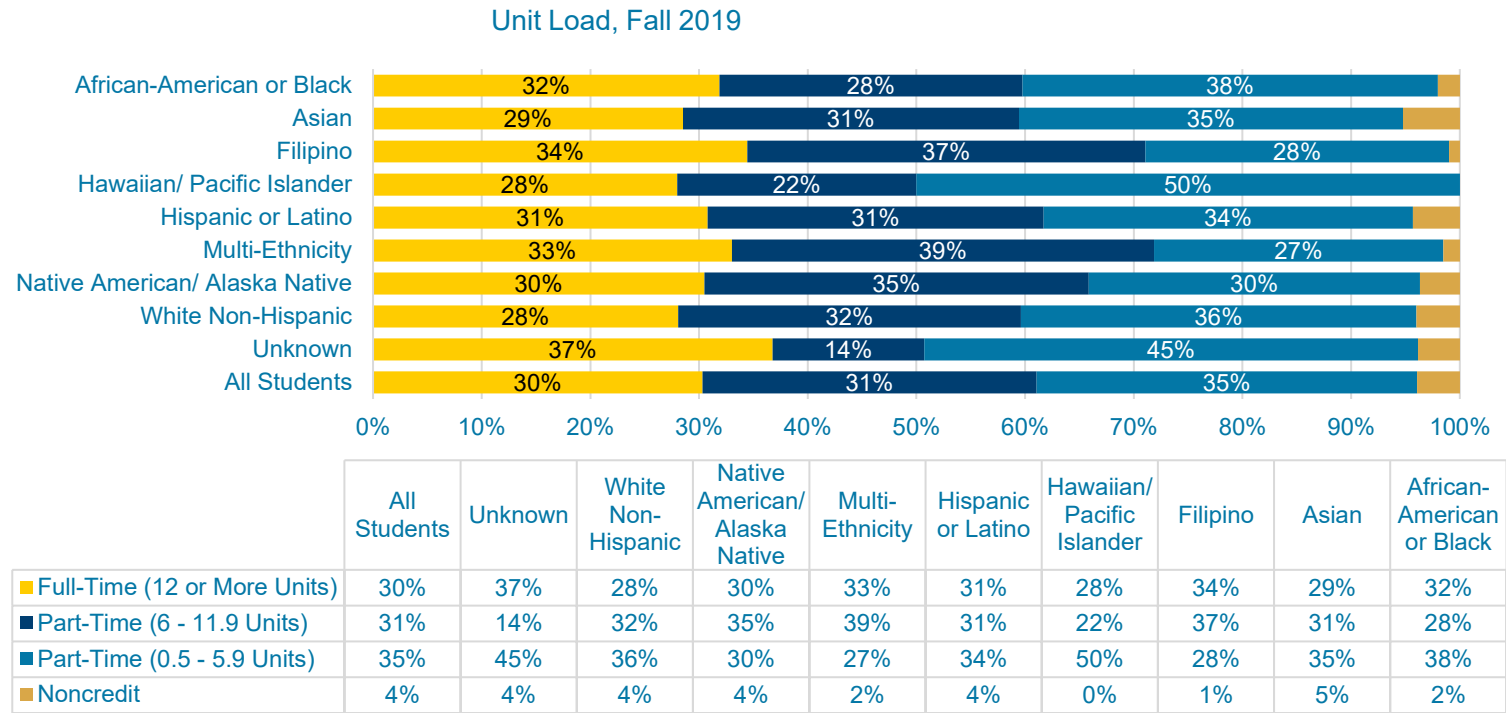
Approximately two-thirds of students attend College of the Canyons part-time. The proportion of students taking less than 6 units grew from 35 to 43 percent of students from fall 2019 to fall 2020, as the percentage of part-time students taking 6 to 11.9 units of classes declined, as did those students in noncredit classes.

Half of Hawaiian or Pacific Islander students enroll at less than 6 units per term. In fall 2020, the proportion of Black, Asian, and Native American or Alaska Native students enrolled in less than 6 units grew to approximately half of all students in each of these ethnicities.

FIGURE 45: COLLEGE OF THE CANYONS STUDENT PERCENTAGES BY CREDIT LOAD AND RACE AND ETHNICITY, FALL 2019 AND FALL 2020



CONTINUED FIGURE 46: COLLEGE OF THE CANYONS STUDENT PERCENTAGES BY CREDIT LOAD AND RACE AND ETHNICITY, FALL 2019 AND FALL 2020



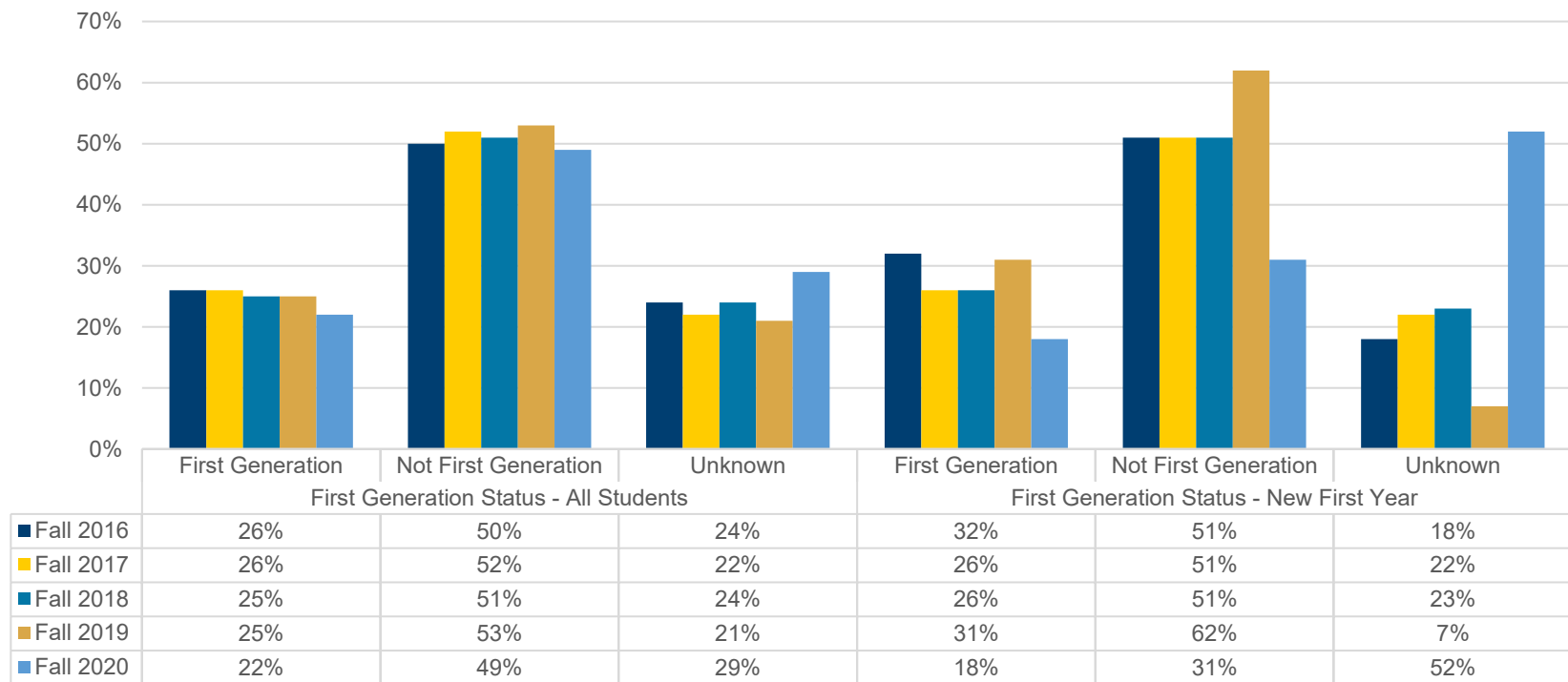
SOURCE: COLLEGE OF THE CANYONS, OFFICE OF INSTITUTIONAL RESEARCH, PLANNING AND INSTITUTIONAL EFFECTIVENESS (IRPIE)

# FIRST-GENERATION STUDENTS

FIGURE 43 below shows the proportion of new first year students and all College of the Canyons students who have declared to the college that they are first-generation students, meaning they are the first in their immediate family to attend college. Among all College of the Canyons students, approximately one in five students in fall 2020 (22%) was a first-generation student (note: nearly one-third of students (29%) did not provide information to the college about whether they are first-generation or not). In fall 2016, at least one in four students (or 26%) was first in their family to attend college.

The rates among first year students where first-generation status is known has dropped by nearly half, from one-third of first year students (32%) in fall 2016, to only 18 percent of first year students in fall 2020. However more than half of students (52%) did not share whether they are first in their families to go to college.

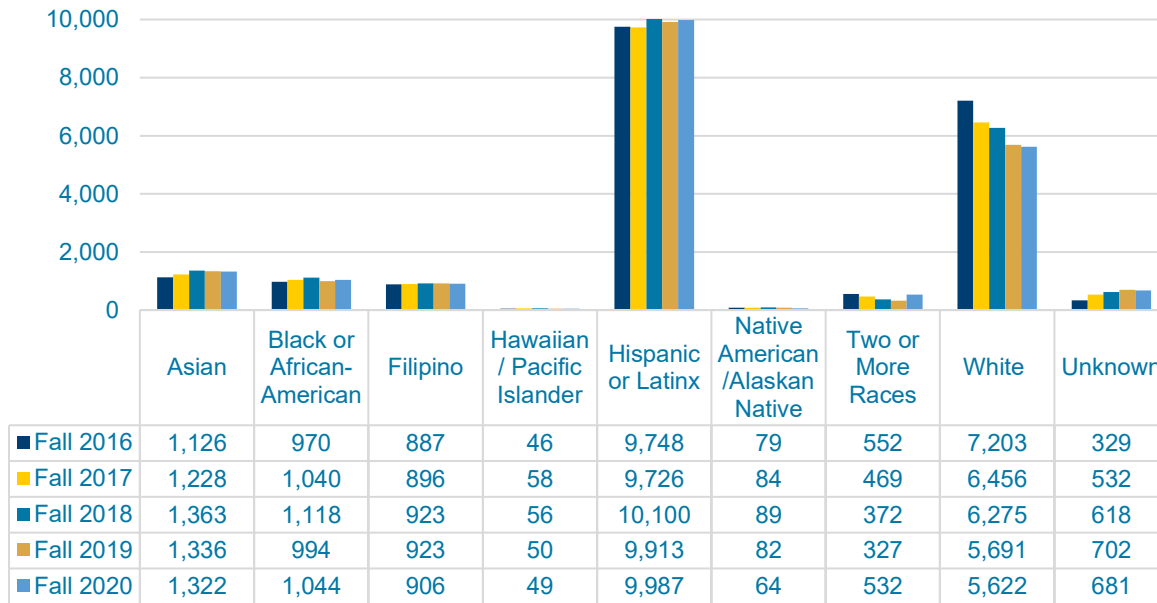
FIGURE 47: PERCENTAGE OF FIRST-GENERATION STUDENTS AMONG FIRST-TIME AND ALL STUDENTS AT COLLEGE OF THE CANYONS, FALL 2016 TO FALL 2020



SOURCE: COLLEGE OF THE CANYONS, OFFICE OF INSTITUTIONAL RESEARCH, PLANNING AND INSTITUTIONAL EFFECTIVENESS (IRPIE)

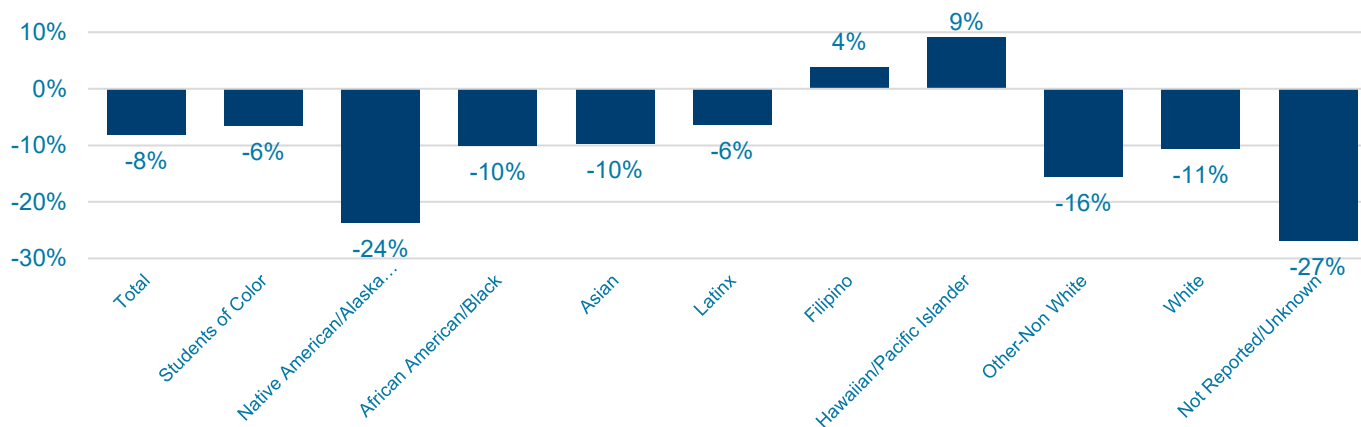
# RACE AND ETHNICITY AMONG COLLEGE OF THE CANYONS STUDENTS

FIGURE 48: STUDENT HEADCOUNT BY RACE AND ETHNICITY AT COLLEGE OF THE CANYONS, FALL 2016 TO FALL 2020



Looking at student headcount by race and ethnicity, the number of white students declined the most significantly (-22%) between fall 2016 and fall 2020, while most nonwhite student headcounts have remained relatively flat or even grown during this time. The College enrolled 196 more Asian students, 239 more Hispanic or Latinx students and 74 more Black students in fall 2020 than fall 2016, even though counts for these groups peaked in 2018 and declined slightly in 2019 and 2020.

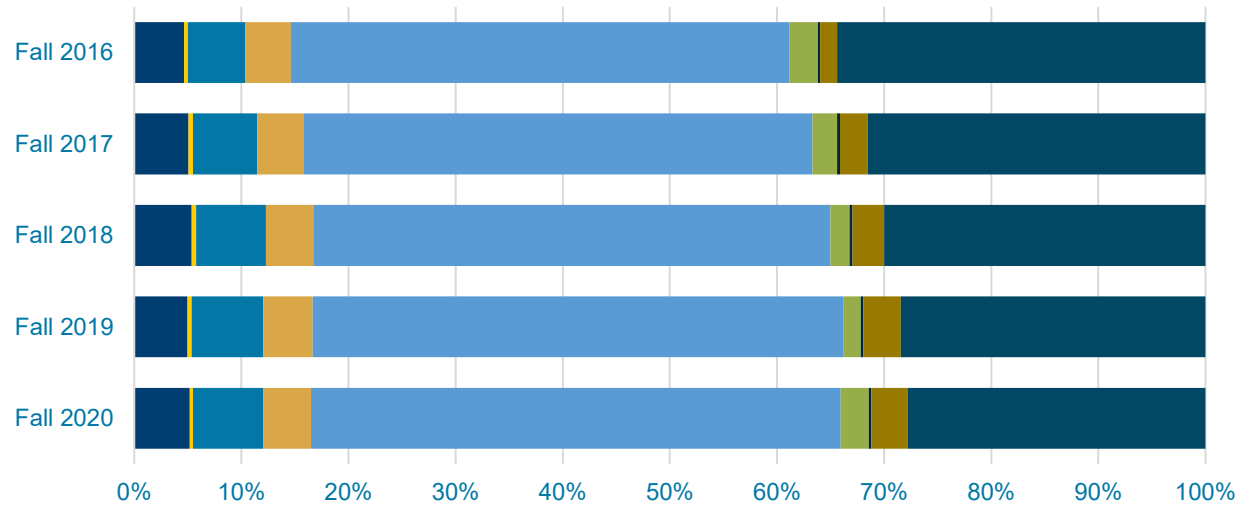
FIGURE 49: CHANGE IN ENROLLMENTS BY RACE AND ETHNICITY AT COLLEGE OF THE CANYONS, FALL 2019 TO FALL 2020



However, there was a decline in course enrollments among most student groups between fall 2019 and fall 2020, as seen in figure 45 at left. Students of color enrolled in six percent fewer courses in fall 2020 than they did in fall 2019.

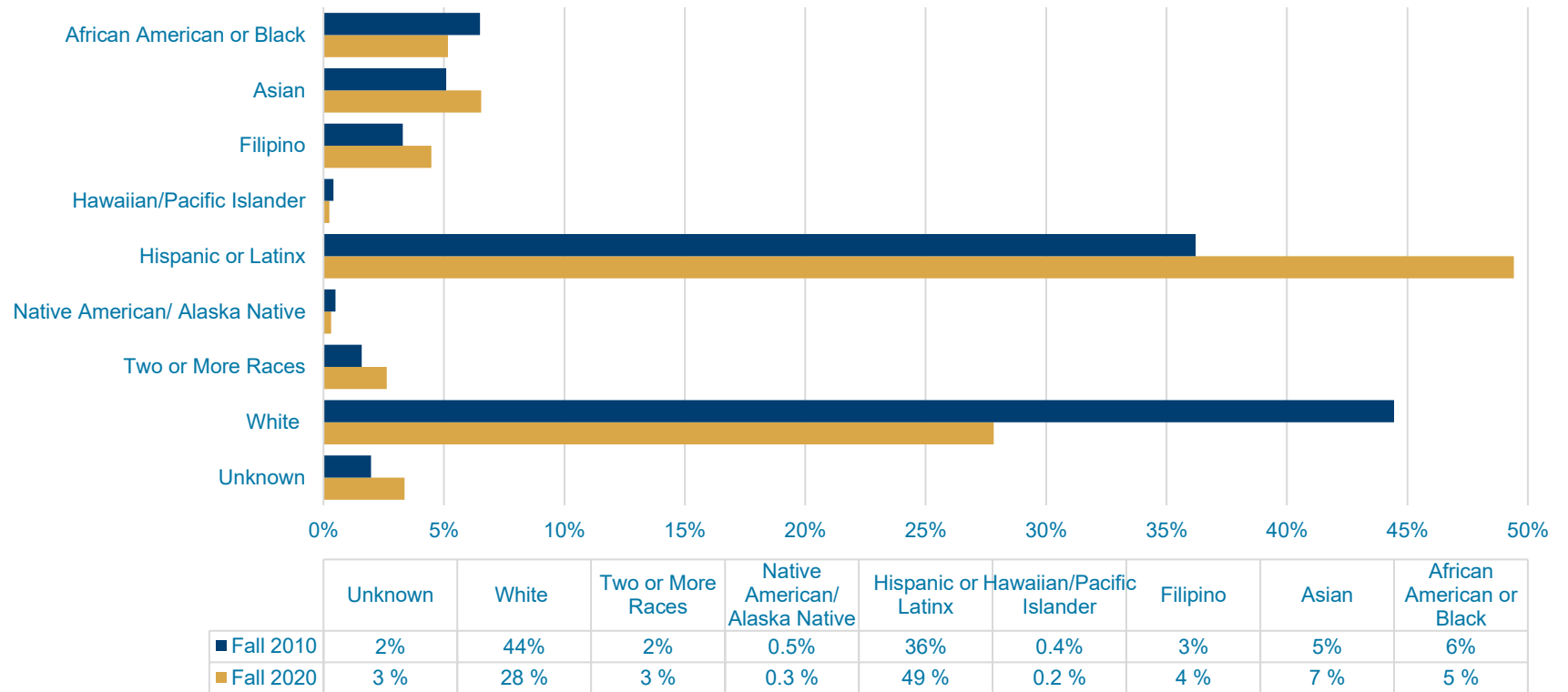
SOURCE: COLLEGE OF THE CANYONS, OFFICE OF INSTITUTIONAL RESEARCH, PLANNING AND INSTITUTIONAL EFFECTIVENESS (IRPIE)

FIGURE 50: PROPORTION OF RACE AND ETHNICITY OF COLLEGE OF THE CANYONS STUDENTS, FALL 2016 TO FALL 2020



	Fall 2020	Fall 2019	Fall 2018	Fall 2017	Fall 2016
■ African American or Black	5%	5%	5%	5%	5%
■ Native American/ Alaska Native	0.3%	0.4%	0.4%	0.4%	0.4%
■ Asian	7%	7%	7%	6%	5%
■ Filipino	4%	5%	4%	4%	4%
■ Hispanic or Latinx	49%	50%	48%	47%	47%
■ Multi-Ethnicity	3%	2%	2%	2%	3%
■ Hawaiian/Pacific Islander	0.2%	0.2%	0.3%	0.3%	0.2%
■ Unknown	3%	4%	3%	3%	2%
■ White	28%	28%	30%	32%	34%

FIGURE 51: PROPORTION OF RACE AND ETHNICITY OF COLLEGE OF THE CANYONS STUDENTS, FALL 2010 AND FALL 2020



SOURCE: COLLEGE OF THE CANYONS, OFFICE OF INSTITUTIONAL RESEARCH, PLANNING AND INSTITUTIONAL EFFECTIVENESS (IRPIE)

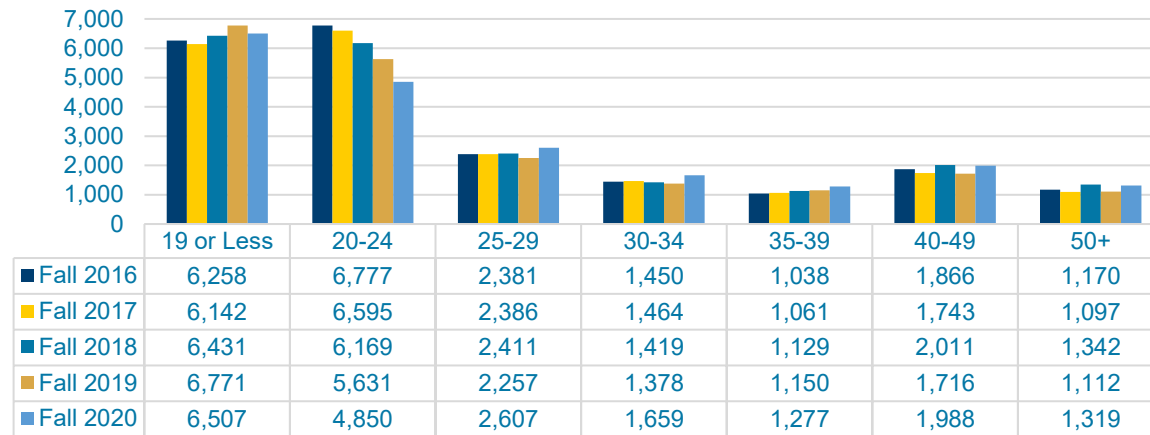
In fall 2020, half of all students at College of the Canyons were Hispanic or Latinx; in fall 2010, Hispanic or Latinx students only made up one-third of the college student body. The proportion of white students enrolled at College of the Canyons has declined from 44 percent in 2010 to 28 percent in 2020.

The proportions of Asian and Filipino students have grown slightly over the last five and ten years, while the percentage of Black and multiracial students have largely remained flat.



# STUDENT HEADCOUNT AT COLLEGE OF THE CANYONS BY AGE

FIGURE 52: STUDENT HEADCOUNT BY AGE GROUP AT COLLEGE OF THE CANYONS, FALL 2016 TO FALL 2020



Since fall 2016, the college has experienced a significant drop in college-age students (those who are 20 to 24 years of age). In fall 2020, there were 1,920 fewer 20- to 24-year-old students than in 2016, a 28 percent decline. All other age groups have grown slightly between 2016 and 2020, with greatest gains among the youngest students (19 or less), 35 to 39 and 25- to 29-year-old age groups.

FIGURE 53: PROPORTION OF STUDENTS BY AGE GROUP AT COLLEGE OF THE CANYONS, FALL 2016 TO FALL 2020

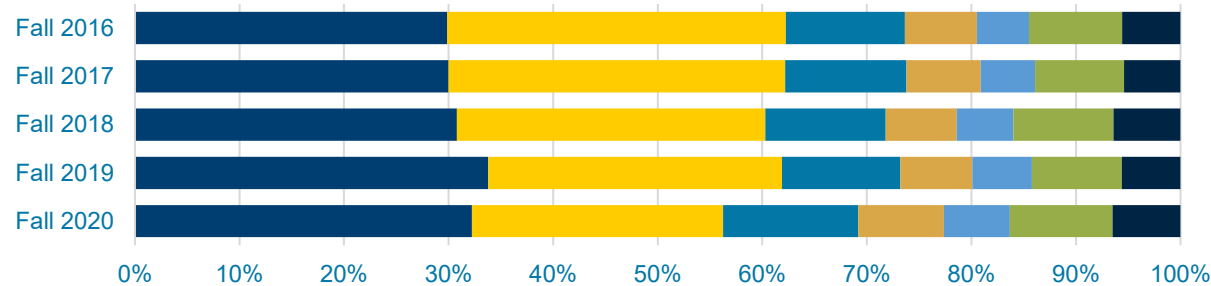


Figure 48 shows how the decline in college age students has shifted the proportion of students by age cohort, especially over the last two years. In fall 2016, 20- to 24-year-olds made up one-third of students. By 2020, they were one-fourth of students.

The proportions of most other age groups, given modest growth, have grown slightly as well between fall 2016 and 2020.

SOURCE: COLLEGE OF THE CANYONS, OFFICE OF INSTITUTIONAL RESEARCH, PLANNING, AND INSTITUTIONAL EFFECTIVENESS

# INCOME, FINANCIAL AID AND THE COSTS OF ATTENDING COLLEGE

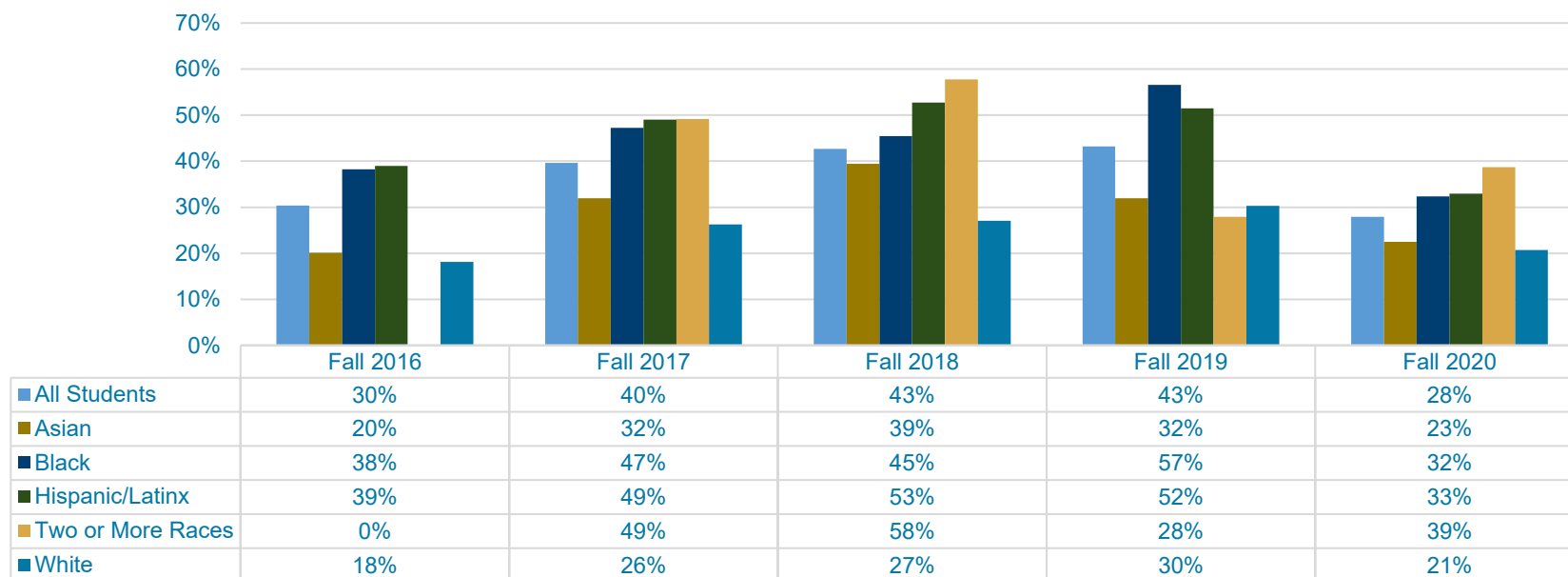
The chart below in figure 49 displays the percentage of students at College of the Canyons who are considered economically disadvantaged. Economic disadvantage refers to students who qualify to receive the College Promise Grant—a waiver for tuition enrollment fees to students who qualify due to family income that is equal to or less than 150% of the U.S. Department of Health and Human Services Poverty Guidelines based on family size.

In fall 2020, only 28 percent of students at the college were considered at an economic disadvantage—34 percent

fewer students than in fall 2019 and 2018, when 43 percent of students fell into this category. This may be because those students most likely to qualify for economic assistance did not enroll due to pandemic-related health or economic hardships.

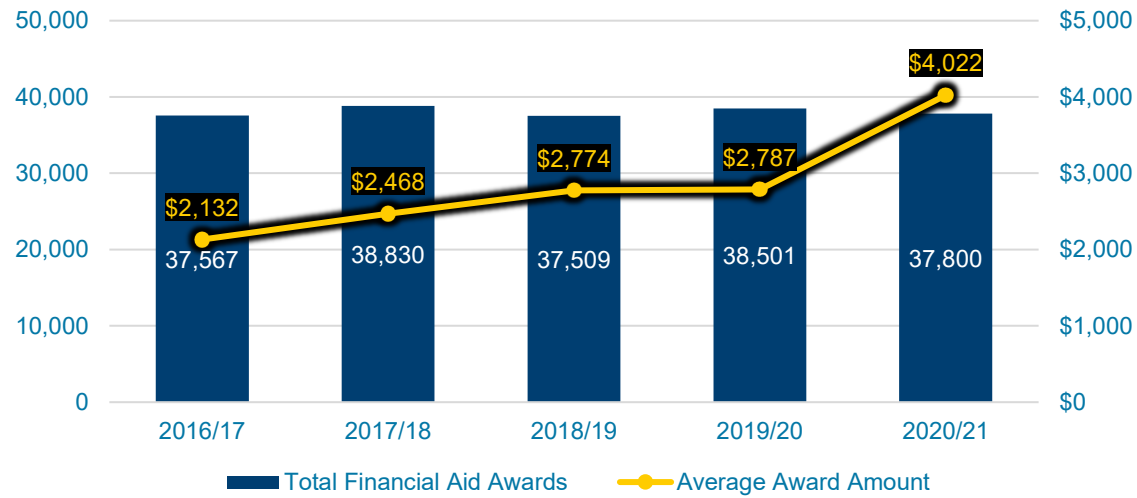
Among the race/ethnicity breakdowns below, those with significant numbers of economically disadvantaged students (all but two or more races) all experienced at least a ten percent decline between 2019 and 2020 of very low-income students enrolled at College of the Canyons.

FIGURE 54: PERCENT OF STUDENTS CONSIDERED ECONOMICALLY DISADVANTAGED AT COLLEGE OF THE CANYONS, ALL STUDENTS AND BY RACE/ETHNICITY, FALL 2016 TO FALL 2020



SOURCE: COLLEGE OF THE CANYONS, OFFICE OF INSTITUTIONAL RESEARCH, PLANNING AND INSTITUTIONAL EFFECTIVENESS (IRPIE)

FIGURE 55: AVERAGE AWARD AMOUNT AND TOTAL FINANCIAL AWARDS TO COLLEGE OF THE CANYONS STUDENTS, 2016/17 TO 2020/21

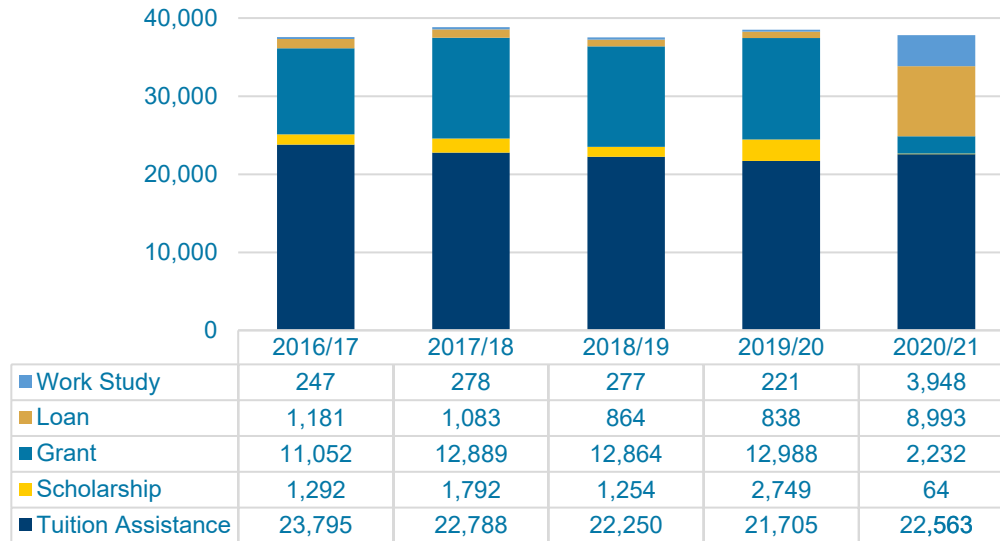


The average financial aid award amount to students grew more than 40 percent between 2019/20 and 2020/21, even though the total number of awards to students has remained relatively flat over the last five years (see FIGURE 55). This looks largely due to more students using loans in 2020/21 to cover the cost of school (see FIGURE 56 below left).

While the number of tuition assistance awards to students has remained steady, the number of scholarships to students declined 98 percent, and grants 83 percent from 2019/20 to 2020/21.

In addition to loan-based awards, far more work study financial aid awards were given to students in 2020/21 than in the previous four years.

FIGURE 56: TOTAL NUMBER OF FINANCIAL AID AWARDS BY TYPE AND BY YEAR, 2016/17 TO 2020/21



SOURCE: COLLEGE OF THE CANYONS, OFFICE OF INSTITUTIONAL RESEARCH, PLANNING, AND INSTITUTIONAL EFFECTIVENESS (IRPIE)

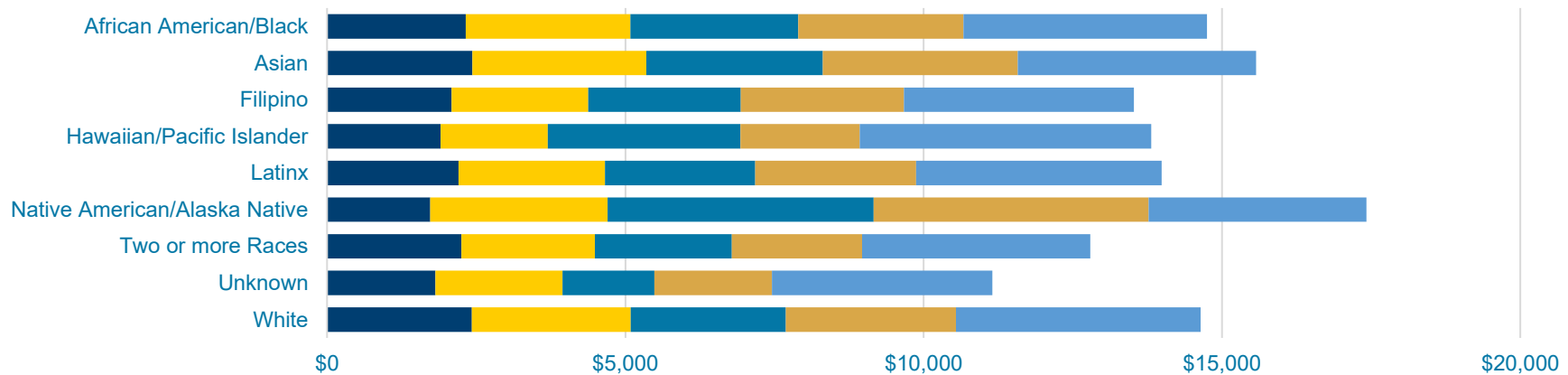
FIGURE 57 shows the average amount of financial aid by year and by race and ethnicity in a cumulative view. It provides a visual of which groups of students have received more financial support and can also show gaps where more support might be needed.

While over the five-year period of 2016/17 to 2020/21 Native American and Alaska Native students received the most average cumulative support, this is largely because of much greater average awards in 2018/19 and 2019/20, while their average award in 2016/17 was the lowest among any race or ethnic group.

The other highest average financial awards were all given in 2020-21. Hawaiian and Pacific Islander students received an average award of \$4,887, while Latinx students received an average award of \$4,113. Black and white students received average awards slightly over \$4,000.

Students with unknown race and ethnicity received significantly smaller awards than the rest; it would be interesting to see how knowing the identity of these students would impact the cumulative awards of other student group

FIGURE 57: CUMULATIVE VIEW: AVERAGE AMOUNT OF FINANCIAL AID AWARDED BY YEAR TO STUDENTS BY RACE AND ETHNICITY, 2016/17 TO 2019/20



	White	Unknown	Two or more Races	Native American/Alaska Native	Latinx	Hawaiian/Pacific Islander	Filipino	Asian	African American/Black
2016/17	\$2,428	\$1,818	\$2,254	\$1,731	\$2,202	\$1,906	\$2,087	\$2,437	\$2,323
2017/18	\$2,662	\$2,127	\$2,235	\$2,971	\$2,454	\$1,797	\$2,294	\$2,916	\$2,760
2018/19	\$2,600	\$1,540	\$2,296	\$4,461	\$2,519	\$3,229	\$2,553	\$2,957	\$2,814
2019/20	\$2,852	\$1,972	\$2,181	\$4,608	\$2,700	\$1,996	\$2,738	\$3,269	\$2,768
2020/21	\$4,099	\$3,695	\$3,827	\$3,651	\$4,113	\$4,887	\$3,854	\$3,990	\$4,083

SOURCE: COLLEGE OF THE CANYONS, OFFICE OF INSTITUTIONAL RESEARCH, PLANNING AND INSTITUTIONAL EFFECTIVENESS (IRPIE)

## ENROLLMENTS BY INSTRUCTION METHOD

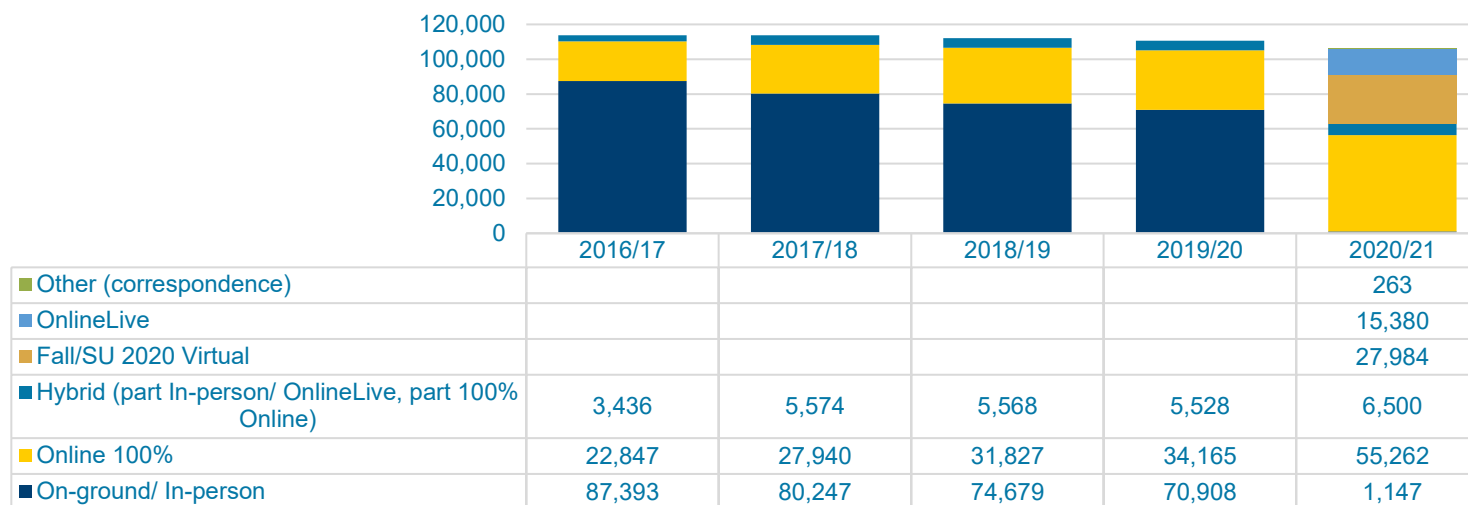
FIGURE 53 shows College of the Canyons course enrollments by instruction mode—in-person on campus; online courses, including those taught live at a specific course time (OnlineLIVE) and those that went virtual due to stay-at-home orders during fall and summer 2020; and hybrid classes, which are a mix of in-person or OnlineLIVE courses with an additional 100 percent online component. Fully online course enrollments (100% Online) have grown by nearly 50 percent between the 2016/17 and 2019/20 academic years and were the primary source of instruction in 2020/21 due to the pandemic and safety measures in place to limit in-person contact.

FIGURES 54 and 55 show the proportion of College of the Canyons students who have enrolled in online courses.

Headcount among students taking at least one 100% Online course grew 185 percent between fall 2011 and fall 2019; by fall 2019 34 percent of students were enrolled in at least one 100% Online course. By fall 2020, 52.3 percent of students were enrolled in at least one 100% online course.

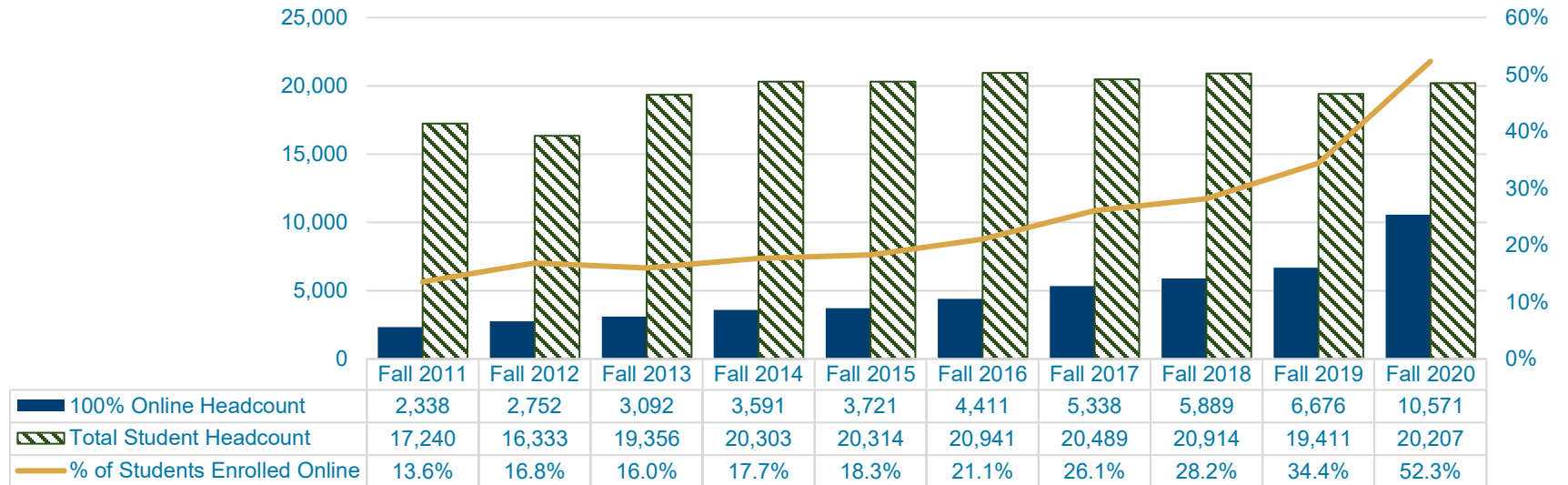
Other online formats were used in 2020/21 at the college, which can be seen in near universal use by students of all races and ethnic groups in 2020. FIGURE 60 shows the growth in online enrollments by race and ethnicity. In fall 2019, Black, Hawaiian or Pacific Islander and “other non-white” students had the greatest enrollment rates, of 26 to 27 percent of students.

FIGURE 58: COLLEGE OF THE CANYONS ENROLLMENTS BY INSTRUCTION MODALITY, 2016/17 TO 2020/21



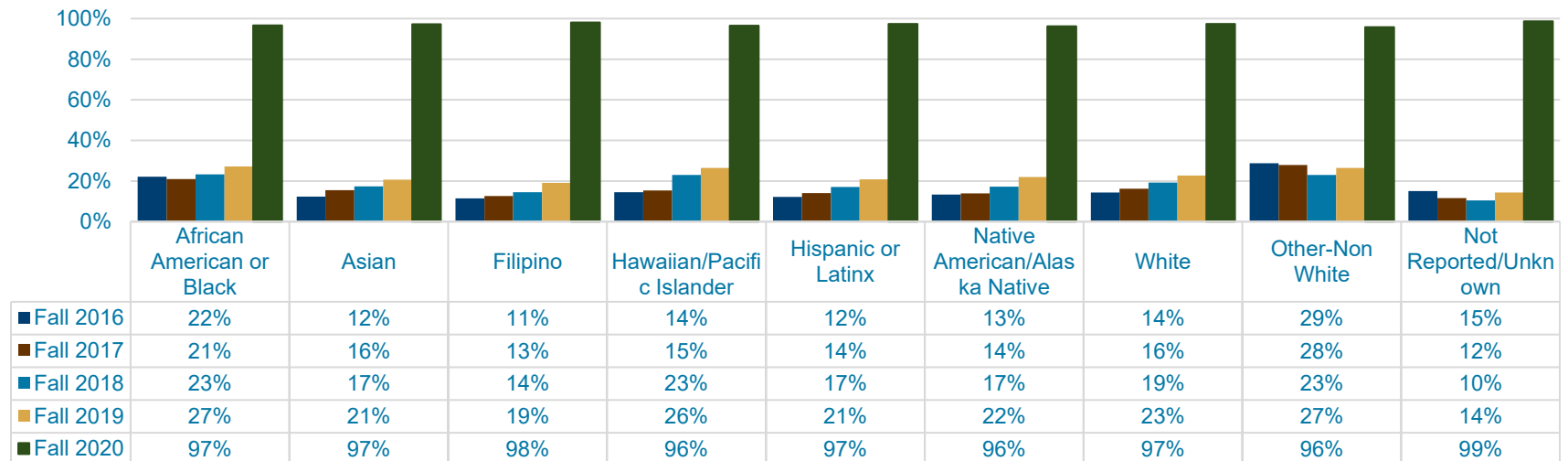
SOURCE: COLLEGE OF THE CANYONS, OFFICE OF INSTITUTIONAL RESEARCH, PLANNING, AND INSTITUTIONAL EFFECTIVENESS (IRPIE)

FIGURE 59: STUDENT HEADCOUNT AND PROPORTION OF STUDENTS ENROLLED IN AT LEAST ONE 100% ONLINE COURSE, FALL 2011 TO FALL 2020



Note: 100% Online refers to a class that is fully online. 100% Online Headcount is unduplicated student total enrolled in at least one 100% online section. Fall 2020 experienced a substantial increase in online enrollments due to COVID-19 stay at home orders.

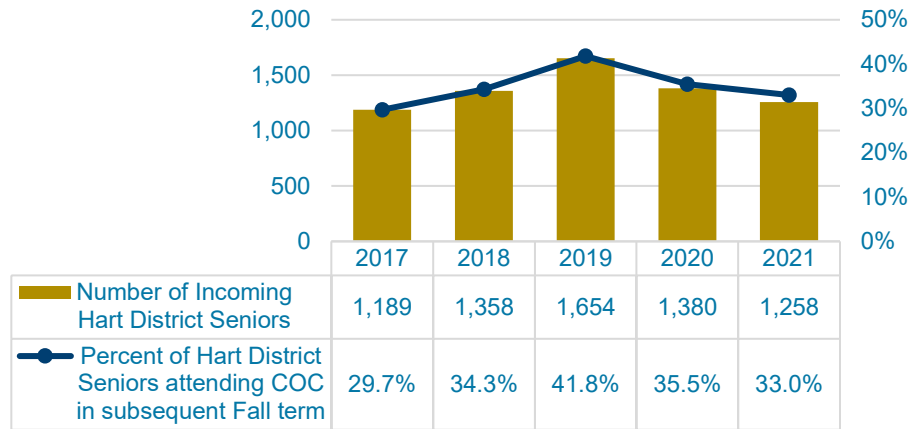
FIGURE 60: PERCENTAGE OF ONLINE ATTENDANCE AMONG STUDENTS BY RACE/ETHNICITY, FALL 2016 TO FALL 2020



SOURCE: COLLEGE OF THE CANYONS, OFFICE OF INSTITUTIONAL RESEARCH, PLANNING, AND INSTITUTIONAL EFFECTIVENESS (IRPIE)

# HIGH SCHOOL ENROLLMENTS

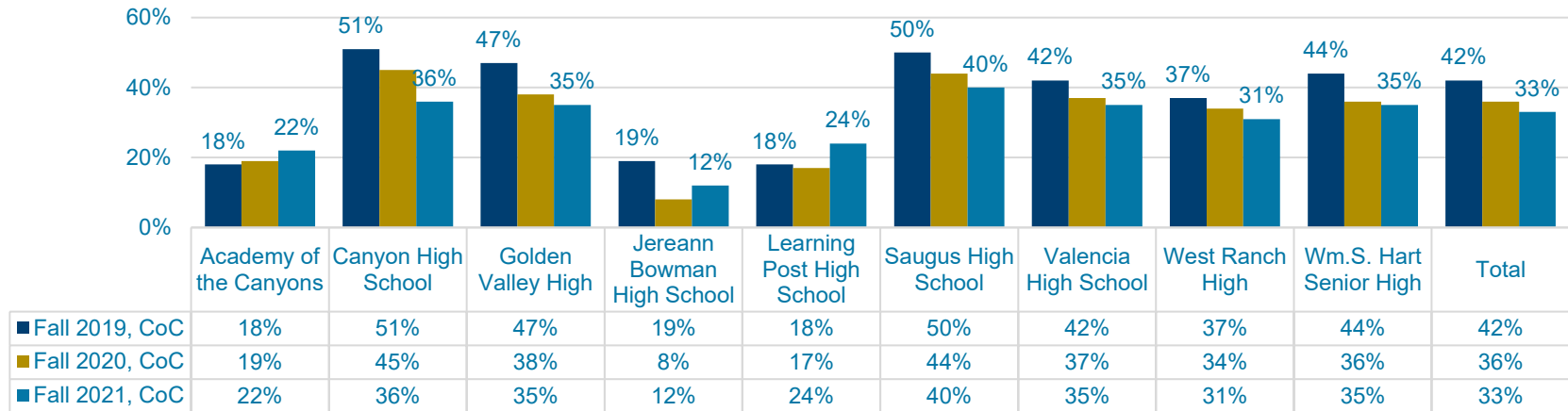
FIGURE 61: PERCENT OF HART DISTRICT SENIORS ATTENDING COLLEGE OF THE CANYONS IN THE SUBSEQUENT FALL TERM



More than one-third of graduating seniors from high schools in the Hart Unified School District have chosen in recent years to attend College of the Canyons the following fall (see figure at left).

Among individual schools, as can be seen in Figure 57, upwards of 50 percent of graduating seniors at Canyon High School and Saugus High School have enrolled at College of the Canyons in recent years. The rates of Canyon and Golden Valley High enrollments have declined the most between 2019 and 2021, by 15 and 12 percentage points, respectively.

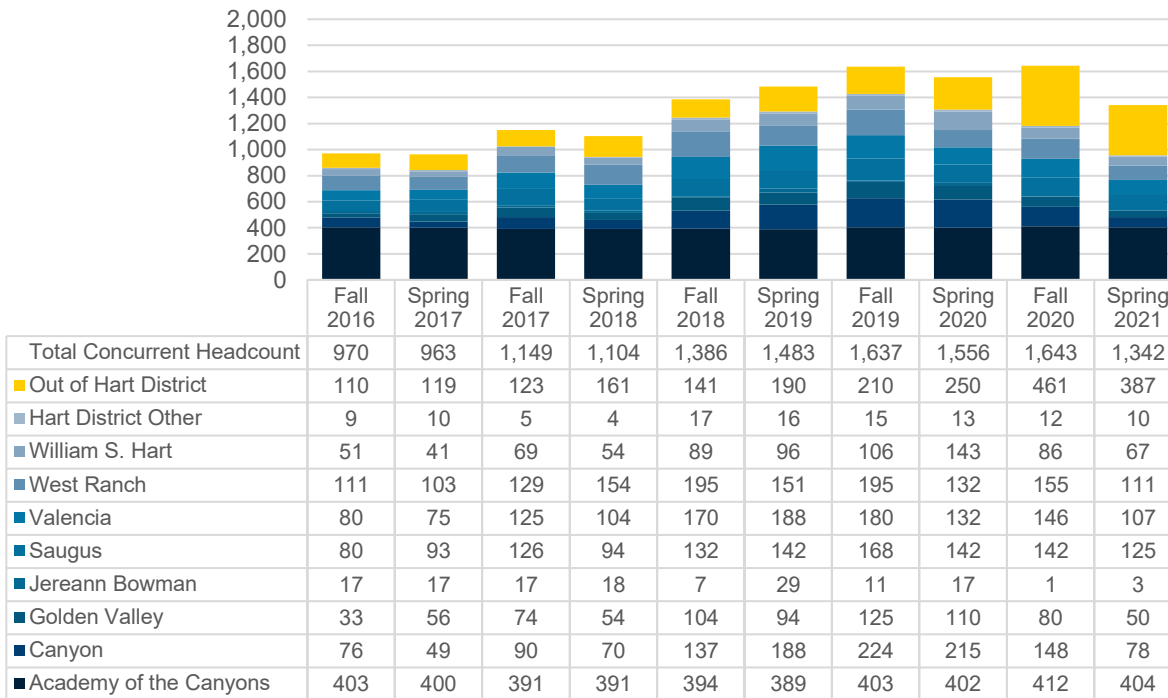
FIGURE 62: RATES OF COLLEGE OF THE CANYONS ENROLLMENTS AMONG GRADUATING SENIORS FROM HART DISTRICT HIGH SCHOOLS, FALL 2019 TO FALL 2021



SOURCE: COLLEGE OF THE CANYONS, OFFICE OF INSTITUTIONAL RESEARCH, PLANNING, AND INSTITUTIONAL EFFECTIVENESS (IRPIE) AND HART UNIFIED SCHOOL DISTRICT

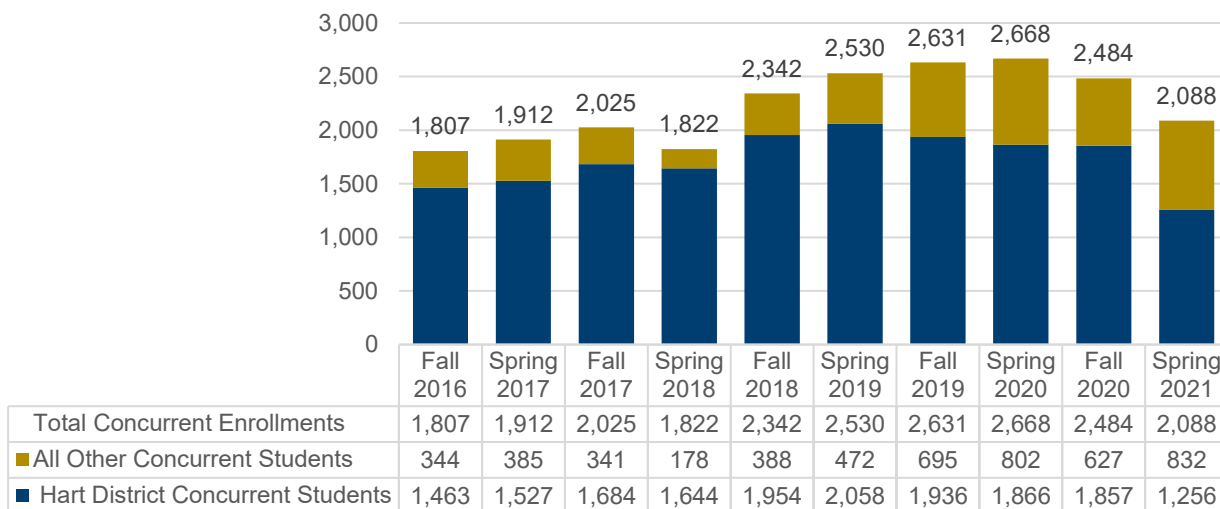
# DUAL ENROLLMENT STUDENTS

FIGURE 63: DUAL ENROLLMENT STUDENT HEADCOUNT, 2016/17 TO 2020/21, BY FALL/SPRING TERM



The total number of high school students enrolling in College of the Canyons classes has grown 69 percent between fall 2016 and fall 2020, seen in Figure 58. A great majority of students who enroll live in Santa Clarita Valley and attend one of the schools in the Hart Unified School District. The number of out of district students (in yellow) is growing as well, and in recent terms has represented a greater proportion of dual enrollment students at the College, which may be due to online course options.

FIGURE 64: TOTAL ENROLLMENTS



While most course enrollments are from Hart USD high school students, the total number of course enrollments by high school students from outside of Hart school district (shown at left in yellow) has grown to nearly 40 percent of the total of all enrollments, as of spring 2021.

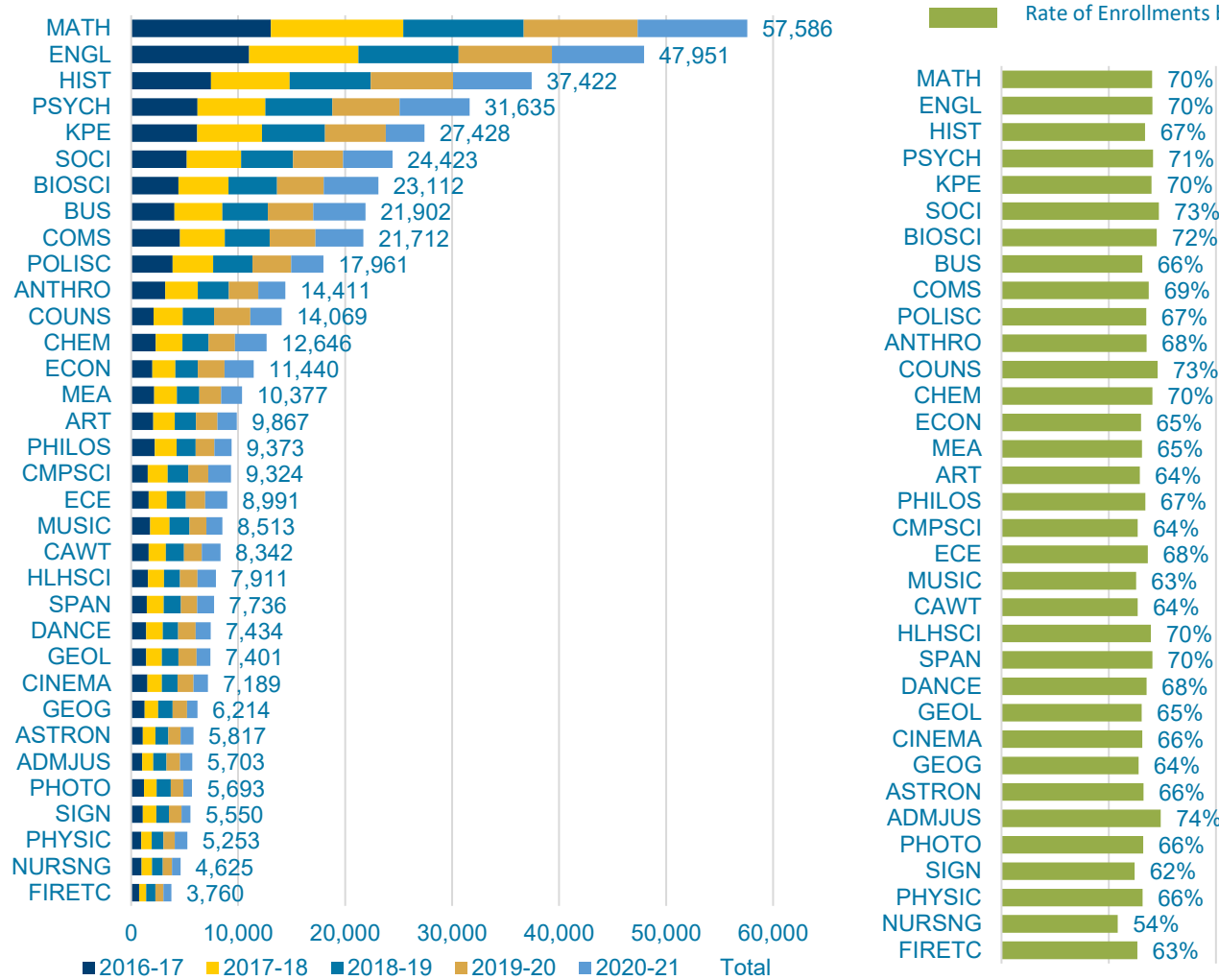
BY DUAL ENROLLMENT STUDENTS, 2016/17 TO 2020/21 BY FALL/SPRING TERM

SOURCE: COLLEGE OF THE CANYONS, OFFICE OF INSTITUTIONAL RESEARCH, PLANNING, AND INSTITUTIONAL EFFECTIVENESS (IRPIE)



# ENROLLMENTS BY DISCIPLINE

FIGURE 65: TOTAL COURSE ENROLLMENTS BY COLLEGE OF THE CANYONS DISCIPLINE AMONG ALL STUDENTS, AND RATES OF ENROLLMENT AMONG STUDENTS OF COLOR, 2016-17 TO 2020-21



The figure at left, which continues on the pages to follow, displays the total number of course enrollments by College of the Canyons discipline, aggregated to show total enrollments from the last five academic years.

The bars in green represent the rates of enrollment among students of color in each discipline for the years 2016/17 to 2020/21—which for most fall into a range of 60 to 70 percent of students.

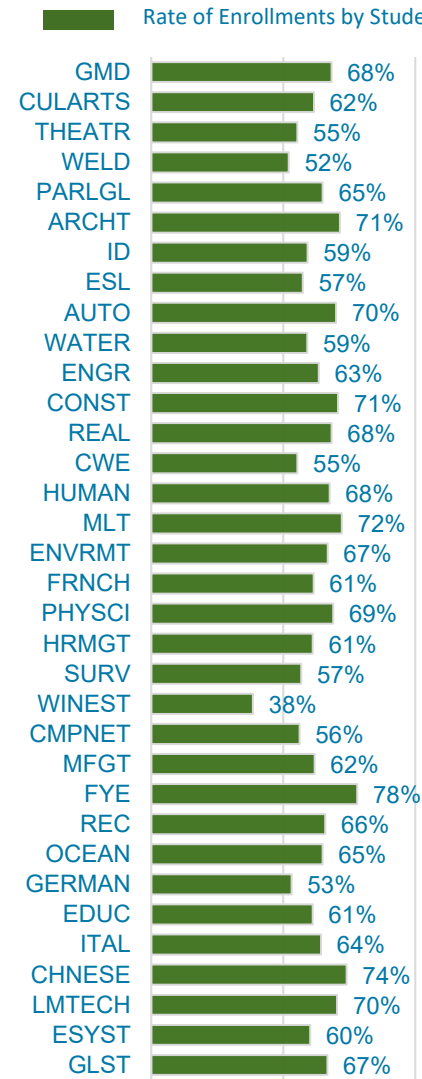
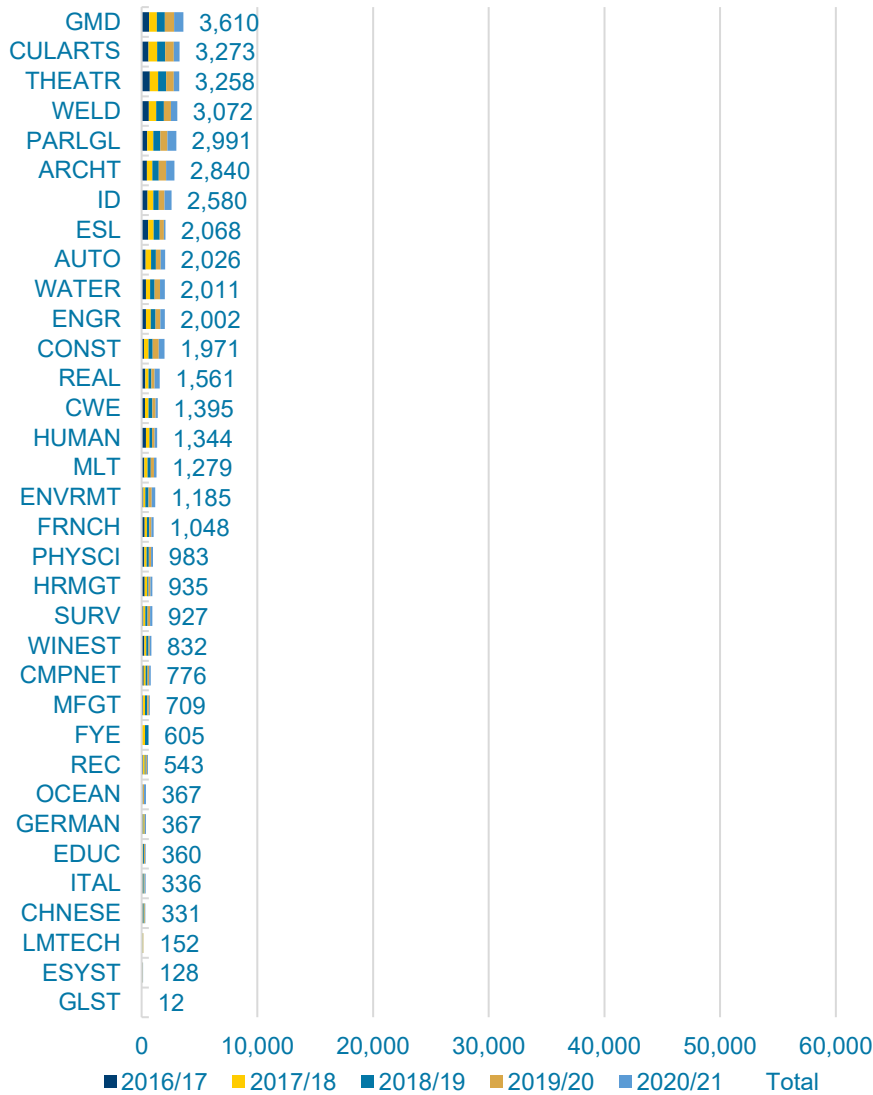
Disciplines with highest recent rates of enrollments among students of color include: First Year Experience (78%), Administration of Justice and Chinese (74% each), Sociology and Counseling (73% each), Biological Sciences and Medical Lab Technician (72%), and Architecture, Construction and Psychology (71%).

[CONTINUES ON NEXT PAGE]

FIGURE 66: DATA FOR TOTAL COURSE ENROLLMENTS BY COLLEGE OF THE CANYONS DISCIPLINE AMONG ALL STUDENTS, AND RATES OF ENROLLMENT AMONG STUDENTS OF COLOR, 2016-17 TO 2020-21

<b>Discipline</b>	<b>2016/17</b>	<b>2017/18</b>	<b>2018/19</b>	<b>2019/20</b>	<b>2020/21</b>	<b>Total</b>	<b>Rate of Enrollments by Students of Color</b>
MATH	13,075	12,363	11,252	10,663	10,233	57,586	70%
ENGL	11,022	10,213	9,368	8,736	8,612	47,951	70%
HIST	7,457	7,354	7,575	7,706	7,330	37,422	67%
PSYCH	6,199	6,335	6,269	6,300	6,532	31,635	71%
KPE	6,181	6,056	5,877	5,676	3,638	27,428	70%
SOCI	5,203	5,071	4,868	4,676	4,605	24,423	73%
BIOSCI	4,422	4,667	4,544	4,378	5,101	23,112	72%
BUS	4,046	4,479	4,262	4,240	4,875	21,902	66%
COMS	4,553	4,197	4,193	4,267	4,502	21,712	69%
POLISC	3,876	3,797	3,663	3,611	3,014	17,961	67%
ANTHRO	3,173	3,070	2,899	2,751	2,518	14,411	68%
COUNS	2,083	2,731	2,938	3,380	2,937	14,069	73%
CHEM	2,289	2,491	2,452	2,465	2,949	12,646	70%
ECON	1,975	2,149	2,104	2,489	2,723	11,440	65%
MEA	2,142	2,133	2,092	2,057	1,953	10,377	65%
ART	2,077	1,992	1,987	2,007	1,804	9,867	64%
PHILOS	2,208	2,034	1,784	1,755	1,592	9,373	67%
CMPSCI	1,562	1,860	1,922	1,868	2,112	9,324	64%
ECE	1,648	1,673	1,785	1,804	2,081	8,991	68%
MUSIC	1,765	1,814	1,867	1,581	1,486	8,513	63%
CAWT	1,623	1,619	1,697	1,664	1,739	8,342	64%
HLHSCI	1,571	1,503	1,487	1,646	1,704	7,911	70%
SPAN	1,457	1,592	1,600	1,531	1,556	7,736	70%
DANCE	1,416	1,542	1,446	1,614	1,416	7,434	68%
GEOL	1,405	1,477	1,528	1,697	1,294	7,401	65%
CINEMA	1,528	1,353	1,452	1,492	1,364	7,189	66%
GEOG	1,265	1,264	1,337	1,361	987	6,214	64%
ASTRON	1,082	1,179	1,213	1,157	1,186	5,817	66%
ADMJUS	1,045	1,018	1,228	1,270	1,142	5,703	74%
PHOTO	1,212	1,174	1,310	1,195	802	5,693	66%
SIGN	1,090	1,261	1,182	1,188	829	5,550	62%
PHYSIC	953	960	1,091	1,065	1,184	5,253	66%
NURSNNG	981	981	996	860	807	4,625	54%
FIRETC	742	650	866	750	752	3,760	63%

FIGURE 67: TOTAL COURSE ENROLLMENTS BY COLLEGE OF THE CANYONS DISCIPLINE AMONG ALL STUDENTS, AND RATES OF ENROLLMENT AMONG STUDENTS OF COLOR, 2016/17 TO 2020/21 [CONTINUED]



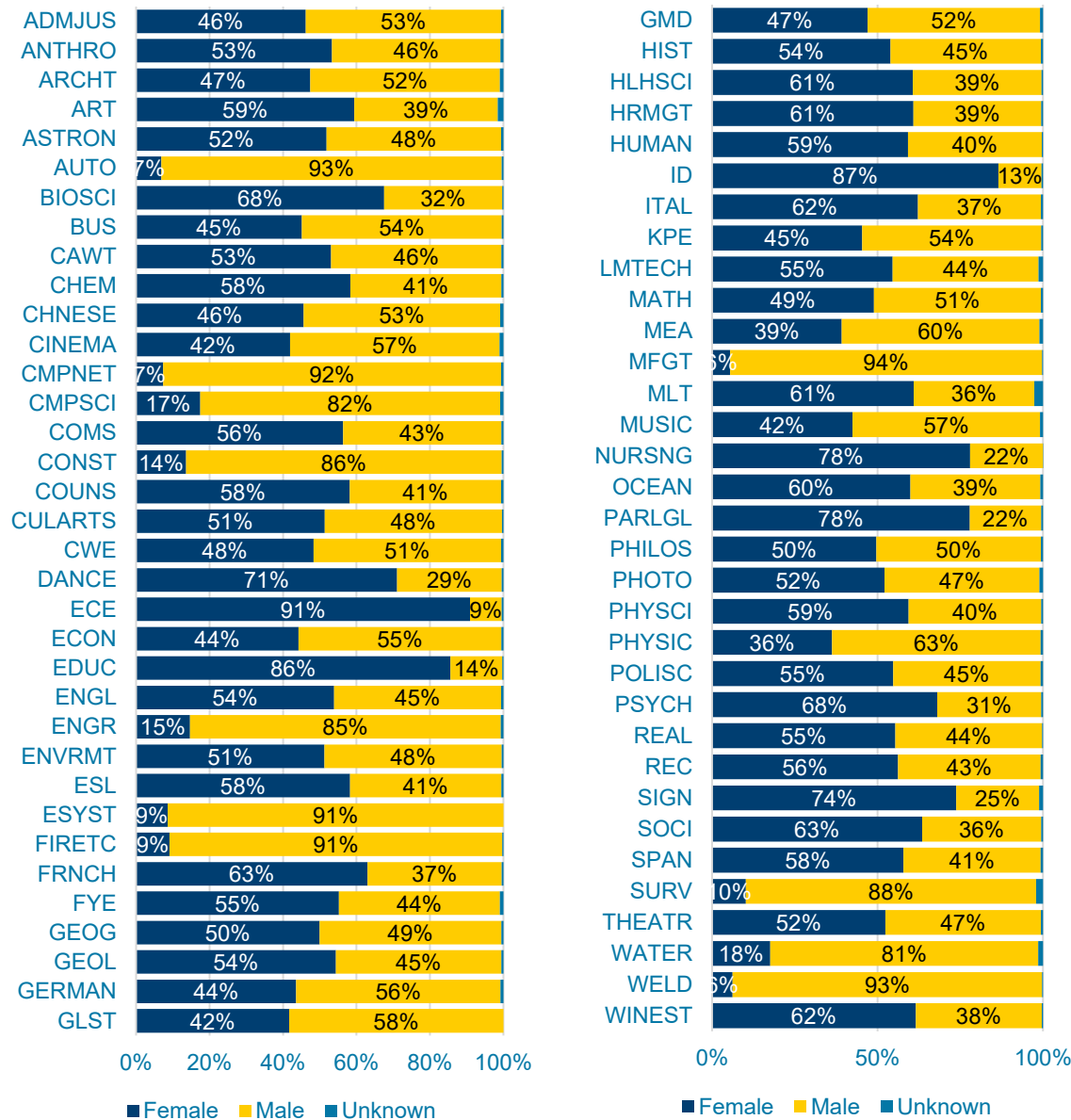
Disciplines with the lowest rates of enrollment among students of color from 2016/17 to 2020/21 include: Wine Studies (38%), Welding (52%), German (53%), Nursing (54%), Cooperative Work Experience (55%), Computer Networking (56%), and Surveying (57%).

The following page looks at these five years of enrollments by the gender of students

FIGURE 68: DATA FOR TOTAL COURSE ENROLLMENTS BY COLLEGE OF THE CANYONS DISCIPLINE AMONG ALL STUDENTS, AND RATES OF ENROLLMENT AMONG STUDENTS OF COLOR, 2016/17 TO 2020/21 [CONTINUED]

<b>Discipline</b>	<b>2016/17</b>	<b>2017/18</b>	<b>2018/19</b>	<b>2019/20</b>	<b>2020/21</b>	<b>Total</b>	<b>Rate of Enrollments by Students of Color</b>
GMD	657	656	701	793	803	3,610	68%
CULART S	607	726	695	748	497	3,273	62%
THEATR	713	712	705	663	465	3,258	55%
WELD	621	638	670	590	553	3,072	52%
PARLGL	487	533	606	606	759	2,991	65%
ARCHT	468	469	545	625	733	2,840	71%
ID	520	501	453	516	590	2,580	59%
ESL	555	493	521	351	148	2,068	57%
AUTO	351	462	413	419	381	2,026	70%
WATER	381	356	394	472	408	2,011	59%
ENGR	385	414	396	421	386	2,002	63%
CONST	217	367	373	536	478	1,971	71%
REAL	308	300	247	275	431	1,561	68%
CWE	302	286	340	263	204	1,395	55%
HUMAN	373	293	237	229	212	1,344	68%
MLT	237	271	276	281	214	1,279	72%
ENVRMT	156	169	269	279	312	1,185	67%
FRNCH	261	197	193	196	201	1,048	61%
PHYSICI	225	208	195	186	169	983	69%
HRMGT	253	224	122	154	182	935	61%
SURV	156	155	210	210	196	927	57%
WINEST	241	169	175	130	117	832	38%
CMPNET	183	162	181	137	113	776	56%
MFGT	130	157	208	125	89	709	62%
FYE	0	281	324	0	0	605	78%
REC	139	124	86	118	76	543	66%
OCEAN	0	42	67	100	158	367	65%
GERMAN	88	88	73	54	64	367	53%
EDUC	74	61	81	63	81	360	61%
ITAL	91	54	72	49	70	336	64%
CHNESE	86	73	65	71	36	331	74%
LMTECH	52	39	30	31	0	152	70%
ESYST	33	29	17	10	39	128	60%
GLST	0	0	0	0	12	12	67%

FIGURE 69: COLLEGE OF THE CANYONS AVERAGE RATES OF DISCIPLINE ENROLLMENTS BY GENDER IDENTITY, 2017/18 TO 2020/21



Between 2017/18 and 2020/21, female students accounted for an average of 53 percent of enrollments at College of the Canyons, and male students' 46 percent. Approximately one percent of enrollments was among students who did not identify their gender.

Figure 64 shows the average breakdown of enrollments by gender by discipline, during the five academic years between 2017/18 and 2020/21. Disciplines with many more female enrollments than the average include Biological Sciences and Psychology (each 68% of students), Dance (71%), Sign Language (74%), Nursing and Paralegal (each 78%), Education (86%), Interior Design (87%), and Early Childhood Education (91%).

Enrollments among male students were highest in Water Technology (81%), Engineering (85% of students), Surveying (88%), Fire Technology and Electronic Systems Technology (each 91%), Computer Networking (92%), Auto Technology and Welding (each 93%), and Manufacturing Technology (94%).

SOURCE: COLLEGE OF THE CANYONS, OFFICE OF INSTITUTIONAL RESEARCH, PLANNING AND INSTITUTIONAL EFFECTIVENESS (IRPIE)

FIGURE 70: DATA FOR COLLEGE OF THE CANYONS AVERAGE RATES OF DISCIPLINE ENROLLMENTS BY GENDER IDENTITY, 2017/18 TO 2020/21

Discipline	Female	Male	Unknown
ADMJUS	46%	53%	1%
ANTHRO	53%	46%	1%
ARCHT	47%	52%	1%
ART	59%	39%	2%
ASTRON	52%	48%	1%
AUTO	7%	93%	0%
BIOSCI	68%	32%	0%
BUS	45%	54%	0%
CAWT	53%	46%	1%
CHEM	58%	41%	1%
CHNESE	46%	53%	1%
CINEMA	42%	57%	1%
CMPNET	7%	92%	1%
CMPSCI	17%	82%	1%
COMS	56%	43%	1%
CONST	14%	86%	1%
COUNS	58%	41%	1%
CULARTS	51%	48%	0%
CWE	48%	51%	1%
DANCE	71%	29%	0%
ECE	91%	9%	1%
ECON	44%	55%	1%
EDUC	86%	14%	0%
ENGL	54%	45%	1%
ENGR	15%	85%	1%
ENVRMT	51%	48%	1%
ESL	58%	41%	1%
ESYST	9%	91%	0%
FIRETC	9%	91%	0%
FRNCH	63%	37%	0%
FYE	55%	44%	1%
GEOG	50%	49%	1%
GEOL	54%	45%	1%
GERMAN	44%	56%	1%
GLST	42%	58%	0%

Discipline	Female	Male	Unknown
GMD	47%	52%	1%
HIST	54%	45%	1%
HLHSCI	61%	39%	0%
HRMGT	61%	39%	1%
HUMAN	59%	40%	0%
ID	87%	13%	0%
ITAL	62%	37%	1%
KPE	45%	54%	1%
LMTECH	55%	44%	1%
MATH	49%	51%	1%
MEA	39%	60%	1%
MFGT	6%	94%	0%
MLT	61%	36%	3%
MUSIC	42%	57%	1%
NURSNG	78%	22%	0%
OCEAN	60%	39%	1%
PARLGL	78%	22%	1%
PHILOS	50%	50%	1%
PHOTO	52%	47%	1%
PHYSICI	59%	40%	1%
PHYSIC	36%	63%	1%
POLISC	55%	45%	1%
PSYCH	68%	31%	1%
REAL	55%	44%	0%
REC	56%	43%	1%
SIGN	74%	25%	1%
SOCI	63%	36%	1%
SPAN	58%	41%	1%
SURV	10%	88%	2%
THEATR	52%	47%	1%
WATER	18%	81%	1%
WELD	6%	93%	0%
WINEST	62%	38%	0%

# FACULTY AND STAFF TRENDS

FIGURE 71: FACULTY, STAFF, AND ADMINISTRATORS BY GENDER, FALL 2020\*

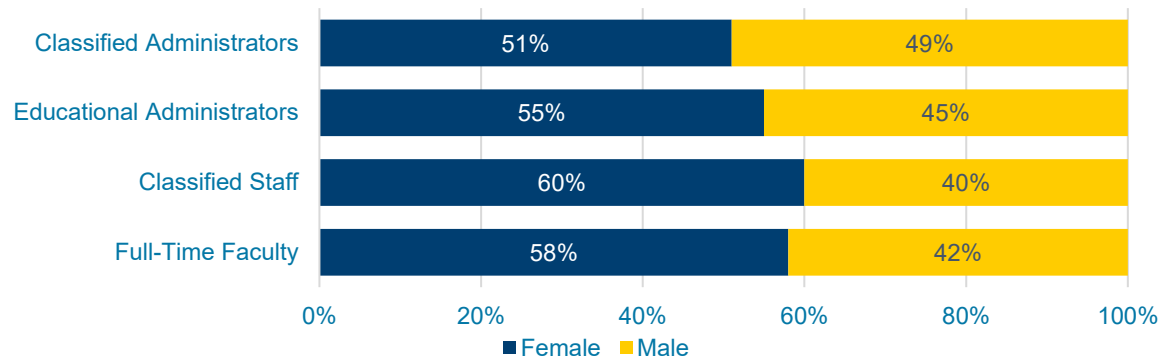
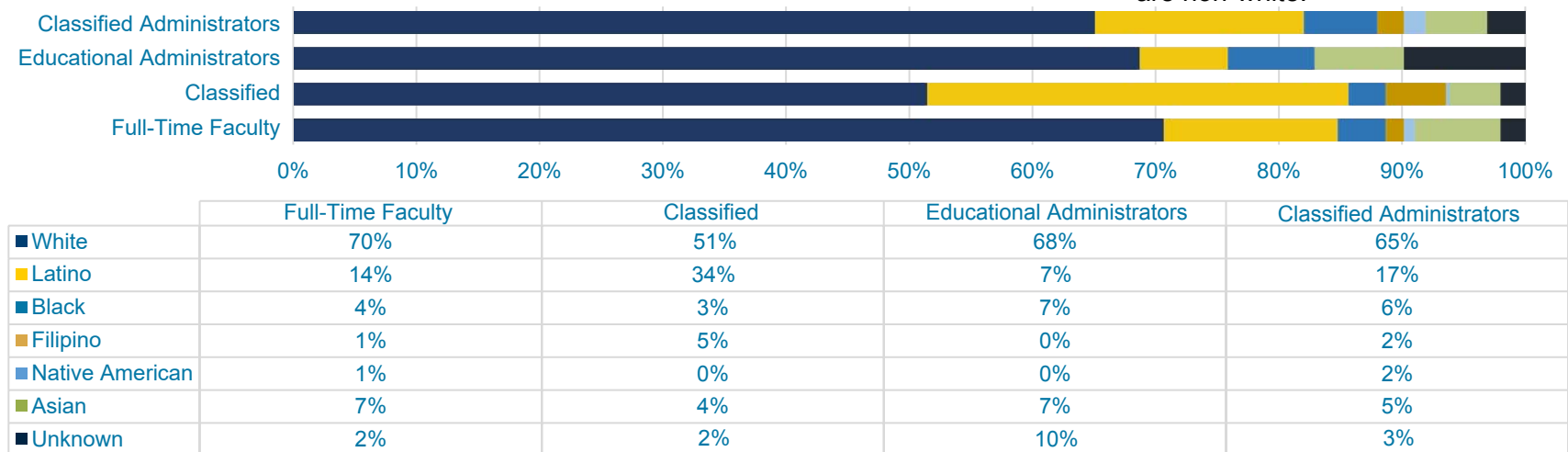


FIGURE 71 and FIGURE 72 show the proportion of faculty, staff and administration by gender and race/ethnicity, where known. Women make up a greater share of full-time faculty, classified staff, and educational administrators.

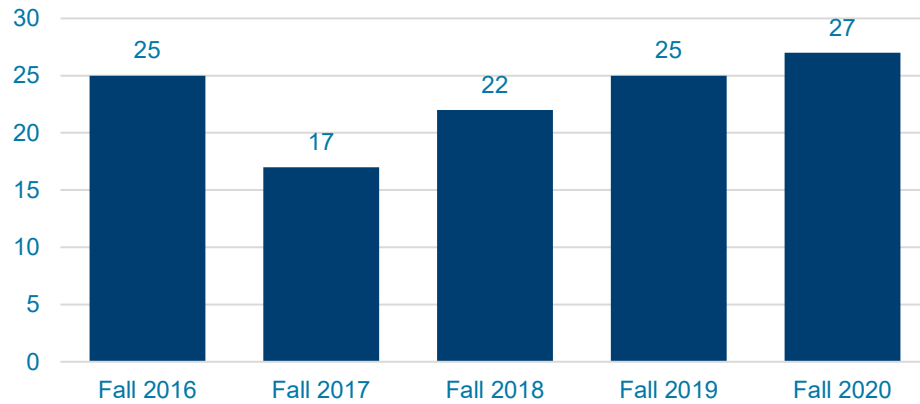
Almost half (49%) of classified professionals are non-white, of which one-third identify as Latinx. In comparison, one-third of administrators and full-time faculty are non-white.

FIGURE 72: FACULTY, STAFF, AND ADMINISTRATORS BY ETHNICITY, FALL 2020\*



Note: \*Classified includes part-time Classified, full-time Classified, part-time Confidential, and full-time Confidential  
 SOURCE: COLLEGE OF THE CANYONS FACTBOOK, 2021

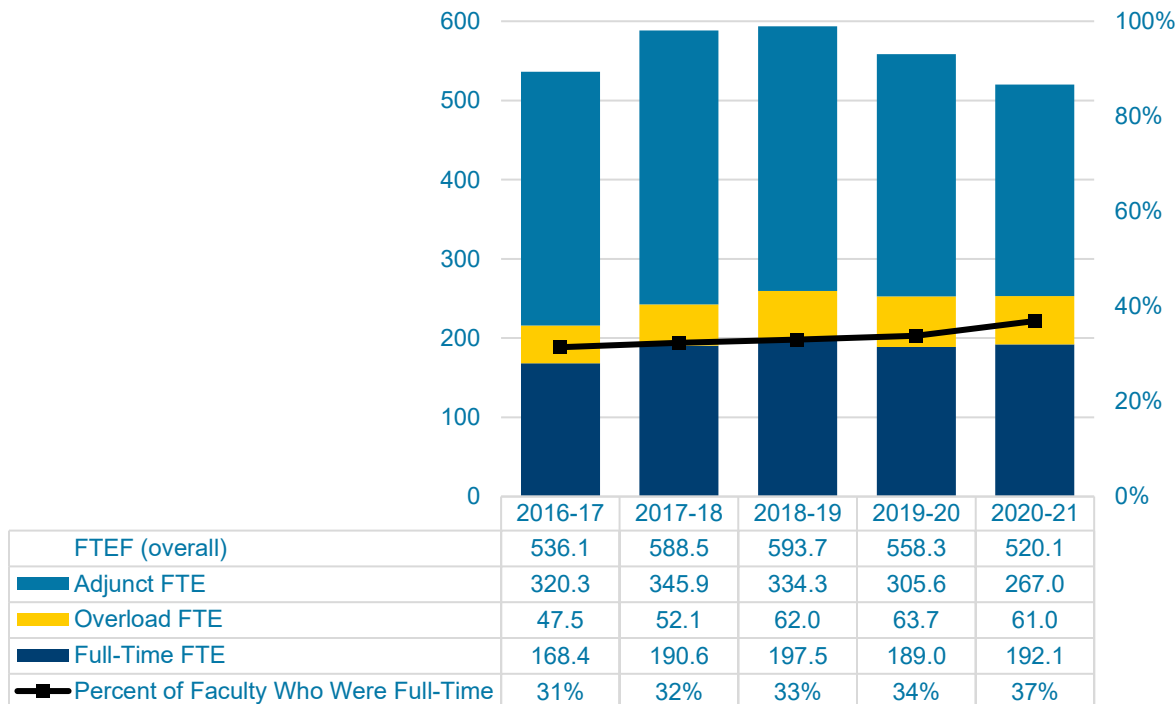
FIGURE 73: STUDENT TO FACULTY RATIO (NUMBER OF STUDENTS PER FACULTY MEMBER), FALL 2016 TO FALL 2020



The student to faculty ratio in fall 2020 was 27 students to one faculty member (see [FIGURE 73](#)). This was several students greater than in the four previous fall terms, and nearly 4 students greater than the five-year average, of approximately 23 students to one faculty member.

[FIGURE 74](#) below shows the opposite part of this trend; FTEF has declined in 2019/20 and 2020/21. However, the percent of full-time faculty at the college has been growing since 2016/17, to 37 percent of faculty in 2020/21.

FIGURE 74: FULL-TIME EQUIVALENT FACULTY (FTEF) AND PERCENT OF FULL-TIME FACULTY, 2016/17 TO 2020/21



SOURCE: COLLEGE OF THE CANYONS, OFFICE OF INSTITUTIONAL RESEARCH, PLANNING, AND INSTITUTIONAL EFFECTIVENESS (IRPIE)



# STUDENT ACHIEVEMENT: RETENTION, COMPLETION AND AWARDS

This section describes the College of the Canyons course and award outcomes.

## RECENT COLLEGE WIDE RETENTION RATES HAVE BEEN STABLE.

The average retention rate for all College of the Canyons students remained at 88 percent between 2016/17 and 2020/21.

## FIRST-TIME STUDENT OUTCOMES IMPROVED THE MOST BETWEEN 2016/17 AND 2020/21.

Success rates among first-time students have improved by ten percentage points in the five years between 2016/17 and 2020/21, matching the college overall success rate in 2020/21.

## SUCCESS RATES AMONG TRANSFER STUDENTS ALSO IMPROVED DURING THIS PERIOD.

Outcomes for first-time transfer students improved five percentage points between 2016/17 and 2020/21. Returning transfer student outcomes improved three percentage points during this time.

## BLACK AND LATINX STUDENTS EXPERIENCE THE LOWEST AVERAGE RETENTION AND SUCCESS RATES.

In 2020/21, Black students had an average retention rate of 83 percent, and Latinx students 85 percent. Success rates among Black students in 2020/21 were only 67 percent, and 73 percent for Latinx students.

## OUTCOMES AMONG STUDENTS WHO IDENTIFY AS HAWAIIAN OR PACIFIC ISLANDER HAVE EXPERIENCED THE GREATEST GROWTH BETWEEN 2016/17 AND 2020/21.

Average success rates improved by 11 percentage points, and average retention rates grew four percentage points.

## ONLINE LIVE COURSES, FIRST OFFERED IN 2020/21, EXPERIENCED HIGHER AVERAGE RATES OF RETENTION THAN MOST OTHER INSTRUCTION MODES.

The average retention rate among students in OnlineLIVE classes in 2020/21 was 90 percent, while the college average was 88 percent.

## ON GROUND/IN-PERSON COURSES HAD HIGHER AVERAGE SUCCESS RATES BETWEEN 2016/17 AND 2020/21 THAN ALL OTHER MODES OF INSTRUCTION.

Average success rates for in-person courses grew from 76 percent in 2016/17 to 83 percent in 2020/21, higher than all other modes.

## MOST DISCIPLINES AT COLLEGE OF THE CANYONS (50 OF 68) HAD AVERAGE RATES OF COURSE SUCCESS OF 75 PERCENT OF STUDENTS OR HIGHER.

Thirty-two disciplines had average rates of successful course completions of 80 percent or higher in the period between 2016/17 and 2020/21.

### TWENTY-ONE DISCIPLINES HAD AVERAGE RATES OF COURSE SUCCESS FOR STUDENTS OF COLOR AT 80 PERCENT OR ABOVE.

Eleven disciplines had average success rates among students of color below 70 percent.

### IN NEARLY EVERY DISCIPLINE WITH MORE THAN 3,000 SUCCESSFUL COURSE COMPLETIONS BETWEEN 2016/17 AND 2020/21, STUDENTS OF COLOR ACCOUNTED FOR 60 PERCENT OR MORE OF COMPLETIONS.

In Nursing, students of color earned 54 percent of successful course completions between 2016/17 and 2020/21.

### AWARDS EARNED BY COLLEGE OF THE CANYONS STUDENTS GREW BY NEARLY 30 PERCENT BETWEEN 2016/17 AND 2020/21.

More than 6,000 degrees and certificates were conferred to students in 2020/21.

### THE NUMBER OF ASSOCIATE DEGREES FOR TRANSFER EARNED BY STUDENTS GREW 87 PERCENT, AND ASSOCIATE DEGREES EARNED INCREASED BY NEARLY ONE-THIRD.

Certificates of Achievement awarded to students grew by 25 percent between 2016/17 and 2020/21.

### TWO OF EVERY THREE ASSOCIATE DEGREE AWARDS CONFERRED BY COLLEGE OF THE CANYONS FROM 2016/17 TO 2020/21 WERE AWARDED TO STUDENTS OF COLOR.

In 2020/21, 68 percent of associate degrees for transfer and 66 percent of terminal associate degrees were awarded to students of color.

### STUDENTS OF COLOR EARNED A GROWING MAJORITY OF CERTIFICATE AWARDS AS WELL.

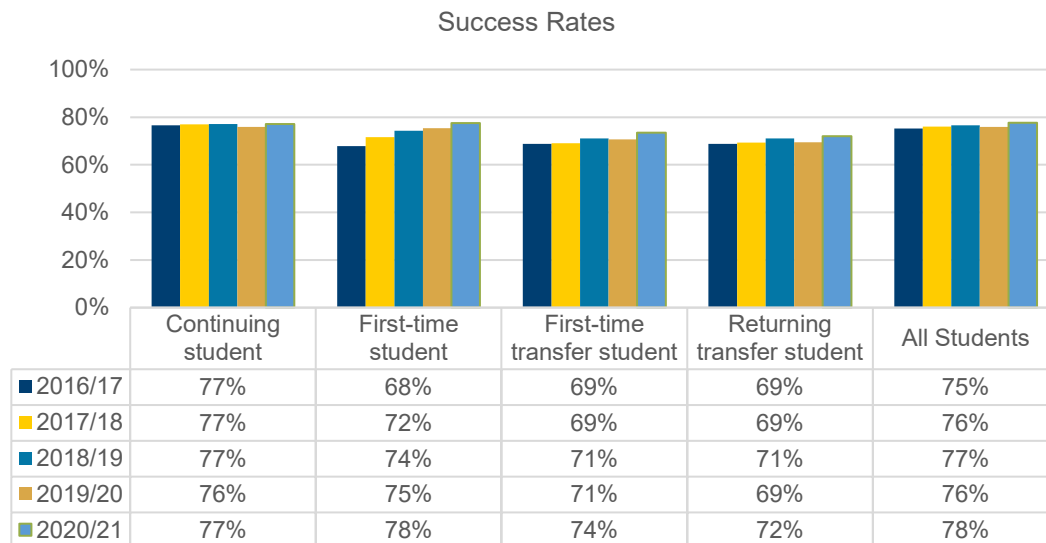
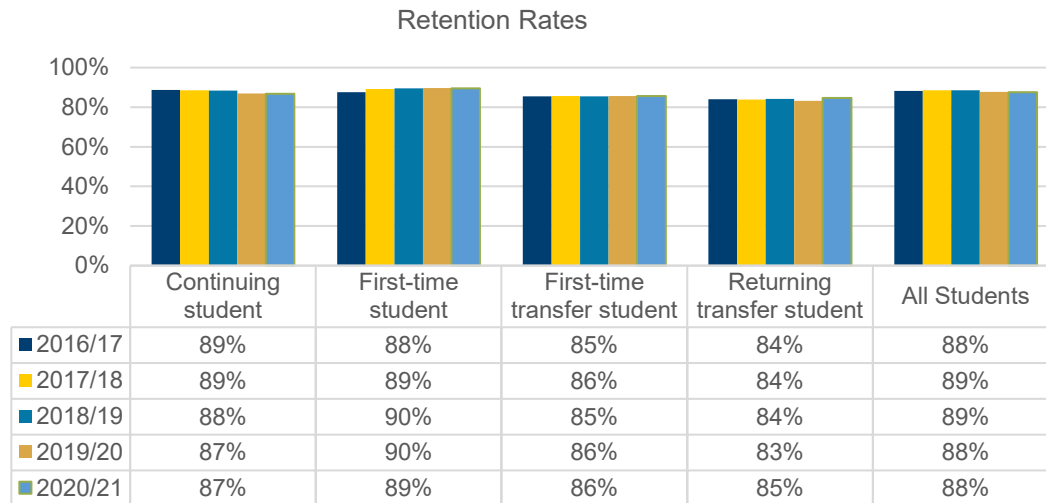
Sixty-eight percent of students awarded a Certificate of Achievement and 58 percent who earned a Certificate of Specialization in 2020/21 were students of color, growing three and five percent, respectively, since 2016/17.

### THREE IN FOUR NON-CREDIT CERTIFICATE AWARDS BETWEEN 2016/17 AND 2020/21 WERE EARNED BY STUDENTS OF COLOR.

More than half of these awards were earned by Latinx or Hispanic students, and 17 percent by Asian or Filipino students.

# RETENTION AND SUCCESS

FIGURE 75: RETENTION AND SUCCESS RATES BY STUDENT ADMIT STATUS, 2016/17 TO 2020/21

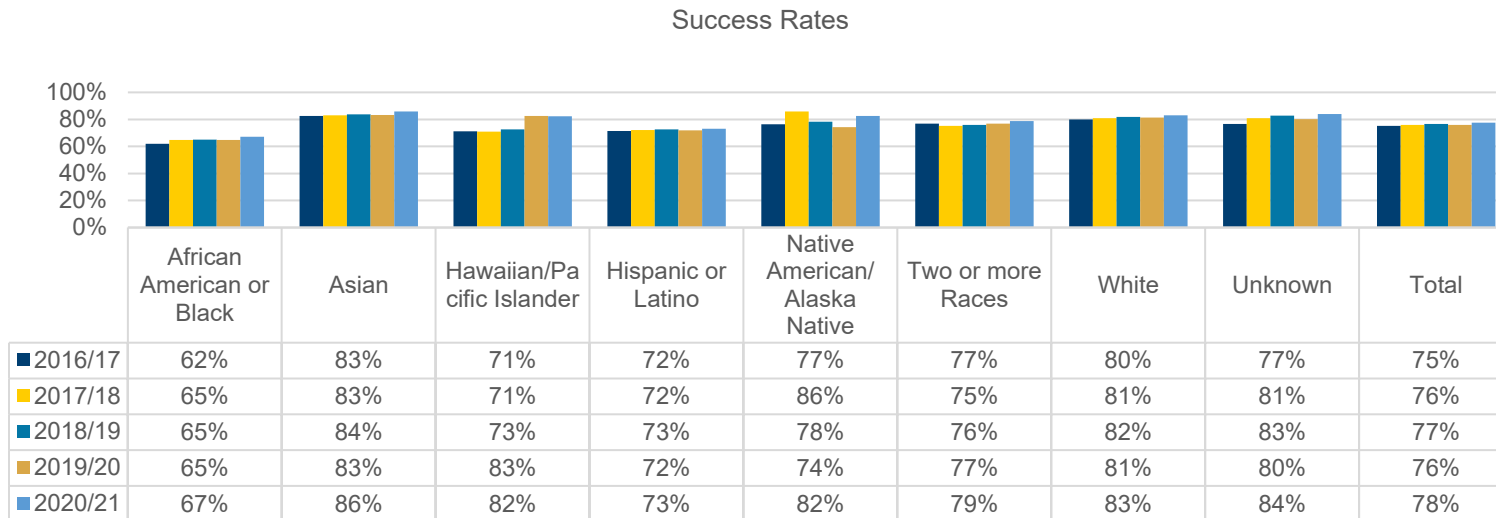
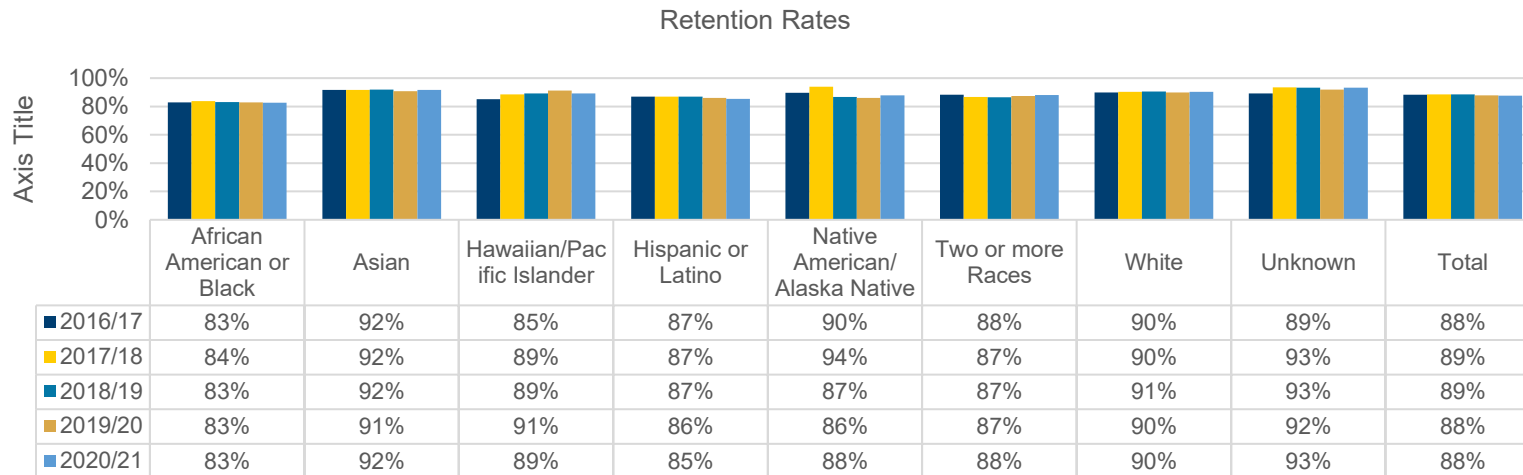


Retention rates capture the percentage of students who stay enrolled through the end of a course and enroll in the next term, whether or not they receive a passing grade. For College of the Canyons students, overall retention rates (All Students, in [FIGURE 75](#)) have remained steady at approximately 88 percent from 2016/17 to 2020/21. Retention rates among first-time students at the college have been on par with or slightly better than overall student retention rates during this time. Retention rates among transfer students, whether first-time or returning, were slightly lower than the College rate.

Overall class success rates (for All Students, bottom left) at College of the Canyons, or the percentage of students who receive a passing grade in their course, improved between 2016/17 and 2020/21. Success rates among first-time students improved by ten percentage points, from 68 percent to 78 percent, and matched the College rate in 2020/21. Success rates for transfer students have improved as well, by five percentage points for first-time transfer students, and three percentage points for returning transfer students.

SOURCE: COLLEGE OF THE CANYONS, OFFICE OF INSTITUTIONAL RESEARCH, PLANNING, AND INSTITUTIONAL EFFECTIVENESS (IRPIE)

FIGURE 76: RETENTION AND SUCCESS RATES BY RACE AND ETHNICITY, 2016/17 TO 2020/21 ACADEMIC YEARS



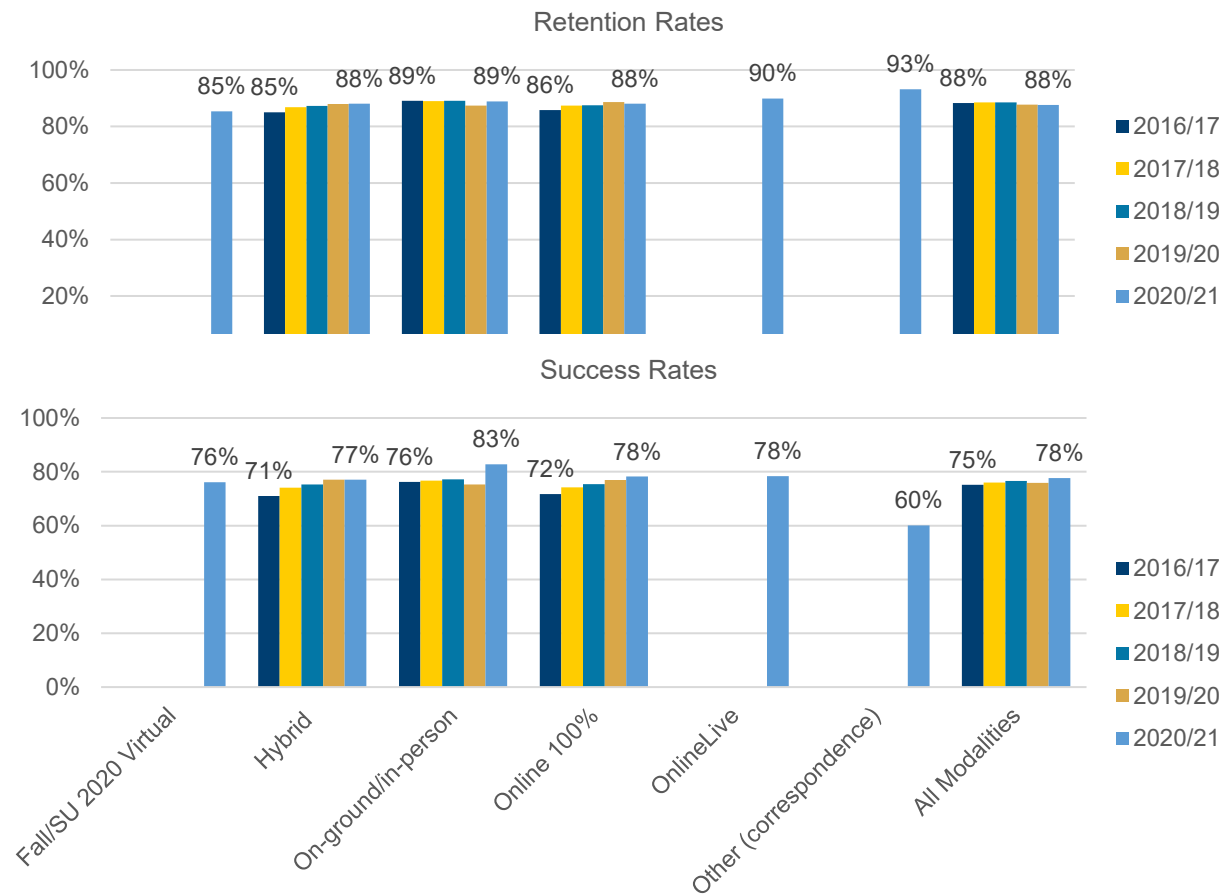
Looking at retention and success rates of College of the Canyons students by race and ethnicity, Black and Latino students have lower overall retention and success rates. Latino and Native American students have experienced a slight decline in retention rates over the past five academic years.

Students who identify as Hawaiian or Pacific Islander have experienced the greatest growth in retention and success rates over the last five academic years, including improved success rates of 11 percentage points between 2016-17 and 2020-21. Rates of course success among Black and Native American students have improved by five percentage points, though only two-thirds of Black students passed their courses in 2020-21.

SOURCE: COLLEGE OF THE CANYONS, OFFICE OF INSTITUTIONAL RESEARCH, PLANNING, AND INSTITUTIONAL EFFECTIVENESS (IRPIE)

# STUDENT OUTCOMES BY INSTRUCTION METHOD

FIGURE 77: RETENTION AND SUCCESS RATES BY INSTRUCTION MODALITY AT COLLEGE OF THE CANYONS, 2016/17 TO 2020/21



Looking by modality, in-person courses have had slightly better retention and success rates than hybrid or online modes of instruction. Among modes only offered in 2020/21 due to the pandemic, OnlineLIVE and correspondence classes had slightly better retention rates than other methods, however success rates among fall and summer virtual courses and correspondence courses were lower than average.

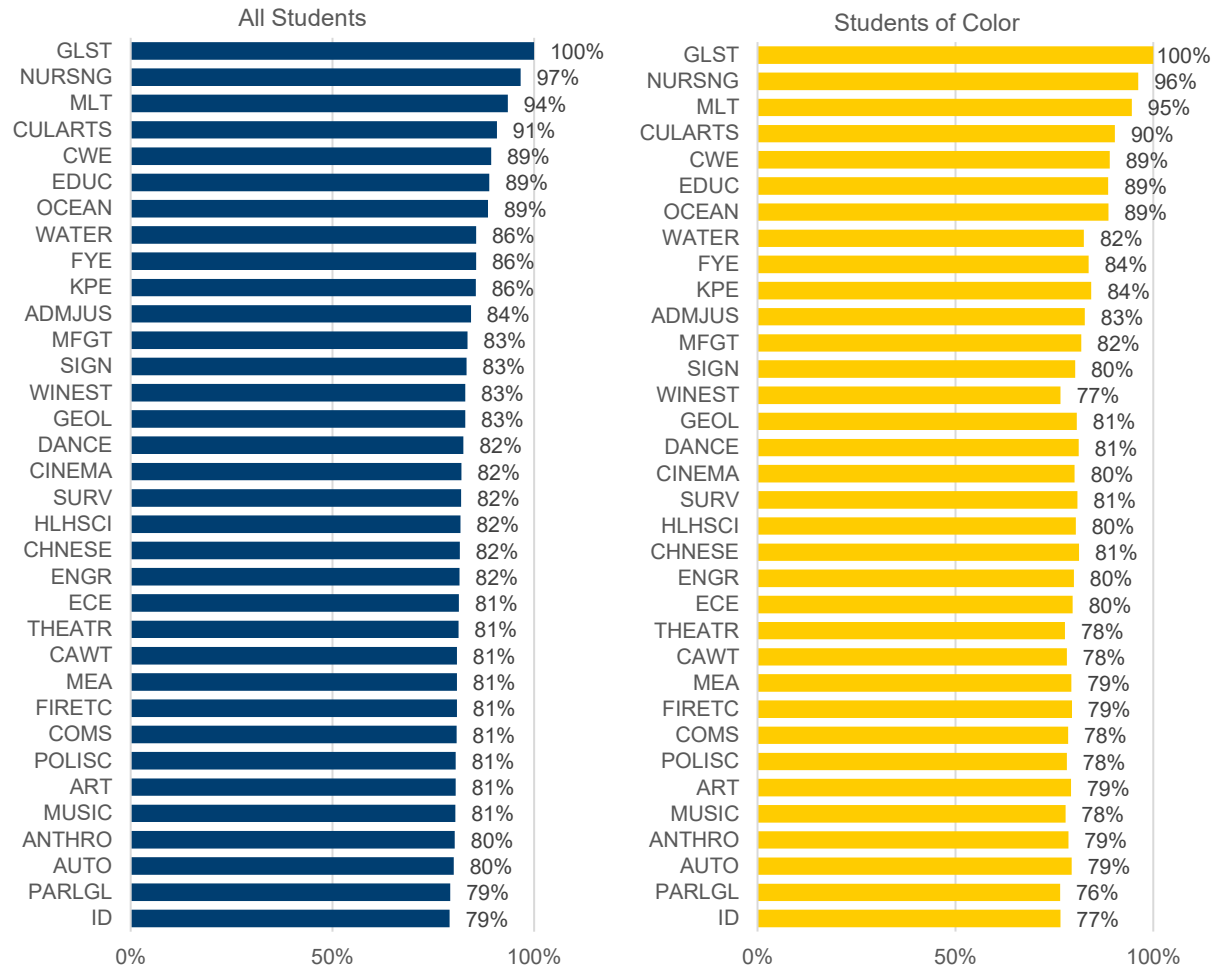
The rates of students successfully completing hybrid, in-person and 100% online courses has improved over the last five academic years—with each of these modes experiencing six or seven percentage point growth from 2016/17 to 2020/21, double the growth among all instruction modes.

Year	2016/17		2017/18		2018/19		2019/20		2020/21	
	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success
Fall/SU 2020 Virtual	0%	0%	0%	0%	0%	0%	0%	0%	85%	76%
Hybrid	85%	71%	87%	74%	87%	75%	88%	77%	88%	77%
On-ground/ in person	89%	76%	89%	77%	89%	77%	87%	75%	89%	83%
Online 100%	56%	72%	57%	74%	88%	75%	89%	77%	88%	78%
OnlineLive	0%	0%	0%	0%	0%	0%	0%	0%	90%	78%
Other (correspondence)	0%	0%	0%	0%	0%	0%	0%	0%	93%	60%
All Modalities	88%	75%	89%	76%	89%	77%	88%	76%	88%	78%

SOURCE: COLLEGE OF THE CANYONS, OFFICE OF INSTITUTIONAL RESEARCH, PLANNING, AND INSTITUTIONAL EFFECTIVENESS (IRPIE)

# COURSE OUTCOMES

FIGURE 78: COLLEGE OF THE CANYONS DISCIPLINES BY AVERAGE RATES OF SUCCESSFUL COURSE COMPLETIONS AMONG ALL STUDENTS AND STUDENTS OF COLOR, 2016/17 TO 2020/21



[CONTINUES ON NEXT PAGE]

The average rates of successful course outcomes by discipline are listed in Figure 69 and continues on the next page in Figure 70.

Most disciplines (52 of 68 listed here) at College of the Canyons have an average rate of successful course completions among all students (blue bars) of at least 75 percent in the period between 2016/17 and 2020/21. Thirty-two disciplines have had average rates of successful course completions of 80 percent or higher.

The bars in yellow show the rates of success among students of color in those same disciplines. In 21 disciplines, an average of 80 percent or more of students of color successfully completed their courses in the period between 2016/17 and 2020/21. Eleven had success rates among students of color below 70

FIGURE 79: COLLEGE OF THE CANYONS DISCIPLINES BY AVERAGE RATES OF SUCCESSFUL COURSE COMPLETIONS AMONG ALL STUDENTS AND STUDENTS OF COLOR, 2016/17 TO 2020/21, CONTINUED

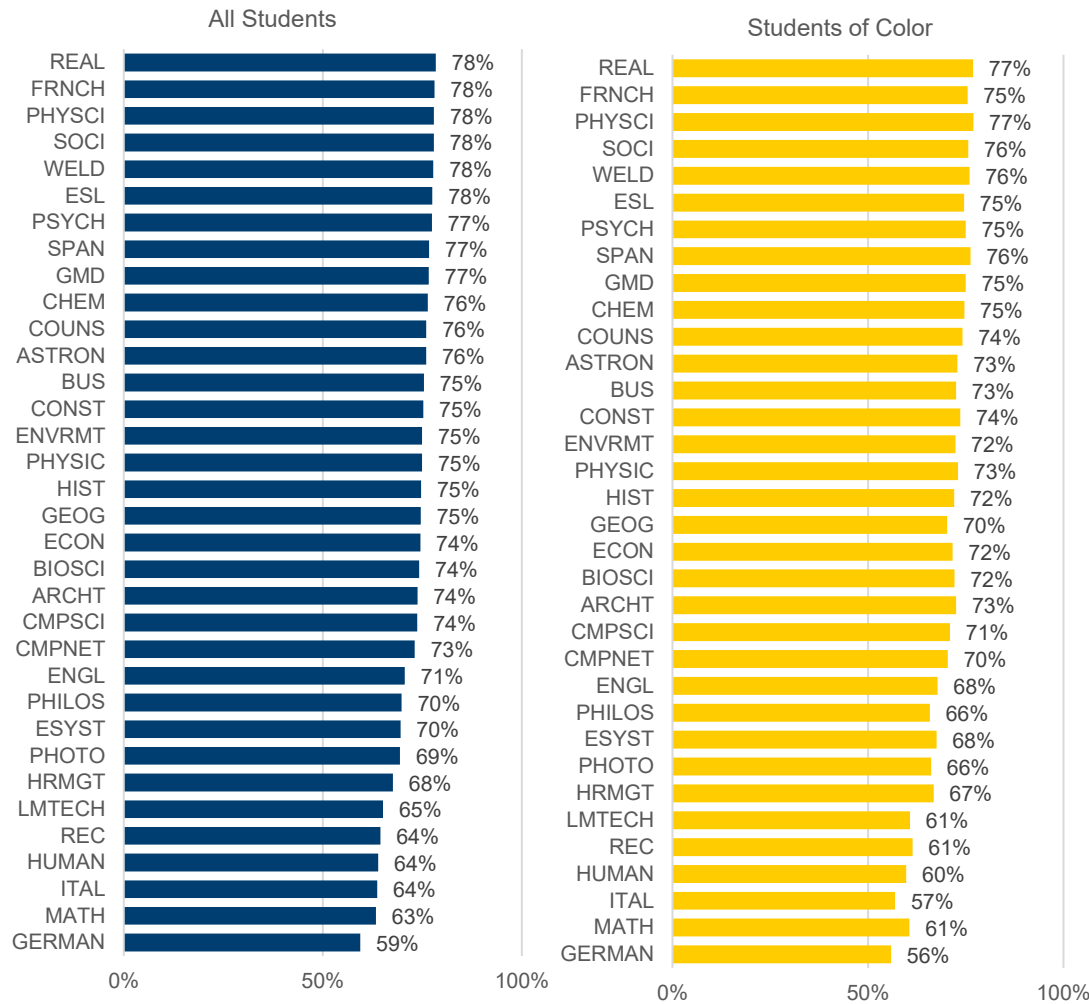


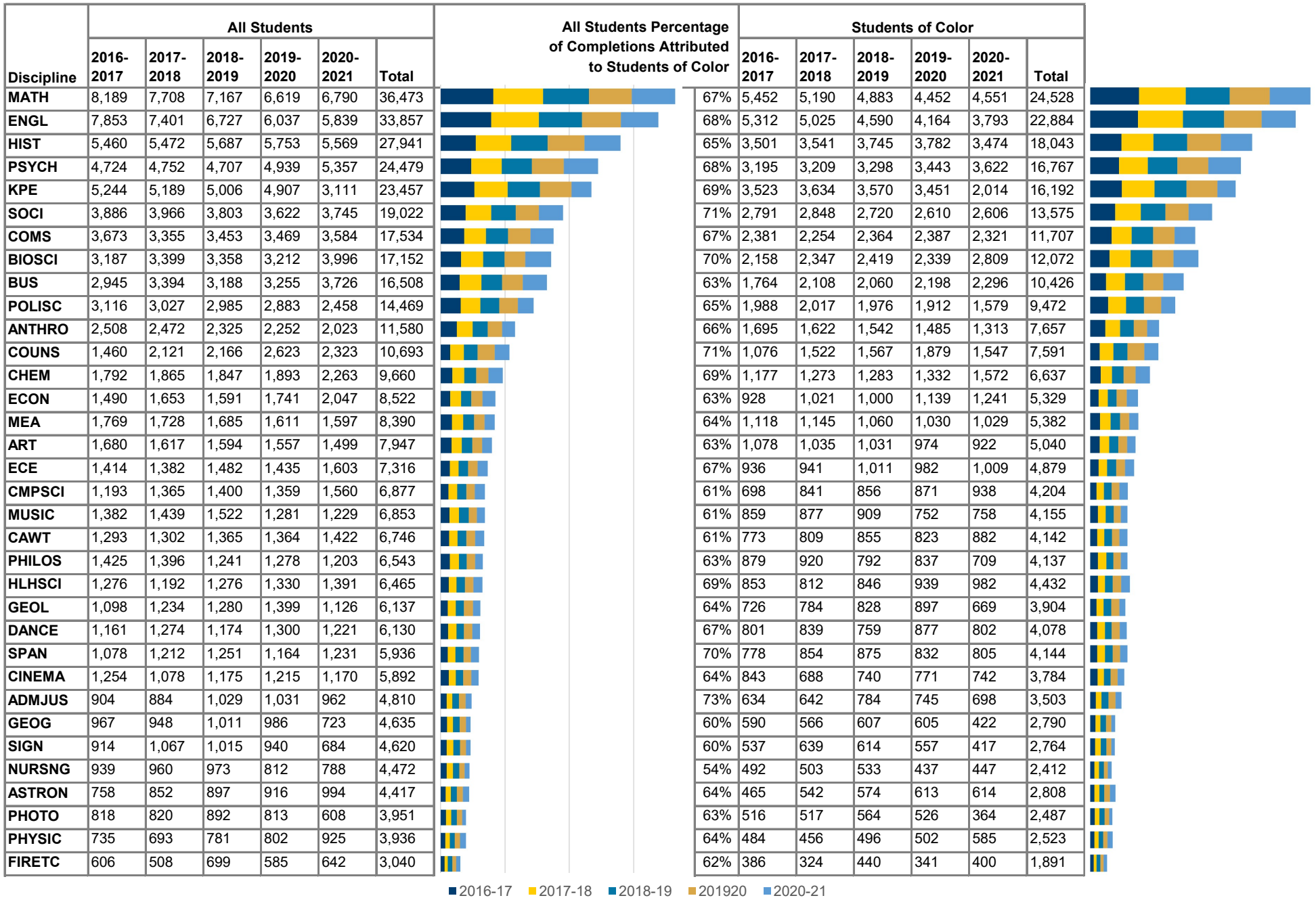
Figure 71 displays the disciplines at College of the Canyons which have had the most successful course outcomes between 2016/17 and 2020/21, among all students, and among students of color.

Students of color represented at least 60 percent of completions in every discipline in the chart, except for Nursing, where students of color earned 54 percent of successful course completions.

Disciplines with the highest percentages of course completions (70 percent or more of all course completions between 2016/17 and 2020/21) by students of color include Sociology, Biological Sciences, Counseling, Spanish and Administration of Justice.

SOURCE: COLLEGE OF THE CANYONS, OFFICE OF INSTITUTIONAL RESEARCH, PLANNING AND INSTITUTIONAL EFFECTIVENESS (IRPIE)

FIGURE 80: TOP COC DISCIPLINES BY TOTAL SUCCESSFUL COURSE COMPLETIONS AMONG ALL STUDENTS AND STUDENTS OF COLOR, 2016/17 TO 2020/21



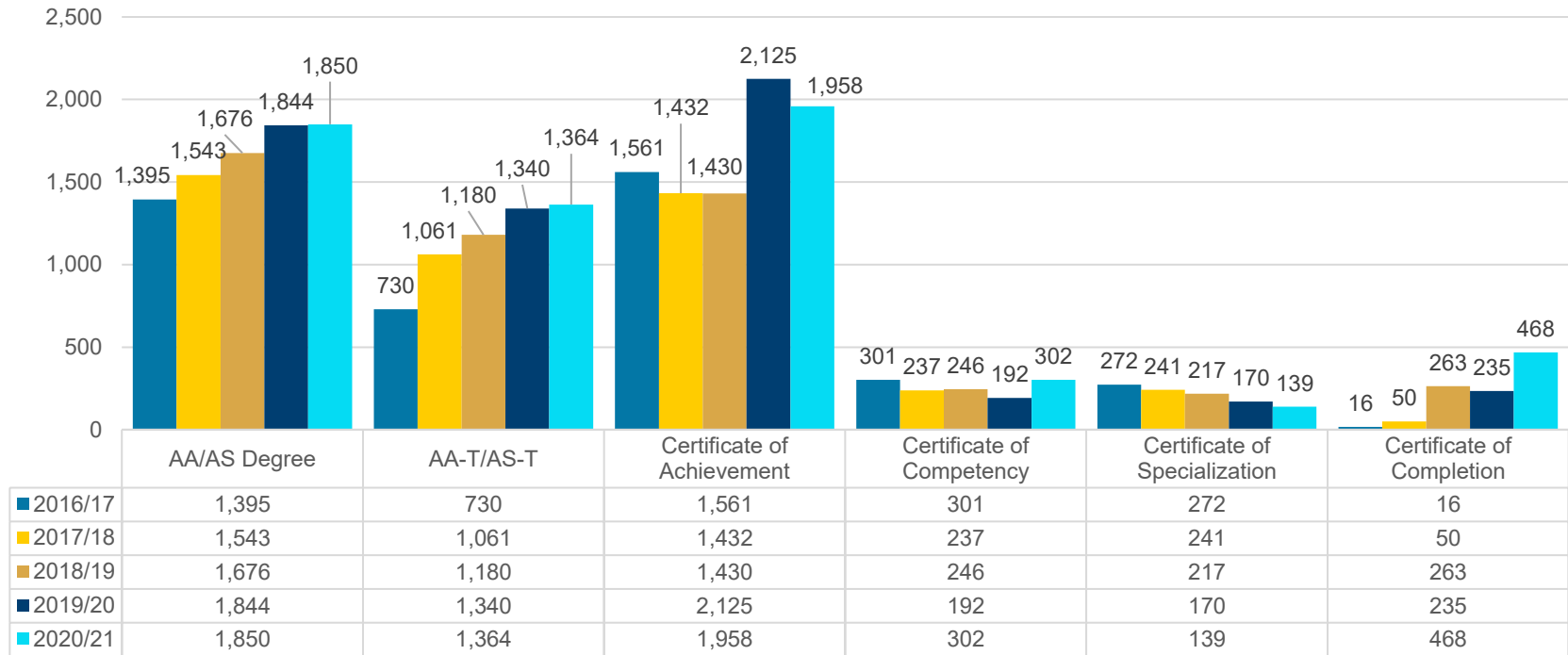
■ 2016-17 ■ 2017-18 ■ 2018-19 ■ 2019-20 ■ 2020-21

SOURCE: COLLEGE OF THE CANYONS, OFFICE OF INSTITUTIONAL RESEARCH, PLANNING, AND INSTITUTIONAL EFFECTIVENESS (IRPIE)



# COLLEGE OF THE CANYONS DEGREES AND AWARDS

FIGURE 81: TOTAL COLLEGE OF THE CANYONS AWARDS CONFERRED BY YEAR, 2016/17 TO 2020/21



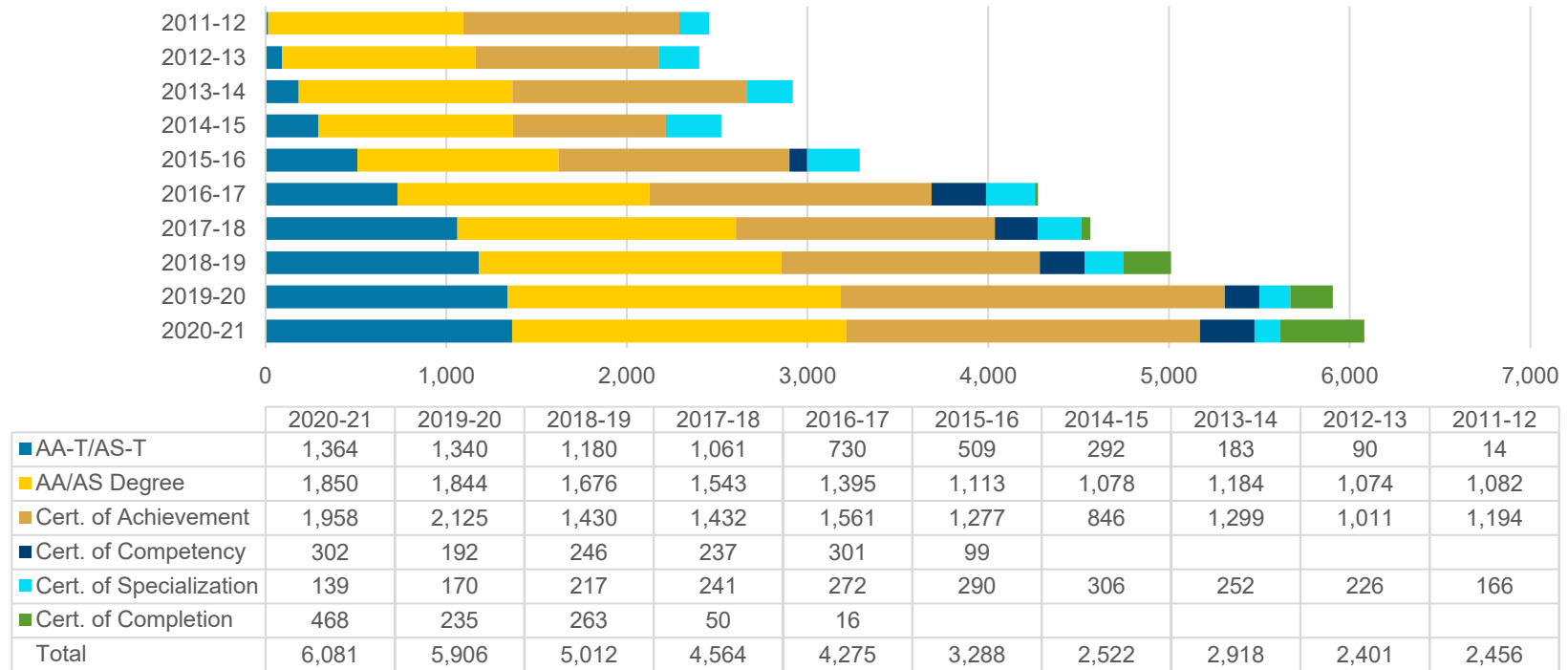
SOURCE: COLLEGE OF THE CANYONS, IRPIE (TABLEAU, PROGRAM AWARDS)

The graphic above shows total degrees and certificates awarded between 2016/17 and 2020/21. Overall, the college was awarded more than 2,000 certificates of achievement in 2019/20, and nearly that many in 2020/21. Certificates of Achievement awards have grown by 25 percent since 2016/17. The number of associate degrees awarded has grown 32 percent from 2016/17 to 2020/21; among associate degrees for transfer, awards have grown by nearly 87 percent during this time.

The total number of certificates and awards given to College of the Canyons students has grown nearly 150 percent since the 2011/12 academic year. Much of this growth has been among associate degrees—in 2011/12, only 14 associate degrees for transfer were awarded to students, making up only one percent of all awards. But in 2020/21, transfer degrees represented 22 percent of all awards to students. Approximately 800 more students earned terminal associate degree awards in 2020/21 than in 2011/12.

The number of certificates awarded to students has also grown substantially during the last decade, with nearly 53 percent more certificates awarded in 2020/21 than in 2011/12. The number of Certificates of Achievement awarded to students has grown by 39 percent during this time.

FIGURE 82: TOTAL COLLEGE OF THE CANYONS AWARDS BY TYPE, 2011/12 TO 2020/21



SOURCE: COLLEGE OF THE CANYONS, IRPIE (TABLEAU DASHBOARD)

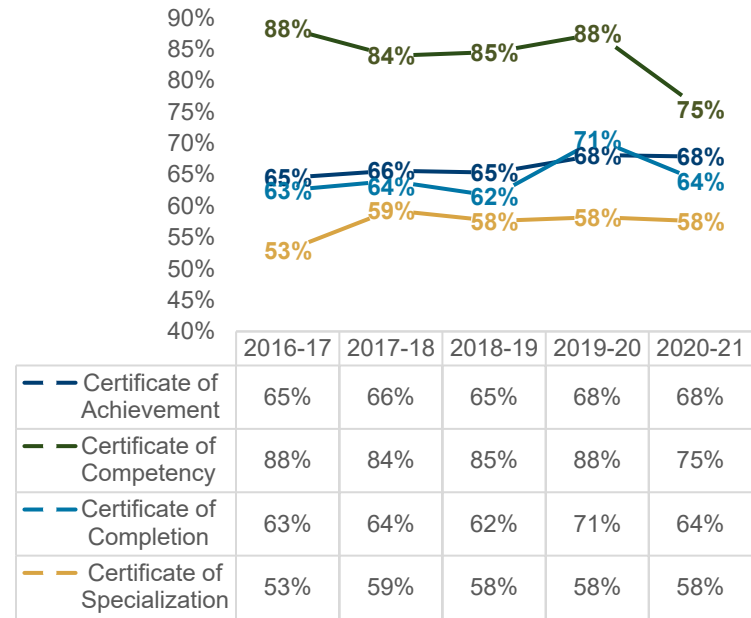
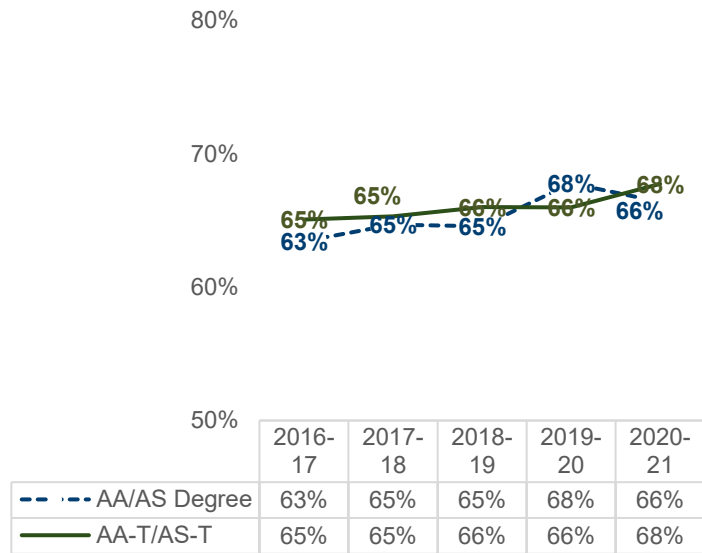
The figures below show the rate of all associate degrees and certificates awarded to students of color. In 2020/21, 68 percent of associate degrees for transfer and 66 percent of terminal associate degrees were awarded to students of color. The rates of associate degrees awarded to students of color has grown slightly since 2016/17.

Seventy five percent of certificates of competency were awarded to students of color in 2020/21, a decline of 13 percentage points since 2016/17. Other certificate awards have seen increases in the rates of students of color

achieving awards—sixty eight percent of students awarded a Certificate of Achievement in 2020/21 were students of color, and 58 percent among those receiving Certificates of Specialization. The rates of students of color attaining these awards grew three and five percent, respectively, over the last five years.

The section which follows displays the rates of attainment of each type of award offered at College of the Canyons by race and ethnicity.

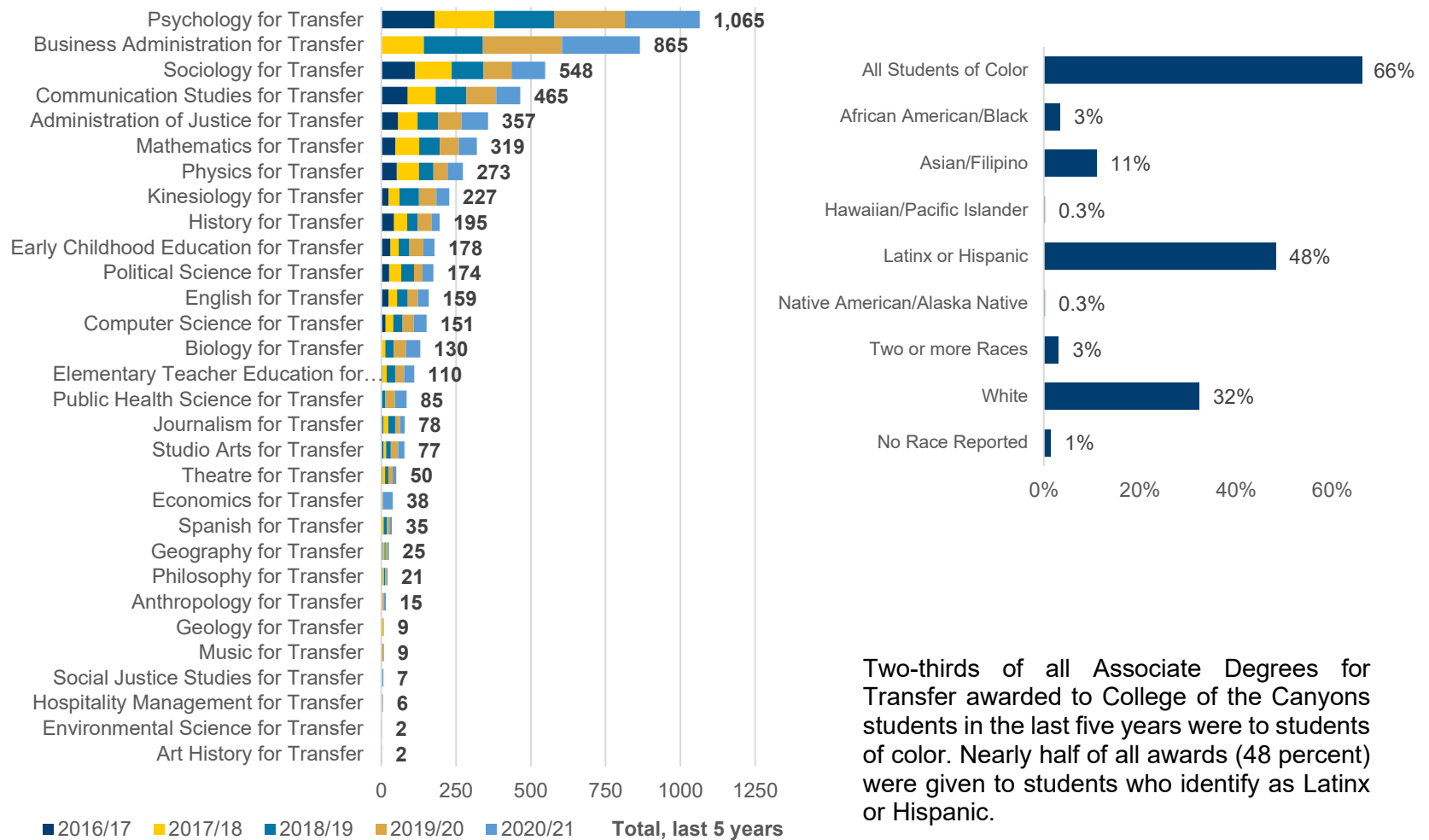
FIGURE 83: RATE OF COLLEGE OF THE CANYONS DEGREE AND CERTIFICATE CREDENTIALS AWARDED TO STUDENTS OF COLOR, 2016/17 TO 2020/21



SOURCE: COLLEGE OF THE CANYONS, IRPIE (TABLEAU DASHBOARD)

# COLLEGE AWARD OUTCOMES BY DISCIPLINE

FIGURE 84: TOTAL TWO-YEAR ASSOCIATE DEGREE FOR TRANSFER AWARDS IN COLLEGE OF THE CANYONS DISCIPLINES, AND BY RACE AND ETHNICITY, 2016/17 TO 2020/21



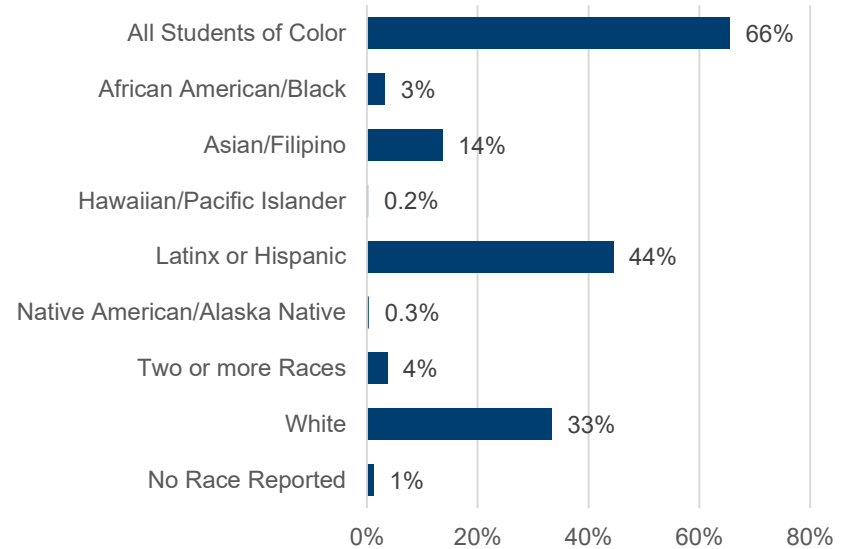
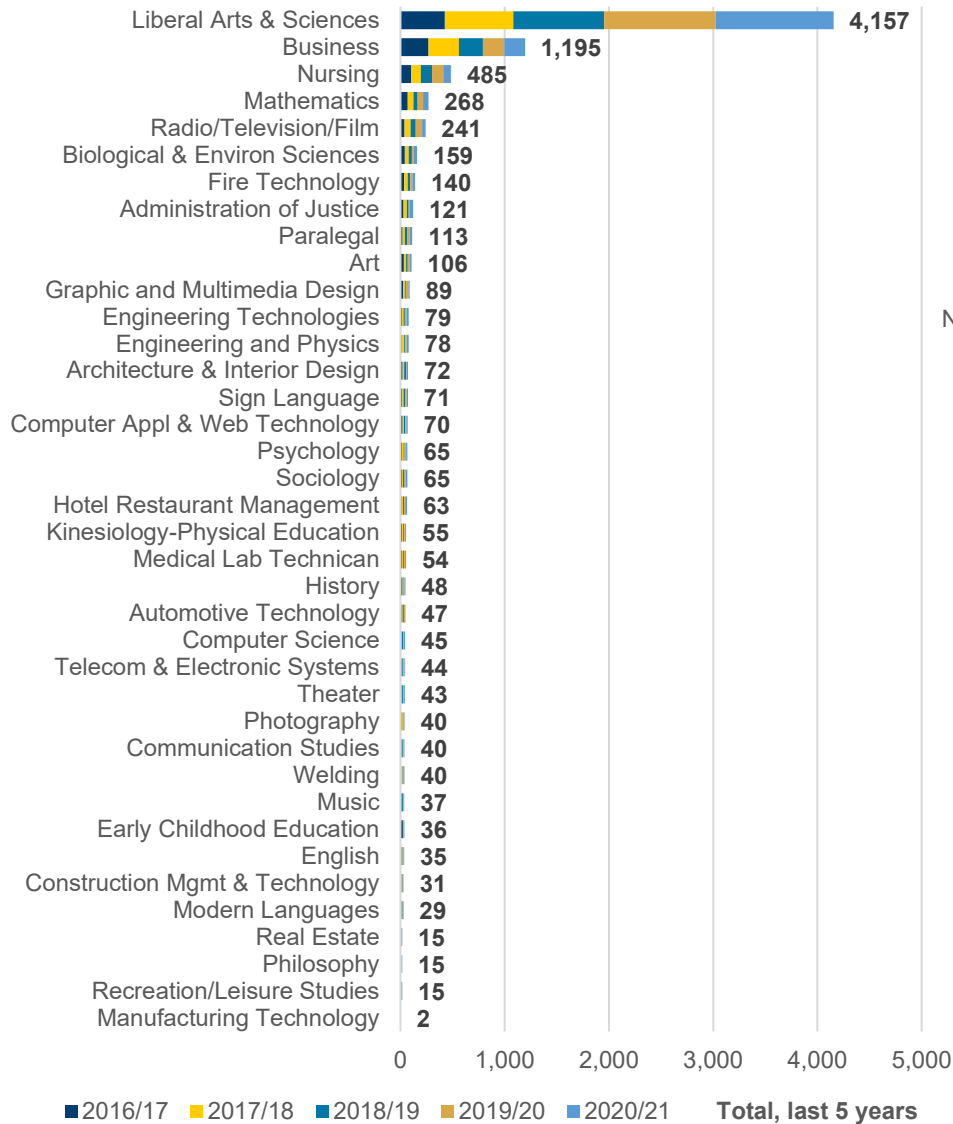
Two-thirds of all Associate Degrees for Transfer awarded to College of the Canyons students in the last five years were to students of color. Nearly half of all awards (48 percent) were given to students who identify as Latinx or Hispanic.

SOURCE: COLLEGE OF THE CANYONS, OFFICE OF INSTITUTIONAL RESEARCH, PLANNING, AND INSTITUTIONAL EFFECTIVENESS (IRPIE)

FIGURE 85: DATA FOR TOTAL TWO-YEAR ASSOCIATE DEGREE FOR TRANSFER AWARDS IN COLLEGE OF THE CANYONS DISCIPLINES, AND BY RACE AND ETHNICITY, 2016/17 TO 2020/21

<b>Associate Degree</b>	<b>2016/17</b>	<b>2017/18</b>	<b>2018/19</b>	<b>2019/20</b>	<b>2020/21</b>	<b>Total, last 5 years</b>
Psychology for Transfer	178	200	201	235	251	1,065
Business Administration for Transfer	0	142	197	265	261	865
Sociology for Transfer	112	123	105	95	113	548
Communication Studies for Transfer	88	93	104	99	81	465
Administration of Justice for Transfer	56	65	70	77	89	357
Mathematics for Transfer	47	80	68	64	60	319
Physics for Transfer	52	74	48	49	50	273
Kinesiology for Transfer	24	37	65	58	43	227
History for Transfer	43	43	35	47	27	195
Early Childhood Education for Transfer	31	27	36	46	38	178
Political Science for Transfer	26	40	43	29	36	174
English for Transfer	24	29	35	35	36	159
Computer Science for Transfer	14	26	31	37	43	151
Biology for Transfer	0	13	29	41	47	130
Elementary Teacher Education for Transfer	4	14	28	30	34	110
Public Health Science for Transfer	0	0	12	33	40	85
Journalism for Transfer	6	17	23	17	15	78
Studio Arts for Transfer	7	9	16	24	21	77
Theatre for Transfer	4	8	11	15	12	50
Economics for Transfer	0	0	0	5	33	38
Spanish for Transfer	2	6	11	8	8	35
Geography for Transfer	5	6	3	6	5	25
Philosophy for Transfer	4	5	3	6	3	21
Anthropology for Transfer	0	0	0	9	6	15
Geology for Transfer	3	4	0	1	1	9
Music for Transfer	0	0	3	4	2	9
Social Justice Studies for Transfer	0	0	1	1	5	7
Hospitality Management for Transfer	0	0	2	3	1	6
Environmental Science for Transfer	0	0	0	1	1	2
Art History for Transfer	0	0	0	0	2	2

FIGURE 86: TOTAL TWO-YEAR ASSOCIATE DEGREE AWARDS IN COLLEGE DISCIPLINES, AND BY RACE AND ETHNICITY, 2016/17 TO 2020/21



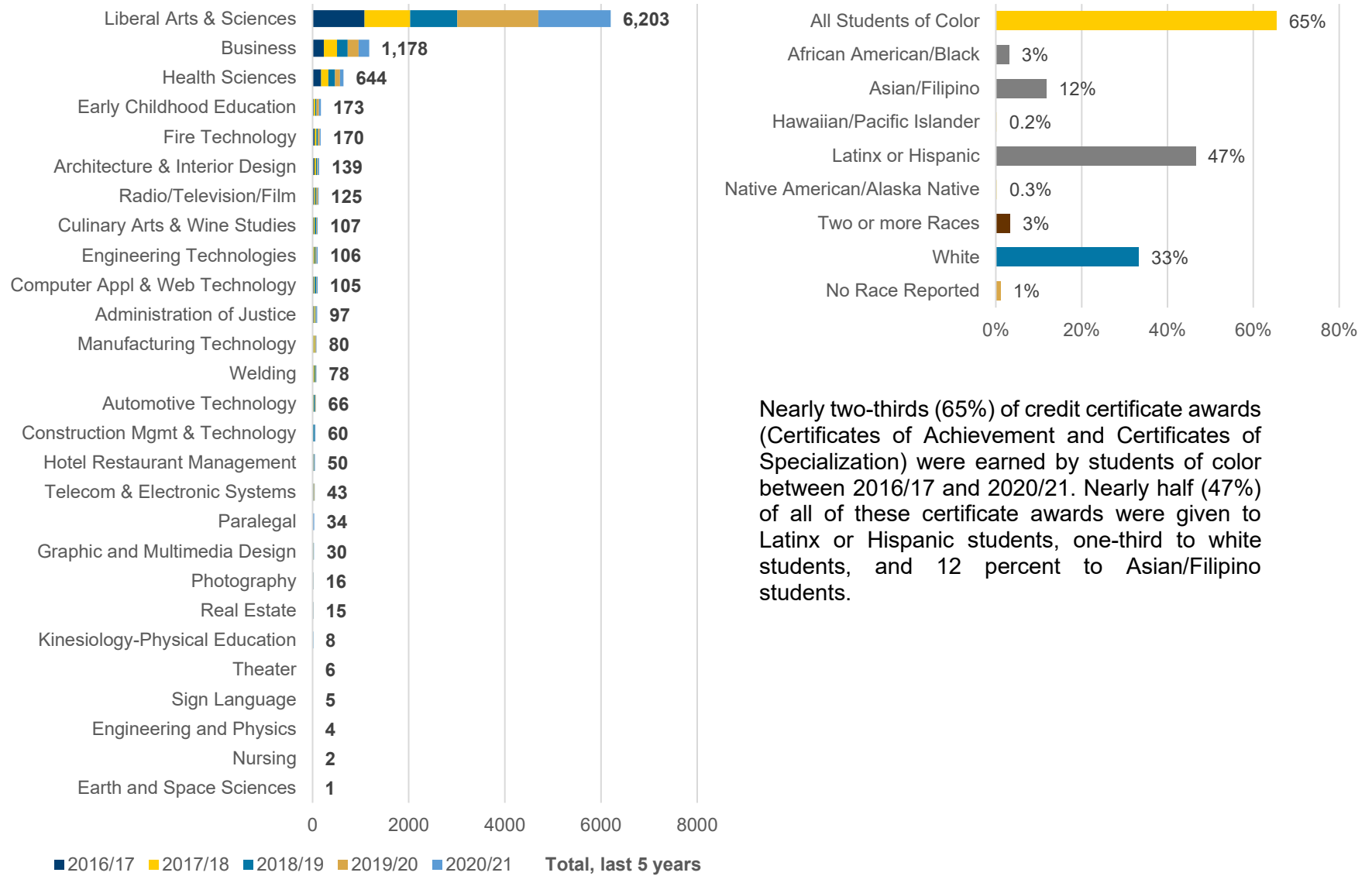
Two of every three Associate Degree awards conferred by College of the Canyons between 2016/17 and 2020/21 were awarded to students of color. Latinx or Hispanic students earned 44 percent of all associate degrees during this time, and students of Asian/Filipino descent earned 14 percent of awards.

SOURCE: COLLEGE OF THE CANYONS, OFFICE OF INSTITUTIONAL RESEARCH, PLANNING, AND INSTITUTIONAL EFFECTIVENESS (IRPIE)

FIGURE 87: DATA FOR TOTAL TWO-YEAR ASSOCIATE DEGREE AWARDS IN COLLEGE DISCIPLINES, AND BY RACE AND ETHNICITY, 2016/17 TO 2020/21

Discipline	2016/17	2017/18	2018/19	2019/20	2020/21	Total, last 5 years
Liberal Arts & Sciences	425	657	873	1,072	1,130	4,157
Business	270	290	232	204	199	1,195
Nursing	103	93	107	106	76	485
Mathematics	69	55	40	53	51	268
Radio/Television/ Film	39	57	50	61	34	241
Biological & Environ Sciences	43	37	28	20	31	159
Fire Technology	35	33	27	22	23	140
Administration of Justice	30	31	18	12	30	121
Paralegal	20	23	19	25	26	113
Art	34	20	15	19	18	106
Graphic and Multimedia Design	25	16	10	25	13	89
Engineering Technologies	14	15	12	15	23	79
Engineering and Physics	12	24	10	15	17	78
Architecture & Interior Design	19	16	18	5	14	72
Sign Language	18	13	17	13	10	71
Computer Appl & Web Technology	21	12	14	10	13	70
Psychology	15	16	8	14	12	65
Sociology	13	10	17	12	13	65
Hotel Restaurant Management	12	11	13	10	17	63
Kinesiology- Physical Education	18	9	9	9	10	55
Medical Lab Technican	15	9	10	12	8	54
History	14	7	7	11	9	48
Automotive Technology	10	11	11	13	2	47
Computer Science	4	8	13	7	13	45
Telecom & Electronic Systems	11	5	10	13	5	44
Theater	4	8	12	9	10	43
Photography	12	10	2	7	9	40
Communication Studies	10	6	9	10	5	40
Welding	9	10	10	6	5	40
Music	10	2	11	9	5	37
Early Childhood Education	24	6	3	2	1	36
English	12	9	5	4	5	35
Construction Mgmt & Technology	6	4	10	6	5	31
Modern Languages	9	2	8	5	5	29
Real Estate	3	3	6	2	1	15
Philosophy	3	4	4	3	1	15
Recreation/Leisure Studies	3	1	8	2	1	15
Manufacturing Technology	1	0	0	1	0	2

FIGURE 88: TOTAL CREDIT CERTIFICATE AWARDS IN COLLEGE OF THE CANYONS DISCIPLINES, AND BY RACE AND ETHNICITY, 2016/17 TO 2020/21



Nearly two-thirds (65%) of credit certificate awards (Certificates of Achievement and Certificates of Specialization) were earned by students of color between 2016/17 and 2020/21. Nearly half (47%) of all of these certificate awards were given to Latinx or Hispanic students, one-third to white students, and 12 percent to Asian/Filipino students.

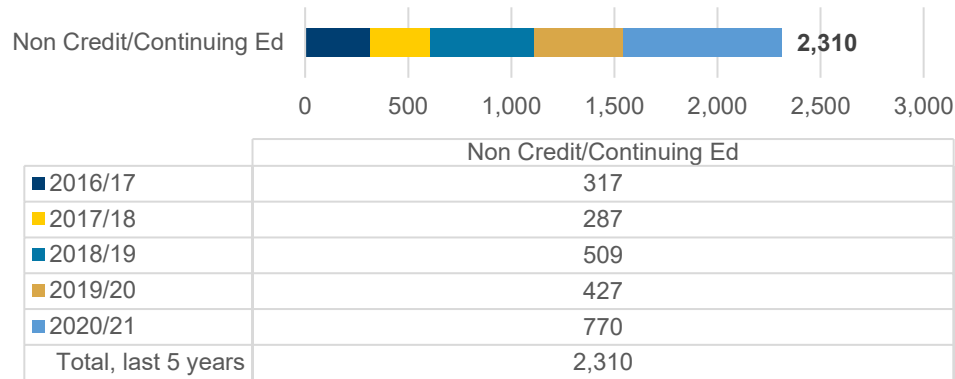
SOURCE: COLLEGE OF THE CANYONS, OFFICE OF INSTITUTIONAL RESEARCH, PLANNING, AND INSTITUTIONAL EFFECTIVENESS (IRPIE)



FIGURE 89: DATA FOR TOTAL CREDIT CERTIFICATE AWARDS IN COLLEGE OF THE CANYONS DISCIPLINES, AND BY RACE AND ETHNICITY,

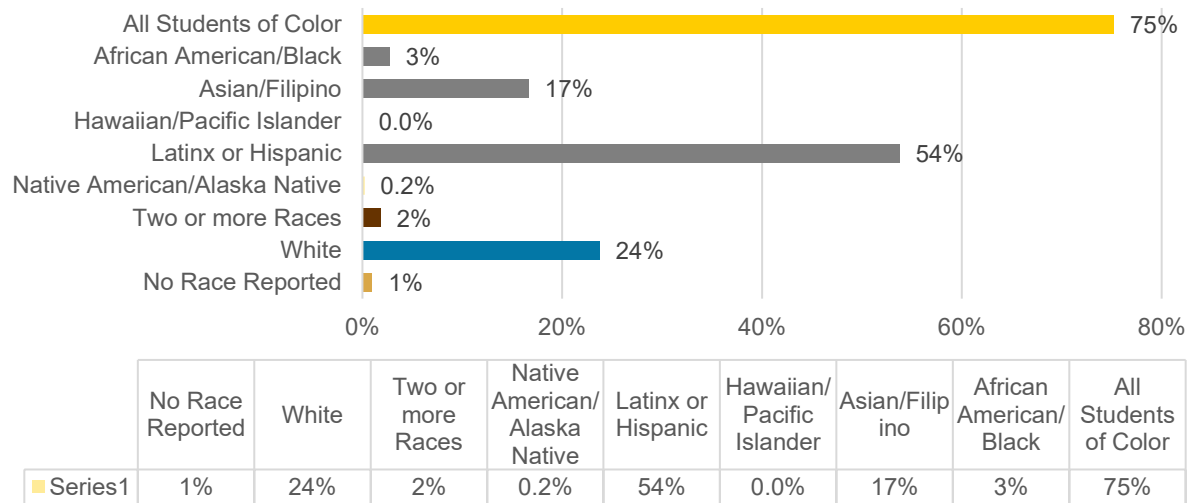
<b>Discipline</b>	<b>2016/17</b>	<b>2017/18</b>	<b>2018/19</b>	<b>2019/20</b>	<b>2020/21</b>	<b>Total, last 5 years</b>
Liberal Arts & Sciences	1,082	946	979	1,688	1,508	6,203
Business	234	277	220	224	223	1,178
Health Sciences	179	151	135	107	72	644
Early Childhood Education	24	30	24	55	40	173
Fire Technology	44	39	28	35	24	170
Architecture & Interior Design	38	30	27	14	30	139
Radio/Television/Film	32	23	26	33	11	125
Culinary Arts & Wine Studies	22	23	28	16	18	107
Engineering Technologies	21	19	18	21	27	106
Computer Appl & Web Technology	28	19	26	14	18	105
Administration of Justice	27	24	15	9	22	97
Manufacturing Technology	17	20	12	22	9	80
Welding	17	21	20	10	10	78
Automotive Technology	12	13	23	15	3	66
Construction Mgmt & Technology	5	5	27	9	14	60
Hotel Restaurant Management	13	8	13	6	10	50
Telecom & Electronic Systems	11	8	11	9	4	43
Paralegal	0	0	0	0	34	34
Graphic and Multimedia Design	15	3	4	0	8	30
Photography	4	6	3	2	1	16
Real Estate	3	3	4	3	2	15
Kinesiology- Physical Education	2	4	1	0	1	8
Theater	0	0	1	2	3	6
Sign Language	0	0	2	1	2	5
Engineering and Physics	3	1	0	0	0	4
Nursing	0	0	0	0	2	2
Earth and Space Sciences	0	0	0	0	1	1

FIGURE 90: TOTAL NONCREDIT CERTIFICATE AWARDS IN COLLEGE OF THE CANYONS DISCIPLINES, 2016/17 TO 2020/21



SOURCE: COLLEGE OF THE CANYONS, OFFICE OF INSTITUTIONAL RESEARCH, PLANNING AND INSTITUTIONAL EFFECTIVENESS (IRPIE)

FIGURE 91: TOTAL NONCREDIT CERTIFICATE AWARDS IN COLLEGE OF THE CANYONS DISCIPLINES, BY RACE AND ETHNICITY, 2016/17 TO 2020/21



Three in four noncredit certificate awards given to College of the Canyons students between 2016/17 and 2020/21 were earned by students of color. More than half of awardees (54%) identified as Latinx or Hispanic, and 17 percent as Asian/Filipino. One in four awards (24%) were earned by white students.



# III

## PROGRAMS AND SERVICES

# III. PROGRAMS AND SERVICES

The sections which follow in this chapter describe the Academic Disciplines and Student Services programs at College of the Canyons. Each section includes a description of the department or program, analysis of student outcomes and related occupations if relevant, and discussion about future plans and facility needs.

The data analysis which follows in each academic discipline section includes a growth forecast and analysis of recent student enrollments and outcomes. The growth forecast is based largely upon recent enrollment trends in each discipline to determine what enrollments in the next few years might look like. Several departments have included additional language and analysis of labor market trends that they feel may impact enrollments in the coming terms.

In the Enrollment Trends and Student Outcomes narratives, data is disaggregated to analyze the outcomes of students by race/ethnicity, gender and student admit status. Where necessary, the analysis only includes student groups with enrollments that are statistically significant (20 or more students in the disaggregated group).

## Applied Technology

ARCHITECTURE

AUTOMOTIVE TECHNOLOGY

CONSTRUCTION MANAGEMENT AND TECHNOLOGY

ELECTRONIC SYSTEMS AND NETWORK TECHNOLOGY

INTERIOR DESIGN

LAND SURVEYING

MANUFACTURING TECHNOLOGY

NETWORK TECHNOLOGY AND ELECTRONIC SYSTEMS

WATER SYSTEMS TECHNOLOGY

WELDING TECHNOLOGY

# ARCHITECTURE

## DESCRIPTION

The primary goal of the Architecture Department is to prepare students for entry-level careers as computer-aided designers and drafters, related occupations, and/or transfer to a four or five-year architectural program. Competencies include knowledge of 2-D & 3-D computer-generated architectural drawings, current practices in construction technology, California building codes (including green codes - CalGREEN), as well as beginning to advanced architectural design and model building practices, presentation techniques, and portfolio development for employment and transfer purposes.

The department offers an associate degree in Architectural Drafting as well as the following certificates:

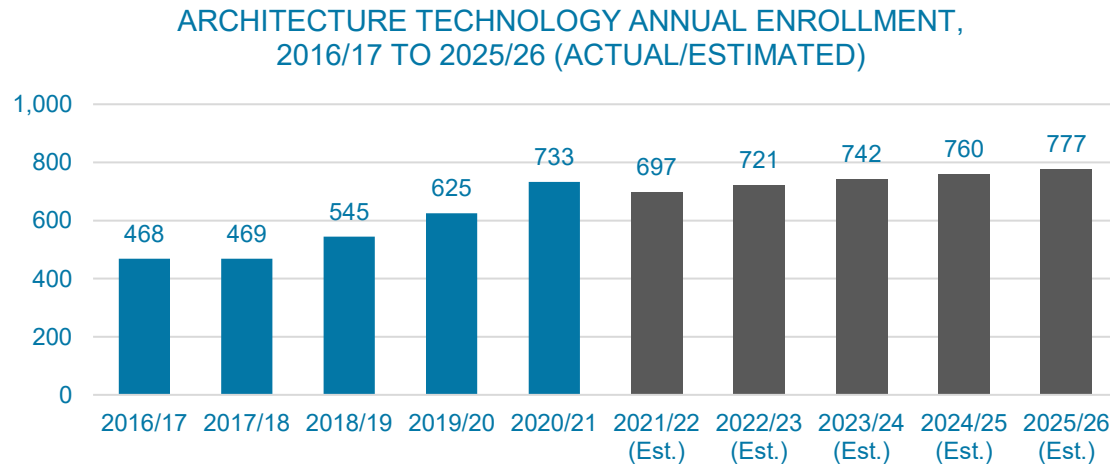
- Certificate of Achievement in Architectural Drafting
- Certificate of Achievement in Computer Aided Drafting
- Certificate of Achievement in Sustainable Design and Development
- Certificate of Specialization in Sustainable Design and Development

Graduates pursue careers in the A/E/C industry (Architecture/Engineering/Construction) as CAD Drafters, 3D Computer Modelers, architectural designers, Sustainable Design Consultants, or related entry-level positions.

## GROWTH PROJECTIONS

Enrollments in the Architecture Department at College of the Canyons have grown 57 percent between 2016/17 and 2020/21. Through academic year 2026/27, department enrollments are forecast to grow at a rate of 2.7 percent per year (see Figure below).

FIGURE 92: ARCHITECTURE TECHNOLOGY ANNUAL ENROLLMENT, 2016/17 TO 2025/26 (ACTUAL/ESTIMATED)



## DISCIPLINE AND OCCUPATIONS TRENDS

FIGURE 93: DISCIPLINE-RELATED PROGRAMS - ARCHITECTURE TECHNOLOGY

Discipline-Related Programs	2020 Jobs	2030 Jobs	Job Growth, 2020 to 2030 (Total)	Job Growth, 2020 to 2030 (%)	Average Annual Job Openings, 2020 to 2030, SCCC* and LA County		Average Annual Program Completions, LA County 2015 to 2020	Gap Surplus or (openings-completions)	Median Hourly Earnings
Architectural Computer Aided Drafting, Certificate of Achievement	7,055	6,448	(607)	-9%	20	641	164	477	\$30.47
Architectural Drafting, Certificate of Achievement									
Architectural Drafting & Technology, A.S.	2,696	2,567	(129)	-5%	8	248	23	225	\$29.88
Sustainable Design and Development, Certificate of Achievement	15,371	14,288	(1,083)	-7%	52	1,379	11	1,368	\$30.83
Sustainable Design and Development, Certificate of Specialization									

\*Note: data refers to LA County except for Annual Job Openings, SCCC

SOURCE: EMSI

### LABOR MARKET POTENTIAL

The number of jobs in Los Angeles County in Architecture Technology-related fields is expected to decline by as much as 9 percent through 2030. However, there will be 889 annual projected Architectural Drafting and Technology job openings and as many as 1,379 for those with Sustainable Design credentials (both new positions and openings among existing ones). Of these annual openings, 80 will be in the college service area. An average of 187 Architecture Technology degrees and certificates (at all education levels) were awarded between 2015 and 2020 in Los Angeles County. There is a projected annual surplus of 702 Architecture Technology-related openings and 1,368 for Sustainable Design and Development.

## ENROLLMENT TRENDS AND STUDENT OUTCOMES ANALYSIS

### ENROLLMENT

From 2016/17 to 2020/21, overall enrollment for Architecture grew 57 percent, compared to 17 percent for the Applied Technology Division and a six percent decline for the college. Over this time period, enrollments in Architecture grew among students from nearly all racial/ethnic groups, with African American or Black (112%), Latinx or /Hispanic (82%), and Asian or Filipino student course enrollments (74%) experiencing the most growth. There was a 69 percent decline in Architecture enrollments among multi-racial students. Architecture FTES has grown 41.6 between 2016/17 and 2020/21, to 86.7 in the 2020/21 academic year.

### CAPACITY AND FILL RATES

Capacity in Architecture lecture courses grew 50 percent between 2016/17 and 2020/21 and declined by 55 percent among lab courses. The average fill rate in Architecture lecture courses from 2016/17 to 2020/21 was 61 percent; average fill rates for Online lecture classes were 58 percent, and average fill rates for in-person lecture, 65%. Architecture lab courses have had a 42% average fill rate; before the move to online courses in 2020/21, Architecture lab fill rates grew 141 percent from 2016/17 to 2019-20.

### RETENTION AND SUCCESS

Between 2016/17 and 2020/21, the overall average retention rate for students in Architecture Online/OnlineLIVE courses was slightly better at 91 percent than the college (87%) whereas success rates were almost the same (74% for the department versus 75% for the college). Asian or Filipino and Latinx or Hispanic students achieved the highest average retention rates in Architecture Online/OnlineLIVE between 2016/17 and 2020/21 (92%); lowest average retention rates were among African American or Black students (84%), returning students (83%) and multi-racial students (75%). The highest average success rate achieved for Online/OnlineLIVE was 88 percent for Asian or Filipino students and the lowest was 60 percent among African American or Black students.

For in-person classes, average retention rates for Architecture were slightly lower than the overall college (87% versus 89%) and success rates noticeably lower (73% versus 78%). African American or Black students (80%) and first-time (78%) and returning students (80%) had the lowest retention rates in in-person classes. Asian or Filipino and female students had the highest average success rates, at 78 percent.

### AWARD OUTCOMES

Between 2016/17 and 2020/21, award outcomes in Architecture declined by 40 percent. Among racial/ethnic groups, Latinx or Hispanic students earned the highest average number of awards, of six per year.

## FUTURE DIRECTIONS

### CURRICULUM AND PROGRAMMING

Based on industry demand and at the encouragement of the college administration, the Department has begun development of a Bachelor of Arts in Sustainable Architecture degree which will include 18 units of new upper division coursework in the Architecture department (6 courses), to be offered starting in Fall 2024. Although the number of jobs in LA County in Architecture Technology-related fields is expected to decline by as much as 9 percent through 2030, the Department will counteract this trend through focused, career education training of skills necessary for students to be successful in the A/E/C industry.

Architectural industry technicians (whether involved with the design or documentation sides of the profession) will need to continue developing strong skills that are of direct value in implementing the Integrated Project Delivery (IPD) method necessary for the realization of sustainable design projects. IPD is a collaborative approach that requires a 'team' perspective for building design and construction projects quite different from 'traditional' design-build-bid project delivery methods. Architectural interns are now required to be fluent in collaboration with a wide variety of consultants, engineers, contractors, and sub-trades from the very beginning of a project and to assist in an iterative, data-driven process which is needed to deliver cost-effective sustainable building projects with the least impactful environmental footprint.

### IMPROVING STUDENT SUCCESS OUTCOMES

There has been a noticeable improvement in retention and success for students in the 'African American or Black' race/ethnicity category as the increased has increased Online/OnlineLIVE courses offerings. Department leadership has made specific efforts over the last two years to engage directly with students from the department through one-on-one student advising as well as engage with the SoCal chapter of the National Organization of Minority Architects (NOMA). These efforts, in addition to helping build a peer support community through the efforts of our College Assistants (peer tutors), should strengthen students' connection to the department which should result in increased retention and student success.

### COLLABORATION AND INTERDISCIPLINARY STUDY

As part of the proposed Bachelor of Arts in Sustainable Architecture degree program, there is strong potential for collaboration with the college's Construction Management and Business/Real Estate departments through curriculum and educational cohorts. Likewise, our department has had a synergy with the on-campus MakerSpace for department students to benefit from the technology supported by that campus-wide resource (laser cutting, 3d printing, etc.).

### TECHNOLOGY AND FACILITIES

The Architecture Department currently has one dedicated lecture/lab classroom, which serves our lower division program adequately in relation to the future Hyflex focus of our department. With the addition of an upper division (B.A. degree) program, there will be a need for an additional Hyflex lecture/lab (design studio) space with student presentation area for instruction. Hyflex provides the flexibility necessary for a wide range of students to access an education in our program, but it requires consistent support in relation to faculty (on-going training) and technology.

In addition to on-campus technology support for the Hyflex modality in our lecture/lab classrooms there is an on-going need to support students with appropriate technology (typically loaning them high-performance laptops and software) to complete their coursework and increased access to Makerspace technology (laser-cutting, 3d printing) outside of normal class meeting times.



To the greatest degree possible, off-site industry employers will be engaged in future, credit-bearing Project Based Learning internships with students.

#### MEETING THE NEEDS OF INDUSTRY EMPLOYERS AND INSTITUTIONAL PARTNERS

The Department has bi-annual advisory board meetings and regular interaction with local area employers in relation to student employment/internships and to stay informed about emerging industry trends. Department leadership also regularly participates in events and workshops with the U.S. Green Building Council-Los Angeles and the American Institute of Architecture, Los Angeles.

Industry employers will be engaged in future, credit-bearing Project Based Learning internships with students which may occur either at the employer's place of business or on-campus (MakerSpace). Additionally, transfer universities (Cal Poly San Luis Obispo) have suggested the possibility of engaging in collaborative educational partnerships with College of the Canyons (i.e., offering courses on our campus at the University Center, etc.).

There is strong interest in dual enrollment for local area high school students (and for students not located in the area given the unique opportunities provided by the Hyflex modality).

# AUTOMOTIVE TECHNOLOGY

## DESCRIPTION

The Automotive Technology Department prepares students to be successful in a variety of positions within the Advanced Transportation Industry. Our department provides training in areas such as Electrical, Mechanical, and Autonomous systems found in both traditional vehicles and vehicles of the future. Theoretical design and application are combined with hands-on training to prepare graduates for real-world situations in the diagnosing and repair of current and future transportation technologies.

The department offers certificates of achievement in Engine Repair, Transmission Service, and Brake Service. Also offered are Certificates of Completion, which when combined with general education requirements, result in an Associate of Science degree in Advanced Repair and Diagnosis and Automotive Technology.

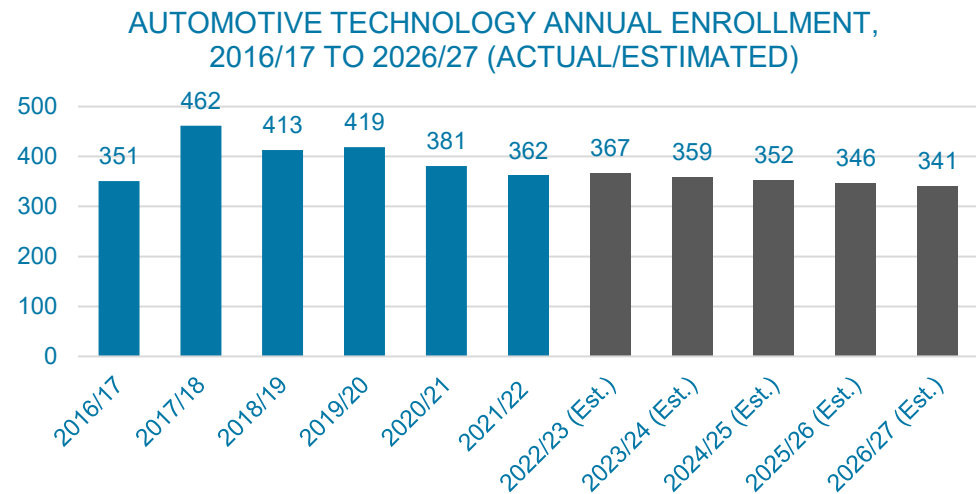
Students in the department can retain employment in automotive repair facilities as technicians in these areas: Quick Service, Brake Specialist, Engine Building, Level-two Technician, and some more managerial positions such as Service Writer and Service Manager. Other positions students may acquire include Ride Technician, Fleet Technician, Import Inspector, Smog Technician, and Race Team Technician.

## GROWTH PROJECTIONS

From 2016/17 to the present there was a 9 percent increase in overall enrollment. Over the next five years, however, College of the Canyons enrollments in Automotive Technology are estimated to decline at an average annual rate of approximately -1.85 percent.

Even with anticipated job growth of -1 percent, the annual department completion rate is below the anticipated job demand. There looks to be a surplus of around over 5,000 jobs (*see labor market potential below*). This will support the need to continue expanding in the Automotive department, as there will be a high demand for those who complete our discipline throughout the next five years and expand to include alternative fuels as part of the California Energy Commission’s Clean Transportation Program.

FIGURE 94: AUTOMOTIVE TECHNOLOGY ANNUAL ENROLLMENT, 2016/17 TO 2026/27 (ACTUAL/ESTIMATED)



## DISCIPLINE AND OCCUPATIONS TRENDS

FIGURE 95: DISCIPLINE RELATED PROGRAMS - AUTOMOTIVE TECHNOLOGY DEPARTMENT

Discipline-Related Programs	2020 Jobs	2030 Jobs	Job Growth, 2020 to 2030 (Total)	Job Growth, 2020 to 2030 (%)	Average Annual Job Openings, 2020 to 2030 SCCCD* and LA County		Average Annual Program Completions, LA County 2015 to 2020	Gap or Surplus (openings-completions)	Median Hourly Earnings
Advanced Diagnosis and Performance, A.S.									
Advanced Diagnosis and Performance, Certificate of Achievement									
Automotive Technology, A.S.									
Automotive Technology, Certificate of Achievement									
Engine Repair, Certificate of Achievement									
Quick Service Technician, Certificate of Achievement									
Transmission Service Technician, Certificate of Achievement									
<b>Total</b>	<b>67,837</b>	<b>67,232</b>	<b>(605)</b>	<b>-1%</b>	<b>153</b>	<b>6,499</b>	<b>1,113</b>	<b>5,386</b>	<b>\$22.80</b>

\*Note: data refers to LA County except for Annual Job Openings, SCCCD

### LABOR MARKET POTENTIAL

An average of 1,113 Automotive Technology degrees and certificates (at all education levels) were awarded between 2015 and 2020 in Los Angeles County. There is a projected annual surplus of 5,386 openings in Automotive Technology fields.

The number of jobs in Los Angeles County in Automotive Technology-related fields is expected to decline by one percent through 2030. However, there will be an average of 6,499 annual projected Automotive Technology job openings (both new positions and openings among existing ones). Of these annual openings, 153 will be in the college service area.

## ENROLLMENT TRENDS AND STUDENT OUTCOMES ANALYSIS

### ENROLLMENT

From 2016/17 to 2020/21, overall enrollment for Automotive Technology grew nine percent, compared to 17 percent for the Applied Technology Division and a six percent decline for the college. Over this time period, there was a 62 percent decrease in enrollments among African American or Black students and a 22 percent decrease among those identifying as Asian or Filipino. Latinx or Hispanic students course enrollments increased by 14 percent. Automotive Technology FTES declined by 27.2 between 2016/17 and 2020/21, to 54.5 in the 2020/21 academic year.

### CAPACITY AND FILL RATES

Capacity in Automotive Technology lecture courses grew 45 percent between 2016/17 and 2020/21 and has remained unchanged among lab courses. The average fill rate in Automotive Technology lecture courses from 2016/17 to 2020/21 was 76 percent; average fill rates for Online lecture classes were 74 percent, and average fill rates for in-person lecture, 78 percent. Automotive Technology lab courses had a 45 percent average fill rate.

### RETENTION AND SUCCESS

Between 2016/17 and 2020/21, the overall average retention and success rates for students in Automotive Technology Online/OnlineLIVE courses were lower than the college: 83 percent retention and 71 percent success rates for Automotive Technology, versus 87 percent retention and 75 percent success for the college. Among student groups with statistically significant enrollments, Asian or Filipino (88%) and Latinx or Hispanic students (89%) had the highest average retention rates. The highest average success rate achieved for Online/OnlineLIVE was 83 percent for Asian or Filipino students, and the lowest was 68 percent among white students.

For in-person classes from 2016/17 to 2020/21, average retention rates for Automotive Technology were slightly higher than the overall college (90% versus 89%), as were average success rates (80% versus 78%). Asian or Filipino and female students had among the highest average retention and success rates for Automotive Technology in-person classes. Returning students (85%) had relatively lower retention rates in in-person classes and first-time students (73%) and Latinx or Hispanic students (78%) had among the lowest average in-person success rates.

### AWARD OUTCOMES

Between 2016/17 and 2020/21, award outcomes in Automotive Technology declined by 77 percent. Among racial/ethnic groups, Latinx or Hispanic students earned the highest average number of awards, of 11 per year.

### FUTURE DIRECTIONS

#### CURRICULUM AND PROGRAMMING

Enrollment trends indicate first time students in the Automotive Technology Department have the hardest time. They have the lowest retention and success rates. Possible revisions in program prerequisites and pathways for completion are being considered.

Additionally, the Auto Technology Department will need to start incorporating more current and future technology into student coursework in electric vehicles and ADAS systems. This curriculum update will help the department retain more students as their coursework will better match the new requirements in current jobs but even more so the jobs coming in the near future.

As a result, in the next five to ten years the Automotive Technology Department is expected to change from basic shop classes into more of a computer technology lab. Transportation technology is changing so dramatically from what we used to know, that the department can no longer continue to emphasize older technology. Additionally, given changes in how students learn and absorb new information, the department will need to adapt its teaching methods. Introducing more virtual and interactive content rather than just listening to lectures for over an hour is a significant change that needs to be made for the department to continue moving forward.

### IMPROVING STUDENT SUCCESS OUTCOMES

For the most part Latinx or Hispanic students are performing the best in the department, while students identified as two or more races are experiencing the most difficulty. Otherwise, student success across all demographics is reasonably strong.

To improve student outcomes, the Automotive Technology Department is looking at ways to simplify the pathway. The goal is to enable students to see a clear direct connection between their classes and the work opportunities that will become available to them. A more structured and clearer pathway is expected to improve student enrollment, retention, and success.

With many students being disadvantaged in some way, the Automotive Technology Department is looking at making changes to accommodate our student base as a whole. Technology in vehicles is changing so much that a lot of the training for working on vehicles is computer based. With some electrical training the department is looking into small take-home kits for those unable to make it to campus and facilitate a more Hyflex situation. In addition, the department is looking into partnering with dealers so students can complete some of their required labs while also gaining work experience and better bridge the gap between school and work. This will also aid those students who would often have to choose between working to take care of their family and school.

### COLLABORATION AND INTERDISCIPLINARY STUDY

Transportation technology has changed dramatically in the past few years and promises to change even more in the coming years. Collaborating with other departments such as Networking, Welding, and Engineering will help us to adapt to these changes and provide students with a more well-rounded education. It will also increase their ability to take their education and our degree further than what is normally possible with just an Automotive shop program. Many of the collaborative courses we plan to develop with other departments will enable Automotive Technology students to transfer those units to four-year colleges if they choose to do so.

### TECHNOLOGY AND FACILITIES

Although transportation is rapidly transitioning to a more electric and computer driven premise, our ability to teach many of the concepts in all of the modalities is highly achievable. There are virtual trainers available from Z-space and Electude. There are smaller kits to teach computer networking and diagnosing skills that students could use at home. While the Automobile Technology Department will always need space for hands-on training, there is an opportunity moving forward to conduct a sizable portion of training through other modalities.

There is also an opportunity to conduct more training off campus. Currently the department has internships at auto dealerships, independent repair, and collision facilities, as well as fleet services for the city, state, and federal governments. We anticipate

apprenticeships in the near future. With these arrangements there is hope that some of the trainings can be formally transferred to these locations. In addition, if the department is able to collaborate with other departments within our school, using joint spaces could become an option.

The process of determining how best to move the instruction online or off campus will take considerable dialogue between the Automotive Technology Department and the corresponding education departments in COC, and transportation facilities in our community. Research into what courses fit the instruction needed for our students versus which topics are automotive exclusive would be key in figuring out how to make it work. If the other departments can slightly augment their courses to accommodate a transportation connection, then the proposed collaboration will be easier to develop and more productive. Visiting other schools such as UC's where mechanical engineering students take the same classes as Electrical engineering students will give us insight on how to create cross-department courses.

Arranging apprenticeships with nearby transportation facilities and determining how to connect learning and with task completions tasks at these sites will take many planning discussions to sort out the details.

Facilities space is extremely limited with insufficient space for even current equipment and the tools needed to perform our labs. Additional space is needed now and will be needed as more advanced technologies are incorporated into the department. For instance, to recalibrate the sensors on a vehicle after changing tires or making a realignment, a 25-foot wide by 35-foot-long space is needed to set up the calibration equipment to recalibrate the sensors. This is becoming more and more common as vehicles become more autonomous. Currently, sufficient space is available but only by taking out the middle of our current shop to perform a recalibration, which renders all but two workstations unusable. As a consequence of limited facilities space Automotive Technology has had to turn down opportunities from the Ford factory program and Subaru University, which would require us to significantly expand space.

The limited amount of working space is also restricting the number of courses that can be offered a semester.

#### MEETING THE NEEDS OF INDUSTRY EMPLOYERS AND INSTITUTIONAL PARTNERS

An Advisory Committee composed of educational and industry professionals meets twice a year. Members of this team have provided technical and tangible support. Establishing more connections with local employers and institutes is an important goal.

The Automotive Technology Department enjoys partnerships with Ford (Ford Service Training) and Subaru (Subaru University). Both companies offer online training, and both have been very successful in preparing students for manufacture specific training.

Establishing more collaborations with dealerships is also a high priority. Many local dealerships and smaller shops contact the department to establish connections, but the department needs more staff to follow up on these requests.

There is currently a limited number of offerings within the Pitchess Detention Center. But the department would like to expand offerings to justice-impacted students at this site as well as through the women's jail and increase the curriculum available through correspondence education. Acquiring training materials that are easily transported and modularized to create ease in changing the training when needed will be required in order to adapt the training for different situations. This also includes potential expansion in support of programs such as dual enrollment, continuing education, community education workshops to students in grades 6 - 8, etc.

# CONSTRUCTION MANAGEMENT AND TECHNOLOGY

## DESCRIPTION

The primary goal of the Construction Management and Construction Technology Department is to provide students with the skills and knowledge necessary to secure an entry-level position in construction management, building inspection, or construction trades. Additionally, the coursework is designed to provide students with the ability to transfer and continue their academic achievements at a four-year college or university. The department's program is designed to prepare students with the foundational skills needed to meet the current technological requirements of the construction workplace.

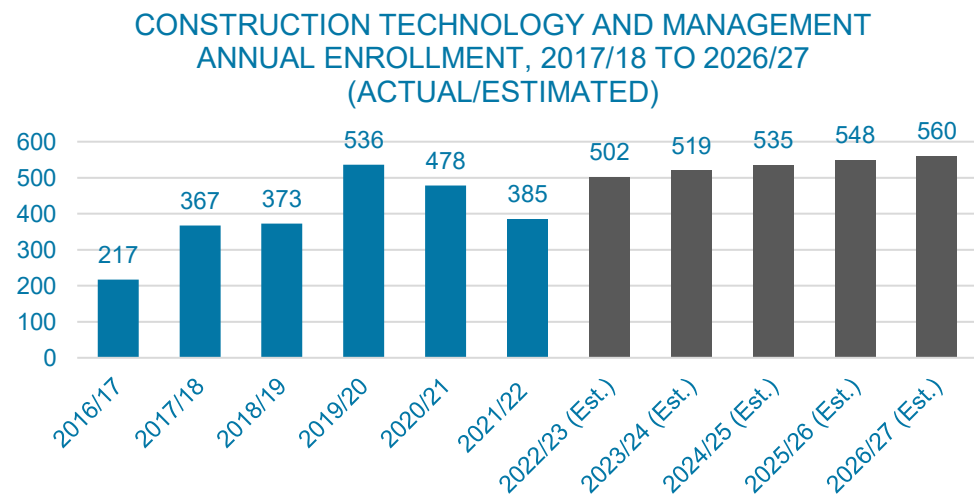
The department offers an AS Degree/Certificate in Construction Management, an AS Degree/Certificate in Construction Technology, a Certificate in Building Inspection, a Certificate of Specialization in Carpentry, a Certificate of Specialization in Masonry and Concrete, NCCER industry certifications, and a Pre-Apprenticeship with the Carpenters Union. The Construction Management AS Degree has been designed to provide a pathway to entry-level employment and/or to a four-year college or university. The Degree and Certificates offered through the Construction Technology Department provide a pathway to entry-level employment in the trades, acceptance into the Carpenters Union as an Apprentice, NCCER industry certifications, and foundational knowledge to pursue other related areas, including building inspection certification, licensure as a contractor, other apprenticeship programs and various employment opportunities.

Graduates from this program will be able to do management work, administrative work, and trade-related work. Occupations include Construction Managers, Trade workers or supervisors, Project Managers, Specialists, Business Operations Specialists, Administrative Services and Facilities Managers, Estimators, Schedulers, Union Apprentices, Inspectors, and Contractors.

## GROWTH PROJECTIONS

Total overall enrollments in this discipline increased 120% from 2016/17 to 2020/21. Based on currently available data, over the next five years, enrollments in Construction Management and Technology are estimated to grow at an average annual rate of approximately 2.8%. This enrollment data does not yet show the expected positive impact of recent changes in the department including the new Construction Tech program that aligns with the NCCER national industry certification and the Carpentry pre-apprenticeship program.

FIGURE 96: CONSTRUCTION TECHNOLOGY AND MANAGEMENT ANNUAL ENROLLMENT, 2017/18 TO 2026/27 (ACTUAL/ESTIMATED)



## DISCIPLINE AND OCCUPATIONS TRENDS

FIGURE 97: DISCIPLINE-RELATED PROGRAMS - CONSTRUCTION TECHNOLOGY

Discipline-Related Programs	2020 Jobs	2030 Jobs	Job Growth, 2020 to 2030 (Total)	Job Growth, 2020 to 2030 (%)	Average Annual Job Openings, 2020 to 2030, SCCCD* and LA County		Average Annual Program Completions, LA County 2015 to 2020	Gap or Surplus (openings-completions)	Median Hourly Earnings
Building Inspection, Certificate of Achievement	2,940	3,004	65	2%	13	345	17	328	\$45.56
Carpentry Technology, Certificate of Achievement / Specialization	50,654	50,541	(113)	0%	274	4,946	32	4,914	\$28.14
Construction Management Technology, A.S.	31,891	33,439	1,547	5%	157	2,982	21	2,962	\$35.99
Construction Management Certificate of Achievement									
Construction Technology, A.S.	234,382	244,854	10,472	4%	962	22,011	14	21,997	\$26.92
Construction Technology, Certificate of Achievement / Specialization									
Electrical Technology, Certificate of Achievement / Specialization	54,908	55,857	949	2%	220	5,696	0	5,696	\$34.82
Plumbing Technology, Certificate of Achievement / Specialization	60,713	62,966	2,253	4%	220	6,242	27	6,215	\$24.03

\*Note: data refers to LA County except for Annual Job Openings, SCCCD

SOURCE: EMSI

### LABOR MARKET POTENTIAL

The number of jobs in Los Angeles County in Construction Management and Technology-related fields is expected to grow by as much as 4 to 5 percent through 2030, with approximately 2,982 annual projected job openings in Construction Management, 22,011 annual projected job openings in Construction Technology, and more in related fields shown in the chart above (this includes both new positions and openings among existing ones). Of these annual openings, 1,846 will be in the college service area.

An average of 110 Construction Management and Technology degrees and certificates (at all education levels) were awarded between 2015 and 2020 in Los Angeles County. This is insufficient in light of an ongoing shortage of qualified individuals working in the construction trades, with a projected annual surplus of as many as 42,111 job openings available in Construction Management and Technology-related fields. Among factors driving this shortage, the average age of current workers is increasing and there is a limited and shrinking supply of individuals entering these fields.

### ENROLLMENT TRENDS AND STUDENT OUTCOMES ANALYSIS

#### ENROLLMENT

From 2016/17 to 2020/21, overall enrollment for Construction Management and Technology grew 120 percent, compared to 17 percent for the Applied Technology Division and a six percent decline for the college. Over this time period, enrollments among Asian or Filipino students declined by 62 percent, African American or Black, Latinx or Hispanic, and multi-racial students saw



a significant increase in enrollment. Construction FTES has grown 23.1 between 2016/17 and 2020/21, to 86.7 in the 2020/21 academic year.

### CAPACITY AND FILL RATES

Capacity in Construction Management and Technology lecture courses grew 171 percent between 2016/17 and 2020/21 and declined by 55 percent among lab courses. The average fill rate in Construction lecture courses from 2016/17 to 2020/21 was 61 percent; average fill rates for Online lecture classes were 58 percent, and average fill rates for in-person lecture, 65 percent. Construction lab courses have had a 42 percent average fill rate.

### RETENTION AND SUCCESS

Online/OnlineLIVE courses were offered in Construction Management and Technology beginning in 2020/21. Online/OnlineLIVE average retention rates for the department were on par with the college (88%), while average success rates were much lower (68% for Construction Management and Technology and 78% for the college). Among student groups with statistically significant enrollments, Asian or Filipino students had the highest average Online/OnlineLIVE retention and success rates, 100 percent. Returning students had the lowest average retention rate in online courses (76%), and first-time students (39%), African American or Black students (55%), and returning students (55%) had among the lowest success rates for online classes in 2020/21.

For in-person classes from 2016/17 to 2020/21, average retention rates for Construction Management and Technology have been slightly lower than the overall college (87% versus 89%) and success rates slightly lower (77% versus 78%). African American or Black students had among the lowest retention and success rates in-person (61% and 60%), while continuing students (92% and 91%) and Latinx or Hispanic students (90% and 79%) had the highest retention and success rates in-person.

### AWARD OUTCOMES

Between 2016/17 and 2020/21, award outcomes in Construction Management and Technology grew by 73 percent. Among racial/ethnic groups, Latinx or Hispanic students earned the highest average number of awards of an average of ten per year.

### FUTURE DIRECTIONS

#### CURRICULUM AND PROGRAMMING

There will be changes to the discipline curriculum in order to continue to respond to the changing needs and technological advancements taking place in the industry. Specifically, the Construction Management (CM) program plans to adopt construction software programs used in estimating, scheduling, blueprint reading and in other aspects of the industry. These technologies are widely used professionally, and our students need the opportunity to develop these skills. Additionally, the CM program needs to consider including curriculum related to safety, contract administration, and construction project cost control (change orders, payment application, etc.) and anticipate these discussions leading to other curricular changes and improvements.

In looking at the discipline and occupational trends data provided as well as speaking with many of our local industry partners, it is clear that there is an ongoing shortage of qualified individuals working in the construction trades. The Construction Technology (trade) curriculum we're currently offering is brand new to the department and is being offered for the first time in Fall 2022. It is anticipated that the curriculum will continue to be updated and refined to meet the needs of students and industry,

but these changes will likely not be evident for two to three more years, once the current courses and program are more established.

For a variety of reasons, the Construction department offered very little online or remote instruction prior to the pandemic (2020/21 Academic Year). The pandemic forced instruction into these alternative modalities. This is another key area where changes are expected to continue over the next 5 years.

With the right support and resources (facilities, funding, and staffing), department staff envisions significant growth in enrollment, student success, retention, and diversity. Students will have more options and opportunities to complete their desired coursework. The department will be better able to meet industry employment needs through our alignment with trade unions and apprenticeship programs, skills development in relevant software and computer applications, and through improved partnerships and collaborations with industry.

### IMPROVING STUDENT SUCCESS OUTCOMES

There are many changes occurring within the department to improve student success and outcomes. In terms of faculty, many of the long-term adjuncts (part-time faculty) were not interested in teaching in any remote or online modality nor were they interested in completing any training. When the pandemic forced instruction into these modalities, the majority of the part time faculty quit. This was followed by the resignation of the only full-time faculty in the department, who was also not interested in teaching in any remote or online modalities.

Starting with faculty hiring, this situation has created an incredible opportunity for the department to rebuild with new faculty, both part time and fulltime that are singularly focused on improving student success and outcomes through a fundamental desire for continual improvement of their instructional delivery, variations in instructional modalities, continual curriculum improvements, and an overall focus on DEIA. To that end, the department was able to hire a new temporary, one-year, full-time faculty member with extensive expertise in Construction Management. Additionally, there are currently two full-time permanent faculty positions, one with a Construction Management focus and one with a Construction Technology focus, listed as urgent on the faculty staffing list. A third full-time permanent position was requested recently to replace the full-time faculty member who resigned during summer. Part time faculty hiring is ongoing. This is the first step in addressing the improvement of success outcomes for students.

The following resources are needed to address equity issues in student outcomes:

- More/continued training for faculty (PT and FT) to improve their instructional approach and to further engage students
- Development of robust blueprint shells in Canvas for each course that meet DEIA principles and requirements
- Funding for software purchases and ways to provide access to the software for remote students
- Priority access to computer classrooms and/or computers at each instructional site
- Priority access to Hyflex classrooms
- Funding for additional staff positions specifically permanent and temporary lab tech positions for each site
- Funding for the 3 requested FT faculty positions
- Approval of the CTE toolkit to hire qualified construction technology faculty
- Additional facilities including lab, classroom, and storage space at CCC (and elsewhere) for Construction Technology
- In depth/targeting marketing to attract diverse groups of students to the discipline
- Ongoing funding to support faculty attendance and participation at various discipline conferences

## COLLABORATION AND INTERDISCIPLINARY STUDY

Recently, department electives for the Construction Management AS Degree and Certificate were updated to include several Leadership in Energy and Environmental Design (LEED) and sustainability focused courses from the Architecture and Interior Design departments. Additional opportunities to create innovative and collaborative programs will be explored.

## TECHNOLOGY AND FACILITIES

### **In-Person Space**

The Construction Management and Construction Technology Department needs a permanent location at the Valencia campus and priority on specific classrooms for instruction. These classrooms should support Hyflex instruction and provide the computers needed to run the software that will be integrated into the program. The department also needs space to store materials and equipment that may be used in lectures.

At the Canyon County campus, the Construction Technology Department needs additional lab, storage, and classroom space in order to successfully offer all of the new curriculum in a way that makes sense for students and allows them to complete their program of study in a timely manner. The labs will always have to be offered in-person. There is an option to offer the lecture portion of these courses in an online modality but that will have to happen over time. There would be additional space needs if any of the technology courses were offered at another site off campus.

### **Virtual Space**

The Construction Management curriculum can successfully be offered in an online and/or Hyflex modality. This does require priority access to Hyflex classroom space when scheduling courses. To increase enrollment in the Construction Management Department, adoption of state-of-the-art software programs widely used in the construction industry are needed to provide the students with added skills (such as review of blueprints and drawings as well as other visualization tools) that can increase their employment opportunities in the job market. This would include programs like Primavera P6, Bluebeam, Procore, Primavera Contract Management, ProEst or Sage Estimating. Since we will be expanding our online and Hyflex course offerings, appropriate classroom space and computer technology along with a way for students to access these software programs remotely is required. In addition, as the National Center for Construction Education and Research (NCCER) sponsor for the State Chancellor's Office, the CM Department will need to maintain digital records and shared digital access for every training center and certified instructor in the system as well as managing all of the NCCER program requirements.

## MEETING THE NEEDS OF INDUSTRY EMPLOYERS AND INSTITUTIONAL PARTNERS

An industry advisory board meets each year where the CM Department connects with industry members to discuss curriculum, employment needs and trends, and department outcomes. With additional faculty and staff and sufficient financial resources, department members will be able to attend and participate in various professional/industry conferences and meetings throughout the year.

When area employers reach out to seek employees, that information is provided to students in the CM Department and to the COC Employment Center. The new officially approved Pre-Apprenticeship program is another example of how the department engages with and responds to the needs of area employers and industry. All of our new construction technology curriculum is aligned with NCCER national industry credentials, and we are also the NCCER sponsor for the California State Chancellor's Office.

Additional needs that the CM Department can address in the future include:

- Expand and improve the noncredit course offerings to provide students with specific skills or certifications (OSHA 10/30 for example) required in industry.
- Establish dual enrollment courses for both the construction management program and the construction technology program. Recognize that construction technology courses (including the pre-apprenticeship program) require a significant amount of resources and space especially in a dual enrollment environment.
- Offer Construction Technology courses or the pre-apprenticeship program to incarcerated students.

# INTERIOR DESIGN

## DESCRIPTION

The purpose of the Interior Design Department is to prepare students for entry-level careers as Home Stagers, Set Decorators for TV and Film, Model Home Design, and entry-level interior design positions, and/or transfer to upper-level state or private schools to earn a degree in Interior Design. Competencies include knowledge in 2-D, and 3-D computer-generated drawings, current practices in architectural drafting, selecting, and specifying interior materials, presentation techniques, and portfolio development for employment and transfer purposes.

The department offers an associate degree in Interior Design as well as the following certificates:

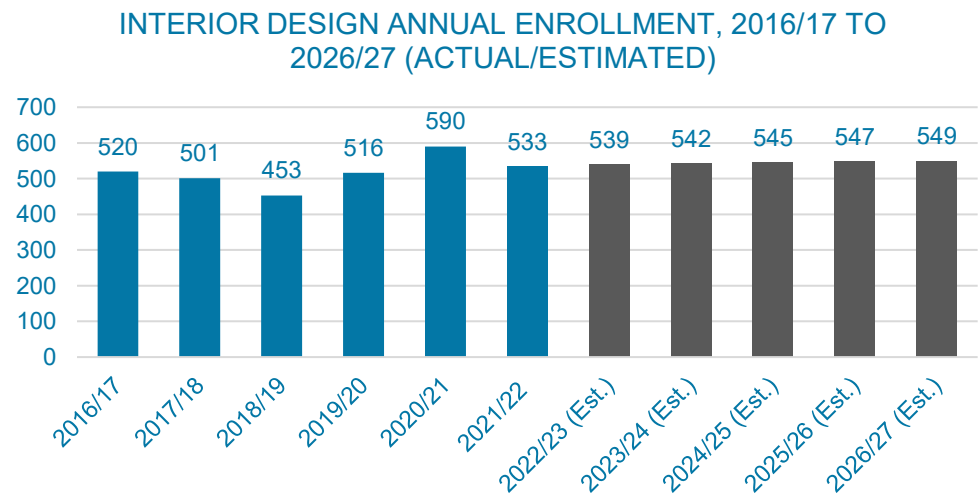
- Certificate of Achievement in Interior Design
- Certificate of Achievement in Interior Design – Home Staging and Visual Merchandising
- Certificate of Achievement in Interior Design – Set Decorator for TV and Film

Graduates pursue careers in the residential and commercial industries as entry-level interior designers, assistant designers, home stagers, visual merchandisers, set decorators, or related entry-level positions. Additionally, graduates who earn the A.S. Degree or Certificate of Achievement in Interior Design are eligible to sit for the Certified Interior Design (CID) examination upon graduation, which is an important step toward becoming a Certified Interior Designer.

## GROWTH PROJECTIONS

Enrollments in the Interior Design Department at College of the Canyons have grown 13 percent between 2016/17 and 2020/21. Through academic year 2026/27, department enrollments are forecast to grow at a rate of 0.5 percent per year.

FIGURE 98: INTERIOR DESIGN ANNUAL ENROLLMENT, 2016/17 TO 2026/27 (ACTUAL/ESTIMATED)



## DISCIPLINE AND OCCUPATIONS TRENDS

FIGURE 99: DISCIPLINE-RELATED PROGRAMS

Discipline-Related Programs	2020 Jobs	2030 Jobs	Job Growth, 2020 to 2030 (Total)	Job Growth, 2020 to 2030 (%)	Average Annual Job Openings, 2020 to 2030, SCCC* and LA County		Average Annual Program Completions, LA County 2015 to 2020	Gap Surplus or (openings-completions)	Median Hourly Earnings
Interior Design, A.S.	9,240	9,718	478	5%	16	941	185	756	\$27.58
Interior Design, Certificate of Achievement									
Interior Design: Home Staging, Certificate of Specialization									
Interior Design: Set Decorator for TV and Film, Certificate of Achievement									
Interior Design: Set Decorator for TV and Film, Certificate of Specialization									
Interior Decorating - Merchandising, Certificate of Achievement	15,371	14,288	(1,083)	-7%	52	1,379	11	1,368	\$30.83
Sustainable Design and Development, Certificate of Specialization									

\*Note: data refers to LA County except for Annual Job Openings, SCCC

SOURCE: EMSI

### LABOR MARKET POTENTIAL

The number of jobs in Los Angeles County in Interior Design-related fields is expected to grow by as much as 5 percent through 2030, with approximately 941 annual projected Interior Design job openings and as many as 1,379 for those with Sustainable Design credentials (both new positions and openings among existing ones). Of these annual openings, 68 will be in the college service area.

An average of 185 Interior Design degrees and certificates and 11 Sustainable Design and Development degrees and certificates (at all education levels) were awarded between

2015 and 2020 in Los Angeles County. There is a projected annual surplus of 756 Interior Design-related openings and 1,368 Sustainable Design and Development openings in the coming years.

## ENROLLMENT TRENDS AND STUDENT OUTCOMES ANALYSIS

### ENROLLMENT

From 2016/17 to 2020/21, overall enrollment for Interior Design grew 13 percent, compared to 17 percent for the Applied Technology Division and a six percent decline for the college. Over this time period, enrollments among Asian or Filipino students grew 74 percent, and among Latinx or Hispanic students' 25 percent. Enrollments among white students declined by nine percent, and African American or Black student enrollments declined by eight percent. Interior Design FTES increased 5.9 between the 2016/17 and 2020/21 academic years to 68.4 in the 2020/21 academic year.

### CAPACITY AND FILL RATES

Capacity in Interior Design lecture courses grew 43 percent between 2016/17 and 2020/21 and decreased by 43 percent among lab courses. The average fill rate in Interior Design lecture courses from 2016/17 to 2020/21 was 55 percent; average fill rates for Online lecture classes were 47 percent, and average fill rates for in-person lecture, 59 percent. Interior Design lab courses have had a 71 percent average fill rate.

### RETENTION AND SUCCESS

Between 2016/17 and 2020/21, the overall average retention rate for students in Interior Design Online/OnlineLIVE courses was 86 percent, which was slightly less than the college average of 87 percent, while success rates were much lower than the college (66% for Interior Design and 75% for the college). Among student groups with statistically significant enrollments, Latinx or Hispanic students and multi-racial students had average online retention rates of 88 percent and 94 percent, respectively. First-time students had an average retention rate of 97 percent. The highest average success rate achieved for Online/OnlineLIVE was 89 percent for multi-racial students, while students who identified as African American or Black had a lower average success rate of 38 percent. Students who identified as male had much lower online average success rates (38%) compared to those who identified as female (70%).

For in-person classes from 2016/17 to 2020/21, average retention rates for Interior Design were slightly higher than the overall college (96% versus 89%), while discipline average success rates were slightly higher than the college (89% versus 80%). African American or Black students (77%) had relatively lower retention rates in in-person classes, compared to other groups. White and female students had the highest average success rates at 89 and 86 percent, respectively.

### AWARD OUTCOMES

Between 2016/17 and 2020/21, award outcomes in Interior Design declined by 17 percent. Among racial/ethnic groups, white students earned an average of 14 awards per year, and Latinx or Hispanic students an average of 12 awards per year. Students who identified as female had the highest average number of awards, 27 per year.

## FUTURE DIRECTIONS

### CURRICULUM AND PROGRAMMING

Based upon currently available occupational projection data, the number of jobs in Los Angeles County for Interior Design-related fields is expected to grow by as much as 5 percent through 2030. Given these projections, local area industry demand, and feedback from the Advisory Board, the Interior Design Department is shifting the focus of the program's residential interior design to support the needs of the local home staging and visual merchandising industries more effectively and those of commercial interior design.

Similar to trends in architecture, technicians hired in the interior design industry, whether involved with the design or documentation sides of the profession, will need to develop strong skills for assisting the implementation of Integrated Project Delivery (IPD) methods over the next five to ten years. IPD has become an overall cost-effective means for design/build teams to deliver projects to owner-operator clients (i.e., institutional, some commercial) in a shorter overall timeframe at reduced cost. Likewise, interior design interns must be able to fluently collaborate with a wide variety of consultants, engineers, contractors, and sub-trades from the very beginning of a project. They also need to have the skills required to assist in an iterative, data-driven process which is needed to deliver cost effective projects with the least impactful environmental footprint.

### IMPROVING STUDENT SUCCESS OUTCOMES

There has been a noticeable improvement in retention and success for students in the 'Asian or Filipino' race/ethnicity category as the department has increased Online/OnlineLIVE courses offerings. 'Male' retention rates have decreased by -21% over this time period.

Department leadership has made specific efforts over the last two years to engage directly with students from the department through one-on-one student advising as well as engage with the industry organizations such as the National Kitchen & Bath Association (NKBA), American Society of Interior Designers (ASID) and the Southern California chapter of the National Organization of Minority Architects (NOMA). These efforts, in addition to helping build a peer support community through the efforts of our College Assistants (peer tutors), should strengthen students' connection to the department which should result in increased retention and student success.

The department has requested the support of a full-time, classified permanent lab tech for several years now to assist with the on-going setup, maintenance, and operations of the department's facilities and educational resources, which is particularly of concern as the department has begun a physical return to campus in respect to the on-going pandemic.

### COLLABORATION AND INTERDISCIPLINARY STUDY

There is strong potential for collaboration with the college's Construction Management and Business/Real Estate departments through curriculum and educational cohorts. Likewise, the Interior Design Department has been involved with and supportive of the on-campus Maker Space, which enables department students to benefit from the technology through that campus-wide resource (e.g., laser cutting, 3D printing, etc.).



## TECHNOLOGY AND FACILITIES

The Interior Design department currently has one dedicated lecture/lab classroom (Mentry Hall MENH-223) which needs to be outfitted with appropriate technology to support the future Hyflex focus of our department in that classroom space. There is also a need for an appropriate, ADA compliant student presentation area for instruction, which is currently not available. Likewise, although Hyflex provides the flexibility necessary for a wide range of students, it also requires consistent support in relation to faculty in terms of on-going training and technology.

Department faculty have embraced a strong desire to use Hyflex instruction as much as possible in order to grow the department and support student success and access. To realize the full potential of Hyflex classrooms and instruction, there is an on-going need to support students with appropriate technology. This includes loaning students' high-performance laptops and software to complete their coursework and providing access to Makerspace technology outside of normal class meeting times.

## MEETING THE NEEDS OF INDUSTRY EMPLOYERS AND INSTITUTIONAL PARTNERS

The Interior Design Department has bi-annual meetings with its advisory board. It has regular interactions with local area employers in relation to student employment/internships and to stay informed about emerging industry trends.

Department leadership also regularly participates in events and workshops with the NKBA-CCV (National Kitchen & Bath Association – Central Coast & Valleys chapter) as well as the U.S. Green Building Council-Los Angeles.

Local industry employers will be engaged in future, credit-bearing Project Based Learning internships with students which may occur either at the employer's place of business or on-campus (Makerspace).

There is strong interest in dual enrollment for local area high school students (and for students not located in the area given the unique opportunities provided by the Hyflex modality).

# LAND SURVEYING

## DESCRIPTION

The focus of the Land Surveying Department is to provide the student with a thorough background in land surveying and mapping in addition to an introduction to the collecting, manipulating, formatting, and mapping of geospatial data. A student who successfully completes the program will have the technical expertise necessary for an entry level position in the field of Land Surveying or related fields of geographic information systems specialists, architectural services, and engineering services. The department also assists students in preparing for the State Land Surveyor–In-Training and the Professional Land Surveyor Exams.

The discipline provides students with the foundational skills and knowledge needed for entry level Land Surveying position. The department offers both an AS Degree and Certificate as well as a noncredit GNSS certificate.

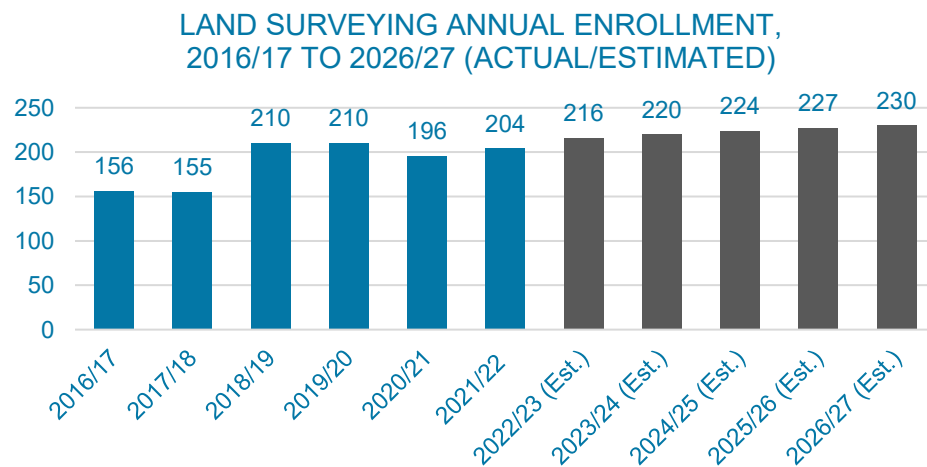
For students interested in transferring to a 4-year college or university, the department has an articulation agreement with New Mexico State University (NMSU) and is working on a similar articulation agreement with Great Basin College in Nevada. Professional licensure requirements vary by state with some states requiring a 4-year degree while others do not.

Students in this department are employable (and are often employed) before completing their program. They may be employed as a Survey Analyst, CAD Drafter, Chain Person, Field Engineering Aide, Field Engineer, Survey Technician, Land Surveying Assistant, Survey Mapping Technician, Transportation Engineering Aide, GIS Technician, or a myriad of other positions. In terms of the type of work, Land Surveyors measure and analyze distances, angles, and positions to develop “surveys” or maps. Licensed Land Surveyors may prepare legal descriptions for subdividing property, perform boundary surveys, and determine boundary discrepancies, set monuments, perform construction staking, create topographic maps, and conduct aerial, hydrographic, or photogrammetric surveys.

## GROWTH PROJECTIONS

Land Surveying overall enrollments increased 26% from 2016/17 to 2020/21. Through academic year 2026/7, department enrollments are forecast to grow at an average annual rate of approximately 1.6 percent.

FIGURE 100: LAND SURVEYING ANNUAL ENROLLMENT, 2016/17 TO 2026/27 (ACTUAL/ESTIMATED)



## DISCIPLINE AND OCCUPATIONS TRENDS

FIGURE 101: DISCIPLINE-RELATED PROGRAMS - LAND SURVEYING

Discipline-Related Programs	2020 Jobs	2030 Jobs	Job Growth, 2020 to 2030 (Total)	Job Growth, 2020 to 2030 (%)	Average Annual Job Openings, 2020 to 2030, SCCCD* and LA County		Average Annual Program Completions, LA County 2015 to 2020	Gap Surplus or (openings-completions)	Median Hourly Earnings
Land Surveying, A.S.									
Land Surveying, Certificate of Achievement									
<b>Total</b>	<b>1,867</b>	<b>1,958</b>	<b>91</b>	<b>5%</b>	<b>6</b>	<b>206</b>	<b>9</b>	<b>197</b>	<b>\$44.90</b>

\*Note: data refers to LA County except for Annual Job Openings, SCCCD

SOURCE: EMSI

### LABOR MARKET POTENTIAL

The number of jobs in Los Angeles County in Land Surveying-related fields is expected to grow by five percent through 2030, with approximately 206 annual projected job openings (both new positions and openings among existing ones). Of these annual openings, 6 will be in the college service area.

An average of 9 Land Surveying degrees and certificates (at all education levels) were awarded between 2015 and 2020 in Los Angeles County. There is a projected annual surplus of approximately 197 job openings available in related fields.

Despite strong employer demand, data from states across the country show that the average age of licensed surveyors is increasing, and fewer individuals are becoming licensed and entering the profession. Students are often employed before completing their program.

## ENROLLMENT TRENDS AND STUDENT OUTCOMES ANALYSIS

### ENROLLMENT

From 2016/17 to 2020/21, overall enrollment for Land Surveying grew 26 percent, compared to 17 percent for the Applied Technology Division and a six percent decline for the college. Over this time period, enrollments among Latinx or Hispanic students increased by 77 percent, while enrollments among white students declined by 3 percent. Land Surveying FTES has grown 7.3 between 2016/17 and 2020/21, to 29.8 in the 2020/21 academic year.

### CAPACITY AND FILL RATES

Capacity in Land Surveying lecture courses grew 20 percent between 2016/17 and 2020/21. The average fill rate in Land Surveying lecture courses from 2016/17 to 2020/21 was 68 percent; average fill rates for In-Person lecture classes were 69 percent.

### RETENTION AND SUCCESS

Online/OnlineLIVE courses were offered in Land Surveying beginning in 2020/21. Overall average retention rates for the discipline were better than the college (92% versus 88%), and success rates were much higher (88% for Surveying and 78% for the college). Among student groups with statistically significant enrollments, Latinx or Hispanic students achieved the highest average retention rates, 96 percent, while returning students (83%) and Asian or Filipino students (86%) had among the lowest average retention rates for online courses in 2020/21. First-time students and Asian or Filipino students had among the highest average online course success rates in 2020/21, while and returning students (83%) had among the lowest average success rates.

For in-person classes from 2016/17 to 2020/21, average retention rates for Land Surveying were higher than the college (91% vs 89%), as were average success rates (82% for Surveying and 78% for the college). Asian or Filipino students (96%) and white students (9%) had among the highest retention rates in-person, with all groups at 87 percent or above. Latinx or Hispanic students and first-time and returning students had lower average success rates than other groups, while Asian or Filipino students (92%) had higher average success rates in in-person courses.

### AWARD OUTCOMES

Between 2016/17 and 2020/21, award outcomes in Land Surveying have been flat. White students earned an average of five awards per year, and Asian or Filipino students two awards per year. Male students have earned all awards between 2016/17 and 2020/21.

### FUTURE DIRECTIONS

#### CURRICULUM AND PROGRAMMING

Based on current data above, the department does not foresee any significant changes to the discipline curriculum. However, the department will continue to update the curriculum to keep it aligned with current industry standards, practices, and equipment.

Over the next five to ten years, the department envisions additional department growth through the expansion of current courses and programs to a wider market as well as additional noncredit course offerings. With a new fulltime faculty member, there is

also the possibility of offering courses at other locations such as through dual enrollment as well as offering classes in additional modalities and during more traditional daytime hours.

### IMPROVING STUDENT SUCCESS OUTCOMES

There discipline faculty/leadership for the Land Surveying Department has been continually focused on improving the student experience and on creating community within the department while providing relevant content. This is being accomplished through faculty professional development in both teaching methodologies and DEIA, development of blueprint Canvas shells for every course in the department, and individualized student advisement. Faculty also maintain relationships with industry partners and professional organizations that lead to employment and scholarship opportunities for students as well as other departmental support.

Another factor leading to successful outcomes for students is the Hyflex modality used to offer all of the courses. This allows students greater access to courses and flexibility in learning that aligns with the demands of their individual circumstances while still receiving the needed instructional support. With full-time dedicated Land Surveying faculty, the department would like to expand the Hyflex definition to include asynchronous options for students.

While students who are in the department are highly successful, the data does show that there are certain populations that are underserved. For example, even though the success rate for African American or Black students is 86 percent, there were only 7 African American or Black students enrolled in the 2020/21 academic year. Historically there have been very few female students in the department.

With appropriate funding and expertise, faculty/leadership could coordinate with marketing specialists to target these underserved student populations. This may include the need to improve the current department website, make better use of the existing LinkedIn group, and/or have a presence in other social media platforms. This would require hiring individuals with this type of expertise that are focused on improving the overall presence and interaction of the department in the online environment.

Although the department was able to continue offering in-person lab classes with restrictions during the pandemic, it was a difficult time and created hardships that impacted both the department itself and the students in the program. Continued funding is needed for faculty professional development, for Canvas course development, and ongoing student advisement/mentoring. To support both instructional and programmatic efforts, additional funding for the department lab tech would be needed especially as the department grows.

Although the department does encourage students to pursue the AS Degree/Certificate, it should be noted that earning an award may not always be the goal of students in this department. Students are employable (and are often employed) before completing their program. Additionally, professional licensure requirements vary by state with some states requiring a 4-year degree while others do not. California currently does not require a degree for licensure.

## COLLABORATION AND INTERDISCIPLINARY STUDY

There are opportunities for collaboration between Land Surveying and other departments. The architecture, construction, and engineering professions regularly utilize surveyors. Advancements in technology have expanded these collaborations to include other disciplines such as interior design and media/digital arts.

Formalizing and expanding the collaboration between the Land Surveying Department and the programs in the Construction Management Department would be ideal and would prepare students for greater success in the industry. Currently, students in the Construction Management Department are already required to complete Surv 101A and Surv 101L.

## TECHNOLOGY AND FACILITIES

The Land Surveying Department was a pioneer in the use of Hyflex and has been successfully offering courses in this modality since 2011. The student retention and success data across race/ethnic, gender, and admit status continually demonstrates that this is beneficial for survey students. The department would like to expand its Hyflex offerings to include asynchronous instruction.

In terms of equipment, the department is currently operating with equipment that, while still relevant for teaching fundamentals to students with no industry experience, is less-than cutting edge and of little to no-interest for those potential students coming from industry looking for a curriculum plan that works in harmony with their professional development. Similarly, when attending community events, the department's existing equipment lacks the "WOW" factor to draw potential students in. For continued success, the department needs to offer students the opportunity to learn with cutting-edge equipment.

Technology that would meet the needs of industry employers while also allowing the department to remain successful includes robotic total stations with multi-track prisms, GPS, 3D Laser Scanners, and sUAS (small Unmanned Aerial Systems, aka Drones). Given the power requirements for this equipment and in order to continue to offer Hyflex learning opportunities and to address equity concerns, the IT department would have to provide a way for our students to safely and remotely log-in to the computers and software applications provided in the classroom.

The department needs a dedicated and upgraded computer classroom. Currently a computer lab in Mentry Hall is used for the Computer Aided Drafting class. This room is shared with other departments. In order to implement the technology and equipment listed above, significantly more computing power will be required than what is currently available in Mentry Hall. Additionally, these computers may need to process and render data overnight without interruption. That is not possible in the current configuration. It would be safe to assume the cost of the required computers would create equity issues if a student needed to take these classes virtually.

Current department facilities located in the Student Support Center (SSC) were meant to be temporary and includes a classroom equipment storage room and a double faculty office. The building needs significant repair, and the equipment storage area is at capacity.

## MEETING THE NEEDS OF INDUSTRY EMPLOYERS AND INSTITUTIONAL PARTNERS

The Land Surveying Department engages with and is supported by area employers and industry via advisory committee meetings, LinkedIn, and personal outreach. There are opportunities to form partnerships and collaborate with employers and other educational institutions, but these are limited by constraints in facility space and equipment, funding, and staffing.

The department may be able to expand and improve the noncredit course offerings. Currently the department offers the GNSS Certificate program and would like to add other licensing exam preparation courses which would provide additional training and continuing education opportunities within the discipline.

# MANUFACTURING TECHNOLOGY

## DESCRIPTION

Manufacturing Technology is a career education program designed to prepare students for a variety of entry-level positions in a manufacturing environment. These positions may include manual machine operator, computer numerical control (CNC) operator, Computer aided design/manufacturing (CAD/CAM) designer, or CNC programmer. Classes are designed for first-time college students, re-entry students, and current industry employees requiring skill enhancement or upgrade training. Learned skills may include the ability to interpret engineering drawings, utilize metrology equipment, perform precision measurements, operate conventional manual machinery, and program computer numerical control machinery.

Students gain necessary skills and knowledge in alignment with national manufacturing industry standards. Many of the students in the department are focused on gaining job skills rather than transferring to a four-year institution. There is an ever-increasing number of students pursuing a certificate or degree from the college. Our graduates have found great success in finding employment in the aerospace, entertainment, and manufacturing-based industries in Southern California based on completion of a small number of courses that lead to immediate industry-recognized certification and employment.

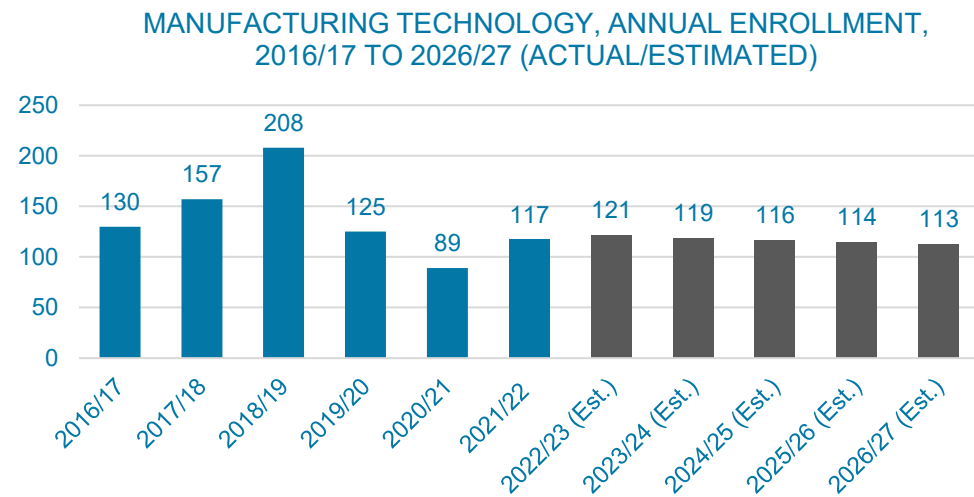
Many positions in Career Technical Education (CTE) fields like Manufacturing require students to have the skills and knowledge required to work in the field and not the completion of a certification or degree. So as the college continues to focus on getting students for transfer, CTE faculty remain vigilant about getting students best prepared to enter the workforce.

FIGURE 102: MANUFACTURING TECHNOLOGY, ANNUAL ENROLLMENT, 2016/17 TO 2026/27 (ACTUAL/ESTIMATED)

## GROWTH PROJECTIONS

The Manufacturing Technology Department enrollments declined between 2016/17 and 2020/21 (-32%) which can be partially attributed to the lack of dedicated lab space to support CNC based manufacturing courses. Through academic year 2026/27, program enrollments are forecast to decline at a rate of -1.8 percent per year (see figure at right).

There is however an expectation this decline may be less than now projected once the department is able to move into the new permanent Advanced Technical Center where it will be able to offer more advanced programs that will provide new advanced technology curricula to attract students from outside the Santa Clarita area.





## DISCIPLINE AND OCCUPATIONS TRENDS

FIGURE 103: DISCIPLINE-RELATED PROGRAMS - MANUFACTURING TECHNOLOGY

Discipline-Related Programs	2020 Jobs	2030 Jobs	Job Growth, 2020 to 2030 (Total)	Job Growth, 2020 to 2030 (%)	Average Annual Job Openings, 2020 to 2030, SCCCD* and LA County		Average Annual Program Completions LA County 2015 to 2020	Gap or Surplus (openings - completions)	Median Hourly Earnings
Automated Machining, Certificate of Specialization									
Manufacturing Fundamentals, Certificate of Specialization									
Manufacturing Technology, A.S.									
Manufacturing Technology: CAD/CAM, Certificate of Specialization									
Manufacturing Technology: CATIA, Certificate of Specialization									
Manufacturing Technology: Machining/ CNC, Certificate of Specialization									
<b>Total</b>	<b>394,877</b>	<b>400,912</b>	<b>6,035</b>	<b>2%</b>	<b>972</b>	<b>34,345</b>	<b>41</b>	<b>34,305</b>	<b>\$41.57</b>

\*Note: data refers to LA County except for Annual Job Openings, SCCCD

SOURCE: EMS

### LABOR MARKET POTENTIAL

The number of jobs in Los Angeles County in Manufacturing Technology-related fields is expected to grow by 2 percent through 2030, with approximately 34,345 annual projected job openings (both new positions and openings among existing ones). Of these annual openings, 972 will be in the college service area.

An average of 41 Manufacturing Technology degrees and certificates (at all education levels) were awarded between 2015 and 2020 in Los Angeles County. There is a projected annual surplus of approximately 34,305 job openings available in related fields.

## ENROLLMENT TRENDS AND STUDENT OUTCOMES ANALYSIS

### ENROLLMENT

From 2016/17 to 2020/21, overall enrollment for Manufacturing Technology has decreased 32 percent, compared to 17 percent growth for the Applied Technology Division and a six percent decline for the college. Between 2016/17 and 2020/21, enrollments among Latinx or Hispanic students declined by 26 percent and enrollments among white students declined 44 percent. Manufacturing Technology FTES declined 9.2 between 2016/17 and 2020/21, to 10.7 in the 2020/21 academic year.

### CAPACITY AND FILL RATES

Capacity in Manufacturing Technology lecture courses has declined by 31 percent between 2016/17 and 2020/21. The average fill rate for lecture courses was 71 percent, and 78 percent for the college as a whole.

### RETENTION AND SUCCESS

Between 2016/17 and 2020/21, the overall average retention rate for students in Manufacturing Technology was 92 percent, which was slightly higher than the college average of 88 percent. The overall average success rate for Manufacturing Technology students between 2016/17 and 2020/21 was 83 percent, and 76 percent for the college as a whole. During the same academic period, among groups with statistically significant data, Latinx or Hispanic students had 88 percent average retention rates and white students' 86 percent, while female students had average retention rates of 76 percent. The average success rate for Latinx or Hispanic students was 79 percent between 2016/17 and 2020/21. Female average student success rates were 65 percent, and first-time students, 74 percent.

Online/OnlineLIVE classes for Manufacturing Technology were first offered in 2020/21. Female students had among the lowest retention rates online in 2020/21 (71%), and African American or Black and first-time students had a 50 percent average success rate in 2020/21 online. For in-person classes, average retention rates for Manufacturing Technology between 2016/17 and 2020/21 were higher than the overall college (94% versus 89%), as were average success rates (84% versus 78%). African American or Black students (67%) and first-time students (75%) had relatively lower average retention rates in-person, and average success rates were 67 percent and 64 percent, respectively. Multi-racial students (100%) and continuing students (85%) had the highest average success rates for in-person classes.

### AWARD OUTCOMES

Between 2016/17 and 2020/21, award outcomes in Manufacturing Technology declined by 50 percent. Manufacturing Technology students earned an average of 16 awards per year. Latinx or Hispanic students earned an average of eight awards per year, and male students 16 an average awards per year. Female students earned one award in 2020/21.

## FUTURE DIRECTIONS

### CURRICULUM AND PROGRAMMING

The college is in the process of opening an interim Advanced Technology Center which will include advanced technology machining, precision measurement, and metrology programs designed to prepare students for entry into today's manufacturing workforce.

Representatives from several local aerospace and manufacturing companies have reached out to the college regarding their current needs for both basic-to-advanced machining technicians. The Manufacturing Technology Department will update its curriculum based on this input from these communities and create stackable programs of study. The ATC will help supply companies with a pool of entry level technicians that have the skills and knowledge that meet their current and future personnel needs.

It is anticipated that as employers continue to struggle finding qualified and skilled workers, they will look to automated processes to bridge the skills gap. Cobotic and conventional robotic systems are predicted to increase by over 40 percent over the next five years. The Advanced Technology Center will not only include advanced multi-axis machining centers but also include robotic machine tending systems. Students will earn industry recognized credentials upon completion of the program.

### IMPROVING STUDENT SUCCESS OUTCOMES

From the data provided regarding race/ethnicity, the male group titled "Two or More Races" has the highest rate of enrollment over the past five-year period. The group with the lowest rate of enrollment is Asian or Filipino males as well as female students.

There are currently no systems in place to identify students of a particular ethnicity/race who are having challenges with their coursework and lab assignments. To improve student outcomes and address equity concerns the program's faculty are encouraged to provide students with current and accurate information about available support resources offered by the institution, as well as information regarding scholarships offered by outside professional organizations.

### COLLABORATION AND INTERDISCIPLINARY STUDY

There are potential opportunities between the Manufacturing and Welding Departments to develop internships under the Cooperative Work Experience Education (CWEE) program.

### TECHNOLOGY AND FACILITIES

The use of remote instruction will be a focal point in several of the new programs offered in the Manufacturing Technology Department. For example, the new Tooling and Milling certificate program will utilize an Online/OnlineLIVE modality for lecture and conventional face-to-face lab sessions at the new Advanced Technology Center.

The Manufacturing Technology Department will be offering its current and future programs at the Advanced Technology Center. It is anticipated that the department will also be offering dual enrollment Manufacturing courses at Castaic High School by Fall of 2023. Offering classes at Castaic High School outside the normal high school block schedule will take significant planning and negotiations by both SCCCD and WSH and will require additional faculty to support the classes offered.

An analysis of the future needs of the Manufacturing Technology Department was completed by the National Coalition of Advanced Technical Colleges in 2019 that recommends a total of 36,000 of dedicated facility space to support the current and future growth of the department as it expands the number of advanced manufacturing technology programs offered.

#### MEETING THE NEEDS OF INDUSTRY EMPLOYERS AND INSTITUTIONAL PARTNERS

The Manufacturing Technology Department has historically held two industry advisory board meetings each year. Input from industry representatives is considered in the revision and development of programs offered. The college is in the process of developing a Business and Leadership Team (BLT) that will be headed by local business industry leaders.

The department chair has long fostered several partnerships with outside professional organizations such as Fabricators Manufacturers Association, National Coalition of Advanced Technical Centers (NCATC), and FANUC Robotics. Within each of these partnerships, there is a continuum of opportunities to network, collaborate, and create new educational opportunities.

# NETWORK TECHNOLOGY AND ELECTRONIC SYSTEMS

## DESCRIPTION

Network Technology and Electronic Systems are Applied Technology programs aimed at training students in the disciplines of Network Engineering, Systems Administration, Cybersecurity, and the general field of Information Technology, for industry employment. Our chief vehicles to achieve these goals are comprehensive and robust hands-on training working with physical and virtualized infrastructure, representative of modern technological standards. We use these facets to prepare our students to pass several (11, currently) Industry Recognized Certifications (IRCs) utilized by professional organizations and vendors as universal assessments of competency.

The department currently offers two degrees: Network Technology AS and Cybersecurity AS; and five certificates: Network Technology- Certificate of Achievement, Network Associate - Certificate of Achievement, Network Engineer – Certificate of Specialization, Network Foundation -Certificate of Specialization, and Internet of Things – Certificate of Achievement.

Students typically enter the workforce immediately with skills and knowledge they gain in the department's programs but can opt to go on to 4-year institutions under programs in Computer Science, BSI, or technology.

Graduates are prepared for a wide range of careers including among others:

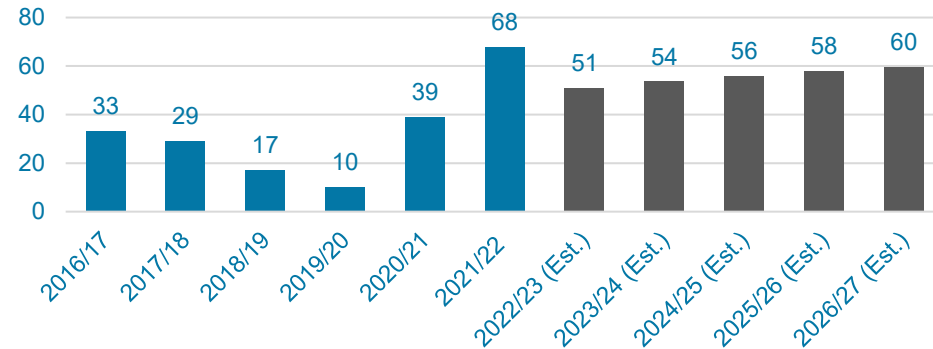
- IT support specialist
- data support technician
- field service technician
- network administrator
- systems administrator
- network analyst
- network design engineer
- infrastructure engineer
- unified communications engineer
- solutions design engineer
- cloud engineer
- cybersecurity specialist
- cybersecurity analyst
- cybersecurity engineer

## GROWTH PROJECTIONS

Enrollments in the Electronic Systems Technology Department at College of the Canyons grew 18 percent between 2016/17 and 2020/21. Through academic year 2026/27, department enrollments are forecast to grow at a rate of 3.9 percent per year (see first figure at right).

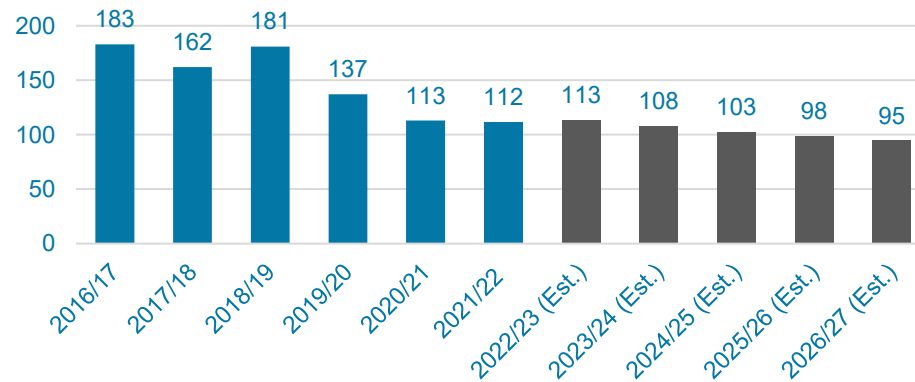
FIGURE 104: ELECTRONIC SYSTEMS TECHNOLOGY AND COMPUTER NETWORKING ANNUAL ENROLLMENT, 2016/17 TO 2026/27 (ACTUAL/ESTIMATED)

ELECTRONIC SYSTEMS TECHNOLOGY ANNUAL ENROLLMENT, 2016/17 TO 2026/27 (ACTUAL/ESTIMATED)



Enrollments in the Network Technology at College of the Canyons declined 38 percent between 2016/17 and 2020/21. Through academic year 2026/27, department enrollments are forecast to decline at a rate of -4.4 percent per year (see second figure at right).

COMPUTER NETWORKING ANNUAL ENROLLMENT, 2016/17 TO 2026/27 (ACTUAL/ESTIMATED)



## DISCIPLINE AND OCCUPATIONS TRENDS

FIGURE 105: DISCIPLINE-RELATED PROGRAMS - COMPUTER NETWORKING

Discipline-Related Programs	2020 Jobs	2030 Jobs	Job Growth, 2020 to 2030 (Total)	Job Growth, 2020 to 2030 (%)	Average Annual Job Openings, 2020 to 2030, SCCCD* and LA County		Average Annual Program Completions, LA County 2015 to 2020	Gap or Surplus (openings-completions)	Median Hourly Earnings
Network Associate, Certificate of Specialization									
Network Foundation, Certificate of Specialization									
Network Technology, Certificate of Specialization									
Systems Associate, Certificate of Specialization									
<b>Total</b>	<b>129,057</b>	<b>133,168</b>	<b>4,111</b>	<b>3%</b>	<b>242</b>	<b>9,747</b>	<b>211</b>	<b>9,536</b>	<b>\$44.97</b>

\*Note: data refers to LA County except for Annual Job Openings, SCCCD

SOURCE: EMSI

### LABOR MARKET POTENTIAL

The number of jobs in Los Angeles County in Electronic Systems Technology-related fields is expected to grow by 3 percent through 2030, with approximately 9,747 annual projected job openings (both new positions and openings among existing ones). Of these annual openings, 242 will be in the college service area.

An average of 211 Electronic Systems Technology degrees and certificates (at all education levels) were awarded between 2015 and 2020 in Los Angeles County. There is a projected annual surplus of approximately 9,536 job openings available in related fields.

## ENROLLMENT TRENDS AND STUDENT OUTCOMES ANALYSIS

### ENROLLMENT

From 2016/17 to 2020/21, overall enrollment for Electronic Systems has grown 300 percent, compared to 17 percent for the Applied Technology Division and a 6 percent decline for the college. Over this time period, enrollments in Electronic Systems varied among students based on racial/ethnic groups, among those who identified as Latinx or Hispanic there was an 18 percent increase, while other students' groups such as African American or Black students saw a decrease of 50 percent. Electronic Systems FTES declined 0.5 between 2016/17 and 2020/21, to 6.6 in the 2020/21 academic year.

### CAPACITY AND FILL RATES

Capacity in Electronic Systems lecture courses has grown 13 percent between 2016/17 and 2020/21. The average fill rate in Electronic Systems lecture courses from 2016/17 to 2020/21 was 55 percent and the average fill rates for in-person lectures was 53 percent.

### RETENTION AND SUCCESS

Between 2016/17 and 2020/21, the overall average retention rate for students in Electronic Systems was 83 percent, this was less than the division (90%) and the college (88%). The same is true for total success rates of the discipline, where the success rate was 65 percent. The division and college as a whole had much higher average success rates, 78 percent and 76 percent, respectively. Students identifying as Asian or Filipino (93%), Latinx or Hispanic (84%) and white (90%) all experienced high average retention rates between 2016/17 and 2020/21. First-time students also had high average retention rates (90%). Students of more than one race (50%), and female (53%) experienced lower average retention rates. The highest average success rate achieved among students in the discipline were students who identified as Latinx or Hispanic (75%) and Asian or Filipino (73%).

For in-person classes, average retention rates for Electronic Systems have been slightly lower than the overall college (84% versus 89%). Average success rates were much lower than the college average success rate (62% versus 78%). Students who identified as female experienced the lowest average retention rates in in-person courses, at 67 percent. First time students experienced the lowest average success rates for in-person classes, of only 33 percent.

### AWARD OUTCOMES

Between 2016/17 and 2020/21, award outcomes in Electronic Systems declined by 59 percent. Among racial/ethnic groups, Latinx or Hispanic students earned an average of 8 awards per year, and white students an average of 7 awards per year.



## FUTURE DIRECTIONS

### CURRICULUM AND PROGRAMMING

The department is just beginning a monumental shift in trajectory in the way Information Technology is taught due to a confluence of multiple factors:

- **A change in department leadership,**
- **an emphasis on industry relevancy,**
- **adoption of new curriculum,**
- **the creation of several new majors,**
  - **Cybersecurity**
  - **Systems Administration**
- **Integration of Project/Work Based Learning**
- **Positioning for a potential Applied Baccalaureate degree**
- **Development of an eSports program**
- **Increasing accessibility via 100% Hy-Flex modality**
- **Development of an interwoven sub-discipline capstone course**
- **Embracing a cohort style sequence design**
- **Mutually beneficial and more contextual community/industry relationships**
- **fully experiential or scenario learning environments**

### IMPROVING STUDENT SUCCESS OUTCOMES

Department students are showing uniform and marked improvement across cultural and affinity group boundaries when enrolled and engaged. Success rates for DI student groups are status-quo or improving. There are, however, significant inadequacies in base numbers for women and African American or Black students in the department. These are priority issues requiring immediate reconciliation.

To improve student outcomes, departmental leadership is currently researching embedded tutors as an option, conducting demographic-specific marketing, providing targeted information sessions, and engaging with on-campus groups such as the Black Student Alliance, SEA scholars, A2MEND mentorship opportunities, EOPS and Cal-Works.

### COLLABORATION AND INTERDISCIPLINARY STUDY

The Network Technology department is leveraging project and worked based learning in coordination with Harriet Happel and Dr. Patty Robinson's efforts to bring 5C engagement to our students to create holistic students that are intentional and seeking to be solution designers of wicked problems. These efforts are done in conjunction with other departments to collaborate and produce effective graduates.

### TECHNOLOGY AND FACILITIES

To achieve its goals and an overarching aim to be the most comprehensive Information Technology Department in the state, the department will require additional space and augmentation of existing spaces. The overall direction is to develop cohesive learning spaces based around technology adoption and Hyflex integration:

- All physical spaces should act as multi-use spaces; aided by mobile furniture, retractable cabling, and augmented footprints, where every room can be reoriented to serve the purposes of lecture, workshop, group, and individual lab environment, community space, and general-purpose demonstration.

- Mock office spaces that facilitate experiential learning for cabling, technician support, IoT deployment, security, A/V, customer service training, and value-added service for local business partnerships
- A centralized server room within the Network Technology classrooms that modernizes our offerings by presenting as NOC (Network Operations Center) to serve Network Technology, Cybersecurity, and Systems Administration. This server room offers an authentic theory-in-practice capability that allows us to create unique and new opportunities unavailable elsewhere in two or four-year institutions:
  - Premium Bootcamps – Dense and Laser-focused short-term education engaging high-impact career seekers.
  - Industry workshops – Access invitationals providing avenues for community businesses to upskill their employees.
  - Training & Assessment – A transactional service model to allow businesses to virtualize their environment in sandboxed environments for specialized niche training.
  - NOC and Datacenter Training – Creating the first and only community college Network Operations Center training curriculum
- eSports rooms configured for non-competitive, competitive, and instructional applications.
- Open-tiled ceilings to integrate infrastructure cabling and cable raceways as a part of the learning environment.
- Observation Windows and Pods affording viewing spaces for assessment and training configuration for students, community partners, and workshop/boot camp attendees.

Our needs for in-person and online are becoming synonymous. To achieve this goal, department staff envision classrooms that remove barriers between online students interacting with their in-class peers and faculty. From a technological perspective, products like Promethean interactive panels, immersion microphones, lapel instructional microphones, multipoint speakers, and cameras act as a part of a holistic A/V suite. These products allow any surface or pocket to be an instructional space functional for traditional and online learning. Every classroom will be reconfigurable into a unique learning space with emphasis on Hyflex capability.

#### MEETING THE NEEDS OF INDUSTRY EMPLOYERS AND INSTITUTIONAL PARTNERS

Our Network Technology Department regularly meets with an advisory committee comprised of industry representatives. In an effort to deepen our ties with local businesses, we have undergone deep considerations of what service to our industry means. To this end the aforementioned service arms of our department, not only ensures our commitment with competent graduates, but a cyclical relationship in which we can continually provide value at elevated tiers:

- Retraining and Industry currency
- Evaluation and assessment services
- Observation and Feedback opportunities
- Niche Workshops
- Bootcamps

# WATER SYSTEMS TECHNOLOGY

## DESCRIPTION

The Water Systems Technology Department is designed to prepare students seeking a career in drinking water treatment, distribution, or wastewater. The department helps prepare students both new to the industry and those interested in career advancement and assists students in preparing for the various certification examinations given by the State of California Water Resources Control Board.

The department offers an AS Degree and a Certificate in Water Systems Technology.

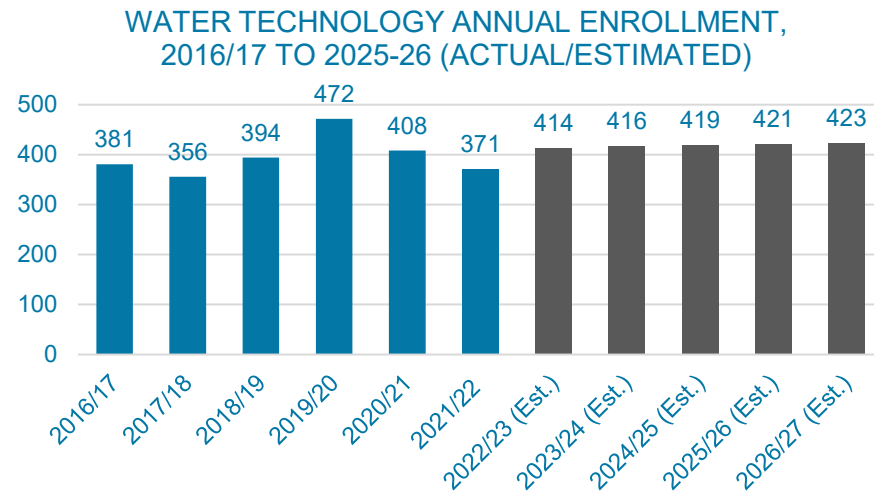
The students completing the program can become employed as distribution operators, water treatment plant operators, water service representative, water quality specialist, wastewater collection worker and/or a wastewater treatment plant operator.

The coursework also provides CEUs for certified operators and the department is accredited by the State of California, Department of Public Health to meet the training contact hours required for certified Registered Environmental Health Specialists (REHS).

## GROWTH PROJECTIONS

Total overall enrollments increased seven percent between 2016/17 and 2020/21. Through academic year 2026/7, Water Systems Technology Department enrollments are forecast to grow at an average annual rate of approximately 0.5 percent.

FIGURE 106: WATER TECHNOLOGY ANNUAL ENROLLMENT, 2016/17 TO 2025-26 (ACTUAL/ESTIMATED)



## DISCIPLINE AND OCCUPATIONS TRENDS

FIGURE 107: DISCIPLINE-RELATED PROGRAMS - WATER SYSTEMS TECHNOLOGY

Discipline-Related Programs	2020 Jobs	2030 Jobs	Job Growth, 2020 to 2030 (Total)	Job Growth, 2020 to 2030 (%)	Average Annual Job Openings, 2020 to 2030, SCCC* and LA County		Average Annual Program Completions, LA County 2015 to 2020	Gap or Surplus (opening s-completi ons)	Median Hourly Earnings
Water Systems Technology, A.S.									
Water Systems Technology, Certificate of Achievement									
<b>Total</b>	<b>3,195</b>	<b>3,331</b>	<b>136</b>	<b>4%</b>	<b>11</b>	<b>282</b>	<b>83</b>	<b>200</b>	<b>\$46.96</b>

\*Note: data refers to LA County except for Annual Job Openings, SCCC

SOURCE: EMSI

### LABOR MARKET POTENTIAL

The number of jobs in Los Angeles County in Water Systems Technology-related fields is expected to grow by four percent through 2030, with approximately 282 annual projected job openings (both new positions and openings among existing ones). Of these annual openings, 11 will be in the college service area.

An average of 83 Water Systems Technology degrees and certificates (at all education levels) were awarded between 2015 and 2020 in Los Angeles County. There is a projected annual surplus of approximately 211 job openings available in related fields.

## ENROLLMENT TRENDS AND STUDENT OUTCOMES ANALYSIS

### ENROLLMENT

From 2016/17 to 2020/21, overall enrollment for Water Systems Technology grew seven percent, compared to 17 percent for the Applied Technology Division and a six percent decline for the college. Over this time period, enrollments among Latinx or Hispanic students increased 34 percent, while enrollments among white students declined 15 percent. Water Systems Technology FTES has grown 2.9 between 2016/17 and 2020/21, to 39.8 in the 2020/21 academic year.

### CAPACITY AND FILL RATES

Capacity in Water Systems Technology lecture courses grew 39 percent between 2016/17 and 2020/21. The average fill rate in Water Systems Technology lecture courses from 2016/17 to 2020/21 was 59 percent; average fill rates for Online lecture classes were 62 percent, and average fill rates for in-person lecture, 57 percent.

### RETENTION AND SUCCESS

Between 2016/17 and 2020/21, the overall average retention rate for students in Water Systems Technology Online/OnlineLIVE courses was better at 94 percent than the college (87%), and success rates for Online/OnlineLIVE were 86 percent for the discipline, and 75 percent for the college. Among student groups with statistically significant enrollments, white and multi-racial students had the highest average retention rates, 97 percent, and female students, 96 percent. Latinx or Hispanic (91%), returning students (91%) and first-time students (90%) had lower average retention rates. Asian or Filipino and multi-racial students had among the highest average online success rates, at 93 percent, while lowest were among African American or Black students (66%) and first-time students (69%).

For in-person classes from 2016/17 to 2020/21, average retention rates for Water Systems Technology were higher than the overall college (93% versus 89%) as were success rates (84% versus 78%). African American or Black students had relatively lower retention rates compared to other groups, with 88 percent, while white and continuing students had among the highest average retention rates for in-person classes, 95 percent. As for success rates, multi-racial students had among the highest success rates (95%), and African American or Black students had lower average in-person success rates, at 64 percent.

### AWARD OUTCOMES

Between 2016/17 and 2020/21, award outcomes in Water Systems Technology have increased by 50 percent. Among racial/ethnic groups, white students earned the highest average number of awards, of 13 per year. Male students earned an average of 23 awards per year, while female students earned an average of 6 awards per year.

## FUTURE DIRECTIONS

### CURRICULUM AND PROGRAMMING

Based on currently available data, the Water Systems Technology (WST) Department does not foresee any significant changes to the discipline curriculum. The curriculum is specifically aligned with the treatment, distribution, and wastewater state certification exams knowledge requirements. If the industry knowledge requirements change, then the curriculum will be updated to reflect those changes.

Assuming a successful search for a full-time faculty dedicated to the WST department, over the next five to ten years, the department has the potential to grow. This would include daytime course offerings and the creation of noncredit courses/programs. With a new full-time faculty member, there is also the possibility of offering courses at other locations such as through dual enrollment.

### IMPROVING STUDENT SUCCESS OUTCOMES

A major question for the department is how to increase enrollment numbers for groups other than Latinx or Hispanic or Whites which make up the vast majority of all enrollments. Given that COC is a Hispanic serving institution, it isn't surprising that more than half of the total enrollment is Latinx or Hispanic.

A leading factor to successful outcomes for students is the Hyflex, Online, and Hybrid Hyflex modalities that are used to offer all the courses. This allows students greater access to courses and flexibility in learning that aligns with the demands of their individual circumstances, while still receiving the needed instructional support. The department would like to expand the Hyflex definition to include asynchronous options for students.

The discipline faculty/leadership in the WST department have been continually focused on improving the student experience and on creating community within the department while providing relevant content. This is being accomplished through faculty professional development in both teaching methodologies and DEIA, development of blueprint Canvas shells for every course in the department, development of OER textbooks for every course, and individualized student advisement. Faculty also maintain relationships with industry partners and professional organizations that lead to employment and scholarship opportunities for students as well as other departmental support.

Although the students who are in the department are highly successful, the data does show that there are certain populations that are underserved. For example, even though the success rate for female students is 97 percent on 2020/21, historically, there are very few female students enrolled. This applies to African American or Black students as well. Their success and retention rate were 71 percent but there were only 7 students enrolled compared to the 207 Latinx or Hispanic students enrolled during the same time period.

With appropriate funding and expertise, faculty/leadership could coordinate with marketing specialists to target these underserved student populations. This may include the need to improve the current department website, make better use of the existing LinkedIn group, and/or have a presence in other social media platforms. This would require hiring individuals with this type of expertise that are focused on improving the overall presence and interaction of the department in the online environment.

Continued funding is needed for faculty professional development, for Canvas course development, maintenance of OER, and ongoing student advisement/mentoring.

## COLLABORATION AND INTERDISCIPLINARY STUDY

There may be opportunities but without a fulltime faculty member the WST department does not yet have the resources to participate in these opportunities.

## TECHNOLOGY AND FACILITIES

The WST department was a pioneer in the use of Hyflex, online, and Hybrid Hyflex modalities and has been successfully offering courses in these modalities since 2011. The student retention and success data across race/ethnic, gender, and admit status continually demonstrates that this is beneficial for students. The department would like to expand on Hyflex offerings to include asynchronous instruction.

There are currently no labs in this department. All of the courses are lecture based but given the use of Hyflex in course delivery, the department does require classrooms with the appropriate Hyflex technology.

Being lecture based, this department could offer courses at other locations as long as the appropriate classroom technology is provided. Once a fulltime faculty member is hired, there may be opportunities to offer some of this coursework as dual enrollment as well.

The department does not see a need to develop new virtual approaches given the success of our Hyflex, Online, and Hybrid Hyflex modalities. Additional and continued support for the department would include ongoing funding and staffing to assist in maintaining/updating OER textbooks, maintaining/updating blueprint canvas shells, and to convert the OER texts to audiobooks.

## MEETING THE NEEDS OF INDUSTRY EMPLOYERS AND INSTITUTIONAL PARTNERS

The Water Systems Technology Department engages with and is supported by area employers and industry via advisory committee meetings, LinkedIn, and personal outreach. More than half of the part time faculty in the department are from Santa Clarita Valley Water.

Prior to the pandemic when the regional consortium supported regional DSNs, all of the water faculty in the region would meet two or three times a year to discuss our programs and ways we could work together or leverage resources. The meetings were paid for and coordinated by the DSN. Once that funding and the positions were eliminated, the regional water faculty meetings ended.

There are additional needs that the department may be able to address by expanding and improving noncredit course offerings. In addition, there may be opportunities to develop curriculum (credit or noncredit) for upcoming advanced treatment certifications. The Department would also like to add other certification exam preparation courses which would provide additional training and continuing education opportunities within the discipline.

## WELDING TECHNOLOGY

### DESCRIPTION

Welding Technology is a career education program designed to prepare students for a variety of entry-level positions in today's welding and fabrication related industries. Course offerings range from basic welding fundamentals to the most technically advanced. Students gain skills in safety procedures, applied theory, metal fabrication, and related welding processes. Emphasis is placed on individual instruction and achievement of industry recognized credentials. Instructors are AWS Certified Welding Inspectors/Educators.

Welding curriculum is aligned with the American Welding Society SENSE Entry Welder Program and the National Coalition of Certification Centers (NC3). Students can earn industry welder certifications in accordance with the American Welding Society (AWS), the Los Angeles Department of Building and Safety (LADBS), and the American Society of Mechanical of Engineers (ASME).

Students gain the necessary skills and knowledge in welding and metal fabrication in alignment with national industry standards set forth by the American Welding Society, National Coalition of Certification Centers, and the Fabricator's Manufactures Association. Many of the students in the program are focused on gaining job skills rather than transferring to a four-year institution. There is an ever-increasing number of students pursuing a certificate of achievement and/or an Associate Degree in Welding Technology from the college.

Upon successful completion of the program, students are prepared to enter the following career opportunities: welder, welding inspector, welding technician/fitter, pipe fitter/welder, and metal fabricator. Graduates have found great success in finding employment in the aerospace, construction, entertainment, and motorsports industries in southern California.

Many of the positions in Career Technical Education (CTE) fields like welding require students to have the skills and knowledge needed to work in the field rather than completion of a certification or degree. So as the college continues to focus on getting students for transfer, CTE faculty remain vigilant about getting students best prepared to enter the workforce.

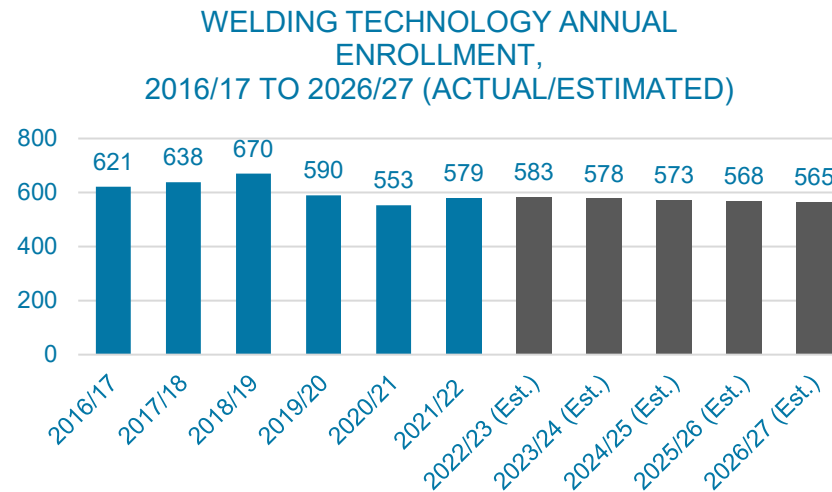


## GROWTH PROJECTIONS

Enrollments in the Welding Technology Department at College of the Canyons declined 10 percent between 2016/17 and 2020/21. Through the academic year 2026/27, department enrollments are forecast to decline at a rate of -0.8 percent per year (see ).

However, this decline may be less than what is now projected. During the pre-pandemic period (2016/17 to 2018/19) enrollments had been growing. In the current academic year (2022/23), the department has full capacity in many sections but was forced to cancel classes due to a lack of faculty and not a lack of students.

FIGURE 108: WELDING TECHNOLOGY ANNUAL ENROLLMENT, 2016/17 TO 2026/27 (ACTUAL/ESTIMATED)



## LABOR MARKET POTENTIAL

The number of jobs in Los Angeles County in Welding Technology-related fields is expected to be flat through 2030, with approximately 9,415 annual projected job openings (both new positions and openings among existing ones, see Figure on the following page). Of these annual openings, 329 will be in the college service area. An average of 320 Welding Technology degrees and certificates (at all education levels) were awarded between 2015 and 2020 in Los Angeles County. There is a projected in related fields.

annual surplus of approximately 9,095 job openings available.

Given the current and future skills gap that the nation is facing, job opportunities for welders are expected to be plentiful for those with the appropriate skills. The inability to find skilled trades workers continues to be one of the biggest challenges that employers face in meeting their production personnel requirements.

DISCIPLINE AND OCCUPATIONS TRENDS

FIGURE 109: DISCIPLINE-RELATED PROGRAMS - WELDING TECHNOLOGY

Discipline-Related Programs	2020 Jobs	2030 Jobs	Job Growth, 2020 to 2030 (Total)	Job Growth, 2020 to 2030 (%)	Average Annual Job Openings, 2020 to 2030, SCCCD* and LA County		Average Annual Program Completions, LA County 2015 to 2020	Gap or Surplus (openings-completions)	Median Hourly Earnings
Welding Technology, A.S.	22,207	20,376	(1,831)	-8%	77	2,174	16**	2,158	\$21.07
Welding Technology, Certificate of Achievement									
Metal Fabrication, Certificate of Achievement									
Semi-Automatic Welding, Certificate of Achievement									
Gas Tungsten Arc Welding, Certificate of Achievement	71,134	72,818	1,684	2%	251	7,241	304	6,937	\$23.45
Pipe Fabrication Welding, Certificate of Specialization									
Robotic Welding Automation, Certificate of Achievement									
Robotic Welding Automation, Certificate of Specialization									
Structural Steel Welding, Certificate of Achievement									
<b>Total</b>	<b>93,341</b>	<b>93,194</b>	<b>(147)</b>	<b>0%</b>	<b>329</b>	<b>9,415</b>	<b>320</b>	<b>9,095</b>	

\*Note: data refers to LA County except for Annual Job Openings, SCCCD

\*\*Completions data refers only to College of the Canyons since source data was 0 for this field.

SOURCE: EMSI

## ENROLLMENT TRENDS AND STUDENT OUTCOMES ANALYSIS

### ENROLLMENT

From 2016/17 to 2020/21, overall enrollment for Welding Technology declined 11 percent, compared to 17 percent growth for the Applied Technology Division and a 6 percent decline for the college. Between 2016/17 and 2020/21, enrollments in Welding Technology declined among students from nearly all racial/ethnic groups, with the exception of Asian or Filipino students (whose enrollments grew by 37%), and Latinx or Hispanic students (an 18% increase). Welding Technology FTES has declined 14.5 between 2016/17 and 2020/21, to 79.3 in the 2020/21 academic year.

### CAPACITY AND FILL RATES

Capacity in Welding Technology lecture courses was flat between 2016/17 and 2020/21. The average fill rate in Welding Technology courses from 2016/17 to 2020/21 was 83 percent.

### RETENTION AND SUCCESS

Between 2016/17 and 2020/21, the overall average retention rate for students in Welding Technology was 91 percent, which was slightly higher than the college average of 88 percent. The overall average success rate for Welding Technology students between 2016/17 and 2020/21 was 78 percent, and 76 percent for the college as a whole. During the same academic period, among groups with statistically significant data, Asian or Filipino and Female students had among the highest average retention rates (95% and 93% respectively). Female average student success rates from 2016/17 to 2020/21 were 84 percent, and continuing students, 78 percent.

Online courses were offered in Welding Technology for the first time in 2020/21. The discipline had the same average retention rate as the college, 88 percent. Asian or Filipino students (93%) and white and returning students (each at 90%) had the greatest average online retention rates, while Hawaiian/Pacific islander students average retention rates were only 50 percent. Average success rates for online Welding Technology courses in 2020/21 were 73 percent, compared to the college rate of 78 percent. Asian or Filipino students (80%), white and continuing students (75% each) and male students (74%) had highest average online course success rates; female student average success rates were 60 percent.

Between 2016/17 and 2020/21, overall average retention and success rates for students in Welding Technology in-person courses were on par with the college average rates-- 91 percent average in-person retention rates for Welding Technology and 89 percent for the college; and 79 percent average in-person success rates for the discipline compared to 78 percent for the college. Asian or Filipino and Female students had among the highest average retention rates (94%) for in-person classes. Female students (87%) and white students (80%) had highest average success rates while African American or Black students had average success rates of 57 percent.

### AWARD OUTCOMES

Between 2016/17 and 2020/21, awards earned in Welding Technology declined by 42 percent. White students earned an average of 12 awards per year, and Latinx or Hispanic students an average of 9 awards per year. Male students earned an average of 22 awards per year from 2016/17 and 2020/21, while female students averaged only three awards per year.

## FUTURE DIRECTIONS

### CURRICULUM AND PROGRAMMING

It is important to note that a certificate or degree is not commonly a requirement for employment as a welder. Often, employers want previous experience and possibly a welding certification rather than a degree or certificate. It's important to note that students also earn industry recognized credentials administered by the faculty for two outside agencies that are not reflected in the standard enrollment data.

The program currently is experiencing demand that it cannot meet due to the limited number of full-time faculty and capacity; two sections were cancelled this semester as a result. The department chair is receiving requests from employers on a weekly basis as there is a nationwide shortage of skilled welders. The American Welding Society continues to predict the current shortage of 375,000 welders (based on EMSI) will continue for the near and foreseeable future.

The department is now in the process of revising several of its current programs to include advanced technologies that will prepare students with the skills and knowledge to work for employers that are using Industry 4.0 principles and practices. The department is also in the process of developing a new curriculum with a specific focus on preparation of specific industry welding certification in pipe, structural, aerospace, and metal fabrication. The revisions are estimated to take place over the next two years.

The college is planning on creating a permanent Advanced Technology Center (ATC) that will include current and highly advanced programs offered through the Welding Technology Department. It is envisioned that individuals will have the opportunity to enroll into fee based, not for credit, noncredit and credit-based training programs that will prepare them for the skills and knowledge needed by industry.

It is anticipated that as employers continue to struggle finding qualified and skilled workers, they will look to automated processes to bridge the skills gap. Cobotic welding systems are predicted to increase by over 40% over the next five years. The Welding Technology department already has a conventional fixed cell robotic welding program and is in the process of adding cobotics into the department curriculum so students will be prepared to enter this increasingly growing field.

### IMPROVING STUDENT SUCCESS OUTCOMES

There are currently no systems in place to identify students of a particular ethnicity/race who are having challenges with their welding coursework and lab assignments. The program's faculty are encouraged to provide students with current and accurate information about available support resources offered by the institution. In addition, faculty are encouraged to provide students with information regarding scholarships through the college or offered by outside professional organizations.

### COLLABORATION AND INTERDISCIPLINARY STUDY

There are potential opportunities between the Welding and Manufacturing departments to develop internships under the Cooperative Work Experience Education (CWEE) program.

### TECHNOLOGY AND FACILITIES

Prior to the pandemic, the Welding Technology Department was challenged with not having enough classroom space in the Towsley Hall Building to support its evening programs. Quite often, instructors would have to share classrooms, which created significant challenges. The recent pandemic forced the department to offer remote lectures with conventional labs continuing

with reduced class sizes. Using the Online/OnlineLIVE modality for a good number of classes offered has eased the need for additional classrooms in the evening. The program will continue to use Online/OnlineLIVE and the possibility of 100% modalities to facilitate offering multiple evening sections that meet at the same time.

The Welding Technology Department has no plans for offering classes at the temporary Advanced Technology Center. However, there is potential to offer additional course sections at Castaic High School (CHS) outside the current block schedule hours. The Welding Technology Department is currently offering classes at Pitchess Detention Center.

Currently, the Welding Technology Department utilizes approximately 10,000 sq. ft. of space in the Towsley Hall Building. There are several metal storage containers located outside where machinery, instructional supplies, and inventories are stored. The Welding Technology Department is struggling to effectively provide the sections it offers due to a lack of classroom, lab, and storage space.

An analysis of the future needs of the Welding Technology Department was completed by the National Coalition of Advanced Technical Colleges in 2019 that recommends a total of 36,000 of facility space is needed for current and future growth of the department as it moves into offering advanced technology programs.

#### MEETING THE NEEDS OF INDUSTRY EMPLOYERS AND INSTITUTIONAL PARTNERS

The Welding Technology Department has historically held two industry advisory board meetings each year. Input from industry representatives is considered in the revision and development of programs offered.

The department chair has long fostered several partnerships with outside professional organization such as the American Welding Society, National Coalition Certification Centers, Fabricators Manufacturers Association, and National Coalition of Advance Technical Centers, Lincoln Electric, and Weld-Ed, and Fanuc Robotics. Within each of these partnerships, there is a continuum of opportunities to network, collaborate, and create new educational opportunities.

The Welding Technology Department is currently offering dual enrollment courses at Castaic High School and at Pitchess Detention Center. Additional full-time faculty are needed to consider expanding beyond these two current obligations.

# BUSINESS

BUSINESS

COMPUTER APPLICATIONS AND WEB TECHNOLOGY

CULINARY ARTS

ECONOMICS

HOTEL AND RESTAURANT MANAGEMENT

PARALEGAL STUDIES

REAL ESTATE

WINE STUDIES

# BUSINESS

## DESCRIPTION

The primary purpose of the Business Department at College of the Canyons is to prepare students for success in business and business-related studies, so that they may transfer to a 4-year college in business and business-related degrees, as well as pursue vocational business and business-related education for career placement and advancement.

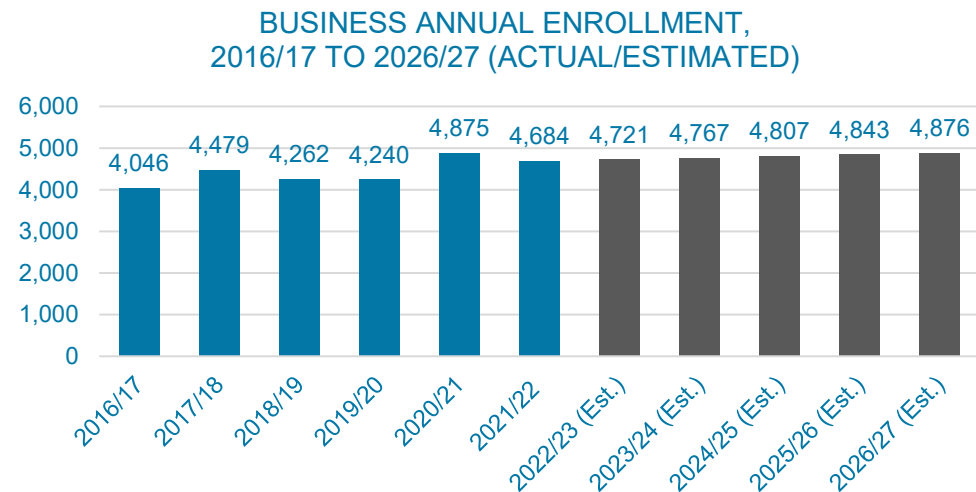
Business Department students can earn Associate in Arts (AA), in Business Administration and Accounting for Transfer (AS-T) degrees, as well as Certificates of Achievement (CA) and Certificates of Proficiency (CP) in the following academic programs; Accounting, Business (General), Business Management, Legal Studies, Human Resources, Entrepreneurship, and Finance and Investment.

Business students can also move directly into employment or take courses to upgrade existing job skills. Success depends on innovative and cutting-edge business skills. The Business department offers the skills students will need to succeed.

## GROWTH PROJECTIONS

The Business Department at College of the Canyons has grown considerably between 2016/17 and 2020/21 (20% growth in total enrollments). Through academic year 2026/27, department enrollments are forecast to grow at a rate of 0.8 percent per year (see figure at right).

FIGURE 110: BUSINESS ANNUAL ENROLLMENT, 2016/17 TO 2026/27 (ACTUAL/ESTIMATED)



## DISCIPLINE AND OCCUPATIONS TRENDS

FIGURE 111: DISCIPLINE-RELATED PROGRAMS - BUSINESS

Discipline-Related Programs	2020 Jobs	2030 Jobs	Job Growth, 2020 to 2030 (Total)	Job Growth, 2020 to 2030 (%)	Average Annual Job Openings, 2020 to 2030, SCCCD* and LA County		Average Annual Program Completions, LA County 2015 to 2020	Gap or Surplus (openings-completions)	Median Hourly Earnings
<b>Accounting, A.S.</b>									
Accounting, Certificate of Achievement	155,625	150,698	(4,927)	-3%	293	14,096	1,003	13,092	\$33.00
<b>Accounting Technician, A.S.</b>									
Accounting Technician, Certificate of Achievement	108,973	103,041	(5,932)	-5%	214	10,487	1,378	9,109	\$28.12
<b>Administrative Assistant, A.S.</b>									
Administrative Assistant, Certificate of Achievement	214,743	200,956	(13,787)	-6%	590	23,371	477	22,894	\$19.43
<b>Business Administration for Transfer, A.A.-T</b>									
Business Administration for Transfer, A.A.-T	637,636	628,887	(8,749)	-1%	1,424	58,746	14,563	44,183	\$32.71
<b>eCommerce: Business, Certificate of Specialization</b>									
eCommerce: Business, Certificate of Specialization	298,729	304,355	5,626	2%	636	26,126	4	26,122	\$37.76
<b>Entrepreneurship and Small Business Management, A.S.</b>									
Entrepreneurship and Small Business Management, Certificate of Achievement	237,707	241,255	3,548	1%	520	19,740	144	19,596	\$39.85
<b>Finance, Certificate of Specialization</b>									
Finance, Certificate of Specialization	164,902	160,202	(4,700)	-3%	302	14,790	0	14,790	\$33.42
<b>Marketing, A.S.</b>									
Marketing, Certificate of Achievement	102,950	110,819	7,869	8%	272	10,692	665	10,027	\$37.75
<b>Retail Management, Certificate of Achievement</b>									
Retail Management, Certificate of Achievement	239,485	237,177	(2,308)	-1%	638	25,541	155	25,386	\$27.09

\*Note: data refers to LA County except for Annual Job Openings, SCCCD, which refers to the college service area.

SOURCE: EMSI

### LABOR MARKET POTENTIAL

The number of jobs in Los Angeles County in many Business-related fields is expected to decline over the next decade; however, positions in marketing are projected to grow by eight percent, and jobs in eCommerce and those related to Entrepreneurship and Small Business management are expected to grow slightly as well. Annual job openings (both new positions and openings among existing ones) show that even without growth there will be a lot of demand for workers to fill open positions in Business-related fields.

Mainly, due to the early retirement of professionals, there is a great demand for those who possess the requisite skills and knowledge of business discipline. Currently, in 4-year colleges, accounting students get an internship with local and national firms, after one year they get hired, and the employers finance their professional licensures. While there are many positions which relate to more than one of the College of the Canyons Business programs as listed here, collectively there are



projected to be as many as 200,000 openings per year in LA County, with 4,888 annual openings in the college service area. An average of 18,389 Business degrees and certificates (at all education levels) were awarded between 2015 and 2020 in Los

Angeles County. There is a projected annual surplus of as many as 185,000 job openings available in Business-related fields.

## ENROLLMENT TRENDS AND STUDENT OUTCOMES ANALYSIS

### ENROLLMENT

From 2016/17 to 2020/21, overall enrollment for Business grew 20 percent, compared to 19 percent for the Business Division and a six percent decline for the college. Over this period, Latinx or Hispanic student enrollments grew 36 percent, and enrollments among Asian or Filipino students' 26 percent. Business FTES increased 82.8 between 2016/17 and 2020/21.

### CAPACITY AND FILL RATES

Capacity in Business lecture courses grew by 16 percent between 2016/17 and 2020/21. The average fill rate in Business lecture courses from 2016/17 to 2020/21 was 79 percent. The average fill rate for Online lecture classes was 81 percent, and the average fill rates for In-person lecture was 77 percent.

### RETENTION AND SUCCESS

Between 2016/17 and 2020/21, the overall average retention rate for students in Business Online/OnlineLIVE courses was slightly lower at 82 percent than the college (87%) as were success rates (72 percent for the department versus 75 percent for the college). During the same academic period, average retention rates among students of all racial/ethnic backgrounds were all relatively high. Among student groups with statistically significant enrollments, white students had an average retention rate of 86 percent, Asian or Filipino students' 85 percent, and continuing students' 84 percent. Asian or Filipino and white students had the highest average Online/OnlineLIVE success rate (79%), while African American or Black students had the lowest average Online/OnlineLIVE success rate (55%).

For in-person classes, from 2016/17 to 2020/21 average retention rates for Business were slightly lower than the overall college (88% versus 89%) and success rates noticeably lower (76% versus 78%). Native American/Alaska Native students (98%), Asian or Filipino students (92%), and white students (90%) had among the highest average retention rates in-person. The same groups had higher levels of average success rates--81 percent for white students, 82 percent for Asian or /Filipino and 85 percent for Native American/Alaska Native students. The lowest average success rates were among African American or Black students (64%).

### AWARD OUTCOMES

Between 2016/17 and 2020/21, award outcomes in Business increased by 36 percent. Among racial/ethnic groups, Latinx or Hispanic students earned the highest average number of awards, of 291 awards per year. Male students earned an average of 336 awards per year, slightly more than half of the average number of awards earned by all students.

## FUTURE DIRECTIONS

### CURRICULUM AND PROGRAMMING

The COC Business Department is a reality-based enterprise which carefully monitors industry trends to ensure that its program offerings remain aligned with the ever-changing demands of the marketplace as the basis for continued growth and department relevancy. Among these changes is the need to strengthen the Department's presence in the virtual reality market and to increase its visibility among multimedia influencers. Virtual entrepreneurship is to be incorporated into the Department's programming as well as implications stemming from recent changes in the workforce that business leaders need to recognize. As a result, the Department plans to develop a new certificate program for students interested in launching an online business and who want to develop a virtual presence. They will need to know how to conduct business and facilitate management and control through online tools. Today's business firms are using technology to reduce costs, improve efficiency and increase productivity. We should prepare our clients and students for this 21<sup>st</sup>-century reality.

The curriculum should also be updated to feature more data analysis in accounting and other fundamental business area activities.

The Department should teach more 21<sup>st</sup>-century management and organizational theory, including courses on matrix structure and other relevant organizational forms better adapted to today's fast-paced realities.

The Department should offer new insurance-related courses for the community and students. These courses will prepare students to enter the insurance industry or renew their license to continue working as insurance professionals.

### IMPROVING STUDENT SUCCESS OUTCOMES

The Business Department is a student-focused unit of COC. To improve student outcomes the Department uses a variety of ways to increase student engagement in both in-person and online classes. Each faculty member is expected to provide the highest level of instruction while also drawing on their business industry experience to provide their students with the knowledge and information they will require to thrive in their careers.

Our faculty members are rotating through the Future Business Leaders of America (FBLA) program and assisting students by exposing them to the many different business career choices available to them. This experience provides Business Department students with the realization that they can go head-to-head against other students from even the top universities and colleges.

The Department is working closely with industry to develop additional courses and curricula to empower students with the skills they will need to get jobs immediately upon graduation. This includes current cooperation with the Robert Half Company, a leading staffing services company, and the Logix Credit Union in the fields of human resources and operations management.

To enhance student outcomes in other ways, the Department is assisting students whose family finances are such that they do not qualify for specific grants and assistance but are still burdened by high educational costs. This assistance includes providing low-cost textbooks and computers to students who need them.

## COLLABORATION AND INTERDISCIPLINARY STUDY

The Business Department can be a great partner for every single available discipline at the COC. From art to welding disciplines, and many in between, students in these areas at the end of the day will need to apply their expertise in ways that will allow them to successfully make a living. The Department can provide these students with the guidelines and knowledge they will need to be successful professionals in their respective fields. The natural partners of the Business Department are Culinary, Hotel, Hospitality, Restaurant Management, Real Estate, and the CTE disciplines.

## TECHNOLOGY AND FACILITIES

Curriculum and programming need to reflect the reality that today's students/clients prefer online to in-person instruction. Most business students are enrolled part-time, have one or even several jobs, and in addition have family responsibilities. Online education provides the flexibility they need in order to balance their career, educational, and family responsibilities. Not surprisingly, the Department has had difficulty attracting both instructors and students to its in-person sections.

For similar reasons, Hyflex and OnlineLIVE modalities due to their preset times and dates, are not the best fit for students/clients who need the maximum flexibility afforded by online training. These two modalities, however, do help younger students who have less focus and untested time-management skills, by providing them an opportunity to develop the time management and organizational skills they will need to succeed in their educational journeys.

Given these realities, the Business Department does not need labs other than computer labs for its in-person sections. To facilitate instruction many more laptop carts are required. Instructors use these computers to connect theories to real-life business examples during instruction time.

The Department does need to convert all Business Department physical classrooms to Hyflex rooms and provide more training to interested faculties to learn how to manipulate and use these Hyflex tools. And these classrooms need to be more flexible and adjustable, so movable desks and chairs are required to facilitate interaction within the classroom space.

## MEETING THE NEEDS OF INDUSTRY EMPLOYERS AND INSTITUTIONAL PARTNERS

The Business Department enjoys excellent relationships with local businesses and professionals. Twice annually our Industry Advisory Board meets to provide us with guidance and a view of their plans for the future.

The Business Department has a great relationship with the local four-year college, CSUN, which more than 80 percent of our students/clients use as the number-one transfer school. Meanwhile, for newly planned degrees, we are in contact with other 4-year colleges, such as USC, CSULB, CSUSD, CSULA, and San Jose State (CSUSJ), to ensure our students are aware of their programs and opportunities.

The faculty for the Business Department stay abreast of the latest trend in various industries by attending relevant conferences and seminars.

# COMPUTER APPLICATIONS AND WEB TECHNOLOGIES

## DESCRIPTION

The CAWT Department's mission is designed to provide a solid foundation in the latest, highly marketable software used in today's industry. Our programs provide the training and exposure that is essential to prospective employees in technology fields. Our sequence of courses provides an outstanding opportunity for students to acquire preparation for entry level positions in industries involving the use of computer technology.

The CAWT curriculum provides training in computer technologies that foster technical competencies and require application of knowledge that relates to career choices and educational goals associated with industries and disciplines involving the use of computer and web applications. CAWT has developed a great reputation with many students recommended to our program from across the country.

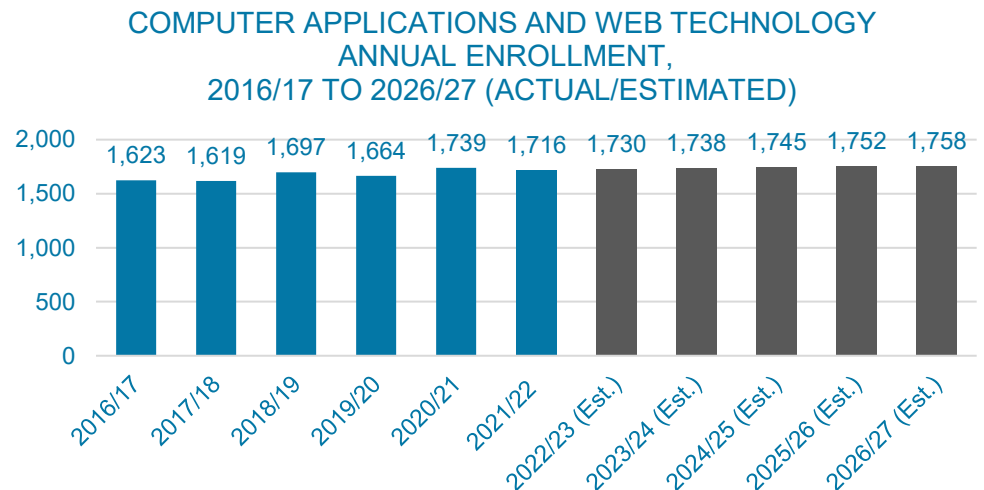
CAWT offers a wide range of degree and certificate programs, including:

- Computer Applications, AS (AA GE Track) and Certificate of Achievement
- Administrative Assistant, AS (AA GE Track) and Certificate of Achievement
- E-Commerce Technology Certificate of Specialization
- Medical Office Administrative Assistant, Certificate of Achievement
- Web Development, AS (AA GE Track) and Certificate of Achievement
- Web Publishing and Design, AS (AA GE Track) and Certificate of Achievement
- Noncredit certificates in Digital Office and Digital Publishing for the Office

## GROWTH PROJECTIONS

The Computer Applications and Web Technology Department at College of the Canyons has grown 7 percent between 2016/17 and 2020/21. Through academic year 2026/27, department enrollments are forecast to grow at a rate of 0.4 percent per year (see figure at right).

FIGURE 112: COMPUTER APPLICATIONS AND WEB TECHNOLOGY ANNUAL ENROLLMENT, 2016/17 TO 2026/27 (ACTUAL/ESTIMATED)



## DISCIPLINE AND OCCUPATIONS TRENDS

FIGURE 113: DISCIPLINE-RELATED PROGRAMS - COMPUTER APPLICATIONS AND WEB TECHNOLOGY

Discipline-Related Programs	2020 Jobs	2030 Jobs	Job Growth, 2020 to 2030 (Total)	Job Growth, 2020 to 2030 (%)	Average Annual Job Openings, 2020 to 2030, SCCCD* and LA County		Average Annual Program Completions, LA County 2015 to 2020	Gap or Surplus (openings-completions)	Median Hourly Earnings
Administrative Assistant, A.S.	214,743	200,956	(13,787)	-6%	590	23,371	477	22,894	\$19.43
Administrative Assistant, Certificate of Achievement									
Computer Applications, A.S.									
Computer Applications, Certificate of Achievement									
eCommerce: Technology, Certificate of Specialization	298,729	304,355	5,626	2%	636	26,126	4	26,122	\$37.76
Medical Office Administrative Assistant, Certificate of Achievement	235,383	231,385	(3,998)	-2%	585	26,014	146	25,868	\$19.67
Medical Office Administrative Assistant, Certificate of Specialization									
Web Development, A.S.	48,431	50,075	1,643	3%	82	4,230	55	4,175	\$36.38
Web Development, Certificate of Achievement									
Web Publishing and Design, A.S.									
Web Publishing and Design, Certificate of Achievement									
Website Development, Certificate of Specialization									
<b>Total</b>	<b>797,286</b>	<b>786,770</b>	<b>(10,516)</b>	<b>-1%</b>	<b>1,892</b>	<b>79,741</b>	<b>682</b>	<b>79,059</b>	<b>\$26.46</b>

\*Note: data refers to LA County except for Annual Job Openings, SCCCD

SOURCE: EMSI

### LABOR MARKET POTENTIAL

The number of jobs in Los Angeles County in Computer Applications and Web Technology-related fields is expected to decline slightly through 2030, however there are projected to be as many as 79,000 annual job openings (both new positions and openings among existing ones). Of these annual openings, 1,892 will be in the college service area.

An average of 682 degrees and certificates (at all education levels) were awarded between 2015 and 2020 in Los Angeles County for programs like those in Computer Applications and Web Technology at College of the Canyons. There is a projected annual surplus of 79,095 CAWT related openings.

## ENROLLMENT TRENDS AND STUDENT OUTCOMES ANALYSIS

### ENROLLMENT

From 2016/17 to 2020/21, overall enrollment for Computer Applications and Web Technology grew seven percent, compared to 19 percent growth for the Business Division and a 6 percent decline for the college. Over this period, multi-racial students experienced the highest increase in enrollments (71%), and Latinx or Hispanic enrollments grew 22 percent. African American or Black student enrollments declined by 24 percent. CAWT FTES increased by 4.8 between 2016/17 and 2020/21 to 254.0 in 2020/21.

### CAPACITY AND FILL RATES

Capacity in Computer Applications and Web Technology courses has grown by 13 percent between 2016/17 and 2020/21. The average fill rate from 2016/17 to 2020/21 was 67 percent.

### RETENTION AND SUCCESS

Between 2016/17 and 2020/21, the overall average retention rate for students in CAWT Online/OnlineLIVE courses was lower at 83 percent than the college (87%) whereas success rates were higher (78 percent for the department versus 75 percent for the college). Asian or Filipino and white students achieved the highest average retention rates in CAWT Online/OnlineLIVE between 2016/17 and 2020/21 (87% and 88% respectively); lowest average retention rates were among African American or Black students (63%), first-time students (76%) and returning students (79%). Highest average success rates for Online/OnlineLIVE classes were among white students (84%) and Asian or Filipino students (82%), and lowest average success rates were experienced by African American or Black students (55%) and first-time students (66%).

For in-person classes, average retention rates for CAWT have been slightly higher than the overall college (91% versus 89%) and success rates were 86 percent for the program, and 78 percent for the college. African American or Black students had an average retention rate of 85 percent, and first-time students' 81 percent. These same groups had the lowest success rates in-person, with an average rate of success of 71 percent.

### AWARD OUTCOMES

Between 2016/17 and 2020/21, award outcomes in CAWT remained steady. Female students earned an average of 23 awards per year, white students earned an average of 14 awards, and Latinx or Hispanic students an average of 13 awards per year.

## FUTURE DIRECTIONS

### CURRICULUM AND PROGRAMMING

CAWT is developing student-centered learning approaches whereby students of diverse ethnicity, ages, and genders are grouped together in small learning clusters.

The department is also implementing diverse learning modalities employing specific examples and case studies from the real world that resonate appropriately with dissimilar populations.

### IMPROVING STUDENT SUCCESS OUTCOMES

Data show that successful outcomes are slightly higher among students classified as African American or white and that are male. Students doing least well are those classified as Native American. Class attendance and student performance is much better online, and faculty members also prefer to teach online.

The department will continue to develop courses conducted using various online modalities and short-term formats to accommodate non-traditional student populations such as those employed full time, single mothers, students with disabilities, students facing financial hardship, and others. To contribute to student success, the CAWT faculty make every effort to assure that our offerings are current with the latest technologies used in the workplace and that our programs remain innovative and cutting edge.

The CAWT Department requires additional funding in support of student assistants and short-term classified positions to realize the development of student-centered learning approaches whereby students of diverse ethnicity, ages, and genders are grouped together in small learning clusters.

CAWT is making a concerted effort to employ student assistants who reflect the diversity of students within the classroom.

A buddy system is being established whereby poor-performing students are paired with high achievers inside and outside the classroom.

### COLLABORATION AND INTERDISCIPLINARY STUDY

The CAWT Department will continue to cooperate with and co-develop curriculum together with the Computer Science and GMD Departments. In addition, CAWT plans on expanding its programs to incorporate courses from the Business Department.

CAWT plans to develop career pathways and internship opportunities with the Employment Center and the CWEE Office.

## TECHNOLOGY AND FACILITIES

The needs of our students for courses administered using various online modalities employing possible virtual spaces far outweigh their need or preference for traditional on-campus offerings.

The CAWT Department is eager to develop educational environments within the virtual spaces of the Meta world once the required technology is available. Support necessary to implement the virtual offerings envisioned will include funding for additional instructional support staff and specialized technology.

CAWT does not expect the need for additional physical facilities based on our student population profiles. The need for technological improvements, however, and instructional assistants related to the expansion of online offerings will increase.

Off campus, currently and in the past, the CAWT Department has offered training for the Employee Training Institute (ETI), at the Pitchess Correctional Facility, and for the Los Angeles County Sheriff's Department. The department will continue to explore emerging opportunities for teaching and learning at additional off-site locations throughout Southern California.

## MEETING THE NEEDS OF INDUSTRY EMPLOYERS AND INSTITUTIONAL PARTNERS

CAWT meets regularly with our Advisory Committee to assess the needs of employers within the industry related to our discipline. The department follows the committee's suggestions regarding the development of our curriculum in ways that offer students increased working opportunities in the local community.

The CAWT Department plans on creating additional opportunities for collaboration developing curricula with the CSUN Department of Computer Information Technology, especially in the areas of Web Development and Computer Fundamentals.

CAWT foresees an increased need for the provision of expanded educational opportunities involving contract education, dual enrollment, and offerings targeting incarcerated students, as well as other specialized populations. The urgency of this commitment will increase exponentially as online and virtual educational opportunities expand and the population, in general, increases.



# CULINARY ARTS

## DESCRIPTION

The Culinary Arts Department is designed to prepare students for careers in the culinary and food service industry. The design of the program is balanced between developing the culinary tactile skills of food preparation and the management qualities necessary for career growth. The curriculum is intended not only to train individuals how to prepare food in a creative, contemporary, professional fashion but also to plan menus, calculate food costs, purchase, and manage Front of the House and Back of the House operations. Upon completion of the program, the student will know basic food science, basic cooking techniques, hospitality skills, nutrition, and sanitation procedures in the professional food service kitchen.

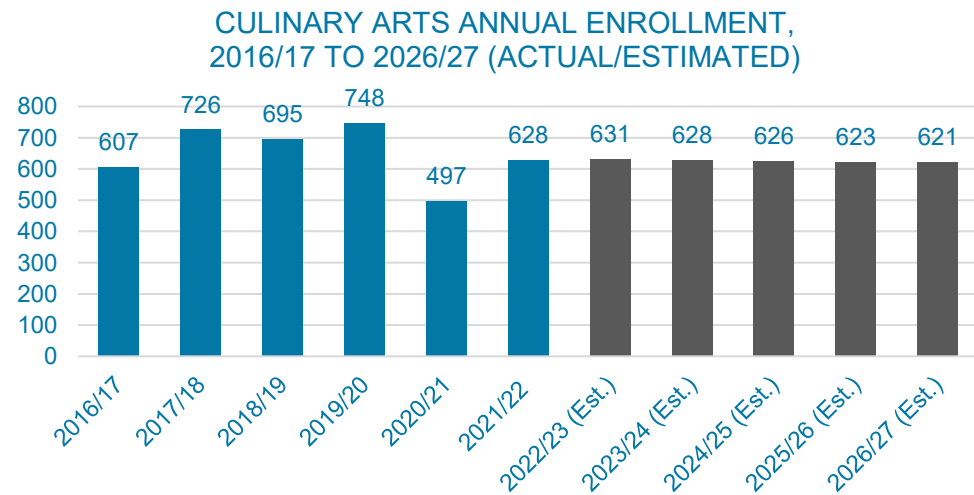
The Culinary Arts Department provides basic/intermediate skills to work in a professional kitchen. The program is designed to mimic real-world experience and gives our students the opportunity to learn and engage with real customers.

We have an Associate degree, a Culinary Arts certificate and a Baking and Pastry certificate. Graduates work in restaurants, catering, hotels, food trucks and entrepreneurship.

## GROWTH PROJECTIONS

The Culinary Arts Department at College of the Canyons declined -18 percent between 2016/17 and 2020/21. Through academic year 2026/27, department enrollments are forecast to decline slightly, at a rate of -0.4 percent per year (see figure at right).

FIGURE 114: CULINARY ARTS ANNUAL ENROLLMENT, 2016/17 TO 2026/27 (ACTUAL/ESTIMATED)



## DISCIPLINE AND OCCUPATIONS TRENDS

FIGURE 115: DISCIPLINE-RELATED PROGRAMS - CULINARY ARTS

Discipline-Related Programs	2020 Jobs	2030 Jobs	Job Growth, 2020 to 2030 (Total)	Job Growth, 2020 to 2030 (%)	Average Annual Job Openings, 2020 to 2030, SCCC* and LA County		Average Annual Program Completions, LA County 2015 to 2020	Gap or Surplus (openings-completions)	Median Hourly Earnings
Baking and Pastry, Certificate of Specialization	10,792	10,037	(755)	-7%	28	1,339	124	1,216	\$16.18
Culinary Arts, A.A.									
Culinary Arts, Certificate of Achievement	100,796	103,288	2,491	2%	401	14,362	412	13,951	\$16.24

\*Note: data refers to LA County except for Annual Job Openings, SCCC

SOURCE: EMSI

### LABOR MARKET POTENTIAL

The number of jobs in Los Angeles County in Culinary Arts-related fields is expected to grow by two percent through 2030, with more than 14,000 annual projected job openings (both new positions and openings among existing ones). Of these annual openings, 401 will be in the college service area. There will be a slight decline in baking related positions, but more than 1,300 annual openings in LA County.

An average of 636 Culinary Arts and Baking and Pastry degrees and certificates (at all education levels) were awarded between 2015 and 2020 in Los Angeles County. There is a projected annual surplus of approximately 13,951 job openings available in Culinary Arts-related fields, and 1,216 for those with Baking and Pastry training.

## ENROLLMENT TRENDS AND STUDENT OUTCOMES ANALYSIS

### ENROLLMENT

From 2016/17 to 2020/21, overall enrollment for Culinary Arts declined 18 percent, compared to 19 percent for the Business Division and a six percent decline for the college. Over this period, enrollments among Asian or Filipino students grew by 34 percent, while enrollments among Latinx or Hispanic students declined 15 percent, African American or Black student enrollments declined seven percent, and white student enrollments declined 28 percent. Culinary Arts FTES declined by 12.1 between 2016/17 and 2020/21 to 70.8 in 2020/21.

### CAPACITY AND FILL RATES

Capacity in Culinary Arts lecture courses declined by 26 percent between 2016/17 and 2020/21. The average fill rate in Culinary Arts lecture courses from 2016/17 to 2020/21 was 83 percent.

### RETENTION AND SUCCESS

Online/OnlineLIVE classes in Culinary Arts were first offered in 2020/21. Overall online retention rates were ten percentage points higher than the college (98% versus 88%) and average success rates were fifteen percentage points higher (93% for Culinary Arts, 78% for the college). Looking at student groups with statistically significant enrollments, returning students (100%), Latinx or Hispanic students and white students (both 99%) had the highest average Online/OnlineLIVE retention rates in 2020/21, while all other average retention rates were 95 percent or higher. Success rates were highest among returning students (100%), Asian or Filipino students (96%), and white students (95%).

Between 2016/17 and 2020/21, the overall average retention rate for students in Culinary Arts in-person courses was higher at 96 percent than the college (89%) whereas success rates were almost the same (91 percent for the department versus 78 percent for the college). Asian or Filipino, Latinx or Hispanic, and female students (97%) had among the highest average in-person retention rates, while the average rate for all student groups was 95 percent or higher. Average success rates for all student groups ranged between 88 percent for African American or Black students, and 92 percent for multi-racial, white, female, continuing students, and first-time students.

### AWARD OUTCOMES

Between 2016/17 and 2020/21, award outcomes in Culinary Arts declined by 18 percent. Among racial/ethnic groups, white students earned an average of 11 awards per year, and Latinx or Hispanic students an average of 6 awards per year. Female students earned an average of 16 awards per year.

## FUTURE DIRECTIONS

### CURRICULUM AND PROGRAMMING

In order to grow the Culinary Arts Department plans to offer more specialty and advanced classes. As a result of these and other changes, we envision a more robust program.

Culinary Arts is the first department to come back to campus for in-person classes, as it is very hard to teach hospitality and culinary arts online. Students are happy to be back. However, there are many more young students in the department, under the age of 21, and they are not strong on the “soft skills.” Programming is being adjusted to help students develop those skills which will be necessary for success in this career field.

### IMPROVING STUDENT SUCCESS OUTCOMES

Among all the student population groups enrolled in the Culinary Arts Department, white female students are doing the best, and multi-racial students are not. Faculty and staff work closely with each student and with counselors to help them succeed in the program. Additional resources for administrative and counseling support are needed to further improve student outcomes.

### COLLABORATION AND INTERDISCIPLINARY STUDY

Given the natural affinity between the two departments, the possibility of making the Hotel and Restaurant Management Department a part of Culinary Arts is being explored.

### TECHNOLOGY AND FACILITIES

In person instruction is by far the best teaching modality for culinary arts.

The Institute for Culinary Arts located on the Valencia campus needs new flooring to set up pop-up events. Given that more students are coming from other locations we need a second kitchen. A new instructional kitchen on the Canyon Country campus will meet that need.

Opportunities for off campus instruction could take the form of setting up ghost kitchens with our advisory partners and food truck operators. An enterprise fund would enable us to operate as a real restaurateur or business.

### MEETING THE NEEDS OF INDUSTRY EMPLOYERS AND INSTITUTIONAL PARTNERS

Culinary Arts has advisory meetings every six months and to help with employment we are in regular contact with restaurant owners and chefs. Dual enrollment and continuing education are being explored as ways to expand enrollment in the department.

# ECONOMICS

## DESCRIPTION

The purpose of the Economics Department is to offer education in economics for Economics majors, students seeking a Business Administration degree, or as a general education course.

Courses offered include Microeconomics, Macroeconomics, History of Economics, and Statistics. Students can earn an Associates in Art for Transfer Degree in Economics. Most students end up transferring to a four-year institution and working in banking, finance, and accounting.

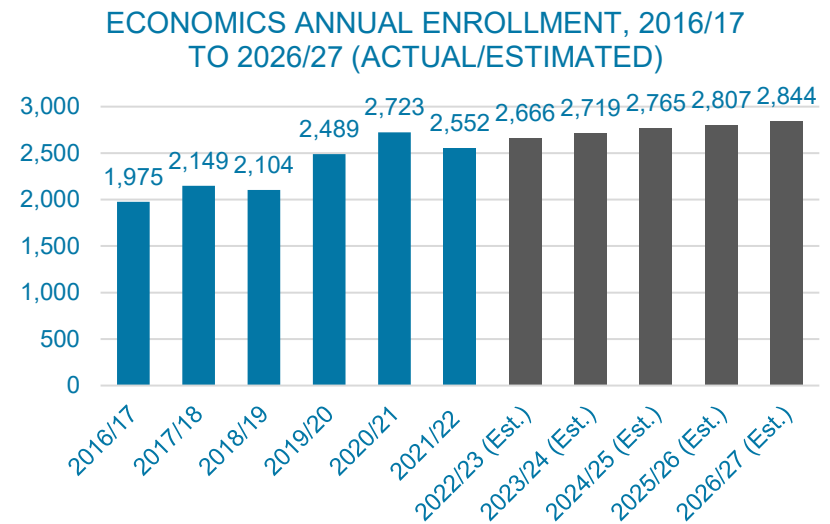
## GROWTH PROJECTIONS

The Economics Department at College of the Canyons has grown considerably between 2016/17 and 2020/21 (38% growth in total enrollments). Through the academic year 2026/27, program enrollments are forecast to grow at a rate of 1.6 percent per year (see figure at right).

The growth since the start of the pandemic is attributed to students' demand for online classes. Given the demand for economics courses required for the Business Administration degree as well as the Economics Associates degree and general education, growth predates the pandemic and continues through the pandemic.

The Economics Department anticipates stronger growth than predicted because of the recent move to offer courses in online modalities. Online courses are attracting more students to the college. In addition, the recent addition of the Economics degree will help the department grow, and the number of award earners will increase.

FIGURE 116: ECONOMICS ANNUAL ENROLLMENT, 2016/17 TO 2026/27 (ACTUAL/ESTIMATED)



## DISCIPLINE AND OCCUPATIONS TRENDS

FIGURE 117: DISCIPLINE-RELATED PROGRAMS - ECONOMICS

Discipline-Related Programs	2020 Jobs	2030 Jobs	Job Growth , 2020 to 2030 (Total)	Job Growth , 2020 to 2030 (%)	Average Annual Job Openings, 2020 to 2030, SCCCD* and LA County		Average Annual Program Completions, LA County 2015 to 2020	Gap or Surplus (openings-completions)	Median Hourly Earnings
Economics for Transfer, A.S.-T									
<b>Total</b>	<b>68,731</b>	<b>73,902</b>	<b>5,171</b>	<b>8%</b>	<b>176</b>	<b>6,424</b>	<b>1,663</b>	<b>4,761</b>	<b>\$36.89</b>

\*Note: data refers to LA County except for Annual Job Openings, SCCCD

SOURCE: EMSI

### LABOR MARKET POTENTIAL

The number of jobs in Los Angeles County in Economics-related fields is expected to grow by 8% through 2030, with more than 6,400 annual projected job openings (both new positions and openings among existing ones). Of these annual openings, 176 will be in the college service area.

An average of 1,663 Economics degrees and certificates (at all education levels) were awarded between 2015 and 2020 in Los Angeles County. And there is a projected annual surplus of approximately 4,761 job openings available in Economics-related fields.

## ENROLLMENT TRENDS AND STUDENT OUTCOMES ANALYSIS

### ENROLLMENT

From 2016/17 to 2020/21, overall enrollment for Economics has grown 38 percent, compared to 19 percent growth for the Business Division and a 6 percent decline for the college. Students identifying as Latinx or Hispanic experienced the greatest increase in enrollment during this period (55%), followed by multi-racial students (49%). There were no declines in enrollment experienced among any race/ethnic student groups. Economics FTES increased by 65.4 between 2016/17 and 2020/21 to 258.6 in 2020/21.

### CAPACITY AND FILL RATES

Capacity in Economics courses grew by 31 percent between 2016/17 and 2020/21. The average fill rate in Economics courses from 2016/17 to 2020/21 was 86 percent.

### RETENTION AND SUCCESS

Between 2016/17 and 2020/21, the overall average retention rate for students in Economics Online/OnlineLIVE courses was slightly higher at 89% than the college (88%) whereas success rates were the same (both at 75%). Asian or Filipino students and Native American/Alaska Native students had an average retention rate of 93 percent between 2016/17 and 2020/21. The highest average success rates achieved for Online/OnlineLIVE were among Native American/Alaska Native students (93%) and Asian or Filipino students (84%).

For in-person classes, average retention rates for Economics were slightly lower than the overall college (88% versus 89%) and success rates noticeably lower (73% versus 78%). Hawaiian or Pacific Islander (100%), Native American/Alaska Native (92%) and first-time students (91%) students had among the highest retention rates. These same student groups had the highest average success rates between 2016/17 and 2020/21: 100 percent for Hawaiian or Pacific Islander students, 82 percent among Native American/Alaska Native students, and 74 percent among first-time students. African American or Black students had average success rates of 64 percent, and Latinx or Hispanic students' 68 percent.

### AWARD OUTCOMES

Latinx or Hispanic students earned the highest average number of awards between 2016/17 and 2020/21 of nine awards per year.

## FUTURE DIRECTIONS

### CURRICULUM AND PROGRAMMING

The Economics Department recently created its Associates Degree for Transfer, and additional curricular changes or additions are not anticipated at this time.

However, more courses are being offered online, which has become the preferred method of instruction for economics students.

### IMPROVING STUDENT SUCCESS OUTCOMES

The Economics Department efficiency, demand, and outcomes are positive for all student groups. There have been minor decreases (less than 5%) in success and retention for Latinx or Hispanic, Two or More Races, African American or Black depending upon modality. In person instruction data is not available due to the pandemic stay at home orders.

To further improve student outcomes faculty is taking professional development training focused on student engagement techniques, especially for online and Online/OnlineLIVE courses. The most critical resource to continue improvements is ongoing access to professional development that addresses equity issues and focuses upon student engagement and success.

### COLLABORATION AND INTERDISCIPLINARY STUDY

Faculty in the Economics and Business departments could collaborate on SLO review as Economics is a required course for the Business Administration degree. Economics is a feeder discipline for Business majors which creates opportunities for collaboration and cross-disciplinary engagements.

There is ongoing need to ensure students learn about and have access to the resources available to them through student services.

### TECHNOLOGY AND FACILITIES

Students in the economics program prefer online instruction. In person space will always be needed, but additional physical space beyond what the Economics Department currently has is not required at this time. And there is no need for off-campus facilities.

For virtual space, Canvas and related software will be needed as well as ongoing technology support.

Faculty need ongoing training in the latest instructional trends and technology related student engagement opportunities.

### MEETING THE NEEDS OF INDUSTRY EMPLOYERS AND INSTITUTIONAL PARTNERS

The Economics Department does not have an Advisory Board, but many of the adjunct faculty work in the field and share trends and issues at Department Retreats.



## HOTEL AND RESTAURANT MANAGEMENT

### DESCRIPTION

The Hotel and Restaurant Management Department prepares students for entry-level management positions in the growing hospitality industry. It is the primary mission of the department for our students to develop into managers with the ability to solve problems, analyze operations, be operationally proficient, communicate effectively in a successful service-based enterprise and foster the student's entrepreneurial development. Our department fulfills this mission with a threefold approach: design an industry-relevant curriculum, strengthen relationships with local industry representatives, and attract current hospitality employees into our department.

The Hotel and Restaurant Management Department's classes are designed primarily to strengthen academic skills to prepare students for transfer to four-year institutions. The department's highest priority is to challenge the students with course offerings that require the development of writing skills. Not only does the hotel and restaurant industry require excellent verbal communicators, but there is also a high priority placed on selecting managers with writing ability. The department's focus on enhancing and developing writing skills serves our students well who transfer or who elect not to continue after they receive their degree. Course offerings also place a high premium on the bookkeeping and accounting procedures that are required to successfully analyze the business performance of hospitality entities.

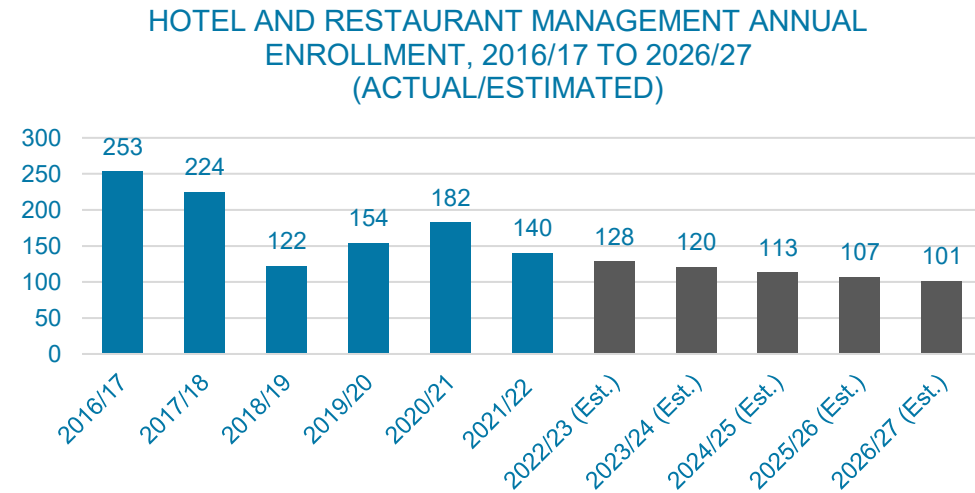
Workforce skills development in the hospitality industry has evolved in recent years, so our course modules have to keep pace with these changes. Today, unlike a short period of five to ten years ago, our classes strongly emphasize development in essential management skills such as team building, business culture development, and creating or enhancing the experience component of the product offerings. These changes are the new face of the hospitality industry and permeate service-based organizations in all areas of our economy. These elements have also recently been noted in a recent survey by the Forbes National Association of Colleges and Employers (NACE) study that identifies employers need for employees that have the ability to work in a team structure. This attribute is the number one quality sought in employees.

Students who complete the full program can earn an Associate of Science Degree in Hotel and Restaurant Management.

## GROWTH PROJECTIONS

The Hotel and Restaurant Management Department at College of the Canyons declined -28 percent between 2016/17 and 2020/21. Through academic year 2026/27, department enrollments are forecast to decline at a rate of -5.8 percent per year (see figure at right).

FIGURE 118: HOTEL AND RESTAURANT MANAGEMENT ANNUAL ENROLLMENT, 2016/17 TO 2026/27 (ACTUAL/ESTIMATED)



## LABOR MARKET POTENTIAL

The number of jobs in Los Angeles County in many Hospitality and Hotel and Restaurant Management-related fields is expected to grow slightly through 2030, with more than 10,000 annual projected job openings in hospitality and 8,900 in Human Resources Management (both new positions and openings among existing ones). Of these annual openings, more than 500 will be in the college service area.

An average of 576 Hospitality and Hotel and Restaurant management degrees and certificates (at all education levels) were awarded between 2015 and 2020 in Los Angeles County, and another 100 on average annually in Human Resources Management. While some of the open positions above overlap among these programs of study, there is a projected annual surplus of approximately 20,000

job openings in Hospitality and Hotel and Restaurant Management-related fields, and another 8,851 openings in Human Resources Management in LA County.

This industry did take a big hit during the pandemic but is now bouncing back while making changes by adapting to the new societal ways of life.

Industry observers anticipate an increase in event planning jobs, with many developing small businesses in this field. Many in today's society are so busy they need event planners to help them set up their special occasions. Also, many companies have removed these positions from their organizations, which creates opportunities for small business outsourcing.

DISCIPLINE AND OCCUPATIONS TRENDS

FIGURE 119: DISCIPLINE-RELATED PROGRAMS - HOTEL AND RESTAURANT

Discipline-Related Programs	2020 Jobs	2030 Jobs	Job Growth, 2020 to 2030 (Total)	Job Growth, 2020 to 2030 (%)	Average Annual Openings, 2020 to 2030, SCCC* and LA County	Average Annual Job Completions, LA County 2015 to 2020	Gap or Surplus (openings-completions)	Median Hourly Earnings	
Hospitality Management for Transfer, A.S.-T	96,978	99,007	2,029	2%	276	10,150	524	9,626	\$22.20
Hotel & Restaurant Management, A.S.									
Hotel Management, A.S.	49,897	49,715	(182)	0%	147	6,112	2	6,110	\$17.31
Hotel Restaurant Entrepreneurship, Certificate of Specialization	17,016	16,294	(722)	-4%	49	2,015	0	2,015	\$19.91
Human Resources Management, A.S.	103,799	107,313	3,514	3%	248	8,951	100	8,851	\$40.51
Human Resources Management, Certificate of Achievement									
Restaurant Management, A.S.	27,166	27,647	480	2%	107	3,647	50	3,598	\$19.95

\*Note: data refers to LA County except for Annual Job Openings, SCCC

SOURCE: EMSI

## ENROLLMENT TRENDS AND STUDENT OUTCOMES ANALYSIS

### ENROLLMENT

From 2016/17 to 2020/21, overall enrollment for Hotel Restaurant Management declined 28 percent, compared to 19 percent for the Business Division and a six percent decline for the college. Over this period, enrollments among African American or Black students declined by 59 percent, and enrollments among Latinx or Hispanic students declined by 30 percent. Hotel Restaurant Management FTES decreased by 7.1 between 2016/17 and 2020/21, to 17.1 in the 2020/21 academic year.

### CAPACITY AND FILL RATES

Capacity in Hotel Restaurant Management courses decreased by four percent between 2016/17 and 2020/21. The average fill rate in Hotel Restaurant Management courses from 2016/17 to 2020/21 was 50 percent. The average fill rate for Online classes was 49 percent, and the average fill rate for in-person was 54 percent.

### RETENTION AND SUCCESS

Between 2016/17 and 2020/21, the overall average retention rate for students in Hotel Restaurant Management Online/OnlineLIVE courses was slightly lower at 85 percent than the college (87%), whereas success rates were much lower (66 percent for the department versus 75 percent for the college). Among student groups with statistically significant enrollments, Asian or Filipino students had the highest Online/OnlineLIVE average retention rate, 92 percent, and Latinx or Hispanic students had an average retention rate of 86 percent. The average retention rate among first-time students was 75 percent, and among African American or Black and white students, 78 percent. Asian or Filipino and Latinx or Hispanic students had an average Online/OnlineLIVE success rate of 66 percent, while continuing students had an average rate of success of 68 percent. First-time students had an average success rate of 46 percent.

For in-person classes from 2016/17 to 2020/21, average retention rates for Hotel Restaurant Management were similar to the college (both at 89%), while success rates were slightly lower for the discipline, compared to the college (75% compared to 78%). Asian or Filipino students (97%) and African American or Black students (94%) had among the highest retention rates, and female and first-time students had average in-person retention rates of 92 percent. Latinx students had average in-person retention rates of 77 percent and male students, 76 percent. African American or Black, Asian or Filipino and female students had among the highest average rates of success in-person (79%). First-time students (58%), Latinx or Hispanic students (65%) and male students (62%) had among the lowest average in-person success rates.

### AWARD OUTCOMES

Between 2016/17 and 2020/21, award outcomes in Hotel Restaurant Management have increased by 12 percent. Latinx or Hispanic and white students both earned an average of 9 awards per year.

## FUTURE DIRECTIONS

### CURRICULUM AND PROGRAMMING

The Hotel and Restaurant Management Department is being looked at for a possible redesign and realignment. Different options are being explored to increase and improve enrollment. Right now, Hotel and Restaurant Management is a stand-alone department with declining enrollment. An option under consideration is to move the department to make it a branch of either the Culinary Arts Department or the Business Department. By making this organizational change our students will have greater exposure to these other disciplines, which should increase enrollment by making it a more attractive department to prospective students.

Another consideration is to change Hotel and Restaurant Management from a degree program to a certificate program or to increase the number of certificates that a student can complete while moving closer to earning their Associate of Science for Transfer. Certificate programs can help students complete their training more quickly and efficiently. The hope for these students is to encourage them to complete their AS-T for further future growth in their career, but if they do not complete their AS-T, they will have at the very least certificates in their industry, which can help them with employment and career growth. Also, program certificates can be driven by industry input letting us know how we can fill those needs, enabling us to pivot more quickly to meet those needs. Today's industries and students are looking for short term growth and to have the opportunity to get the training they need in one semester to one year. A restructured certificate program in the Hotel and Restaurant Management Department will meet and exceed these needs.

We are also looking to our local Hospitality Industry employees to help grow our department. There are many current hospitality employees that do not have degrees in this industry, and we would like to become their gateway for further advancement in their careers.

The hospitality department currently offers more of a management style education but the programming changes under consideration will create a more hands-on experience. These new classes will be much more effective in-person, including an operations class that utilizes the restaurant on campus to immerse students in all aspects of running a restaurant. An event planning class can work with the COC foundation to help plan events for the college. These are examples of how we can utilize resources at the college in new ways to help create a richer experience for our students.

### IMPROVING STUDENT SUCCESS OUTCOMES

When looking at the data for all groups and their retention and success rates, the plan is to make needed improvements across the board. There is need to increase the number of students who successfully complete the program.

The department has recently improved the diversity of its faculty. With a new mindset and direction for this department, there will be an increase in completers and awards earned. To help address equity concerns many of the new certificate programs to be developed will have a DEI focus built into the curriculum.

### COLLABORATION AND INTERDISCIPLINARY STUDY

There are two possible collaborative opportunities. Hotel and Restaurant Management can work with Culinary Arts to create additional certificate programs. A connection with Culinary Arts will provide students in the Hotel and Restaurant Management Department with hands-on real-life skills that can be embedded into their classwork.

Collaborative work with the Business Department will provide students with the opportunity to develop stronger management and accounting skills.

#### TECHNOLOGY AND FACILITIES

Currently, on campus facilities are working well but in the future high-flex classrooms may be needed. In addition, facility needs will likely be determined, in part, based upon where the department is eventually housed, whether as a unit within Culinary Arts or the Business Department. If placed with Culinary, the department would need to examine what facility spaces will be needed to engage in work-based learning and lab activities.

Off campus, it will be invaluable to form partnerships with local hotels in order to use these hotel facilities to teach non-credit training programs. This will help us to grow our credit certificates and degree. To develop non-credit certificate classes, Hospitality faculty and leadership will need to work with the PPL non-credit department to examine what current classes in the department can offer and what new classes can be added that specialize in Hospitality.

In the coming semester, the focus is to get all current Hotel and Restaurant Management faculty Online and Online/OnlineLIVE Certified. This will then allow and enable all faculty to teach in all modalities. Currently, the department offers in-person, online, and online live modalities.

#### MEETING THE NEEDS OF INDUSTRY EMPLOYERS AND INSTITUTIONAL PARTNERS

There are regularly scheduled meetings with the department's Advisory Board which is comprised of college faculty, administration, and industry. But there is a need to increase industry employer representation, which is a focus for the next few years. Additional opportunities for employer partnerships can be developed through the department's curriculum by incorporating Project Based Learning Projects into some classes. This will help students get more experience and allow employers to have more input into the curriculum.

A great way to increase enrollment and improve the number of awards is to market the Hotel and Restaurant Management Department to people that are currently in the hospitality industry. Many people in the hospitality industry can get entry level jobs with very little education. The problem for these individuals is the lack of career growth. This is where the Hotel and Restaurant Management Department can come in and give them the training they need to advance in the industry.

# PARALEGAL STUDIES

## DESCRIPTION

The purpose of the Paralegal Studies Department is to prepare students to work as entry-level paralegals. The focus is on providing students with practical and theoretical legal training to enable them to be successful entry-level paralegals.

The department offers both an Associate of Arts Degree and Certificate. Related to Paralegal Studies is the Pathway to Law School Program, which provides students with a strong academic foundation as they pursue their educational goals toward law school.

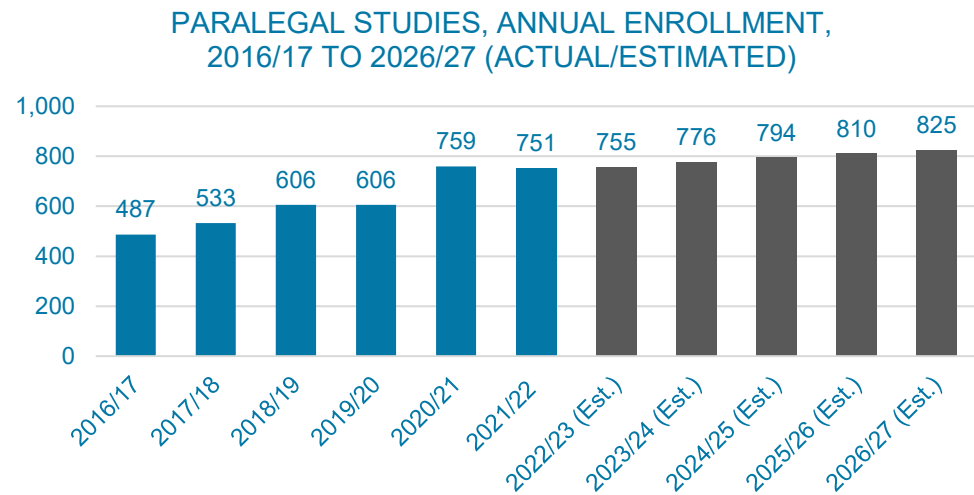
Graduates work as paralegals, legal assistants, and within other roles directly related to law.

## GROWTH PROJECTIONS

The Paralegal Studies Department at College of the Canyons has grown considerably between 2016/17 and 2020/21 (56% growth in total enrollments). Through academic year 2026/27, program enrollments are forecast to grow at a rate of 2.2 percent per year (see figure at right).

Since the start of the pandemic in spring 2020, the program has been growing. The new growth is attributed to students' demand for online and Online/OnlineLIVE courses, and due to recent changes in the ABA Guidelines, Online/OnlineLIVE courses are counted as in-person. Online modalities also attract more students to the college by reaching beyond the college's service area. Due to these developments, the Paralegal Studies Department anticipates stronger growth than predicted.

FIGURE 120: PARALEGAL STUDIES, ANNUAL ENROLLMENT, 2016/17 TO 2026/27 (ACTUAL/ESTIMATED)



## DISCIPLINE AND OCCUPATIONS TRENDS

FIGURE 121: DISCIPLINE-RELATED PROGRAMS - PARALEGAL STUDIES

Discipline-Related Programs	2020 Jobs	2030 Jobs	Job Growth, 2020 to 2030 (Total)	Job Growth, 2020 to 2030 (%)	Average Annual Job Openings, 2020 to 2030, SCCCD* and LA County		Average Annual Program Completions, LA County 2015 to 2020	Gap or Surplus (openings-completions)	Median Hourly Earnings
Paralegal Studies, A.A.									
Paralegal Studies, Certificate of Achievement									
<b>Total</b>	<b>37,817</b>	<b>39,052</b>	<b>1,235</b>	<b>3%</b>	<b>62</b>	<b>3,959</b>	<b>352</b>	<b>3,607</b>	<b>\$31.68</b>

\*Note: data refers to LA County except for Annual Job Openings, SCCCD

SOURCE: EMSI

### LABOR MARKET POTENTIAL

The number of jobs in Los Angeles County in Paralegal-related fields is expected to grow three percent through 2030, and there are projected to be approximately 3,959 annual job openings (both new positions and openings among existing ones). Of these annual openings, 62 will be in the college service area.

An average of 352 Paralegal degrees and certificates (at all education levels) were awarded between 2015 and 2020 in Los Angeles County. There will be a projected annual surplus of approximately 3,607 paralegal job openings.



## ENROLLMENT TRENDS AND STUDENT OUTCOMES ANALYSIS

### ENROLLMENT

From 2016/17 to 2020/21, overall enrollment for Paralegal Studies grew 56 percent, compared to 19 percent growth for the Business Division and a six percent decline for the college. Over this time period, Hawaiian/Pacific Islander and Latinx or Hispanic students experienced a 50 percent increase in enrollments. Asian or Filipino student enrollments in 2020/21 were double the five-year average. Paralegal Studies FTES has grown 23.2 between 2016/17 and 2020/21, to 70.9 in the 2020/21 academic year.

### CAPACITY AND FILL RATES

Capacity in Paralegal Studies courses grew 32 percent between 2016/17 and 2020/21. The average fill rate in Paralegal Studies courses from 2016/17 to 2020/21 was 67 percent.

### RETENTION AND SUCCESS

Online/OnlineLIVE Paralegal Studies classes were first offered in Paralegal Studies in 2020/21. The overall average retention rate for students in Paralegal Studies Online/OnlineLIVE courses was slightly higher at 90 percent than the college (88%); average Online/OnlineLIVE success rates for Paralegal Studies in 2020/21 were 80 percent, and 78 percent for the college. Native American/Alaska Native, and Hawaiian or Pacific Islander students had the highest average retention rates (100 percent), and first-time student average retention rates were 96 percent. Returning students and Latinx students had among the lowest average retention rates (87%). The highest average success rates achieved for Online/OnlineLIVE were among Hawaiian/Pacific Islander and Native American/Alaska Native students (100%) and Asian or Filipino students (95%).

Between 2016/17 and 2020/21, the overall average retention rate for students in Paralegal Studies in-person courses was almost the same as the college, 88 percent for the discipline and 89 percent for the college. Paralegal Studies in-person average success rates were also slightly better than the college (79% for the department, versus 78% for the college). Asian or Filipino, Native American/Alaska Native, and Hawaiian/Pacific Islander students had the highest average retention and success rates of all student groups. First-time students and African American or Black students had among the lowest success rates (62% and 63% respectively).

### AWARD OUTCOMES

Between 2016/17 and 2020/21, Latinx or Hispanic students earned an average of 14 awards per year.

## FUTURE DIRECTIONS

### CURRICULUM AND PROGRAMMING

It is clear that students prefer online and Online/OnlineLIVE modalities given the increase in enrollment, retention, success, and award earners in 2020-2021. Thus, the Paralegal Studies department will continue to offer classes in these modalities.

In addition, the program will be offering a non-credit study course for students, alumni, and others to prepare for the certification exam. Moreover, should the paraprofessional program be approved by the State Bar, then the Paralegal Studies program will want to be a provider of the mandatory educational requirements for students.

### IMPROVING STUDENT SUCCESS OUTCOMES

Paralegal Studies enrollment, success, retention, and award earnings have increased in the past 5 years. Impact on ethnic groups is small given the relatively small number of students in some of the identifiers. In general, Paralegal Studies has steady enrollment and positive retention and success, especially since the start of the pandemic.

Faculty are committed to all student success by focusing on the student and their needs. The Paralegal Studies program offers ongoing professional development to its faculty on student focused technology-related programs and techniques.

In order to address equity issues in student outcomes, the Paralegal Studies Department needs assistance in student support such as access to technology, tutoring, academic counseling, mental health resources, and student/family support programs.

### COLLABORATION AND INTERDISCIPLINARY STUDY

Many paralegal students need assistance with technology and assistance beyond the classroom, and thus, partnering with student services is critical to their success.

### TECHNOLOGY AND FACILITIES

The Paralegal program is governed by the American Bar Association which until recently required in-person instruction. ABA guidelines have changed and now allow online courses, but students still need to be interacting in real time, which has made Online/OnlineLIVE an essential modality.

Paralegal Studies will not need physical classroom space given the student demand for online and Online/Online/LIVE modalities, with the potential exception of Hyflex. The Paralegal Studies Department is offering Hyflex sections to better assess the extent of student demand for in-person/on-campus sections.

The Paralegal Studies department will need continued technology to teach online and Online/OnlineLIVE or even Hyflex. Access to cutting-edge technology will help faculty prepare students to work in the legal field, where the paralegal is often the technology person in smaller offices.

In addition, the College's support of students' technology needs is critical. Many students take online courses on their phones. If they had a tablet or computer, that would be an incredible investment in students' ability to meaningfully learn and to be prepared for the workforce.

## MEETING THE NEEDS OF INDUSTRY EMPLOYERS AND INSTITUTIONAL PARTNERS

The Paralegal Studies department has two Advisory Board meetings a year. During these meetings, members share emerging issues. The legal field moves slowly and is typically a few years behind other industries on typical business issues.

The Paralegal Studies Department is always looking to partner with local businesses. The Pathway to Law School, a program within the department, has created a strong partnership with the Santa Clarita Valley Bar Association, which has led to guest speakers, speaker panels, and Advisory Board attendance and engagement.

To address additional needs, the Paralegal Studies Department has created a non-credit program to assist students and graduates in studying for the national Certification Exam.

Another area for potential development is the State Bar's consideration of a paraprofessional program. This program would allow those without a law degree to assist the public in particular areas such as family law, tenancy, etc. and with other limited issues. A part of the paraprofessional program would still require education, and the Paralegal Studies Department is following the development of this potential program.

# WINE STUDIES

## DESCRIPTION

The Wine Studies Department is designed to prepare students for careers in the wine industry. The design of the department program is to cover all aspects of wine making, wine regions, grape production, and wine service within the hospitality industry. Sensory as well as tactile skills are a main focus to prepare the students for a successful career path in the wine industry.

This discipline provides hands-on training, skills, and foundational knowledge to work in various sectors of the wine industry. The department offers two certificates:

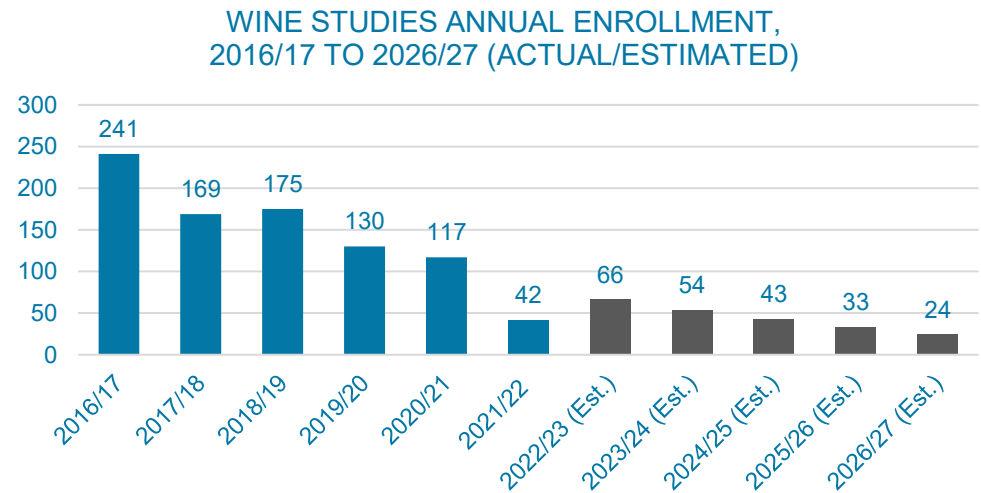
- Certificate of Specialization: Hospitality Wine Service
- Certificate Student Learning Outcome

Graduates work in wine bars, vineyards, restaurants, and food service.

## GROWTH PROJECTIONS

Enrollments in the Wine Studies Department at College of the Canyons have declined -51 percent between 2016/17 and 2020/21. Through academic year 2026/27, department enrollments are forecast to decline at a rate of -22 percent per year (see figure at right).

FIGURE 122: WINE STUDIES ANNUAL ENROLLMENT, 2016/17 TO 2026/27 (ACTUAL/ESTIMATED)



## DISCIPLINE AND OCCUPATIONS TRENDS

FIGURE 123: DISCIPLINE-RELATED PROGRAMS - WINE STUDIES

Discipline-Related Programs	2020 Jobs	2030 Jobs	Job Growth, 2020 to 2030 (Total)	Job Growth, 2020 to 2030 (%)	Average Annual Job Openings, 2020 to 2030, SCCCD* and LA County		Average Annual Program Completions, LA County 2015 to 2020	Gap or Surplus (openings-completions)	Median Hourly Earnings
Hospitality Service, Certificate of Specialization Wine of									
Wine Studies, Certificate of Achievement of									
Wine Studies, Certificate of Specialization of									
<b>Total</b>	<b>19,046</b>	<b>16,738</b>	<b>(2,308)</b>	<b>-12%</b>	<b>61</b>	<b>1,934</b>	<b>9<sup>1</sup></b>	<b>1,925</b>	<b>\$28.65</b>

\*Note: data refers to LA County except for Annual Job Openings, SCCCD

<sup>1</sup>data refers to COC completions from 2015-16 to 2019-20. Countywide data unavailable.

SOURCE: EMSI

### LABOR MARKET POTENTIAL

The number of jobs in Los Angeles County in Wine Studies-related fields is expected to decline through 2030, however there are projected to be an average of 1,934 annual job openings (both new positions and openings among existing ones). Of these annual openings, 61 will be in the college service area.

There is no data available about degrees and certificates (at all education levels) awarded in this discipline between 2015 and 2020 in Los Angeles County. But at College of the Canyons, 29 certificates were awarded in wine studies and another 18 in hospitality wine service during this period.

## ENROLLMENT TRENDS AND STUDENT OUTCOMES ANALYSIS

### ENROLLMENT

From 2016/17 to 2020/21, overall enrollment for Wine Studies decreased by 51 percent, compared to 19 percent for the Business Division and a six percent decline for the college. Over this time period, enrollments in Wine Studies decreased among students from nearly all racial/ethnic groups, the largest decrease in enrollment was that of Latinx or Hispanic students (73%), followed by White students (42%). Wine Studies FTES has declined by 8.2 between 2016/17 and 2020/21, to 8.1 in the 2020/21 academic year.

### CAPACITY AND FILL RATES

Capacity in Wine Studies lecture courses has declined by 34 percent between 2016/17 and 2020/21. The average fill rate in Wine Studies courses from 2016/17 to 2020/21 was 58 percent, and average fill rates for in-person lectures was 60 percent. Wine Studies lab courses have had a 42 percent average fill rate.

### RETENTION AND SUCCESS

Online/OnlineLIVE classes in Wine Studies were first offered in 2020/21. Overall online retention rates were nine percentage points higher than the college (97% versus 88%) and average success rates were thirteen percentage points higher (91% for Wine Studies, 78% for the college). Among student groups with statistically significant enrollments, Asian or Filipino, first-time and continuing students had average retention rates of 100 percent, and white students averaged 99 percent retention rates. Latinx or Hispanic had 88 percent retention rates for Online/OnlineLIVE classes in 2020/21. Returning students and Asian or Filipino had 100 percent success rates in 2020/21, while Latinx or Hispanic students had an average Online/OnlineLIVE success rate of 79 percent.

Between 2016/17 and 2020/21, the overall average retention rate for students in Wine Studies in-person courses was 94 percent, which was higher than the overall college, at 89 percent. The average success rates of in-person Wine Studies classes were higher (82%) than the college as a whole (78%). Asian or Filipino and white students had the highest average retention rates (95%) and /Latinx or Hispanic students had average retention rates of 91 percent. As for success rates among the student groups, white students had the highest average in-person success rate (86%), followed by Asian or /Filipino students (84%).

### AWARD OUTCOMES

Between 2016/17 and 2020/21, award outcomes in Wine Studies increased by 50 percent. Among racial/ethnic groups, white students earned the highest average number of awards, of five per year, while Latinx or Hispanic students earned an average of one award per year. Female students earned an average of six awards per year, while male students earned an average of two awards per year.

## FUTURE DIRECTIONS

### CURRICULUM AND PROGRAMMING

Our curriculum is on point. However, younger generations prefer beer. The department is responding to this development by offering a new beer class and may offer a certificate program in beer if this trend stays relevant.

Our programs are now offered on an accelerated schedule. Programs run for eight weeks. It works and students appreciate the faster pace which allows them to earn their certificates faster.

### IMPROVING STUDENT SUCCESS OUTCOMES

All student population groups enrolled in the department are doing well except Latinx or Hispanics and two or more races<sup>20</sup>.

To improve success outcomes for students, the Wine Studies Department stays on top of the latest trends but is also seeking to develop a better advisory board and to hire more qualified instructors. It is seeking to get better input and relationships with winemakers and tasting rooms.

The Wine Studies Department needs to expand the scope of its marketing to increase awareness of the department and develop more interest on the part of potential students.

### COLLABORATION AND INTERDISCIPLINARY STUDY

The Wine Studies Department works closely with Culinary Arts and with the Hotel and Restaurant Management Department.

### TECHNOLOGY AND FACILITIES

Online wine classes are not conducive to best teaching practices in this field.

Off campus opportunities may exist in the form of internships with wine tasting rooms or crush rooms and with wine makers who support the COC vineyards.

The department needs space to store its wine-making equipment.

### MEETING THE NEEDS OF INDUSTRY EMPLOYERS AND INSTITUTIONAL PARTNERS

Students in the Wine Studies Department intern with or help pour at special events throughout the community.

# ENROLLMENT SERVICES AND COUNSELING

## COUNSELING

### DESCRIPTION

The mission of the **Instructional Counseling Department** is to teach students the strategies to become self-aware, develop educational and career goals, make decisions and problem solve, and accept responsibility for gaining the skills to become a more proficient and confident learner. The Counseling Department offers eight credit courses as well as five noncredit courses:

Credit Courses	Non-Credit Courses
<ul style="list-style-type: none"><li>• Career Exploration</li><li>• Distance Learning and Strategies for Success</li><li>• Success Strategies for Adult Re-Entry Students</li><li>• Career &amp; Life Planning</li><li>• Introduction to College and Strategies for Success</li><li>• University Transfer Planning</li><li>• Learning to Learn</li><li>• Student Success</li></ul>	<p>College Skills</p> <ul style="list-style-type: none"><li>• Resources and Strategies for College Success</li><li>• Online Learning and Strategies for Success</li><li>• Money Management for College and Beyond</li><li>• Career Exploration</li></ul> <p>Counseling</p> <ul style="list-style-type: none"><li>• Upgrade to Good Academic Standing (NC.COUN 015)</li></ul>

In addition to credit and non-credit courses, the Counseling Department oversees degree and certificate options within credit and non-credit. These have been intentionally created and updated to meet the ever-changing needs of students and trends in higher education. Over the last six years, Counseling has developed two credit certificates, two non-credit certificates, and continues to manage the Liberal Arts & Science degrees.

The Liberal Arts & Sciences degrees derives from four emphasis areas (Humanities; Social & Behavioral Sciences; Mathematics & Sciences; and Health Science) with general education tracks toward the California State University (CSU), University of California (UC), or a combined track. This results in 12 options within the Liberal Arts & Sciences umbrella. In addition, Counseling developed credit certificates to encompass the CSU General Education Breadth requirements and the UC General Education Breadth requirements that can be paired with any of the Liberal Arts & Sciences degrees, pending successful completion of degree requirements. Counseling awards 43% of the total number of degrees the college issues.

For non-credit, Counseling developed two certificate pathways: Certificate of Competency: College Success Toolkit to support new and continuing students with navigational skills to help with college, technology resources, career exploration, and money management and a Certificate of Competency: Upgrade to Academic Success which pairs the NC.COUN 015 course with any one Non-Credit Counseling course of the student's choosing. This certificate supports our students, who are in academic difficulty, in returning to good academic standing and providing tips and strategies for increasing their persistence and completion of their academic, career, personal, and transfer goals.

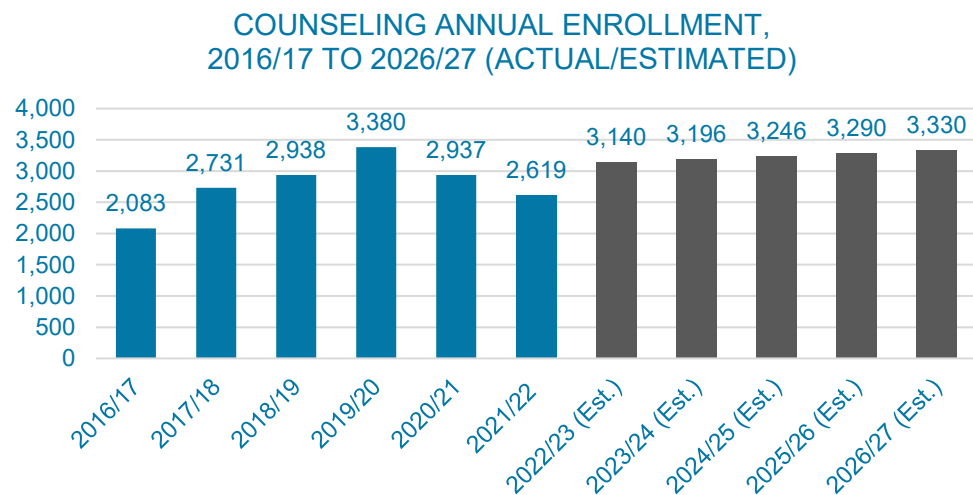


The Counseling Department degrees support students who are interested in various academic disciplines that may not want to major in one specialty area and/or are focusing on transfer preparation that may not align to a College of the Canyons degree/certificate. Students who earn these degrees typically transfer into allied health, STEM, humanities, social science, and business/economics majors. Our degrees can provide foundational skills and knowledge for students to continue working toward the following career cluster areas: health sciences, arts & communications, civic service, business, social sciences, and STEM fields.

### GROWTH PROJECTIONS

Enrollments in Counseling at College of the Canyons grew 41 percent between 2016/17 and 2020/21. Through academic year 2026/27, department enrollments are forecast to grow at a rate of 1.5 percent per year (see figure at right).

FIGURE 124: COUNSELING ANNUAL ENROLLMENT, 2016/17 TO 2026/27 (ACTUAL/ESTIMATED)



## ENROLLMENT TRENDS AND STUDENT OUTCOMES ANALYSIS

### ENROLLMENT

From 2016/17 to 2020/21, overall enrollment for Counseling grew 41 percent, compared to a six percent decline for the college. Over this time period, enrollments in Counseling grew among all racial/ethnic student groups except among African American or Black students, who experienced 37 percent decrease in enrollments. Enrollment Services FTES has grown 100.7 between 2016/17 and 2020/21, to 261 in the 2020/21 academic year.

### CAPACITY AND FILL RATES

Capacity in Counseling courses grew 30 percent between 2016/17 and 2020/21. The average fill rate in Counseling courses from 2016/17 to 2020/21 was 83 percent; average fill rates for Online classes were 82 percent, and average fill rates for In-Person, 85 percent.

### RETENTION AND SUCCESS

Between 2016/17 and 2020/21, the overall average retention rate for students in Counseling Online/OnlineLIVE courses was the same as the college (both 87%), whereas success rates were slightly lower (71% for the department versus 75%). Asian or Filipino and white students had among the highest average retention rates for between 2016/17 and 2020/21 (89% and 91%, respectively). These student groups also had the highest average success rates of Online/Online LIVE courses (77% and 79%, respectively).

For in-person classes from 2016/17 to 2020/21, average retention rates for Counseling were slightly higher than the overall college (93% versus 89%); the same applies to average success rates (80% versus 78%). Asian or Filipino students had among the highest average retention rates (96%), while returning students had the lowest (82%). Asian or Filipino students also had the highest average success rates, with 91 percent, and Native American/Alaska Native students had the lowest with 60 percent.

### AWARD OUTCOMES

The Counseling department did not provide any awards between 2016/17 and 2020/21.

### FUTURE DIRECTIONS

#### CURRICULUM AND PROGRAMMING

Counseling is continuing to see positive growth, even slightly, and will continue to update its curriculum to stay current based on educational trends, student demographics, and college changes. With additional credit and non-credit courses in development, Counseling is intentional about reflecting on the relevancy of curriculum and courses. We've implemented program leads for each credit course to assist in training and course design development in conjunction with current instructional design trends. Counseling is also committed to the inclusion of diversity, equity, and accessible content to meet our students where they are.

Over the next five to ten years, Counseling will continuously monitor course enrollment trends, modalities, and success rates. The department is also focused on data-driven metrics to inform course planning and to also take calculated risks in modality and location offerings based on an understanding of students' course preferences.

Currently, based on an existing credit course (Introduction to Counseling), the Counseling department is developing a new certificate planned for students interested in the Counseling fields and /or applying to Counseling graduate programs. In addition, three non-credit courses are also in development: UC Transfer, CSU Transfer, and Educational Planning for Nursing Majors.

### IMPROVING STUDENT SUCCESS OUTCOMES

Counseling has seen substantial gains in outcome data by race/ethnicity and gender from 2016/2017 to 2020/2021 and is either in alignment or slightly ahead of campus data. These outcomes could be attributed to the following variables:

- Dramatic increase in counseling course offerings
- Ability for full-time counseling faculty to teach up to 10 TLU per Fall/Spring semesters
- Increase in full-time and adjunct faculty engaging in instructional development through Canvas certifications and course design and planning courses through College of the Canyons and @One
- Development and implementation of new instructor onboarding process

Counseling has attempted to improve student success outcomes by increasing counseling faculty engagement in instructional development, course design and planning through professional development opportunities within and outside of the college. In addition, counseling developed and implemented a new instructor onboarding process.

In addition, Counseling can strengthen its cultural pedagogy with advanced curriculum and course design courses taught from a culturally responsive lens. These courses are usually taught through a 4-year college/university or professional setting outside of COC. The department also needs to have continuous access to newer technology, workshops/training, and software to support accessibility. Technology assists in increasing active and inclusive learning environments.

### COLLABORATION AND INTERDISCIPLINARY STUDY

Counseling has established student service specific course options for students in EOPS, CalWORKS, ISP, Athletics, Ujima Scholars and Canyons Promise. Pending continued successful enrollment, counseling is committed to continue to offer these specialty versions of our core courses. Our Ujima Scholars counselor has been collaborating with the English department on launching learning community cohort classes with the first cohort Fall 2022.

Counseling will also continue to foster relationships and offerings within the Outreach Office and Personal and Professional Learning. Currently, Counseling works with the Outreach office to offer dual enrollment and College Now courses for high school students. And through its partnership with Personal and Professional Learning, Counseling is able to offer courses to currently incarcerated students through in-person or correspondence options.

### TECHNOLOGY AND FACILITIES

Before the pandemic Counseling staff was trying to figure out how to do counseling online but now, we know that Counseling will always offer full counseling services online. Student preference for online counseling services is overwhelming. Counseling is monitoring enrollment trends to determine the optimum ratio of online to in-person course offerings each semester. Until the data models indicate otherwise, online will continue to be the primary course offerings modality. In addition, the department will continue to assess positive risks in using hybrid options for both on-campus and Online/OnlineLIVE options.

Counseling has had a higher rate of in-person course cancelations due to low enrollment in the past and yet remains committed to intentionally increasing on-campus offerings based on enrollment outcomes. Dual Enrollment and College Now courses have been incredibly successful in-person course offerings along with some of our specialty core courses for Athletes and Canyons Promise.

Off campus, counseling offers dual enrollment courses through six local high schools and is working on returning to in-person course offerings at Pitchess Detention Center. Counseling is also exploring Hyflex options utilized on the college campus currently with the hope that future off-campus sites that we might partner with, can have this learning option to choose from.

One to two classrooms need to be dedicated for Counseling in order to maximize the department's teaching and learning strategies. Counseling classes are very active and engaging and students move around a lot, so these need to be large and flexible classrooms that are easy for people to move around in with movable desks and furniture. Better soundproofing is also required. And large hallways are needed to take learning outside the classroom.

Inside the classrooms, technology is continuously relied on as a learning tool for teaching and as an application tool for students to demonstrate what they are learning. Classrooms are needed with Hyflex technological capabilities and that are equipped with Smart Board, whiteboards on 1-2+ wall surfaces. The department also needs a dedicated laptop cart with current technology that can handle the technology platforms we utilize during lessons.

The Counseling office also needs more space for counter reception and offices for adjunct faculty.

#### MEETING THE NEEDS OF INDUSTRY EMPLOYERS AND INSTITUTIONAL PARTNERS

A majority of the Counseling faculty are also working as academic, career, and transfer counselors in the field. They are able to infuse information provided by outside agencies to build information into our courses that can connect students to industries that peak their interests. Counseling provides resources for the COC Employment Center, Internships Office, and information about career certificates and courses students can explore further.

Counseling employs one full-time and three part-time career counselors who are connected to career and labor market information and provide trainings to assist students in exploring careers and occupations which match their interests, skills, and values and linked to a college major, career, apprenticeship, or internship opportunities at the college.

# Health Professions

MEDICAL LAB TECHNICIAN

NURSING

# MEDICAL LAB TECHNICIAN

## DESCRIPTION

The mission of the nationally accredited Medical Laboratory Technician Department at College of the Canyons is to prepare entry level medical laboratory technicians by providing an accessible and enriching quality educational program, that fosters technical competencies and workforce skills that comply with national accreditation and industry standards. The department aims to promote lifelong learning to positively contribute to the discipline of laboratory medicine, the healthcare community, and society.

Students completing the program receive an Associate of Science Degree in Medical Laboratory Technology. This is a two-year, or 4-5 semester program. The goal of the Medical Laboratory Technology Department is to prepare students for employment in clinical laboratories, industry, and biotechnology by incorporating knowledge from the behavioral, biological, and physical sciences. Students will be able to perform the skills necessary to provide accurate information on lab results for patients or for biotechnology and to participate fully as a member of a healthcare team.

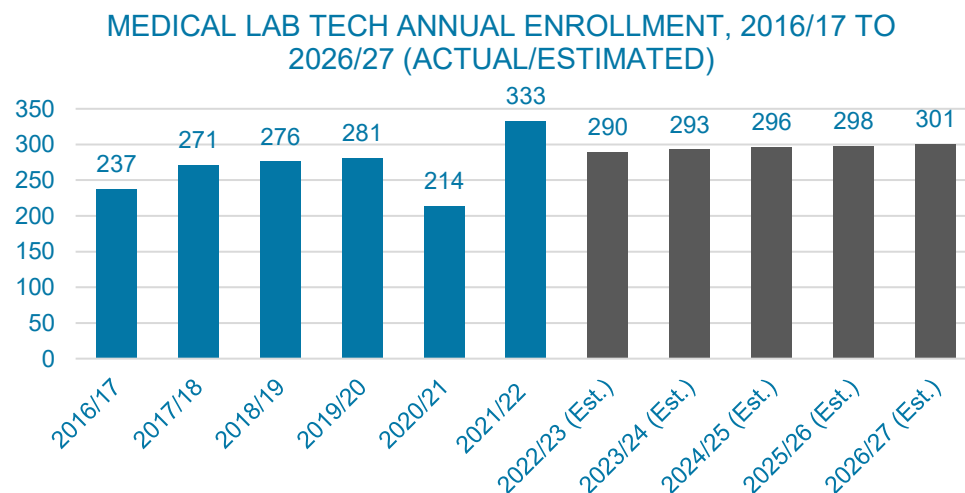
With the anticipated addition of a Clinical Laboratory Sciences (CLS) program, the MLT department is in an excellent position to provide the complete academic pathway from phlebotomy to MLT to CLS certificate. In addition, the college is aiming to be the central workforce training hub in Los Angeles County for the clinical laboratory workforce over the next 5-10 years. With the availability of technology to deliver education in various online formats, the MLT department can accommodate learners with a variety of scheduling needs because of professional and/or personal obligations.

## GROWTH PROJECTIONS

The MLT department at College of the Canyons declined 10 percent between 2016/17 and 2020/21. Through academic year 2026/27, department enrollments are forecast to grow at a rate of one percent per year (see figure at right).

While the projections are stating that the enrollment will remain steady, the pandemic was a game changer as far as making projections in clinical laboratory science fields. The MLT department has nearly doubled expected enrollment for the 2022/23 academic year, beginning the year with 27 first year students – the largest enrollment, to date.

FIGURE 125: MEDICAL LAB TECH ANNUAL ENROLLMENT, 2016/17 TO 2026/27 (ACTUAL/ESTIMATED)



## DISCIPLINE AND OCCUPATIONS TRENDS

FIGURE 126: DISCIPLINE-RELATED PROGRAMS - HEALTH PROFESSIONS

Discipline-Related Programs	2020 Jobs	2030 Jobs	Job Growth , 2020 to 2030 (Total)	Job Growth , 2020 to 2030 (%)	Average Annual Job Openings, 2020 to 2030, SCCCD* and LA County		Average Annual Program Completions , LA County 2015 to 2020	Gap or Surplus (openings-completions)	Median Hourly Earnings
Medical Laboratory Technician, A.S.	8,222	8,864	641	8%	14	630	33	597	\$27.94

\*Note: data refers to LA County except for Annual Job Openings, SCCCD

SOURCE: EMSI

### LABOR MARKET POTENTIAL

The number of Medical Lab Technician jobs in Los Angeles County is expected to grow by 8 percent through 2030, with 630 annual projected job openings (both new positions and openings among existing ones). Of these annual openings, 14 will be in the college service area.

An average of 33 Medical Lab Technician degrees and certificates (at all education levels) were awarded between 2015 and 2020 in Los Angeles County. There is a projected annual surplus of approximately 597 related openings.

The MLT department is confident that there will be even more growth in the next five years as a result of the increase in demand for laboratory testing and the workforce to perform testing. The pandemic highlighted the need for clinical lab personnel in all areas, as the expected tidal wave of retirements happened during the height of the Covid pandemic. Based on industry sources, job growth is predicted to increase in the discipline at approximately 11 percent nationwide and, in Los Angeles County alone, it is expected to increase at least 16 percent.

### ENROLLMENT TRENDS AND STUDENT OUTCOMES ANALYSIS

#### ENROLLMENT

From 2016/17 to 2020/21, overall enrollment for Medical Lab Technology declined 10 percent, compared to a 16 percent decline for the Health Professions Division, and a six percent decline for the college. Over this time period, enrollments in Medical Lab Technology declined among students from nearly all racial/ethnic groups, with the exception of Latinx or Hispanic student enrollments, which grew 51 percent. Enrollments declined 40 percent among white students, and 12 percent among Asian or Filipino students. Medical Lab Technology FTES declined by 16.6 between 2016/17 and 2020/21, to 26 in the 2020/21 academic year.

## CAPACITY AND FILL RATES

Capacity in Medical Lab Technology lecture courses declined by eight percent between 2016/17 and 2020/21, while capacity in lab courses increased by 7 percent. The average fill rate in Medical Lab Technology lecture courses from 2016/17 to 2020/21 was 60 percent, and average fill rates for in-person lectures was 61 percent. Medical Lab Technology lab courses have had a 53 percent average fill rate.

## RETENTION AND SUCCESS

Online/OnlineLIVE classes in Medical Lab Technology were first offered in 2020/21. Overall online retention rates were much higher than the college (95% versus 88%) as were average success rates (84% for MLT, 78% for the college). Latinx or Hispanic students and Asian or Filipino students had 100 percent average retention rates for Online/OnlineLIVE classes in 2020/21, while returning students (83%) and male students (90%) had lowest average retention rates. Success rates were lowest among returning students, only 58 percent, while other student groups had average success rates of 80 percent or above.

Between 2016/17 and 2020/21, the overall average retention rate for students in Medical Lab Technology in-person courses was better at 98 percent than the college (89%), and success rates were noticeably higher (94% for the department versus 78% for the college). African American or Black and multi-racial students had the highest average retention rates among the various racial/ethnic groups (100%), followed by Asian or Filipino students (99%). No group had retention rates below 97%. The highest average success rates were among multi-racial students (100%), followed by African American/Black and Asian or Filipino students (96%).

## AWARD OUTCOMES

Between 2016/17 and 2020/21, award outcomes in Medical Lab Technology declined by 47 percent. Among racial/ethnic groups, white students earned the highest average number of awards, of 11 awards per year. Female students earned an average of seven awards per year during this period.



## FUTURE DIRECTIONS

### CURRICULUM AND PROGRAMMING

The MLT department is planning specific changes to the discipline's curriculum to meet industry needs. In addition, department staff is anticipating more students who are older and in the process of changing careers. Most will have prior advanced college degrees and will likely have part-time employment in a related industry. The department is also planning curriculum changes to provide an academic pathway that leads to a career for non-traditional students who:

- Need to complete the department's courses (all or a la carte) for career advancement and additional certification
- Need to take the courses on a part-time basis
- Need to take courses in a "refresher" format, specifically for incumbent workers in industry such as those who have not been employed in a lab that services acute care/ hospital or may have worked in another country outside of the United States.

The department will respond by adapting to accommodate the needs of the returning student. The aim is to provide additional flexibility with course scheduling, innovative modalities in delivering education, and strengthening wrap-around services to support student completion and success in the department.

To increase access to the program, the department, is exploring modifying admission requirements for students. Instead of admitting students to the first year of the program, they are proposing to move the admission process to the 2<sup>nd</sup> and clinical year of the program. This could further increase enrollment by reaching students who may only need the 1<sup>st</sup> year courses and not the clinical year. In addition, students may not need to complete all of the pre-requisite courses for the department before enrolling in MLT courses. These students could start the program with partial completion of pre-req courses, as each MLT course would its own specific pre-requisite course(s).

With an expanded laboratory space and prep room, our department would be able to offer on-demand workforce training to employees of various clinical labs and improve department productivity in current course offerings. With an expanded laboratory space and prep room, the department would be able to offer on-demand workforce training to employees of various clinical labs and improve our productivity in current course offerings.

### IMPROVING STUDENT SUCCESS OUTCOMES

The trends for success and retention for African American, Latinx, and Asian students have remained above the expected performance level for the department and the College, in general. There is not a significant difference in the success and retention rates between males and females. While the students who identified themselves as White are not performing similarly to the other ethnicities, their performance level is still above the expected performance level relative to the expected performance level for the College, in general.

There was a significant difference between the success rates of continuing students when compared to returning students in the academic year 2020/21, whether in person or in an online-live course. The continuing students have performed better in online live than the continuing students, mirroring similar outcomes of returning students overall in the College. It is very possible that returning students require additional wrap-around services, specifically in navigating Online/OnlineLIVE courses and using associated technology, to succeed in the courses.

To improve student success outcomes, MLT faculty participates in professional development (for example, attending the annual Clinical Laboratory Educators' Conference or CLEC, sponsored by the American Society for Clinical Laboratory Sciences). There are professional workshops that feature various resources to assist students with department courses, such as improving instructional strategies for contextual learning, supplemental material for students to successfully complete the national board or certification exams and assisting the program with self-evaluation techniques to determine what and how to improve.

Prospective students for the MLT department are, most likely, returning students who are changing their careers. The pandemic has highlighted the importance of diagnostic testing and increased awareness about the existence of healthcare careers involving indirect patient care. As such, these students will require additional support that involve wrap around services in academic counseling, IT, and other college departments to navigate an educational experience that uses electronic learning management systems, such as Canvas and Zoom. These wrap-around services are critical resources to help them succeed in the department. Additionally, they will require additional support in practicing lab related skills in a Skills Lab that can be available outside of a required lab class. These will give them the confidence to persist and do well in a rigorous academic program.

#### COLLABORATION AND INTERDISCIPLINARY STUDY

Alignment of curricula from various health care disciplines within the college is important in giving students the flexibility to change majors and continue on a healthcare career path. The health care disciplines will often have the same pre-requisite courses to be admitted into a program. Continuing and prospective students should be able to see a clear academic path, should their first career choice not work out, instead of dropping out.

#### TECHNOLOGY AND FACILITIES

The MLT department has needs for both online and virtual instructional space as well as in-person spaces. MLT departments are required to conduct in-person labs per CDPH/LFS program approval, as the demonstration of various skills and competencies are not adequately accomplished online. There is also the difficulty of assessment of student competencies and skills when conducted online.

The need for Online/OnlineLIVE or Hyflex modalities are also needed in our lecture courses. Most MLT students have at least part-time employment and may also live at least 30 miles away from campus. There are only six active MLT departments in the entire state and most students commute some distance to go to campus. As such, department faculty has restructured course offerings and schedules to minimize the students' commute times and maximize the lab activities while they are on campus. To do that, all lectures are scheduled as Online/OnlineLIVE and all in person labs are scheduled to be for longer than 3 hours per day.

There is a need for at least 2 wireless demonstration cameras in the lab so that students are able to view fine details of items presented in the lab. This will help them view cellular structures better from the images captured by the demonstration microscope, for example. The department also needs at least 15 additional iPads so each student can use one for the entire academic year, and additional desktops for the new instruments and simulated laboratory information system.

The MLT department would like to explore the possibility of establishing satellite labs, where students in their first year can have the opportunity to perform lab activities off-campus and in affiliate labs. This is not the same as clinical practicum rotations but would be like the in-person labs on campus but conducted instead in affiliate labs. There are several employers who would like to provide flexibility for their employees to complete the program. With a Hyflex lab course and the satellite labs, the department can offer flexible modalities to accommodate industry needs to train their workforce without compromising productivity.

Specific facilities and technology improvements required to meet the needs of the discipline include a dedicated classroom (capacity at least 30 students) and laboratory space (capacity at least 30 students at one time). The laboratory space must be adaptable to accommodate clinical laboratory activities for students and employer workforce training needs. Our classroom laboratory is a simulated Biosafety Level II lab and as such should not be shared with other disciplines because of the potentially biohazardous and infectious agents used for instruction. In addition, a dedicated laboratory tech preparation room is required. This needs to be a room separate from the classroom laboratory designed to accommodate preparation of lab instructional materials. Specific technology needs:

- Dedicated space for an autoclave that would sterilize media and consumables used in the lab.
- Dedicated water filtration system
- At least seven Biosafety Cabinets, Class II that would fit in the classroom laboratory
- One new CO2 incubator
- Two glass sliding door refrigerators
- One 20 Celsius freezer
- One additional Clinical Chemistry instrument
- One automated Blood Bank instrument
- A simulated Laboratory Information System

With the requested improvements in Facilities and Technology fulfilled and the availability of funding resources, the MLT department at College of the Canyons has a strong potential to become a leader in creating a central workforce training “hub” for careers in the clinical laboratory sciences, including phlebotomy, MLT, and Clinical Laboratory Scientist. Additionally, our facilities and technology resources will enhance our ability to entice industry to outsource their workforce training to us, in terms of upskilling in a customized training format. The possibilities to add other diagnostic related disciplines, such as histology, cytotechnology, and pathology assistant, are possible as the requested dedicated classroom space and state-of-the art teaching laboratory (simulated biosafety level 2 or BSL-2 clinical lab) may be converted to accommodate the laboratory activity requirements for the related disciplines. These related areas also work in the same biosafety level 2 environments. The expansion possibilities to include other related careers are significant because there is also a critical workforce shortage in these disciplines.

## MEETING THE NEEDS OF INDUSTRY EMPLOYERS AND INSTITUTIONAL PARTNERS

To become a central workforce training hub for clinical laboratory personnel, the MLT department needs an effective approach to market the department, specifically to employers. The department will need to conduct research to specifically identify employers or industry's workforce training needs. It will not be surprising to discover that employers' training needs are similar across different labs:

- Upskilling training programs for current employees that would culminate in a degree or certificate (MLT or CLS) or offer refresher courses or workshops for employees coming from the reference lab settings to acute care hospital settings and/or employees who worked as clinical lab personnel from other countries. The employer lab set up may not have adequate training space to accommodate employees that need to train or upskill.
- Creating college to employment pipelines that are seamless and will not require a 3<sup>rd</sup> party to recruit employees

Employers may want to customize training workshops that we can offer on campus. The department will need to explore the possibilities of offering customized workshops that will facilitate completion and evaluation of employee competencies.

In addition, the MLT department can collaborate with educational institutions that can offer bachelor's degrees to graduating MLT students. Curricula in MLT and those that offer bachelor's degrees should align so that students are aware of the next steps after graduating from our MLT department.

## NURSING

### DESCRIPTION

The mission of the Nursing Department at College of the Canyons is to provide relevant quality nursing education at the lower division level in order to meet the ongoing needs of the professional nursing workforce. All while meeting standards from the Board of Registered Nursing (BRN) and the Commission for Nursing Education Accreditation (CNEA), the department adjusts continually to changes within the body of nursing knowledge as well as changes in the health care system to prepare entry-level professionals to work in a variety of settings. The faculty strives to meet the educational needs of students with diverse backgrounds and learning styles while facilitating life-long learning and the pursuit of advanced educational goals.

The two-year generic Registered Nursing (RN) program is designed for the student who does not have nursing experience. The curriculum includes four semesters of both theory and clinical experience. Upon completing the nursing major, the student receives an Associate in Science degree and is eligible to take the National Council Licensure Exam (NCLEX) and be licensed as a registered nurse. Students have reciprocity with other states for licensure.

The Licensed Vocational Nurse (LVN) to RN Advanced Placement program is designed to enhance advancement from LVN to RN.

The nurse assistant training program, aka Certified Nursing Assistant (CNA), prepares students to take the state test, titled the National Nurse Aide Assessment Program (NNAAP®) exam.

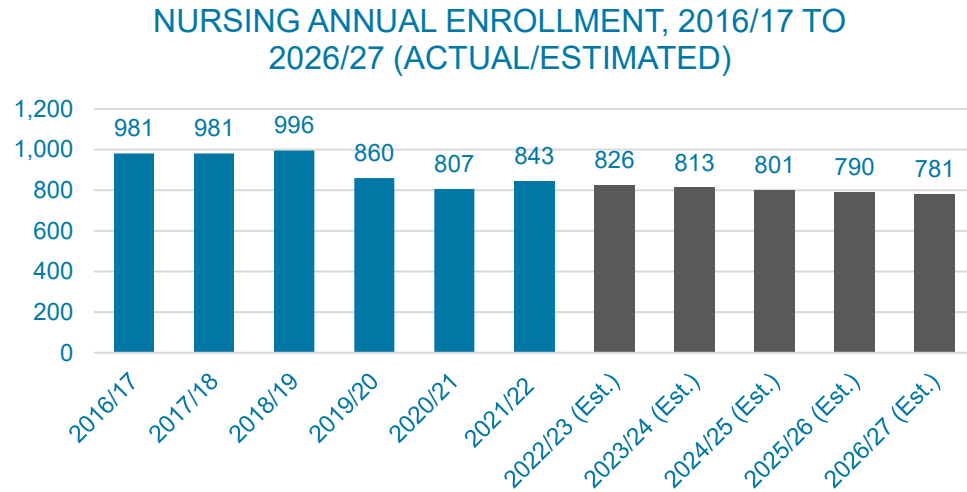
Other pathways available to RN graduates include obtaining a Bachelor's, Master's, or doctoral degree in Nursing. Once students complete their first semester in the Associate Degree in Nursing (ADN) program, they are encouraged to concurrently enroll in a Bachelor of Science (BSN) program to take classes for a BSN during the summer and winter. Our program currently has an ADN-BSN pathway with 6 different BSN programs (National University, Ohio University, CSU Northridge, CSU Dominguez Hills, CSU Chanel Island, & CSU Los Angeles). Students can receive their BSN within 9 to 12 months after graduation from the program. After graduating from the COC ADN program and passing the NCLEX, students are eligible to work as a Registered Nurse at the entry-level in different healthcare settings (hospitals, clinics, correctional centers, long-term care facilities, etc.) and different specialties (Medical/Surgical, Emergency department, GI labs, ICU, post-partum, pediatrics, etc.)

## GROWTH PROJECTIONS

Enrollments in the Nursing Department at College of the Canyons declined 18 percent between 2016/17 and 2020/21, with much of the decline occurring during the COVID-19 pandemic, albeit students were also accepted into other parallel programs such as LVN to RN as well as CNA. Through academic year 2026/27, department enrollments are forecast to decline at a rate of -1.4 percent per year (see figure at right).

Although projecting a slight decrease over the next five years, the Nursing Department hopes to surpass this data projection and continue to grow the program. Counteracting the decline is the effort by the Nursing Department already implemented in spring 2022 to increase enrollment from 40 to 50 students. This increase was sustained in fall 2022, and the plan is to continue this commitment for one full cycle that will end in December 2023. The faculty proposes having an opportunity to evaluate this growth in spring 2024 and determine if the possibility of returning to the full capacity of admitting 60 students per semester or increasing LVN capacity.

FIGURE 127: NURSING ANNUAL ENROLLMENT, 2016/17 TO 2026/27 (ACTUAL/ESTIMATED)



## DISCIPLINE AND OCCUPATIONS TRENDS

FIGURE 128: DISCIPLINE-RELATED PROGRAMS - NURSING

Discipline-Related Programs	2020 Jobs	2030 Jobs	Job Growth, 2020 to 2030 (Total)	Job Growth, 2020 to 2030 (%)	Average Annual Job Openings, 2020 to 2030, SCCCD* and LA County		Average Annual Program Completions, LA County 2015 to 2020	Gap or Surplus (openings-completions)	Median Hourly Earnings
Certified Nursing Assistant, Certificate of Specialization	291,440	402,669	111,229	38%	797	59,451	320	59,131	\$14.13
Nursing: Career Ladder LVN to RN, A.S. Degree	57,936	68,870	10,934	19%	118	7,645	1,306	6,339	\$20.66
Nursing: Registered Nurse, A.S. Degree	103,026	118,058	15,031	15%	135	7,585	4,426	3,159	\$55.80

\*Note: data refers to LA County except for Annual Job Openings, SCCCD

\*\* CNA and LVN salaries not LA county average \$21.74 /\$31.26

SOURCE: EMSI

### LABOR MARKET POTENTIAL

Registered Nurses and nursing assistants are professions that are expected to grow faster than the average of all occupations in the coming years. The Nursing Department faculty and administration know through working with our affiliates that hospitals need our support to address the current and growing nursing shortage in our nation.

The number of jobs in Los Angeles County in Nursing-related fields is expected to grow by as much as 38 percent for Certified Nursing Assistants (CNA), 19% for Licensed Vocational Nurses, and 15% for Registered Nurses through

2030, with nearly 60,000 annual projected CNA job openings and as many as 15,200 for LVNs and RNs (both new positions and openings among existing ones). Of these annual openings, more than 1,000 will be in the college service area.

An average of 6,052 Nursing degrees and certificates (at all education levels) were awarded between 2015 and 2020 in Los Angeles County. There is a projected annual surplus of approximately 59,000 CNA related openings and 9,400 LVN and RN related openings.

### ENROLLMENT TRENDS AND STUDENT OUTCOMES ANALYSIS

## ENROLLMENT

From 2016/17 to 2020/21, overall enrollment for Nursing decreased by 18 percent, compared to a 16 percent decline for the Health Professions Division, and a six percent decline for the college. Over this time period, enrollments among African American or Black students grew the most (38%), while multi-racial, white, and Latinx or Hispanic student enrollments experienced declines. Nursing FTES declined 39 between 2016/17 and 2020/21, to 197.6 in the 2020/21 academic year.

## CAPACITY AND FILL RATES

Capacity in Nursing lecture courses declined by 16 percent between 2016/17 and 2020/21 and increased by four percent among lab courses. The average fill rate in Nursing lecture courses from 2016/17 to 2020/21 was 78 percent. Nursing lab courses had an 88 percent average fill rate.

## RETENTION AND SUCCESS

Online/OnlineLIVE classes in Nursing were first offered in 2020/21. Overall online retention rates were ten percentage points higher than the college (98% versus 88%) and average success rates were nearly twenty percentage points higher (97% for Nursing, 78% for the college). All student groups by race/ethnicity and gender had average Online/OnlineLIVE retention rates in 2020/21 between 98 and 100 percent, only first-time students' rates were lower (80%). Success rates were also lowest among first-time students, only 40 percent, while other student groups had average success rates of 95 percent or above.

Between 2016/17 and 2020/21, the overall average retention rate for students in Nursing in-person courses was 98 percent, much better than the college (89%), and nearly all racial/ethnic groups experienced 99 to 100 percent average retention rates during this time. African American or Black students (at 93%) and first-time students (92%) had lower average rates of retention. Success rates in-person were also much higher (97% for the department versus 78% for the college), with most groups experiencing success rates of 97 percent or above. African American students (at 91%) and first-time students (65%) experienced lower average rates of success in in-person classes between 2016/17 and 2020/21.

## AWARD OUTCOMES

Between 2016/17 and 2020/21, awards earned in Nursing have declined by 24 percent. Among racial/ethnic groups, white students earned an average of 45 awards per year, followed by Latinx or Hispanic students who earned an average of 30 awards per year. Female students earned an average of 76 awards per year between 2016/17 and 2020/21.



## FUTURE DIRECTIONS

### CURRICULUM AND PROGRAMMING

Every year the Nursing Department continues to review the curriculum and update to the latest evidenced based practice.

The California Board of Registered Nursing as well as the college has mandated an Implicit Bias training requirement. Faculty need professional development opportunities to implement these curricular changes. The demand for more diversity in nursing as set forth by the National Academy of Medicine (formerly known as The Institute of Medicine) has documented this need based on the continual increase in diversity in the US population.

The Next GEN NCLEX is a complete revision of the RN board exams, which will be implemented as of March 2023 and will place added demands for curricular expansion and revision. The changes involve expanded clinical judgment and critical thinking skills. The nursing faculty have been spending a great deal of time aligning curriculum concepts to be threaded consistently throughout the program in the continued simple to complex manner that has been the foundation for the department for many years.

Historically the maternal child course was offered only once a semester. The Nursing Department was able to secure additional clinical rotations which allow the course to be offered twice in a semester which will help build the infrastructure for growth.

To meet rising demand, the Nursing Department would like to increase enrollment in its traditional Registered Nurse program. However, with limited clinical sites, the ability to provide necessary clinical education is hindered. The program currently takes 50 traditional students every semester. Similarly, demand for the LVN program continues to grow. Currently the program takes in 18 LVN's each summer. The current plan is to increase enrollment by two students and admit 20 LVN students every summer beginning summer 2023. This would increase enrollment in the second year of the program to a total of 70 students (50 traditional RN students and 20 LVNs). Finally, based on the current data, expansion of the CNA program continues and is now being offered year-round beginning winter 2022. Currently, the CNA program has California Department of Public Health (CDPH) approval for two clinical sites (and one is pending) and eight instructors. The numbers of CNA students have increased from 20 to 36 students every fall and spring semester. One section of CNA (10-12 students) is also offered during the summer and winter semester. The plan is to run 10-week CNA courses around the year with 36 students for each course.

### IMPROVING STUDENT SUCCESS OUTCOMES

The success and retention rate across all ethnicities is extraordinarily high and does not show significant differences in the data from one race to another. Overall, the department has a 99% success rate compared to the overall school success rate of 83%. To maintain these positive success outcomes for all nursing students, the department is implementing a number of strategies:

- Provide remediation through the department's Enhanced Student Support to any student not meeting theory objectives, and provide a location for individual or group studying in the Nursing Lab.
- Provided remediation by the Full time Nursing Lab Coordinator to any student who is not meeting clinical objectives.
- Provide additional clinical instructors (clinical helpers) in clinical settings by enabling more one on one opportunities for students.
- Enable students to use the Skills Lab to practice basic to advanced skills where they apply what they have learned to enhance their clinical reasoning and judgement. Additionally, the Simulation Lab provides a safe environment to practice that can be transferred into acute care practice.

- Incorporate Open Educational Resources for students.
- Designate a counselor for nursing to assist all students that are not achieving the required TEAS test score.
- Develop and offer a holistic wellness center in the Nursing Skills Lab and obtain funding for a monthly stress reduction program for nursing faculty and students.
- Offer COVID related clinical make up sessions.

#### COLLABORATION AND INTERDISCIPLINARY STUDY

The Nursing Department is engaged in a number of collaborative and interdisciplinary efforts:

- Support from the Student Health and Wellness Center has been developing and expanding on an ongoing basis.
- Collaboration with the COC International Student Program has been blossoming with plans being made to have a Zoom meet and greet between COC nursing students and students at Thomas-More nursing students in Belgium.
- Collaboration with the Director of the Diversity and Inclusion Deputy in the Chancellor's Office in order to address nursing students' psychological stressors.
- Collaboration with Philosophy Department at COC to develop a nursing/medical ethics class.
- Collaborate with other health science departments on campus (EMT, MLT, Physical Therapy Assistant, Pharmacy Technician, and Sonography) to share equipment and participate in interdisciplinary simulations.
- Continue collaboration with local high schools to promote the Nursing Department and dual enrollment elective options to high school students.

#### TECHNOLOGY AND FACILITIES

The Nursing program plans to build new infrastructure to meet growing demand for its CNA, RN, and LVN to RN programs. A new health sciences building is under consideration for the Canyon Country campus which would serve as home for several new health profession programs including CNA and Pharmacy Technician. This would create an opportunity to rebrand existing health programs, including Nursing, EMT, and Medical Lab Technology, which would remain on the Valencia campus. The health programs at the two campuses would be distinct but some shared spaces may be replicated on both campuses.

#### **Classroom Space**

- The Nursing Department successfully uses all modalities, including face to face, Online/OnliveLIVE, Hybrid and High Flex teaching formats. All nursing classrooms should be equipped with High Flex options to retain the flexibility required for multiple learning modalities.
- The Nursing Department is maximizing use of the current allocated classrooms. To sustain and potentially grow, more classroom space is needed accommodating two concurrent classrooms that accommodate at least 30 to 40 students each.
- Dedicated classroom/skills space is needed to support the CNA course, which is expanding and now being offered year-round. Equipment for the CNA course has been acquired through grant funding. Significant challenges arise because of the need to integrate lecture and skills demonstrations/return demonstrations during the CNA classes. A dedicated lecture/skills room would allow freedom of scheduling without impacting the RN courses that have similar space and equipment needs. This will directly support enrollment efforts. Faculty would like to explore utilizing the numerous CDPH already-approved schedules, but lack of dedicated space makes this extremely difficult.

### **Off Campus Spaces**

- Off campus clinical sites such as those in hospital locations play a critical role in the clinical training and education of nurses but a limited number of such sites has constrained the growth of the Nursing Department. In recent years, some clinical sites have been lost due to many hospitals giving their clinical sites to Bachelor of Science (BSN) instead of Associate Degree in Nursing (ADN) programs.

### **Simulation Center**

- Having an advanced technology space for simulation and building a dedicated space for simulation to be utilized to its fullest in our department is a growing need. Currently the Nursing Department operates 5 nursing skills labs in separate buildings on campus. In order to be an efficient functional lab, it is best to have one centralized location for all equipment and simulations. A simulation center needs the use of a control room for simulation training. The control room provides a space for video recording and operating of the simulation without the instructor being seen, to emulate real-world conditions with the highest degree of fidelity. We have learned direct-patient care experience combined with simulation and skill's lab practice is best practice and supports clinical judgement in a safe learning environment. Many of our faculty have become certified to teach simulation and growing with technology is important for the growth of our department.

### **Simulated Hospital**

- Complementing the simulation center could be a simulated hospital setting that would facilitate interdisciplinary interaction between nursing students and other health care practitioners as occurs in real health care facilities. Health care programs, as typically taught in academia, are compartmentalized, but in the real world they must interact with each other to serve the needs of their patients. A simulated hospital would allow students from all health care disciplines including not only nurses but also Emergency Medical Technicians, Medical Lab Technicians, among others, to work together and learn from each other.

### **Wellness Center**

- A holistic wellness center near the Nursing Skills Lab would provide support services for faculty including the need to assist faculty and student's holistic well-being and to sustain their creative energy. Self-care is a phenomenon to combat discipline hazards such as compassion fatigue and vicarious trauma. This service addresses diversity, equity, inclusion, and accommodation goals, as well. This can serve the health science student and faculty community, if large enough. It can provide funding for monthly stress reduction programs for nursing faculty and students such as mindfulness. The area will focus on a healing environment and be equipped with a massage chair (modeled after the UCLA School of Nursing), aromatherapy and a wellness coach to address feelings of stress and anxiety.

### **Software**

- Funding for virtual simulation licenses and realistic nursing documentation software is needed.
- Software is needed for a med dispenser purchased in spring 2022 to simulate the clinical environment in which nurses pull their medication. The Pyxis med dispenser, while costly, equips the incoming first semester students who are often concrete thinkers with no orientation to a hospital setting. It will be used in the pharmacology class in UCEN 322. This desired Pyxis machine is exactly the one used in many of our clinical sites. This real-life equipment that is used in many of the facilities our students go to for clinical will help them adapt to the environment to be safe nurses. Ever since the

watershed study by the National Academy of Medicine titled “To Err is Human”, which brought the shocking reality that 100,000 people per year die in the United States due to medication errors, there have been many initiatives to improve safety (Bates & Singh, 2018). Utilizing actual hospital equipment supports this focus on safety in healthcare.

### **Computers**

- The Nursing Department is required to administer all exams via computer. We currently have 3 laptop carts holding 25 laptops in three different areas of the campus (Aliso Lab 323, Bonelli 303, and UCEN 322). Increasing the number of laptops by 10 per cart would accommodate our current and growing number of students. Due to the distance between the classrooms, it is impossible to move the carts from building to building. Many times, the computers are needed by multiple classes at the same time, which makes it impossible for use. One additional cart with 35 laptops.

### **MEETING THE NEEDS OF INDUSTRY EMPLOYERS AND INSTITUTIONAL PARTNERS**

The nursing department holds a College of the Canyons Nursing Advisory Board Meeting each semester where representatives of our clinical affiliates, industry and workforce development, community leaders, and educational partners are invited to offer input to improve our curriculum and experiential learning opportunities.

The local high school district (Hart District) holds a Patient Care Joint Advisory Board Meeting where our college, the local high school, the local community hospital, Henry Mayo Hospital, and other health care organizations meet to discuss ways to collaborate and support student needs and success. Each semester clinical nursing faculty meet with the hospital educators and unit managers to determine any suggestions for how to best prepare our students for potentially working in their facility upon graduation and licensure.

College administration meets with clinical affiliate administration as industry needs arise. The Nursing Department continues to be approved for clinical sites and hospital affiliates in order to provide more clinical days for the department. Currently, the department is trialing a new clinical site at Kaiser Woodland Hills and Palmdale Regional for the nursing program and working on CDPH approval for Casitas in Granada Hills to support the CNA program. The Nursing Department continues to look for additional clinical sites to benefit our nursing programs and to allow for the eventual increase in students.

# HUMANITIES

CINEMA

ENGLISH

ESL

MODERN LANGUAGES AND CULTURES

PHILOSOPHY

SIGN LANGUAGE

# CINEMA

## DESCRIPTION

The primary goal of the Cinema Department is to prepare students to transfer to four-year higher learning institutions, and to eventually prepare them for a career as a film critic, filmmaker, and or lecturer.

Cinema offers introductory courses to enable students to be well-versed in history, theory, and concepts related to cinema. Through successful completion of the cinema curriculum, students can develop valuable skills such as critical thinking, analysis and discussion of motion pictures, knowledge of film history, aesthetics, and understanding the impacts cinema has on culture.

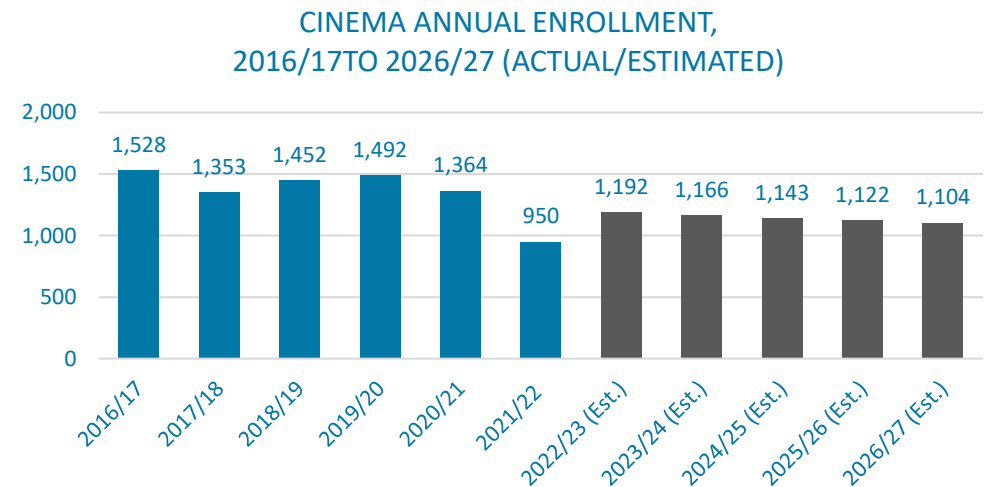
The department offers a certificate in Cinema studies, and seven different courses related to Cinema.

## GROWTH PROJECTIONS

Enrollments in Cinema at College of the Canyons declined 11 percent between 2016/17 and 2020/21. Through the academic year 2026/27, department enrollments are forecast to decline at a rate of -1.9 percent per year (see figure at right).

The Cinema Department strongly believes that retention and success rates, for both virtual and in-person classes, will exceed the flat and slightly decreased data projections. The department will accomplish this by offering a cinema certificate, a new degree program, and new courses while simultaneously recovering from the pandemic and subsequently offering a hybrid learning approach.

FIGURE 129: CINEMA ANNUAL ENROLLMENT, 2016/17 TO 2026/27 (ACTUAL/ESTIMATED)



## ENROLLMENT TRENDS AND STUDENT OUTCOMES ANALYSIS

### ENROLLMENT

From 2016/17 to 2020/21, overall enrollment for Cinema declined 11 percent, compared to a 22 percent decline for the Humanities Division and a six percent decline for the college. Over this time period, enrollments in Cinema declined among students from nearly all racial/ethnic groups, including a 17 percent decline in enrollments among white students and a 13 percent decline among enrollments from Latinx or Hispanic students. Cinema FTES has declined 18.9 between 2016/17 and 2020/21, to 528.4 in the 2020/21 academic year.

### CAPACITY AND FILL RATES

Capacity in Cinema courses has grown 9 percent between 2016/17 and 2020/21. The average fill rate in Cinema courses from 2016/17 to 2020/21 was 78 percent, and the average fill rates for in-person was 79 percent. Average fill rates for online courses was 72 percent.

### RETENTION AND SUCCESS

Online/OnlineLIVE courses were offered in Cinema starting in 2020/21. Overall average retention rates for Online/OnlineLIVE Cinema courses were higher than the college (96% for Cinema, 88% for the college), and average success rates were also higher (86% for the discipline and 78% for the college). Among student groups with statistically significant enrollments, Asian or Filipino (98%), white (97%) and first-time students (97%) had higher average online retention rates, while multi-racial students (94%) and African American students (93%) had lower average retention rates. Asian or Filipino, multi-racial, and female students had the highest average success rates in online courses (91%, 88% and 88%), while returning students had among the lowest average success rates (74%).

Between 2016/17 and 2020/21, the overall average retention rate for students in Cinema in-person courses was higher at 94 percent, than the college at 88 percent. Similarly, average success rates for the discipline were higher (81%) than that of the college (78%). Asian or Filipino students had among the highest average retention rates of all racial/ethnic groups at 97 percent, followed by multi-racial students at 96 percent, and white students at 95 percent. Asian or Filipino students and multi-racial students had relatively high average success rates (88% and 87%, respectively).

### AWARD OUTCOMES

No awards were given out by the Cinema department between the 2016/17 and 2020/21 academic years.

## FUTURE DIRECTIONS

### CURRICULUM AND PROGRAMMING

The Cinema Department foresees implementing an A.A. program which will include three additional new classes, which are currently in development by the department. It is also highly probable that the current curriculum will be adjusted by dividing the History of Cinema class into two separate classes. This would allow for two in-depth classes, one of which would focus on early film history while the other would focus on modern film history. The Department strongly believes that these curriculum changes will foster additional enrollment.

The cinematic discipline would like to continue providing real life experiences and programming. This would entail a continuation of events and programs such as “Friday Night at the Screening Room” where on various occasions throughout the semester, free screenings of recent films and post discussions are held. Both the students and local community members participate.

### IMPROVING STUDENT SUCCESS OUTCOMES

Nearly all groups of students are succeeding in the cinematic department. Additional methodical measures will be taken to enable improvement in retention of Hawaiian and Pacific Islander students for in-person classes, success rates for returning students in OnlineLIVE, and returning students and African American students for in-person classes. One of the intentional steps that will address these areas of improvement will be diversifying the film selection of classes. There is also an opportunity to provide more in person classes as well as hybrid approach classes.

### COLLABORATION AND INTERDISCIPLINARY STUDY

The department would like to continue to work with the English department, Philosophy department, and AAC specialist. Working with the internship office would also be a valuable collaboration that would enable students to gain access to internships in newspapers, magazines, trade journals, film archives, and elsewhere.

There’s an opportunity to offer classes at the Newhall Ranch site in addition to Canyon Country campus, to collaborate with the Packard Humanities Institute. The latter would allow for additional access to film screenings, film preservation, and film restoration.

### TECHNOLOGY AND FACILITIES

Hasley Hall, where in-person classes are held, needs various improvements. Among those improvements are a need for new chairs, installation of a 4K projector, sound system, technological updates, and screening rooms at Canyon Country and required high schools. In observation of exploding media trends, the department also believes that access to streaming services and video platforms are important.

### MEETING THE NEEDS OF INDUSTRY EMPLOYERS AND INSTITUTIONAL PARTNERS

The Cinema Department believes it is important to encourage and fund full- time faculty member participation in national and international film festivals, as well as graduate level/PhD classes, seminars, and conferences to enrich student learning and connections to contemporary modalities. Collaboration with The Packard Humanities Institute would also enable access to UCLA Film and Television Archive resources. Collaboration with the internship office would promote higher education, skill development, and meeting the needs of modern industry employers.



# ENGLISH

## DESCRIPTION

The goal of the English Department is to offer students required composition courses that provide reading, writing, and rhetorical knowledge which is transferable to other courses and relevant to lifelong application.

An English major is offered with two types of courses which are literature and creative writing courses. The literature option focuses on close reading and literary history, and the creative writing focuses on creative development.

In addition to preparing students for four-year learning institutions, the English department also provides foundational knowledge that can be applied as technical writers, editors, reporters, paralegals, teachers, attorneys, and communication specialists among others.

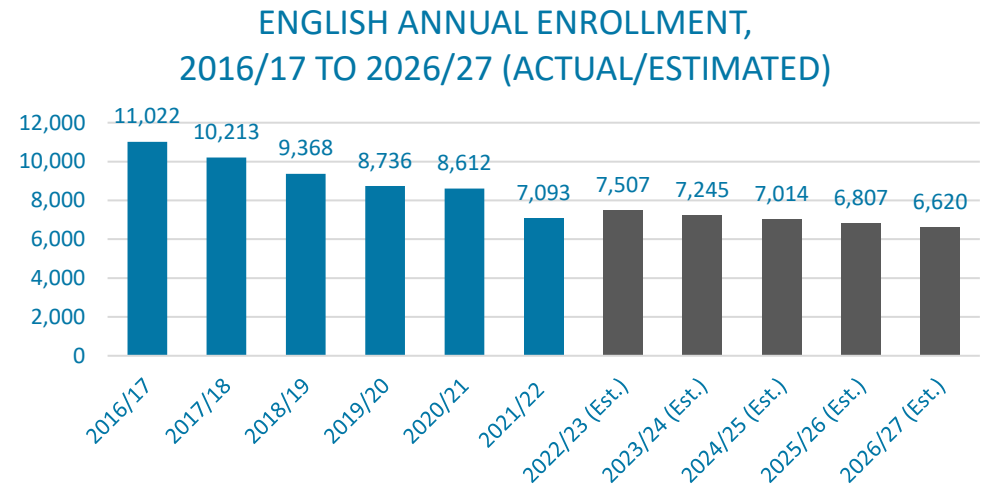
The department offers an AA and an AA-T Degree in English, and a non-credit (NC) English Certificate (via NC English 001 and NC English 002).

## GROWTH PROJECTIONS

Enrollments in English at College of the Canyons declined 22 percent between 2016/17 and 2020/21. Through academic year 2026/27, department enrollments are forecast to decline at a rate of -3.1 percent per year (see figure at right).

Over the course of the last five years, the English Department has seen declining enrollment along with the rest of the college. Our composition courses, required of all students, directly reflect trends in enrollment for the college.

FIGURE 130: ENGLISH ANNUAL ENROLLMENT, 2016/17 TO 2026/27 (ACTUAL/ESTIMATED)



## DISCIPLINE AND OCCUPATIONS TRENDS

FIGURE 131: DISCIPLINE-RELATED PROGRAMS – ENGLISH

Discipline-Related Programs	2020 Jobs	2030 Jobs	Job Growth, 2020 to 2030 (Total)	Job Growth, 2020 to 2030 (%)	Average Annual Job Openings, 2020 to 2030, SCCC* and LA County		Average Annual Program Completions, LA County 2015 to 2020	Gap or Surplus (openings-completions)	Median Hourly Earnings
English for transfer, A.A- T									
English, A.A.									
<b>Total</b>	<b>100,718</b>	<b>104,250</b>	<b>3,532</b>	<b>4%</b>	<b>201</b>	<b>8,430</b>	<b>1,951</b>	<b>6,478</b>	<b>\$41.90</b>

\*Note: data refers to LA County except for Annual Job Openings, SCCC

SOURCE: EMSI

### LABOR MARKET POTENTIAL

The number of jobs in Los Angeles County in English-related fields is expected to grow by 4 percent through 2030, with as many as 8,430 annual projected job openings (both new positions and openings among existing ones). Of these annual openings, 201 will be in the college service area.

An average of 1,951 English degrees and certificates (at all education levels) were awarded between 2015 and 2020 in Los Angeles County. There is a projected annual surplus of approximately 6,478 related job openings in English-related fields.

## ENROLLMENT TRENDS AND STUDENT OUTCOMES ANALYSIS

### ENROLLMENT

From 2016/17 to 2020/21, overall enrollment for English declined by 22 percent, compared to a 22 percent decline for the Humanities Division, and a six percent decline for the college. Over this time period, enrollments in English declined among students from nearly all racial/ethnic groups, with the exception of multi-racial students where enrollments grew 15 percent. Declines were greatest among white students (-31%), Latinx or Hispanic students (-21%) and African American or Black students (-26%). English FTES declined 156.6 between 2016/17 and 2020/21, to 997.3 in the 2020/21 academic year.

### CAPACITY AND FILL RATES

Capacity in English lecture courses declined 20 percent between 2016/17 and 2020/21. The average fill rate in English lecture courses from 2016/17 to 2020/21 was 80 percent; the average fill rate for both Online and in-person classes was 80 percent.

### RETENTION AND SUCCESS

Between 2016/17 and 2020/21, the overall average retention rate for students in English Online/OnlineLIVE courses was slightly lower at 80 percent than the college at 87 percent. Success rates were also lower (69% for the department versus 75% for the college). Asian or Filipino students had among the highest average retention rates for Online/OnlineLIVE courses (86%), followed by white and first-time students, with 84 percent. African American or Black students had the lowest retention rates, 72 percent. As for average success rates for Online/OnlineLIVE courses, Asian or Filipino and white students had among the highest success rates (78% and 76%, respectively). African American or Black students (53%) and Hawaiian or Pacific Islander students (54%) had among the lowest average online success rates.

For in-person classes from 2016/17 to 2020/21, average retention rates for English were lower than the overall college (85% versus 89%) and success rates also lower (72% versus 78%). Asian or Filipino students had the highest retention and success rates among the various racial/ethnic groups (90% average retention rate, 82% average success rate). African American or Black students and returning students (61% and 62%, respectively) had among the lowest average success rates for in-person classes.

### AWARD OUTCOMES

Between 2016/17 and 2020/21, award outcomes in English increased by 108 percent. Among racial/ethnic groups, white students earned an average of 18 awards per year, and Latinx or Hispanic students earned an average of 14 awards per year. Female students earned an average of 28 awards per year during this period.

### FUTURE DIRECTIONS

#### CURRICULUM AND PROGRAMMING

Enrollment overall has declined, and the Department hopes to reverse this trend by doing more active recruiting in the college and in the local high schools. The department feels that English classes are very relevant in our evolving economy which now relies heavily on communication. Job growth where English skills are relevant and needed appear promising, and this can help bridge the gap among student enrollments. The department expects the curriculum to also reflect a greater focus on gender, race, and creative classes.

## IMPROVING STUDENT SUCCESS OUTCOMES

Since changing the curriculum, in response to AB 705, the department has observed success in closing equity gaps, particularly among Latinx students. There is room for improvement in terms of additional methods of support for African American student success.

In the Fall of 2020, the English Department began the Committee for Anti-Racism in English (C.A.R.E.) to address issues of race and racism in the classroom and to encourage curriculum developments to address these issues. The department encourages turning C.A.R.E. into a faculty inquiry group to help the committee members prioritize C.A.R.E. work over their abundant grading workload.

## COLLABORATION AND INTERDISCIPLINARY STUDY

The English Department currently collaborates with the Noncredit department in offering NC and NC cohort English 101 classes. The department also collaborates with the TLC to facilitate tutoring, guided learning activities, as well as the tutoring program in English 101 and English 103.

## TECHNOLOGY AND FACILITIES

The English Department is allotted one laptop cart currently and has access to two others (one in BONH, and one in UCEN) that are assigned to the School of the Humanities as a whole. Only one to three sections of English at a time can work on their writing in the classroom. The Department needs more access to laptop carts to facilitate in-class writing. More instructors want to take advantage of in class writing due to the longer class period post AB 705. It is important that the English department gains full access to laptop computers as opposed to desktop computers to foster a collaborative and active style of learning.

## MEETING THE NEEDS OF INDUSTRY EMPLOYERS AND INSTITUTIONAL PARTNERS

English jobs are projected to grow by four percent over the next few years, and the courses provided offer foundational knowledge to equip and prepare students to various professional sectors. The English Department is also offering courses at Pitches Detention center and to their vulnerable population. Although this partnership has been ongoing for several years, the pandemic has also limited what is currently being offered there.

# ESL

## DESCRIPTION

The primary goal of the ESL department is to teach non-native English speakers the linguistic and sociolinguistic skills to succeed personally, professionally, and academically. The department provides students with linguistic and academic skills readying them for their educational and professional goals. And it fosters local and global relationships and partnerships in fulfillment of its mission.

The ESL department also strives to support the efforts of all departments on campus working with English as a second or other language students and increase cultural and linguistic activities on and off campus to support the needs of ESL students. The ESL department promotes diversity, cultural awareness, sociolinguistic and cultural competence while simultaneously preparing students for an array of professional fields.

## GROWTH PROJECTIONS

Enrollments in ESL (for credit) at College of the Canyons declined 73 percent between 2016/17 and 2020/21. Through academic year 2026/27, department enrollments are forecast to decline at a rate of -23.8 percent per year.

The department has had to adjust to challenges such as (on-site language school through ISP, NCESL), policies (AB705), and global events (economy, pandemic). The department has made the competition from the on-site language school more collaborative and supports NCESL.

## ENROLLMENT TRENDS AND STUDENT OUTCOMES ANALYSIS

### ENROLLMENT

From 2016/17 to 2020/21, overall enrollment for ESL decreased 73 percent, compared to a 22 percent decline for the Humanities Division and a six percent decline for the college. Over this time period, enrollments in ESL decreased among students from nearly all racial/ethnic groups. Enrollments among white students declined 88 percent, and enrollments among Asian or Filipino and Latinx or Hispanic students declined 76 percent. ESL FTES has declined 23.7 between 2016/17 and 2020/21, to 15.8 in the 2020/21 academic year.

### CAPACITY AND FILL RATES

Capacity in ESL lecture courses declined by 53 percent between 2016/17 and 2020/21. The average fill rate in ESL lecture courses from 2016/17 to 2020/21 was 60%; average fill rates for online lecture classes were 39 percent, and average fill rates for in-person lecture, 63 percent.

## RETENTION AND SUCCESS

Between 2016/17 and 2020/21, the overall average retention rate for students in ESL Online/OnlineLIVE courses was slightly less (85%) than the college (87%), and success rates were also lower (67 percent for the department versus 75 percent for the college). Among student groups with statistically significant enrollments, Asian or Filipino students had among the highest average retention and success rates in online courses, 95 percent and 74 percent. Average retention and success rates among returning students were lower than other groups.

For in-person classes from 2016/17 and 2020/21, average retention rates for ESL were slightly higher than the overall college (92% versus 89%) and success rates were the same (both 78%). First-time students (94%), and Asian or Filipino, male and continuing students (all at 93%) had among the highest average retention rates for in-person classes, while returning students (79%) and Latinx or Hispanic students (89%) had lower average in-person retention rates. White and female students had higher average success rates in in-person classes (83% and 81% respectively), while male and Latinx or Hispanic students had lower average in-person success rates (73%).

## AWARD OUTCOMES

The ESL department did not provide any awards between the 2016/17 and 2020/21 academic years.

## FUTURE DIRECTIONS

### CURRICULUM AND PROGRAMMING

The ESL department does not offer any occupationally specific programs or subject degrees. The ESL department is a niche program that serves the needs of students within the community and beyond the community. The ESL department is considering if it should offer any programs or awards. The one area of curriculum that should be expanded is an ESL101 class that mirrors English 101 and is fully transferable. The department abides and is guided by State policies, economic trends, and global events.

With the work done through ISP, the department hopes to grow. The department also thinks it is important to make credit ESL courses tuition-free (AB1232 is a start). Providing incentives/support for the Noncredit ESL (NCESL) population to explore credit courses is important and ESL could be integral.

### IMPROVING STUDENT SUCCESS OUTCOMES

For the given timeframe and data available, the in-person average for ESL is a 92 percent retention rate. For online there is an 89 percent retention rate for 2020/21. Success rates for Online/OnlineLIVE are at 66 percent while for in-person they are at 78 percent. To improve student success, students should have full access to technology on a consistent basis.

## COLLABORATION AND INTERDISCIPLINARY STUDY

The department believes that shifting the perception of ESL being merely developmental would enable additional collaboration. The department is open and willing to collaborate with other departments, but in turn would need full support to foster successful outcomes and enrollment. For example, in the past ESL created a Medical Terminology course. There are also many similarities among NCESL that make it challenging to compete with free resources. The fact that ESL offers different language work can possibly be a distinguishing factor that would allow for further collaboration.

It would also be beneficial to fund ESL faculty to attend local and national conferences for further collaboration, education, and contemporary best practices and educational strategies.

## TECHNOLOGY AND FACILITIES

The ESL department believes it is important to assist students in gaining access to technology that will allow for online class participation if students choose this route. Many students benefit from in person learning. There is a need to prioritize both learning styles, digital and in person learning and the space and technology needed for both. For example, the NCESL program works with businesses for on-site language training. The ESL department would also like to prioritize classrooms that are utilized for instruction to be updated to better support student learning and interaction. It would also be ideal to be near the multicultural center.

## MEETING THE NEEDS OF INDUSTRY EMPLOYERS AND INSTITUTIONAL PARTNERS

NCESL facilitates on-site language training for businesses and incarcerated students, and most educational institutions have their own ESL programs. This makes collaboration opportunities limited. The value of the credit ESL program is in its academic preparation of students. The transfer of students from NCESL to Credit ESL should be increased.

# MODERN LANGUAGES AND CULTURES

## DESCRIPTION

The Department of Modern Languages and Cultures develops students' linguistic and cultural proficiency in Chinese, Italian, French, German, and Spanish within an interdisciplinary and global context. The department recognizes the need for language training in specialized areas awarding intensive language programs in higher demand as needed.

Modern Languages and Cultures grants Associate Degrees for French and Spanish and more than eight occupational skills certificates for all language programs including Spanish for Healthcare Workers. The department is committed to providing quality language instruction based on recognized national standards and contributing actively to cross-disciplinary international initiatives on campus.

Our student majors transfer to four-year universities to complete careers in teaching, translation and interpretation, linguistics, communications, and comparative literature.

## GROWTH PROJECTIONS

Enrollments in Modern Languages and Cultures at College of the Canyons as a whole declined 3 percent between 2016/17 and 2020/21. Through the 2026/27 academic year, overall Modern Language enrollments are forecast to decline at a rate of -1.3 percent per year (see figure at right). The figures on the following pages display enrollments and forecasts for each of the language programs within the Modern Languages and Cultures Department.

FIGURE 132: CHINESE ANNUAL ENROLLMENT, 2016/17 TO 2026/27 (ACTUAL/ESTIMATED)

Enrollments in Chinese at College of the Canyons declined 58 percent between 2016/17 and 2020/21. Through the 2026/27 academic year, Chinese enrollments are forecast to decline at a rate of -10.9 percent per year (see figure at right).

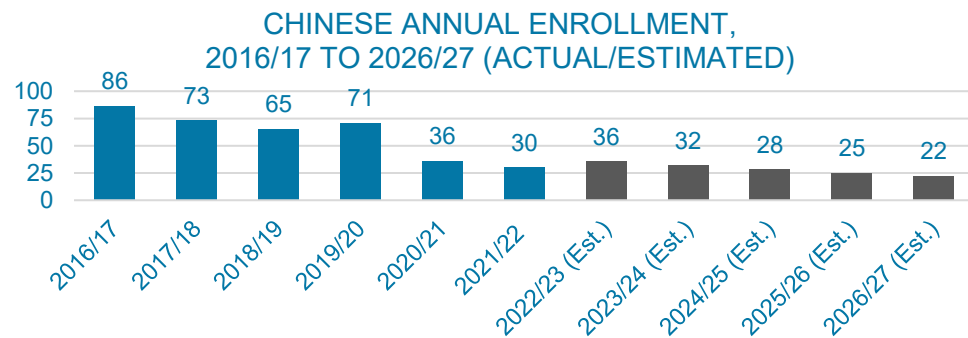




FIGURE 133: FRENCH ANNUAL ENROLLMENT, 2016/17 TO 2026/27 (ACTUAL/ESTIMATED)

Enrollments in French at College of the Canyons declined 23 percent between 2016/17 and 2020/21. Through the 2026/27 academic year, French enrollments are forecast to decline at a rate of -3.1 percent per year (see figure at right).

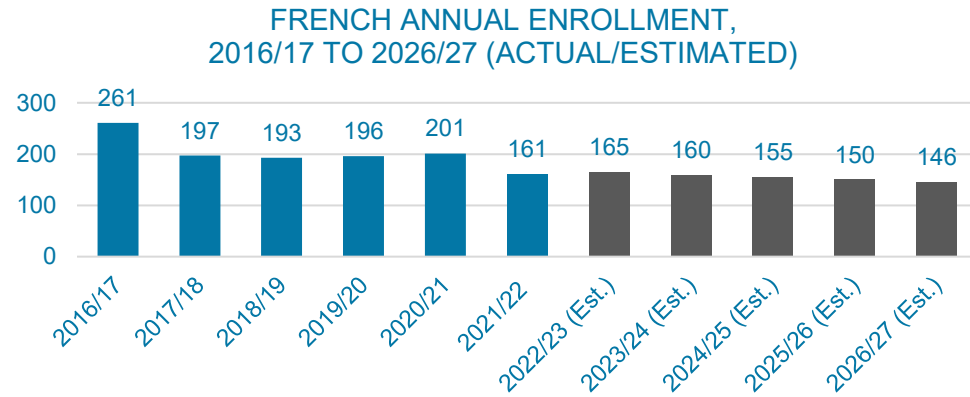


FIGURE 134: GERMAN ANNUAL ENROLLMENT, 2016/17 TO 2026/27 (ACTUAL/ESTIMATED)

Enrollments in German at College of the Canyons declined 27 percent between 2016/17 and 2020/21. Through the 2026/27 academic year, German enrollments are forecast to decline at a rate of -10.4 percent per year (see figure at right).

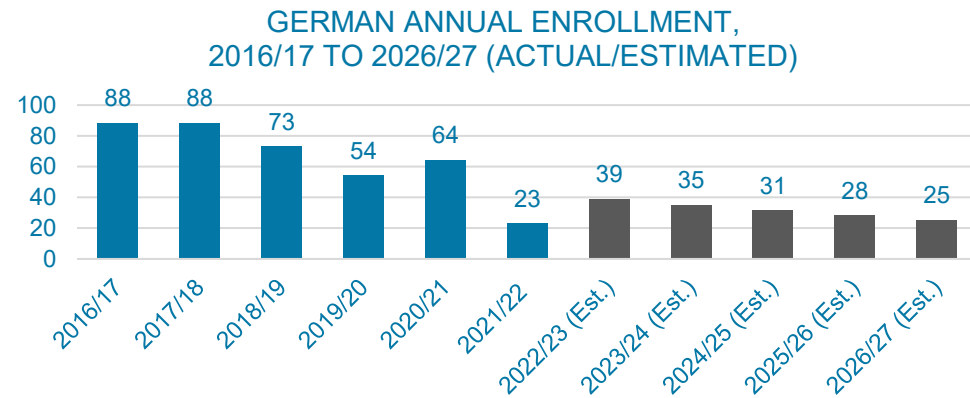


FIGURE 135: ITALIAN ANNUAL ENROLLMENT, 2016/17 TO 2025/26 (ACTUAL/ESTIMATED)

Enrollments in Italian at College of the Canyons declined 23 percent between 2016/17 and 2020/21. Through the 2026/27 academic year, Italian enrollments are forecast to decline at a rate of -2.8 percent per year (see figure at right).

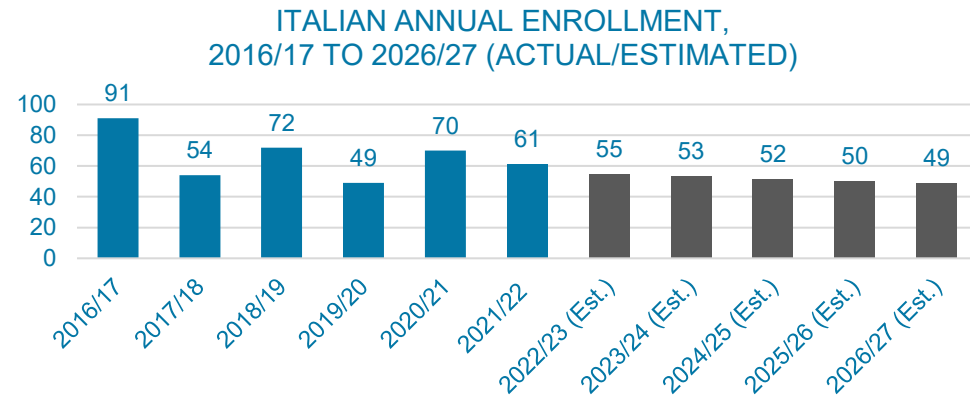
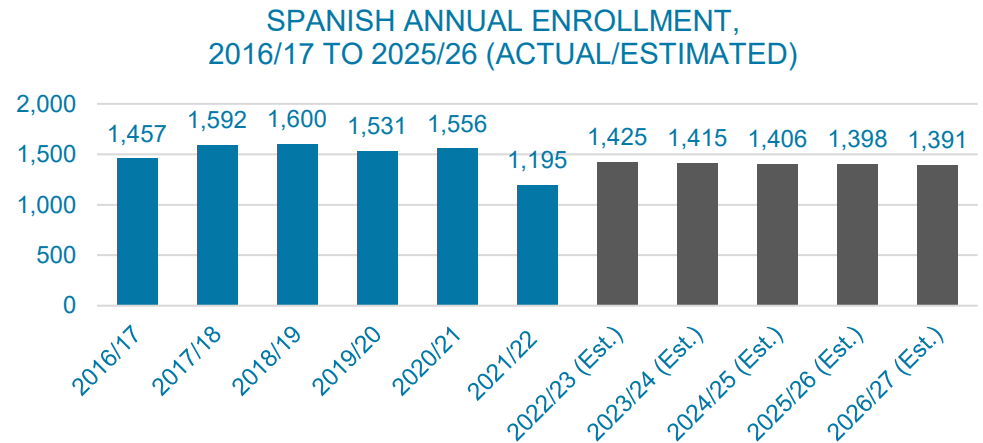


FIGURE 136: SPANISH ANNUAL ENROLLMENT, 2016/17 TO 2025/26 (ACTUAL/ESTIMATED)

Enrollments in Spanish at College of the Canyons grew 7 percent between 2016/17 and 2020/21. Through the 2026/27 academic year, Spanish enrollments are forecast to decline at a rate of -0.6 percent per year (see figure at right).



### LABOR MARKET POTENTIAL

The number of jobs in Los Angeles County in Modern Language-related fields is expected to grow by 3 percent through 2030, with as many as 15,747 annual projected job openings in Chinese, French, German, Italian and Spanish language fields (both new positions and openings among existing ones). Of these annual openings, 417 will be in the college service area.

An average of 471 Spanish degrees and certificates, 108 French, German, Italian and other modern European language degrees and certificates, and 38 Chinese language degrees and certificates (at all education levels) were awarded between 2015 and 2020 in Los Angeles County. There is a projected annual surplus of approximately 15,130 related job openings in Modern Language-related fields.

DISCIPLINE AND OCCUPATIONS TRENDS

FIGURE 137: DISCIPLINE-RELATED PROGRAMS – MODERN LANGUAGES AND CULTURES

Discipline-Related Programs	2020 Jobs	2030 Jobs	Job Growth, 2020 to 2030 (Total)	Job Growth, 2020 to 2030 (%)	Average Annual Job Openings, 2020 to 2030, SCCCD* and LA County		Average Annual Program Completions, LA County 2015 to 2020	Gap or Surplus (openings-completions)	Median Hourly Earnings
Basic Proficiency in Chinese, Certificate of Specialization	78,148	80,177	2,029	3%	158	6,000	38	5,961	\$43.03
Basic Proficiency in French, Certificate of Specialization	41,860	43,354	1,494	4%	86	3,327	108	3,219	\$41.85
Basic Proficiency in German, Certificate of Specialization									
Basic Proficiency in Italian, Certificate of Specialization									
French, A.A.									
Intermediate Proficiency in French, Certificate of Specialization									
Basic Proficiency in Spanish, Certificate of Specialization	82,822	84,998	2,176	3%	173	6,421	471	5,950	\$43.54
Heritage Speaker Proficiency in Spanish, Certificate of Specialization									
Intermediate Proficiency in Spanish, Certificate of Specialization									
Spanish for Transfer, A.A- T									
Spanish, A.A.									
<b>Total</b>	<b>202,829</b>	<b>208,528</b>	<b>5,699</b>	<b>3%</b>	<b>417</b>	<b>15,747</b>	<b>617</b>	<b>15,130</b>	

\*Note: data refers to LA County except for Annual Job Openings, SCCCD; several of these programs have overlapping occupation data.

SOURCE: EMSI

## CHINESE ENROLLMENT TRENDS AND STUDENT OUTCOMES ANALYSIS

### ENROLLMENT

From 2016/17 to 2020/21, overall enrollment for Chinese has decreased 58 percent, compared to the 22 percent decline for the Humanities Division, and a 6 percent decline for the college. Over this time period, enrollments in Chinese declined among students from nearly all racial/ethnic groups, with African American or Black White students experiencing a 74 percent decline, Asian or Filipino students seeing a 52 percent decline, and Latinx or Hispanic students with a 41 percent decline.

### CAPACITY AND FILL RATES

Capacity in Chinese lecture courses has decreased by 44 percent between 2016/17 and 2020-2. The average fill rate in Chinese lecture courses from 2016/17 to 2020/21 was 67 percent, and average fill rate for in-person lecture was 68 percent.

### RETENTION AND SUCCESS

Between 2016/17 and 2020/21, the overall average retention rate for students in Chinese In-person courses was similar to that of the college, at 89 percent, while the discipline does much better when it comes to average success rates (83% versus 78%). Asian or Filipino achieved the highest average retention rates in Chinese In-person courses (94%), other groups with high retention rates were 'First-Time Students' (93%). The highest average success rate achieved for In-person courses was 89% for Asian or Filipino' followed by White students (80%). Other students' groups with relatively high success rates were 'Continuing Students' (85%).

### AWARD OUTCOMES

No awards were given to students between 2016/17 and 2020/21.

## FRENCH ENROLLMENT TRENDS AND STUDENT OUTCOMES ANALYSIS

### ENROLLMENT

From 2016/17 to 2020/21, overall enrollment for French has declined 23 percent, compared to a 22 percent decline for the Humanities Division, and a 6 percent decline for the college. Over this time period, enrollments in French varied among students depending on racial/ethnic groups. The group with the highest increase in enrollment were students who identified as being of 'Two or More Races' (280%), followed by Asian or Filipino students with 25 percent increase.

### CAPACITY AND FILL RATES

Capacity in French lecture courses has declined 27 percent between 2016/17 and 2020/21. The average fill rate in French lecture courses from 2016/17 to 2020/21 was 54 percent, and the average fill rate for In-person lecture 53 percent.

## RETENTION AND SUCCESS

Between 2016/17 and 2020/21, the overall average retention rate for students in French In-person courses was 86 percent, compared to the 89 percent of the college. Students identifying as 'Two or More Races' had the highest retention rates (89%), followed by African American or Black and White students (both with 88%).

The highest average success rate achieved for In-person courses were for Asian or Filipino, White students, and 'Female' identifying students (81%).

## AWARD OUTCOMES

Between 2016/17 and 2020/21, award outcomes in French have declined by 57 percent. Among racial/ethnic groups, white students earned the highest average number of awards, of two per year.

## ITALIAN ENROLLMENT TRENDS AND STUDENT OUTCOMES ANALYSIS

### ENROLLMENT

From 2016/17 to 2020/21, overall enrollment for Italian has declined by 23 percent, compared to 22 percent decline for the Humanities Division, and a 6 percent decline for the college. Over this time period, enrollments in Italian decreased among students from nearly all racial/ethnic groups, Asian or Filipino students saw a 73 percent decline, and students of 'Two or More Races' saw a 50 percent decline.

### CAPACITY AND FILL RATES

Capacity in Italian lecture courses has declined by 20 percent between 2016/17 and 2020/21. The average fill rate in Italian lecture courses from 2016/17 to 2020/21 was 59 percent; average fill rates for Online and In-person lecture classes were also 59 percent.

### RETENTION AND SUCCESS

Between 2016/17 and 2020/21, the overall average retention rate for students in Italian Online/OnlineLIVE courses was slightly lower at 73 percent than the college (87%), whereas success rates also differed (56% for the department versus 75% for the college). Asian or Filipino students had the highest average retention rates of 90 percent, followed by White students with an 87 percent average retention rates.

The highest average success rate achieved for Online/OnlineLIVE was 78 percent for White students, followed by Asian or Filipino students with 70 percent. For In-person classes, average retention rates for Italian have been slightly lower than the overall college (82% versus 89%) and success rates noticeably lower (66% versus 78%). White students (89%) and 'Female' identifying students (87%) had the highest average retention rates. While students of 'Two or More Races' had the highest average success rates among the racial/ethnic groups (83%).

## AWARD OUTCOMES

No awards were given to students between 2016/17 and 2020/21.

## SPANISH ENROLLMENT TRENDS AND STUDENT OUTCOMES ANALYSIS ENROLLMENT

From 2016/17 to 2020/21, overall enrollment for Spanish has grown 7 percent, compared to 22 percent for the Humanities Division and a 6% decline for the college. Over this time period, enrollments in Spanish varied based on racial/ethnic groups. The group that saw the largest increase in enrollment were by students who identified as 'Two or More Races' (63%), followed by Asian or Filipino students (47%). The group that saw the largest decrease in enrollment were Native American/Alaska Native students (57%), followed by African American or Black students with 35 percent decrease in enrollment.

## CAPACITY AND FILL RATES

Capacity in Spanish lecture courses has grown 6 percent between 2016/17 and 2020/21. The average fill rate in Spanish lecture courses from 2016/17 to 2020/21 was 67 percent; average fill rates for Online lecture classes were 71 percent, and average fill rates for in-person lecture, 62 percent.

## RETENTION AND SUCCESS

Between 2016/17 and 2020/21, the overall average retention rate for students in Spanish Online/OnlineLIVE courses was slightly lower at 86 percent than the college (87 percent), whereas success rates were almost the same (76% for the department versus 75% for the college). Asian or Filipino students achieved the highest average retention rates in Spanish Online/OnlineLIVE between 2016/17 and 2020/21 (92%); Hawaiian/Pacific Islander and Native American/Alaska Native students achieved a 91% average retention rate.

The highest average success rate achieved for Online/OnlineLIVE was 89 percent for Native American/Alaska Native students, followed by Asian or Filipino and Hawaiian/Pacific Islander students (86%). For In-person classes, average retention rates for Spanish have been slightly lower than the overall college (87% versus 89%) and success rates was about the same (77% versus 78%). Native American/Alaska Native and Asian or Filipino students had among the highest average retention rates (94% and 93%, respectively). Similarly, these groups also have the highest success rates (89% and 87%).

## AWARD OUTCOMES

Between 2016/17 and 2020/21, award outcomes in Spanish have increased by 400 percent. Among racial/ethnic groups, Latinx or Hispanic students earned an average of eight awards per year, while there have been no awards earned by African American or Black students, Hawaiian or Pacific Islander students, or Native American or Alaskan Native students.

## FUTURE DIRECTIONS

### CURRICULUM AND PROGRAMMING

After reviewing enrollment and outcomes trends, as well as discipline and occupational trends data, it becomes clear that awarding certificates (10-13 units of study in a language) adds value to a student's education and career prospects.

Occupational and public safety classes for Spanish are in high demand the non-credit area. This is a direct response to demographic changes brought about by the growing Latinx or Hispanic population. This shift has impacted all public service sectors. There is an equally strong demand in the private sector for Spanish language training of employees and supervisors. There is also an increasing need for industry specific preparation courses and programs leading to occupational certificates, which the Modern Languages and Cultures program is responding to. Some examples include medical interpretation, Spanish for Healthcare, Spanish for Educators, and Spanish for Business to mention a few.

On the credit side, more certificates that combine one or more languages or programs will offer students greater flexibility (i.e., Spanish, and Portuguese or Italian). The Spanish program has been expanding their academic offerings primarily in terms of modalities (in-person, hybrid, and 100% online) and formats (5, 6, 8, 10, 12, and 16 week).

The next five to ten years will require a more diverse and flexible academic offering that is practical and labor force related. The department will continue to serve transfer students who do not necessarily represent the traditional student, but rather one that is looking for a highly flexible class. This means that our offerings will most likely be a hybrid (in-person and online) or 100% online.

Online and hybrid offerings with flexible formats will continue to be in demand. The department has developed distance education addenda for all programs to be offered hybrid or 100% online.

The department is also planning to expand the languages offered by adding Japanese and Portuguese languages. Other proposals to explore include the addition of a Romance Languages Degree/Certificate, a semester-long study abroad, and the creation of an Andean Studies program.

### IMPROVING STUDENT SUCCESS OUTCOMES

It is evident through the data presented the impact that full-time faculty have in student success. French and Spanish both disciplines with full-timer instructors have the higher success rates. Spanish has a course coordinator for 101. Additionally, the Department has created an orientation the first week of classes for all students, but specifically designed for HS students taking a course online (mostly offered for Spanish). The department will continue to hold a dialogue to address equity issues in student outcomes.

### COLLABORATION AND INTERDISCIPLINARY STUDY

Current interdisciplinary study and collaborations with other departments on campus are underway with Culinary Arts, Cinema, Health, and Anthropology.

## TECHNOLOGY AND FACILITIES

Ninety percent of the instructors in the department hold an online teaching certification. This is primarily in Spanish, Italian, and French. Diversifying offerings in each language program will allow us to grow. Online classes are a high demand for Spanish. In-person classes and hybrid (combination of in-person and online) are also doing very well during the day. Evening classes were not so well.

The department has positioned itself for onsite opportunities with employers; in fact, this has been done before.

The support needed is professional development funding to conduct (hands on training and mentoring) within our department via co-teaching.

We need a digital platform language lab that can be used to build community among students in the language programs. However, the interpreting program requires specialized equipment, but this is an area that we could share with ASL and ESL.

## MEETING THE NEEDS OF INDUSTRY EMPLOYERS AND INSTITUTIONAL PARTNERS

The Modern Languages and Cultures Department needs to engage with and respond to the needs of area employers and industry. This will be achieved by participating in an advisory board and through other initiatives. In the past, the department offered an intensive Spanish institute that was created in response to the needs in the community (teachers).

The department is planning to connect with industry and offer occupational Spanish classes that can be accessed in all modalities keeping in mind the needs of professionals and workers.

In an effort to address other needs, the department is open to offering dual enrollment, language instruction for incarcerated students, off-site classes (as done it in the past), contract education, and any other opportunity to offer our courses.

Partnership and collaborations are also under consideration such as providing a Spanish instructor for teachers in the Hart District. Private schools have also contracted with the COC Modern Languages and Cultures Department to offer language instruction in their schools.



# PHILOSOPHY

## DESCRIPTION

The primary purpose of the Philosophy Department is to provide high-quality introductory and advanced second-year classes in the discipline of philosophy. This includes roughly fourteen catalogue courses that range from introduction to philosophy, several critical reasoning classes, symbolic logic, numerous ethics, and applied ethics classes, and three major historical survey classes. We also offer classes in comparative religion and Asian philosophy. The department does this not only because of a commitment to the discipline of Philosophy itself, but, by extension, because of our belief that a humanities-based education is pivotal for student success and societal enrichment. In addition, the department’s classes meet a number of general education requirements, including those in the CSU breadth requirement areas, as well as the IGETC requirements, and the department has on average between 40 and 70 majors at any given time, including those who are enrolled as AA and AA-T students. The symbolic logic course, PHILOS 230, is a requirement for the Computer Science AS.

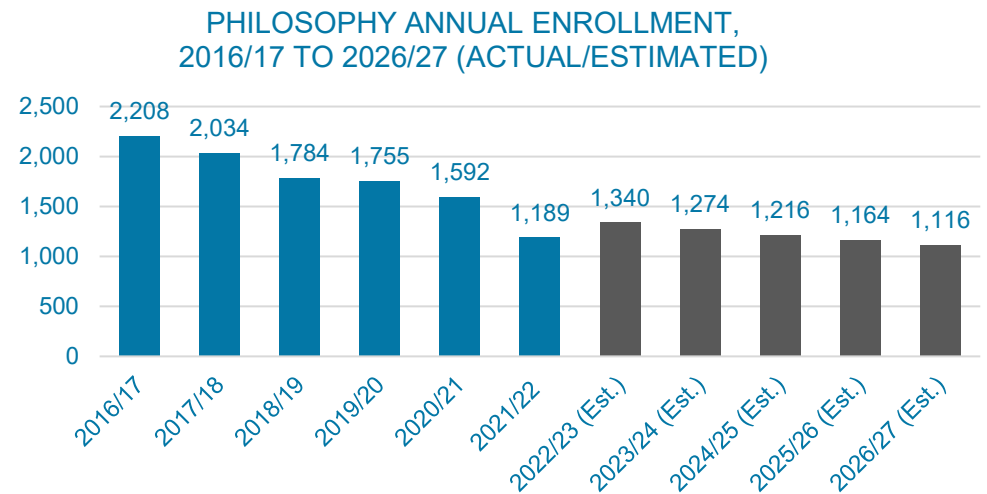
The department’s courses serve the Law School Pathway and are nationally—as well as internationally—seen as being superlative pre-law courses/majors. Philosophy students, including majors and non-majors, go on to study any number of disciplines, including business, language, science, medicine, and so on. Because the critical thinking and writing skills in Philosophy are universally applicable, there is really no limitation on the sort of future studies the discipline may help to foster.

While some of our graduates have matriculated as majors and go on to earn higher degrees in Philosophy or related subjects like religious studies, many of our students use their background in the subject to go into other fields.

## GROWTH PROJECTIONS

Enrollments in Philosophy at College of the Canyons declined 28 percent between 2016/17 and 2020/21. Through academic year 2026/27, program enrollments are forecast to decline at a rate of -4.5 percent per year (see figure at right).

FIGURE 138: PHILOSOPHY ANNUAL ENROLLMENT, 2016/17 TO 2026/27 (ACTUAL/ESTIMATED)



## DISCIPLINE AND OCCUPATIONS TRENDS

FIGURE 139: DISCIPLINE-RELATED PROGRAMS – PHILOSOPHY

Discipline-Related Programs	2020 Jobs	2030 Jobs	Job Growth, 2020 to 2030 (Total)	Job Growth, 2020 to 2030 (%)	Average Annual Job Openings, 2020 to 2030, SCCC* and LA County		Average Annual Program Completions, LA County 2015 to 2020	Gap or Surplus (openings-completions)	Median Hourly Earnings
Philosophy for Transfer, A.A.-T									
Philosophy, A.A.									
<b>Total</b>	<b>78,886</b>	<b>84,300</b>	<b>5,414</b>	<b>7%</b>	<b>136</b>	<b>5,419</b>	<b>454</b>	<b>4,965</b>	<b>\$57.28</b>

\*Note: data refers to LA County except for Annual Job Openings, SCCC

SOURCE: EMSI

### LABOR MARKET POTENTIAL

The number of jobs in Los Angeles County in Philosophy-related fields is expected to grow by seven percent through 2030, with as many as 5,419 annual projected job openings (both new positions and openings among existing ones). Of these annual openings, 136 will be in the college service area.

However, what counts as a “philosophy-related” job is somewhat vague. For instance, a person who teaches Philosophy or works in some area of applied ethics, e.g., on a hospital ethics board, is easily identified as having training in Philosophy. Yet students who benefit from the discipline who go

on to get work in law, medicine, film, advertising, politics, and so on may be missed in this analysis. Philosophy programs have far greater impact than might be captured by this rubric.

An average of 454 Philosophy degrees and certificates (at all education levels) were awarded between 2015 and 2020 in Los Angeles County.

There is a projected annual surplus of approximately 4,965 related job openings in Philosophy-related fields.

## ENROLLMENT TRENDS AND STUDENT OUTCOMES ANALYSIS

### ENROLLMENT

From 2016/17 to 2020/21, overall enrollment for Philosophy declined by 28 percent, compared to a 22 percent decline for the Humanities Division, and a six percent decline for the college. Over this time period, enrollments in Philosophy declined among students from nearly all racial/ethnic groups, with the exception of multi-racial student enrollments, which experienced an 18 percent growth. Enrollments among African American or Black students declined the most (-41%), followed by Latinx or Hispanic students (-33%). Philosophy FTES declined 64.9 between 2016/17 and 2020/21, to 155.2 in the 2020/21 academic year.

### CAPACITY AND FILL RATES

Capacity in Philosophy courses declined by 31 percent between 2016/17 and 2020/21. The average fill rate in Philosophy lecture courses from 2016/17 to 2020/21 was 73 percent.

### RETENTION AND SUCCESS

Between 2016/17 and 2020/21, the overall average retention rate for students in Philosophy Online/OnlineLIVE courses was slightly lower at 86 percent than the college (87%), and success rates were also lower (70% for the department versus 75% for the college). White students and Asian or Filipino students achieved the highest average retention rates in Philosophy Online/OnlineLIVE between 2016/17 and 2020/21 (89% and 88%, respectively). The highest average success rate achieved for Online/OnlineLIVE was 78 percent for White students and 77 percent for Asian or Filipino students. African American or Black students and Latinx or Hispanic students had lowest average rates of success, at 57 percent and 64 percent, respectively.

For in-person classes, average retention rates for Philosophy were slightly lower than the overall college (88% versus 89%) and success rates noticeably lower (70% versus 78%). Asian or Filipino and white students had among the highest retention rates (92% and 91% respectively). Meanwhile, the highest average success rate was among Asian or Filipino students (81%), followed by Hawaiian/Pacific Islander students and white students (both with a 78% average success rate). African American or Black students (54%), returning students (58%) and Latinx or Hispanic students (62%) had among the lowest average in-person success rates between 2016/17 and 2020/21.

### AWARD OUTCOMES

Between 2016/17 and 2020/21, awards earned in Philosophy declined by 43 percent. Among racial/ethnic groups, white and Latinx or Hispanic students earned an average of three awards per year. Male students earned an average of five of a total average of seven awards given each year.

## FUTURE DIRECTIONS

### CURRICULUM AND PROGRAMMING

Major changes in the discipline are not anticipated. There are, however, conversations taking place with Nursing and other disciplines about crafting curriculum that might serve different student pathways/majors, e.g., an ethics class for nurses or for law enforcement, etc. Over the next five to ten years, the Philosophy faculty expect to be participating in more learning communities like these.

In addition, the department wants to explore using different modalities to a greater extent, including hybrids. For instance, in response to student demand more classes will be online. However, the quality of online instruction is harder to sustain. The department is seeing what sticks and sharing those lessons with its faculty.

There is no plan or desire to shrink or limit our offerings. We do anticipate some changes stemming from having fewer on-ground students and more on-line ones, and perhaps working more with special populations, such as those in prison or high school classes. More honors classes will be added, including an honors version of our new IGETC PHILOS 206 Critical Reasoning class.

### IMPROVING STUDENT SUCCESS OUTCOMES

In general, student retention and success have continued to be good. However, more needs to be done to improve success outcomes with some students of color, especially African American students. The department has tried—and will continue—outreach with Welcome Day events, our Philosophy Discussion Series, Celebrating the Humanities, and various events with our majors (and would-be majors).

### COLLABORATION AND INTERDISCIPLINARY STUDY

Prior to the pandemic, the Philosophy Department was in dialogue with Nursing about creating a baccalaureate sequence class in ethics for nursing transfer students. Similar discussions have occurred in the past with Business, and the department is looking into future collaborations with the Administration of Justice.

The department has been exploring the possibility of doing a study abroad program, possibly in consultation with Modern Languages, Anthropology, and/or Art History. We have also been working on designing non-credit classes in Philosophy, as well as a new Environmental Ethics class for Architecture students, including a proposed BA in that discipline.

### TECHNOLOGY AND FACILITIES

Even though Philosophy is primarily a lecture-based program of learning, technology is expected to play a much greater role today and in the future. This is due not only to an increase in online classes but also because today's students, even when in face-to-face classes, want and expect multimedia materials. This is why the department's central "home" room, Seco 201, has become increasingly inadequate. There is, for example, no way to record lectures inside the room. This is increasingly requested by students, many of whom have come to expect audio-visual materials in their classes, modelled to a large extent on hybrid and asynchronous classes. While recording is relatively easy to accomplish in an on-line or hybrid modality, it is not so easy to do in an on-ground class. Equipping this classroom with recording capabilities and a light board may help student retention and success rates. While the department is exploring different options, such as late-starts and hybrids, to increase enrollment and success outcomes, easier access to technology in the classroom environment, including in a Hyflex modality, will reinforce the Department's efforts.

In addition, members of the department, much like those in other disciplines, are increasingly reliant on technology, including technology utilized to create content that is disseminated—and in some cases, repurposed—to students. For this reason, discussions at the state level about the future funding possibilities for Canvas Studio, ZOOM, and other technologies, e.g., Play-Posit, etc., are being closely followed. Continued funding for these technologies will benefit all COC students, not just those in Philosophy.

#### MEETING THE NEEDS OF INDUSTRY EMPLOYERS AND INSTITUTIONAL PARTNERS

It is difficult to connect Philosophy students with industry. One area in which this might be done, however, would be in medicine and biomedical research. For instance, there are numerous Philosophy students who are actually STEM majors. We should be able to place them in an internship at a local hospital, e.g., an ethics board, or at a bio company that deals with new technology, which inevitably raises legal and moral issues. The same might apply to those who are interested in the legal profession. In addition, since Philosophy is an excellent pre-Law pathway, it would be natural to place these students in political campaigns, government work, and the like.

In order to increase general awareness of the Philosophy program, have a greater impact on the community, and bolster enrollment, increased outreach by COC on behalf of the department is needed. The department can create audio-visual content that might be used on the COC website, social media, or in the local media. Several Philosophy classes could be advertised in the form of YouTube videos, flyers, radio adverts, postings, and the like. Funding and technical support are needed to accomplish these.

It should be noted that roughly 80 percent of students enrolled in Philosophy are under the age of 25. There are potentially many older students who would be interested in and benefit from these classes if they could be made aware of them. Having a way to target different demographics, not just those who happen to be on campus already, would be beneficial.

# SIGN LANGUAGE

## DESCRIPTION

The mission of the American Sign Language & Interpreter Training Department is to convey basic knowledge and understanding of American Sign Language and Deaf Culture including the history of the language and culture, etiologies of deafness, and the values of the community. It also provides students with instruction and training in preparation to transfer to a university for an advanced degree and/or professional careers with Deaf individuals, and finally to foster American Sign Language fluency for students.

The American Sign Language Interpreting program is a comprehensive two-year program designed to award students with an Associate in Arts degree in American Sign Language Interpreting. The degree will provide students with transfer opportunities to a four-year college or university as well as equip them with the necessary skills for entry-level positions within the field of interpreting. Students may take American Sign Language courses in order to satisfy General Education language requirements for graduation and/or transfer. The goals of the department are to:

- Provide students with language courses to satisfy their language requirements for graduation and/or transfer to a four-year college or university,
- Develop linguistic skills competency in American Sign Language and awareness of American Deaf culture,
- Prepare students with fundamental skills required for entry-level positions within the field of interpreting,
- Assist students in extracurricular opportunities for skill and knowledge development via club activities, volunteer activities, and internship opportunities.

The goal of the Support Service Provider Certificate of Specialization is to prepare students for employment with DeafBlind individuals as a Professional Support Service Provider/Co-Navigator.

The newly approved (via Program Viability) Associate of Arts degree in American Sign Language and Deaf Studies will provide the fundamentals needed to work with deaf and hard of hearing communities as well as transfer to a 4-year institution to earn a higher degree in Deaf Studies or other disciplines. Individuals who complete this program may choose to major in something unrelated to Deafness, utilizing the skills from this degree to work directly with the Deaf community. This program will have three new courses that will allow students to meet the goals needed for a well-rounded ASL and Deaf Studies degree.

## GROWTH PROJECTIONS

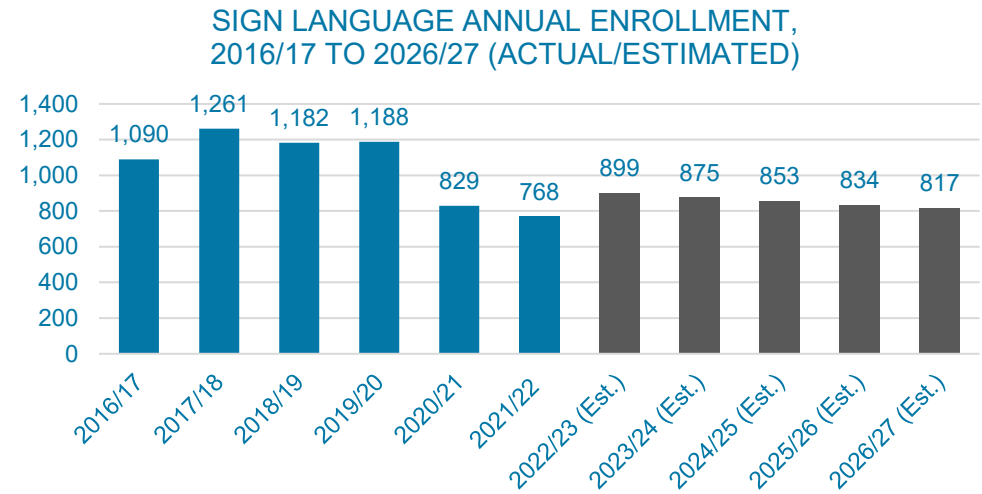
Enrollments in Sign Language declined during the COVID pandemic, likely due to the visual nature of the language and the difficulty of learning online. Through academic year 2026/27, College of the Canyons enrollments in Sign Language are forecast to decline at a rate of -2.4 percent per year.

## LABOR MARKET POTENTIAL

The number of jobs in Los Angeles County in Sign Language-related fields is expected to grow by 4 to 8 percent through 2030, with as many as 6,493 annual projected job openings (both new positions and openings among existing ones). Of these annual openings, 170 will be in the college service area.

An average of 42 Sign Language Interpretation and 119 DeafBlind Support Services degrees and certificates (at all education levels) were awarded between 2015 and 2020 in Los Angeles County. There is a projected annual surplus of approximately 6,332 related job openings in these fields.

FIGURE 140: SIGN LANGUAGE ANNUAL ENROLLMENT, 2016/17 TO 2026/27 (ACTUAL/ESTIMATED)



## DISCIPLINE AND OCCUPATIONS TRENDS

FIGURE 141: DISCIPLINE-RELATED PROGRAMS – SIGN LANGUAGE

Discipline-Related Programs	2020 Jobs	2030 Jobs	Job Growth, 2020 to 2030 (Total)	Job Growth, 2020 to 2030 (%)	Average Annual Job Openings, 2020 to 2030, SCCC* and LA		Average Annual Program Completions, LA County 2015 to 2020	Gap Surplus or (openings-completions)	Median Hourly Earnings
					County	LA			
American Sign Language Interpreting, A.A.	49,693	51,735	2,042	4%	123	4,691	42	4,649	\$19.08
Deaf-Blind Support Service Provider, Certificate of Specialization	18,837	20,320	1,483	8%	47	1,802	119	1,684	\$36.23
<b>Total</b>	<b>68,530</b>	<b>72,055</b>	<b>3,525</b>	<b>5%</b>	<b>170</b>	<b>6,493</b>	<b>161</b>	<b>6,332</b>	

\*Note: data refers to LA County except for Annual Job Openings, SCCC

SOURCE: EMSI

## ENROLLMENT TRENDS AND STUDENT OUTCOMES ANALYSIS

### ENROLLMENT

From 2016/17 to 2020/21, overall enrollment for Sign Language declined by 24 percent, compared to a 22 percent decline for the Humanities Division, and a six percent decline for the college. Over this time period, enrollments in Sign Language declined among students from nearly all racial/ethnic groups, with enrollments among Latinx or Hispanic students declining by 15 percent, and white student enrollments by 34 percent. Sign Language FTES declined by 35.8 between 2016/17 and 2020/21, to 110.2 in the 2020/21 academic year.

### CAPACITY AND FILL RATES

Capacity in Sign Language lecture courses decreased by 29 percent between 2016/17 and 2020/21. The average fill rate in Sign Language courses from 2016-17 to 2020/21 was 81 percent.

### RETENTION AND SUCCESS

Online/OnlineLIVE classes in Sign Language were first offered in 2020/21. Overall online retention rates were slightly better than the college (90% versus 88%) and average success rates were better as well (83% for Sign, 78% for the college). Native American/Alaska Native students and Asian or Filipino students had the highest average retention and success rates in Online/OnlineLIVE—100 percent and 98 percent retention rates and 100 percent and 94 percent success rates, respectively. Returning students (76%) and African American or Black students (78%) had among the lowest average online retention rates; they also had among the lowest average success rates 56 percent for African American or Black students and 71 percent for returning students.

Between 2016/17 and 2020/21, the overall average retention rate for students in Sign Language in-person courses was better at 93 percent than the college (89%), and the same applied to average success rates (84% for the department versus 78% for the college). Asian or Filipino and White students achieved the highest average retention rates in Sign Language in-person between 2016/2017 and 2020/21; the lowest average retention rates were among Hawaiian/Pacific Islander students (83%). The highest average success rate achieved for in-person classes were among Asian or Filipino students (87%), female students (85%) and continuing students (84%).

### AWARD OUTCOMES

Between 2016/17 and 2020/21, awards earned in Sign Language declined by 33 percent. Among racial/ethnic groups, Latinx or Hispanic students earned an average of seven awards per year, and white students earned an average of six awards per year.



## FUTURE DIRECTIONS

### CURRICULUM AND PROGRAMMING

The pandemic impacted the discipline by forcing it to move to online spaces without clear access to language in a 3D space. During the pandemic there was a decline in enrollments, but it is now becoming increasingly easy for the department to fill on-campus classes. In addition, the recent addition of the American Sign Language & Deaf Studies Degree is expected to attract more students to the department.

Looking at occupation trends, growth is now occurring in all areas related to ASL Interpreting, Deaf Studies, and Support for DeafBlind. There is also a shortage of interpreters in the field, creating a compelling need to train more students to meet this demand. Adding a new degree in ASL and Deaf Studies will grow our department as this will enable the department to reach students that are pursuing the major, but who are not interested in or able to meet the cognitive demands of Interpreting.

### IMPROVING STUDENT SUCCESS OUTCOMES

Success rates range from 73% to 89%, with African American or Black students having the lowest overall success at 73%. White and Asian / Filipino students have the highest success rates at 89% and 85% respectively. The Department experiences higher median class size, higher retention rates, and higher success rates than the campus as a whole.

As part of the effort to improve student outcomes, the ASL Department has been encouraging inclusivity statements in department syllabi and has been supplementing course curriculum with videos and resources more representative of the diverse student population. The Department is following up with faculty to confirm they are engaged in these additions and supplemental resources, while making sure the Department as a whole is supportive of all student populations.

The Department is also using PebblePad ePortfolios to help with student learning outcomes.

With only two full-time and eleven part-time faculty, it is difficult to meet and engage in the meaningful work necessary to see changes in student outcomes. Faculty are compensated two times per year to attend the Department's start of semester retreats. This is not enough time to tackle these important issues. We hope to secure funding to pay faculty to engage in these dialogues so we can address this at the faculty level and instill changes in the classroom.

Hiring additional full-time faculty will be beneficial. The department depends heavily on adjuncts, and their service to the college is appreciated. However, in order to meet the growth of the curriculum and to maintain student success, an additional one to two faculty members are needed.

## COLLABORATION AND INTERDISCIPLINARY STUDY

The ASL Department regularly collaborates with other Departments on-campus to create learning opportunities. ASL students are able to spend time on campus practicing their interpreting skills in a variety of settings including Culinary Arts, the Library, MakerSpace, Art Gallery, and more.

Shared learning opportunities are created with other departments. There is also a plan to resume Field Studies as these learning communities were an incredible opportunity for many students.

## TECHNOLOGY AND FACILITIES

The ASL Department will be utilizing its two standard on-campus classrooms as we return to campus.

The department is fairly self-contained at this time and does not need access to any additional classroom spaces. However, for many years, an on-campus ASL Lab has been needed. A large collection of DVDs and videos have been curated over the years. When the Learning Center (TLC) was built, the ASL Department secured a space for the lab. But the designated space was allocated instead to a classroom and the lab was never opened. It is our hope that this important lab space will finally be available for students to come together and learn, share resources, and use the language.

The GoReact software is critical for our growth and continued support of students. Without this virtual space for learning and assessment, ASL students will not receive the feedback they need for success. The cost is prohibitive for our students, but the benefit cannot be overstated. The Department will spend 2022/2023 working to identify funding to continue support for this needed software.

## MEETING THE NEEDS OF INDUSTRY EMPLOYERS AND INSTITUTIONAL PARTNERS

The ASL Department works regularly with the Braille Institute of America as well as several school districts to obtain internships. The department also provide interpreters for community events, and we hope to provide more qualified ASL Interpreters and professionals with ASL Fluency to meet the growing need for communication In American Sign Language with the Deaf population.

The Department Chair is joining a group of 71 service providers/trainers in the US that work with the DeafBlind population. This will be an informative and much needed collaboration that will enable the COC ASL department to remain in line with best practices in the field.

Additional opportunities include collaborations with the Hart District, which has been an ongoing goal for many years. The department would love to do a Santa Clarita collaborative of ASL teachers to support each other and the goals of our local students.

We have worked with the Southern California Registry of Interpreters for the Deaf on several occasions and hope to renew that partnership soon.

We are currently working on training Support Service Providers / Co-Navigators in conjunction with Braille Institute of America. This opportunity will be promoted to other Interpreter Training Programs in Southern California and the Central Valley. To effectively address other needs, the ASL department will need to improve its internship program and secure more spaces for students to get jobsite experience. Continued faculty development opportunities are needed, specifically related to learning outcomes and DEIA.

# INTEGRATIVE LEARNING

EMPLOYMENT CENTER  
INTEGRATIVE LEARNING

## THE EMPLOYMENT CENTER

### DESCRIPTION

The Employment Center is here to assist COC students and recent graduates gain work experience and/or employment in their field of study at a living wage with opportunities for social and economic mobility. Services include building your personal brand, career discovery, cover letters, interview skills, job boards and searches, LinkedIn profiles, professional networking, resumes, salary negotiations and calculators, and career workshops. Job Developers are available to meet with students and alumni online or face-to-face for assistance in finding employment or securing an internship.

A central function of the Employment Center is Cooperative Work Experience Education (CWEE), also known as Internships. The purpose of CWEE is to strengthen student learning by engaging students in enhanced on-the-job learning opportunities and to provide meaningful internship opportunities to students of a major, enabling students to apply the skills and knowledge acquired in their academic coursework while adhering to generally accepted business principles, standards, and work ethics.

Cooperative Work Experience Education (CWEE) has five primary goals.

- To increase Career Education completers for students in a program requiring an internship to graduate/complete
- To provide career exploration opportunities to help students make informed decisions regarding their major and career choice
- To collaborate with the business community and keep COC at the forefront as a viable entity to supply their hiring needs.
- To educate students on desirable work skills, or "soft skills," through general work experience.
- To create opportunities for students to complete workplace projects related to their academic programs/coursework.

The CWEE program provides internships that directly support workforce-skill development. Of the 17 Career Education (CE) programs that require an internship, fourteen require the course and most CE programs strongly recommend an internship. Internships also allow students to "test drive" a career ensuring students select a major course of study that is right for them ultimately saving students time and money. CWEE classes are degree applicable and transfer to the CSU system as elective units and contribute to the "transfer education" component of the district's mission. Students and alumni engaging with a job developer and the various readiness pre-employment activities are prepared to apply for and secure gainful employment.

### STUDENT TRENDS AND OUTCOMES ANALYSIS

Given that this is not a designated program of study, institutional data is not collected for the Employment Center. With the advent of adopting the digital platform Job Speaker to engage students and employers for the purpose of internships and job placement, report templates are being developed to track the data in terms of numbers of internships and jobs placed.

In the 2021/22 academic year, a total of 254 unduplicated students were placed in internships. In the first session (of 5 in each academic year) for the 2022/23 academic year, 101 unduplicated students were placed in internships. If this pattern continues through the rest of the year's sessions, this indicates a significant growth in placement with no additional staffing.

For the 2021/22 academic year, the Employment Center conducted 4,670 meetings with students. However, this is a duplicated number. Currently, we are analyzing how to use the Job Speaker platform to measure this data for the 2022/23 academic year.

## FUTURE DIRECTIONS

### OVERVIEW

A key focus for the Employment Center in the next five years is to increase student engagement as demonstrated by job development activities leading to employment placement and to increase internships. Working in collaboration with Integrative Learning and applying the P3BL model in collaboration with the student services emphasis on “Light the Fire” courses, we will assist students in developing work force readiness skills to better prepare them for impactful internship experiences and eventual job placement. At the same time, building our outreach to employers and identifying collaboration opportunities will be instrumental in assisting them to meet their employment pipeline demand. The ultimate goal of the Employment Center is to provide students and alumni with opportunities for sustainable social and economic mobility.

### IMPROVING STUDENT SUCCESS OUTCOMES

The Dean of Career Education, Integrative Learning, and the Employment Center is working in collaboration with the Director of Business Partnerships and Workforce Engagement, the Director of Employer Engagement, and the Director of Integrative Learning, to better engage community partners (non-profit and for profit) with the curricular and co-curricular pathways at the College to bring them into the classroom to collaborate as co-educators with the faculty as their organizations relate to the discipline. Beginning with work-based learning projects starting with project-based learning and then transitioning to internships and eventual job placement, will provide students with both work force readiness skills and work experience as they enter the job market.

In the past two years, faculty have taken on the role of mentor for unpaid internships to allow greater opportunities for the students to realize an internship experience. At the same time, we are also establishing the CSU model for “intersect labs” that allows students to do internships in the “Gig” economy for the purpose of preparing for entrepreneurial work. This model is instrumental for our creative sector work and many students are benefiting by realizing internships in competition with their four-year counterparts with organizations like Snap Chat.

This collaboration will need to secure categorical funding to support faculty as mentors in the internship process. While these internships are initially unpaid, the experience gained gives the students a competitive advantage when competing for paid internships with such organizations as Snap Chat, Disney, and other creative agencies. Securing an internship of this stature creates a pathway to high-wage employment providing for social and economic mobility.

### COLLABORATION AND INTERDISCIPLINARY STUDY

Many of the current opportunities being pursued in the Employment Center are in collaboration with complementary efforts in Integrative Learning and with our P3BL efforts. All these activities are also in alignment with student services and the counseling department in identifying “Light the Fire” courses for student engagement to increase success and retention efforts.

## TECHNOLOGY AND FACILITIES

With the advent of COVID, the Employment Center (EC) began to prototype virtual internships. Several EC programs have an internship requirement as part of their accreditation such as Paralegal with the ABA (American Bar Association) accreditation. As such, we adopted software for the Virtual Law Office and engaged faculty to serve mentors. The approach has been very successful and additional program opportunities are being considered. There is a cost to these software applications, so we must consider the costs to adopt and for sustainability to maintain. Currently categorical funding is being used.

In terms of job development, the EC is using a variety of virtual tools to help students prepare for securing job placement. Job Speaker, a digital platform, allows students to develop their own unique profile that then automates resumes for job placement. Additionally, students are given several opportunities to use LinkedIn and LinkedIn Learning for the purpose of growing their job readiness skills and building a social media presence. Most recently, the EC adopted virtual mock interview software that students can engage with to improve their interviewing skills. The more of these virtual opportunities incorporated into the Employment Center the more opportunities there are to engage with our students.

In terms of in-person space, EC is already at maximum capacity with its current staffing level. Additional standard office space is needed to grow the department. In addition, to expand student engagement, EC needs to begin planning for a physical presence in more than one physical location.

A related challenge is increasing the permanent staff to be able to be physically present at multiple locations. For instance, once the Student Services Center opens at the Canyon Country Campus, the department will need a Job Developer and an Internship Coordinator to meet with students at that location. Both positions can be supported by one full-time or two part-time classified staff. Finally, to continue to adopt additional virtual approaches for internships and job placement preparation, staff and faculty will require professional development to increase proficiency with the software and instructional pedagogy.

## MEETING THE NEEDS OF INDUSTRY EMPLOYERS AND INSTITUTIONAL PARTNERS

Under the direction of the California Community College Chancellor's Office (CCCCO), EC has adopted an Employer Engagement Plan that directly addresses the needs of employers and industry. As a result, EC has hired a Director of Employer Engagement. In collaboration with the Director of Business Engagement and Workforce Engagement, the EC is expanding outreach efforts to employers and community partners. The purpose is to establish more effective partnerships between them and the College that will meet their employment pipeline needs and the needs of our students for employment. EC has also established a client relationship management (CRM) database to better manage outreach efforts and their outcomes.

The EC is also seeking to create a culture that values collaboration and partnership. Guided by that principle, EC is working with all the career education disciplines to strengthen advisory boards and to make engagement a routine activity. Likewise, we do look for opportunities to partner with other community colleges in our region as well as our four-year partners.

The Employment Center is currently looking for opportunities to expand collaboration with the City of Santa Clarita, the SCV Economic Development Corporation, America's Job Centers, and the LA County Workforce Development Boards. In expanding these collaborations, EC will be better situated to meet the needs of our diverse student population. This fall, EC is leading the efforts for a community job fair to be held in October. The Employment Center will be looking for additional opportunities to interface with our partners to expand our services to all areas of training and instruction throughout the campus.

# INTEGRATIVE LEARNING

## DESCRIPTION

Integrative Learning is an approach to higher education designed to help students recognize connections between the different disciplines in which they are engaged and who use this cross-disciplinary knowledge to deepen their overall understanding. At College of the Canyons, the Integrative Learning program serves as a larger umbrella that encompasses Project-Based Learning (PBL), Civic Engagement, and Community-Based Learning. The program provides a pedagogical emphasis on integrative teaching and learning with a foundation grounded in experiential or applied work through PBL. In addition, the program incorporates the physical location of the Makerspace, as well as works to advance a “maker mentality” among those disciplines, faculty, and students who engage in its activities.

Integrative Learning is not a program of study but a teaching and learning pedagogy that can undergird all programs of study. It supports all aspects of curricular and co-curricular instruction, as well as the Office of Instruction, by supporting student engagement through transdisciplinary collaboration, real-world experiential learning, internships, and action teams. Through its integration with project-based learning, the COC Integrative Learning program moves students from an earlier service model focused on hours to one focused on impact. Specifically, Integrative Learning emphasizes design thinking, action research, social entrepreneurship, critical-thinking pedagogy, and asset-based community development. Its primary goal is to prepare students as skilled workers for the workplace and to create responsible citizens for democracy.

Integrative Learning is most often offered, as well as practiced, in upper-division courses at four-year colleges and universities. However, our goal is to provide all students with the opportunity to engage in a PBL curricular or co-curricular experience while attending COC. Specifically, this means including some aspect of a PBL assignment and/or project in an introductory level class during a student’s first year. By embedding PBL throughout Career Education and General Education courses, every student will have the chance to experience real-world problem solving while employing PBL techniques. Although no degree exists at this time, the Civic and Community Engagement Certificate of Specialization is ready to be launched, which will help advance the Civic Engagement pathway between COC and Cal State Northridge’s Civic Engagement Minor.

## GROWTH PROJECTIONS

Although current data analyzing the growth and trends of Integrative Learning do not exist, growth will occur through the continued increase of classes serving as pilot courses over the 2022-2023 academic year. In addition, Integrative Learning through the work of PBL will increase in strength and popularity, especially as a handbook, learning objectives, assessment and evaluation measures, rubrics, and reflection assignments are provided to current and future faculty beginning fall 2022.

Overall, as Integrative Learning develops through its work with PBL, Civic Engagement, and the Employment Center, more students will participate in its related activities. One way this will occur is through the advancement of student engagement with the digital platform of Jobspeaker through the Employment Center. By creating a Jobspeaker profile, students provide valuable data that provides the tracking of student participation throughout various Integrative Learning activities as it relates to the mastery of skills in preparation for both transfer and the workforce. In addition, as the number of action teams grow that focus on social change through a co-curricular setting, student engagement will also increase.

## FUTURE DIRECTIONS

### CURRICULUM AND PROGRAMMING

The overall vision of Integrative Learning includes enrolling each student in at least one course offering of PBL or, what COC terms P<sup>3</sup>BL, meaning Project-Based Learning, Problem-Based Learning or Place-Based Learning, during their first year. P<sup>3</sup>BL offerings will exist across both Career Education and General Education courses, as well as a variety of co-curricular projects, many of which will provide students with internship credit.

The current i3 (Innovation, Inclusion, and Invention) grant from the California Community College Chancellor's Office is providing the impetus to move Integrative Learning forward at College of the Canyons especially through project-based learning (PBL). Over twelve classes from ten disciplines will pilot project-based learning activities this fall. These pilots will also emphasize greater faculty development where faculty are engaging in the teaching and learning of Integrative Learning using design thinking to problem solve real-world problems. Knowledge attained by this pilot project will guide the overall revision and development of this work for future semesters. This objective also includes the renewed effort to engage a larger swath of campus departments in the work of the Makerspace, including the Social Sciences, Arts, and Humanities.

Continued professional development for the faculty is critical in building their knowledge, skills, and abilities (KSAs) around the P3BL model at College of the Canyons. Professional development will have to be maintained for faculty, administrators, staff and for community partners to fully realize the vision of a P3BL experience for every student in their first semester at COC. Reimagining student engagement in a post-Covid environment, Integrative Learning, and its collaboration with both the Maker Space and the Employment Center is integral to establishing P3BL as a central pedagogy in a Guided Pathways structure for both Career Education and General Education curriculum.

### IMPROVING STUDENT SUCCESS OUTCOMES

The overall purpose of Integrative Learning is to improve student outcomes. With that purpose in mind, COC faculty have participated in multiple training workshops focused on Integrative Learning and Project-Based Learning. These include three week-long summer institutes on integrative learning held by the American Association of Colleges and Universities (AAC&U). As the former Service-Learning program moves to Integrative Learning across the campus community, such training among a variety of key campus leads will help integrate this High Impact Practice (HIP) at COC. An Integrative Learning Action Plan developed by the COC for a recent AAC&U conference provided the foundation for how Integrative Learning, Project-Based Learning (PBL), and civic learning and democratic engagement are to move forward on campus. COC also sent a six-member team to take part in the 2019 Worcester Polytechnic Institute (WPI) Project-Based Learning Institute. As a result, this team began spearheading a movement on campus to eliminate the old model of Service Learning with its emphasis on hours to a PBL model focused on impact. COC held a day long PBL training during FLEX week facilitated by Dr. Richard Vaz of WPI.

### COLLABORATION AND INTERDISCIPLINARY STUDY

There are many different opportunities for the Integrative Learning and its related programs to collaborate within the COC community, including with COC Honors, student clubs, and COC's chapter of the National Society of Leadership and Success. The latter is managed by the faculty director of Civic and Community Engagement. In addition, the Engage the Vote and PLACE Action Teams are working directly with Cooperative Work Experience Education in providing students internship credit for working on social action projects.



## TECHNOLOGY AND FACILITIES

Integrative Learning is becoming more established on campus. This process will accelerate with the opening of the new Integrative Learning, Civic, and Community Engagement Center (*formally the Center for Civic Engagement*) in Seco Hall 101, scheduled for fall semester 2022. The opening of the Center will further the collaboration with the Honors program as well as be a physical location for networking and data access for faculty. There will be more awareness of the Integrative Learning pedagogy and its benefits. This will also lead to an increase in faculty participation, more in person and online courses offering P3BL, and the formation of additional action teams to target various social problems.

In addition to the new Center in Seco Hall, the possibility of using off-campus community sites for instructional purposes is being examined, as are the opportunities to expand participation at the Canyon Country Campus. Furthermore, as P3BL develops greater recognition within the campus community, and as faculty embed aspects of it in assignments and/or projects across curricular and co-curricular venues, the likelihood of engaging in virtual and off-campus spaces will increase. This is especially true as the number of community and industry partnerships grows to include internships, as well as place-based projects. Support will develop through community and industry relationship building.

Aliso Hall 101 and 102 have the potential to serve as a second Makerspace location, aligning the facility with STEM-related disciplines like physics and engineering. If this location proves to be available, then other locations for a second Makerspace could be explored. The original Makerspace location will serve as the site assisting the NASA Hasp project and general woodworking.

The digital student/employer platform of Jobspeaker, will prove an invaluable tool in capturing the required student data for the campus to identify opportunities for growth and sustainability for P<sup>3</sup>BL. Moreover, the Jobspeaker platform will also be instrumental in capturing employer (both profit and non-profit) data on how they engage with our students.

There is also the need to conduct an assessment review/inventory of existing technology in the Marker Space, since much of the equipment is old and may be outdated. This process needs to be done by faculty who are familiar with equipment and that use items regularly.

## MEETING THE NEEDS OF INDUSTRY EMPLOYERS AND INSTITUTIONAL PARTNERS

Integrative Learning, as well as the faculty director of Civic and Community Engagement, works directly with local non-profits. In addition, the Director of Employer Engagement, and the Director of Business Partnerships and Workforce Development engage directly with local business and industry. Integrative Learning also expands its community engagement through its interaction with Career Education Advisory Boards, partnership with the Employment Center, and work with Cooperative Work Experience Education (CWEE) internships.

Additional opportunities for partnerships and collaborations are being developed through overall relationship building, conferences, local meetings/events, grant opportunities, academic partnerships, professional alliances with multiple colleges.

There is a need for additional and ongoing faculty training in the integrative learning that the program can provide.

Another key step is to identify and recognize “Light the Fire” courses, i.e., those courses that inspire a love of learning in students or for a particular topic of interest that can lead to increased student engagement, retention, success, completion and eventually employment.

# KINESIOLOGY AND ATHLETICS

KINESIOLOGY AND PHYSICAL EDUCATION  
RECREATION MANAGEMENT

## KINESIOLOGY AND PHYSICAL EDUCATION

### DESCRIPTION

The primary purpose of the School of Kinesiology, Physical Education & Athletics is to prepare students for certificates, degrees, transfer opportunities, and careers in fields related to physical movement, health, and athletics. Our students study the role exercise, physical movement, and sports play in the development of human health and happiness, and they learn to apply principles of biomechanics, anatomy, physiology, and psychology to better understand how the human body responds to physical activity.

The Kinesiology department aims to provide students with the foundational skills necessary for entry-level employment in the Kinesiology and Physical Education industry and to support students in their academic goals of earning an AA Degree in Kinesiology or meeting the transfer requirements for related bachelor's degree programs. Kinesiology provides lifelong skills for all students on how to promote positive self-image, a healthy approach to fitness and wellness, and the importance of a healthy lifestyle. Kinesiology consists of theory classes, which introduce kinesiology, related principles, and field study; traditional activity classes available to all students, and intercollegiate kinesiology, which enrolls student athletes for participation and practice in 17 sports.

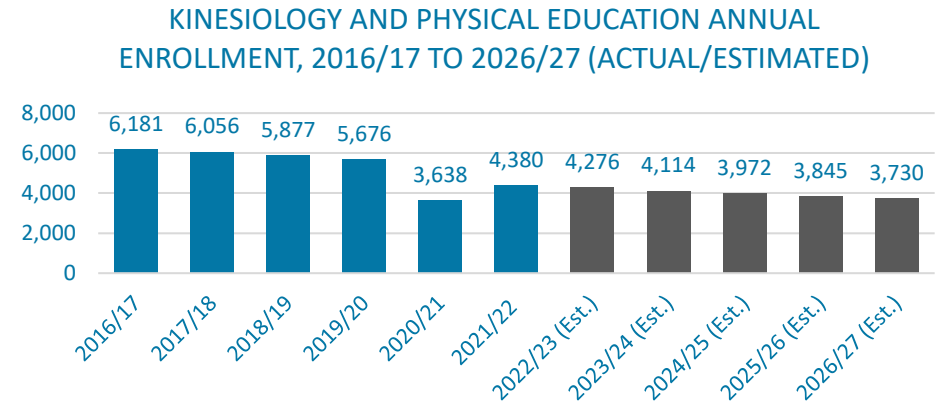
The School of Kinesiology, Physical Education, and Athletics offers an Associate Degree for Transfer in Kinesiology, a local Associate Degree in Physical Education & Kinesiology, Credit and Noncredit Certificates of Specialization in Therapeutic Procedures, and a Noncredit Certificate of Completion in Personal Training Preparation.

Graduates pursue careers in teaching, research, coaching, fitness leadership, and delivering other services related to sports medicine, health promotion, high-performance athletic competition, rehabilitation, and managing sports-related enterprises. The choice of Kinesiology as a field of study at the undergraduate level also prepares students for professional graduate study in a wide variety of allied health and medical professions.

## GROWTH PROJECTIONS

Kinesiology and Physical Education annual enrollments have declined between 2016/17 and 2020/21 by 27 percent, much of this due to a 2,000 enrollment decline in 2020/21. Through academic year 2026/27, department enrollments are forecast to decline at a rate of -3.4 percent per year (see figure at right).

FIGURE 142: KINESIOLOGY AND PHYSICAL EDUCATION ANNUAL ENROLLMENT, 2016/17 TO 2026/27 (ACTUAL/ESTIMATED)



## DISCIPLINE AND OCCUPATIONS TRENDS

FIGURE 143: DISCIPLINE-RELATED PROGRAMS – KINESIOLOGY AND PHYSICAL EDUCATION

Discipline-Related Programs	2020 Jobs	2030 Jobs	Job Growth, 2020 to 2030 (Total)	Job Growth, 2020 to 2030 (%)	Average Annual Job Openings, 2020 to 2030, SCCC* and LA County		Average Annual Program Completions, LA County 2015 to 2020	Gap or Surplus (openings-completion)	Median Hourly Earnings
					SCCCD*	LA County			
Physical Education: Kinesiology, A.A.	94,360	97,034	2,674	3%	235	8,395	213	8,182	\$40.58
Kinesiology for Transfer, A.S.-T	105,706	114,399	8,694	8%	294	11,386	1,908	9,478	\$33.73
Sports Medicine, A.S.									
Therapeutic Procedures, Certificate of Specialization									
Athletic Training, A.S.	10,413	10,690	277	3%	52	1,611	71	1,540	\$24.94
Personal Training, Certificate of Specialization									

\*Note: data refers to LA County except for Annual Job Openings, SCCC

SOURCE: EMSI

### LABOR MARKET POTENTIAL

The number of jobs in Los Angeles County in Kinesiology and Physical Education-related fields is expected to grow by as much as eight percent through 2030, with more than 21,000 annual projected job openings (both new positions and openings among existing ones). Of these annual openings, approximately 581 will be in the college service area.

An average of 2,192 Kinesiology degrees and certificates (at all education levels) were awarded between 2015 and 2020 in Los Angeles County. There is a projected annual surplus of approximately 8,000 physical education-related openings, nearly 9,500 for sports medicine and therapy-related positions, and 1,540 athletic training openings.

## ENROLLMENT TRENDS AND STUDENT OUTCOMES ANALYSIS

### ENROLLMENT

From 2016/17 to 2020/21, overall enrollment for Kinesiology and Physical Education and the School of Kinesiology, Physical Education & Athletics declined by 41 percent, compared to a six percent enrollment decline for the college. Over this time period, enrollments in Kinesiology and Physical Education declined among students from nearly all racial/ethnic groups. The most significant decline in enrollment was among Hawaiian/Pacific Islander students (-83%). Kinesiology and Physical Education FTES declined 353.0 between 2016/17 and 2020/21, to 346.0 in the 2020/21 academic year.

### CAPACITY AND FILL RATES

Capacity in Kinesiology and Physical Education lecture courses grew six percent between 2016/17 and 2020/21 and declined by 89 percent among lab courses. The average fill rate in Kinesiology and Physical Education lecture courses from 2016/17 to 2020/21 was 84 percent; average fill rates for online lecture classes were 89 percent, and average fill rates for in-person lecture, 74 percent. Kinesiology and Physical Education lab courses have had a 63 percent average fill rate; before the move to online courses in 2020-21, Kinesiology and Physical Education labs had an average fill rate of 66 percent.

### RETENTION AND SUCCESS

Between 2016/17 and 2020/21, the average retention rate for students in Kinesiology and Physical Education Online/OnlineLIVE courses was better at 94 percent than the college (87%). Average success rates were also higher for the discipline than the college (81% versus 75%). Hawaiian or Pacific Islander students achieved the highest average retention rates in Online/OnlineLIVE between 2016-17 and 2020-21 (100%), and Asian or Filipino students had average retention rates of 96 percent. Lowest average retention rates were among African American or Black students (91%). Hawaiian/Pacific Islander students also had the highest average success rates for Online/OnlineLIVE (88%) followed by Asian or Filipino students (87%). The lowest was 64 percent among African American or Black students.

For in-person classes, average retention and success rates for Kinesiology and Physical Education have been slightly higher than the overall college: (90% versus 89% for retention, and 82% versus 78% for success). Native American/Alaska Native students had among the highest average retention rates (96%), while female (87%) and returning students (79%) had among the lowest rates. Hawaiian/Pacific Islander students had the highest average in-person success rates (93%), while returning students (61%), female (75%) and Latinx or Hispanic students (77%) had some of the lowest average in-person success rates.

### AWARD OUTCOMES

Between 2016/17 and 2020/21, award outcomes in Kinesiology and Physical Education have increased by 23 percent. Latinx or Hispanic students earned the most, an average of 29 awards per year. Female students earned an average of 33 awards per year between 2016/17 and 2020/21.

### CURRICULUM AND PROGRAMMING

The department's curriculum is constrained by what courses are accepted for transfer in kinesiology at the lower division level. The department will modify existing course outlines of record to keep current with the latest trends in the discipline.

The enrollment trends analysis above shows that the department will recover some of lost enrollments due to COVID-19. Kinesiology may have suffered more than most due to the nature of activity classes not working well in an online format. The loss of repeatability, where students could take a class more than once, has also impacted enrollments. The department is

working on creating families of courses with different skill levels (beginner, intermediate, advanced) to allow students to take the same sports or skills class more than once.

There are several opportunities to grow by diversifying our class offerings and adding new sports, such as beach volleyball, men's volleyball, water polo, and e-sports.

### IMPROVING STUDENT SUCCESS OUTCOMES

Historically, the department has maintained higher success and retention rates for students of color than the college average. This is due in part to student-athletes. Kinesiology and Physical Education showed a small decrease in success for our in-person classes during the 2020/2021 school year due to the college not competing, many of our student-athletes taking a gap year and limiting our course offerings. Between 2016/17 and 2020/21, the department experienced a 23 percent increase in awards. It is also important to note that last year the department awarded more degrees in our discipline than ever.

Athletics impacts diversity, equity, and inclusion goals of the college since it is one of the most diverse populations on campus. There are approximately 400 student athletes, who attempt an average of 31 units every year in other college disciplines.

We are a state leader in academic support for our student-athletes, but we are limited in meeting and social places for them to gather in. Many of the facilities listed above do not adequately support our current and future student population. We need to modernize all of our outdoor facilities and some of the indoor ones that have not been renovated recently. A key point is ADA access and locker room facilities for our ever-changing student population.

All coaches belong to their respective coaching organizations at the state and national level to promote and advance their specific sport and student-athletes.

### COLLABORATION AND INTERDISCIPLINARY STUDY

Kinesiology and Physical Education provides many opportunities for students to collaborate with programs around the campus and in the community. On campus, we work with other disciplines to explore the complex relationships between sports and psychology, sociology, law, sciences, media, and society, and how sports bridges various disciplines.

The discipline is adding an e-Sports facility and competition team and developing intramural athletic activities and a campus-wide wellness program.

### TECHNOLOGY AND FACILITIES

Many of the facilities related to Kinesiology and Physical Education are specialized spaces and need to be available for KPE department use. Considering off-campus locations, KPE activity classes can be held at local parks or off-site facilities. The department could also provide classes for faculty interested in aquatics, self-defense, Zumba, recovery techniques and many more, however funding is needed to send instructors to these training courses.

Athletics are a front door to the college and the community. The College receives positive publicity from sports programs and from hosting community events at the stadium and other venues, but some of the facilities, like the stadium, are aging and need renovations. The baseball, softball, tennis, and soccer facilities need field, seating, batting cage, screening and sound system upgrades, and team rooms and restrooms. The weight room is too small for the needs of college athletes—the college could use a true human performance training facility which could be used by both student athletes and other students taking activity or wellness classes. Adding four to six new beach volleyball courts and a modern aquatics facility would allow the program to

expand course offerings and community programming and provide new opportunities for students to train and compete in intercollegiate competitions.

Currently the College offers its entire physical education program on the Valencia campus. The Canyon Country campus has not been able to provide a comprehensive physical education program to accommodate enrollments in kinesiology and physical education due to a lack of space. Additional facilities are necessary to complete the campus, including a 35,000-square-foot dedicated facility to provide adequate space for the College to offer the full set of courses necessary for its Introduction to Kinesiology, Sports Activity, and Wellness certificate programs and courses.

Specifically, the College lacks a dedicated space where the students are able to participate in lecture classes, a gymnasium for activity classes, a space for weights/individual activity space, offices, and locker rooms facilities. Activity courses which require the use of a gymnasium, such as basketball, volleyball, and badminton are currently not offered and high demand courses such as weight training, stretching, cardio cross training need additional space due to demand.

#### MEETING THE NEEDS OF INDUSTRY EMPLOYERS AND INSTITUTIONAL PARTNERS

The School of Kinesiology, Physical Education & Athletics partners with many local businesses, and kinesiology students are able to enter the workforce after finishing their ADT or personal training certification. The school has an advisory group with many local businesses and stakeholders for our sport medicine program. We are looking into developing and continuing partnerships with the City of Santa Clarita Parks and Recreation, Los Angeles County Parks and Recreation, local gyms, and youth sports organizations.

The school would like to expand our Noncredit offerings to include coaching education.



# RECREATION MANAGEMENT

## DESCRIPTION

The Recreation Management Department aims to provide students with the foundational skills necessary for entry level employment as Recreation Managers or other recreation professionals in the Recreation and Leisure Industry. The department supports students in their academic goals of earning an AA Degree in Recreation Management or meeting the transfer requirements for related bachelor's degree programs. Recreation Management also provides opportunities for the college community to enjoy and recreate in the outdoors and natural environment in and around campus.

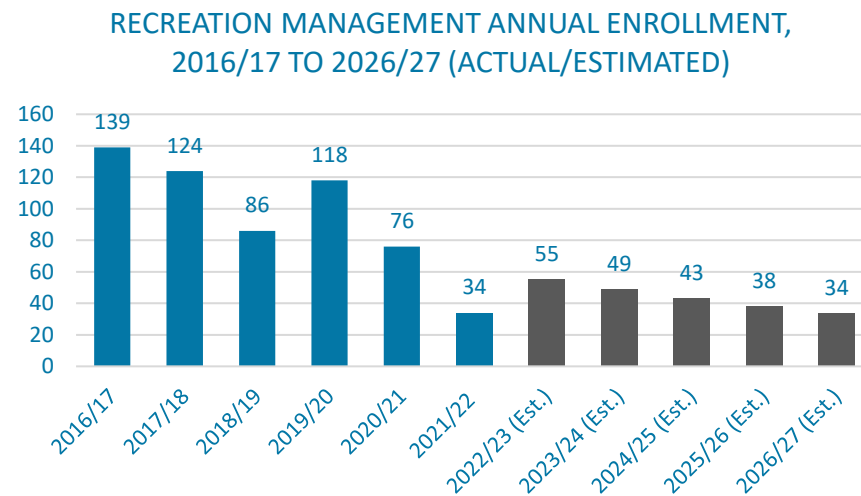
Course work includes recreation in society, outdoor recreation, therapeutic recreation for special populations, and planning programs and events. Several non-credit certificates are being planned to provide training and certification in areas necessary for employment: lifeguard, ropes / challenge course, and wilderness first responder.

Recreational managers are responsible for planning and assisting in a variety of programs and overseeing the daily operations of recreational facilities for public agencies (federal, state, county or municipal), private non-profit agencies and business. Opportunities for employment exist in our community at the City of Santa Clarita, LA County, Castaic Lake, Princess Cruises, the YMCA, Top Out Climbing, Valley Trails, Carousel Ranch, Painted Turtle, and more.

## GROWTH PROJECTIONS

Recreation annual enrollments have declined between 2016/17 and 2020/21 by 45.3 percent. Through academic year 2026/27, department enrollments are forecast to decline at a rate of -11.7 percent per year (see figure at right).

FIGURE 144: RECREATION MANAGEMENT ANNUAL ENROLLMENT, 2016/17 TO 2026/27 (ACTUAL/ESTIMATED)



## DISCIPLINE AND OCCUPATIONS TRENDS

FIGURE 145: DISCIPLINE-RELATED PROGRAMS – RECREATION MANAGEMENT

Discipline-Related Programs	2020 Jobs	2030 Jobs	Job Growth, 2020 to 2030 (Total)	Job Growth, 2020 to 2030 (%)	Average Annual Job Openings, 2020 to 2030, SCCC* and LA County		Average Annual Program Completions, LA County 2015 to 2020	Gap Surplus or (openings-completions)	Median Hourly Earnings
Recreation Management, A.A.	42,747	46,414	3,667	9%	613	7,558	78	7,480	\$16.81

\*Note: data refers to LA County except for Annual Job Openings, SCCC

SOURCE: EMSI

### LABOR MARKET POTENTIAL

The number of jobs in Los Angeles County in Recreation Management-related fields is expected to grow by nine percent through 2030, with more than 7,500 annual projected job openings (both new positions and openings among existing ones). Of these annual openings, approximately 613 will be in the college service area.

An average of 78 Recreation Management degrees and certificates (at all education levels) were awarded between 2015 and 2020 in Los Angeles County. There is a projected annual surplus in the county of approximately 7,480 recreation management-related openings.

## ENROLLMENT TRENDS AND STUDENT OUTCOMES ANALYSIS

### ENROLLMENT

From 2016/17 to 2020/21, overall enrollment for Recreation Management declined by 45 percent, compared to a 41 percent decline for the Kinesiology-Physical Education Division, and a six percent decline for the college. Over this time period, enrollments in Recreation Management decreased among students from nearly all racial/ethnic groups, with enrollments among Asian or Filipino students (-86%) and African American or Black students (-75%) declining the most. Recreation Management FTES has declined 6.3 between 2016/17 and 2020/21, to 7.2 in the 2020/21 academic year.

### CAPACITY AND FILL RATES

Capacity in Recreation Management courses declined by 27 percent between 2016/17 and 2020/21. The average fill rate in Recreation Management courses from 2016/17 to 2020/21 was 59 percent; average fill rates for online courses were 61 percent, and average fill rates for in-person courses, 39 percent.

### RETENTION AND SUCCESS

Between 2016/17 and 2020/21, the overall average retention and success rates for students in Recreation Management Online/OnlineLIVE courses (77% retention, 65% success) were ten percentage points lower than the college's average rate (87% and 75%). White students had the highest average retention rates in Online/OnlineLIVE Courses (82%), while African American or Black and first-time students had lowest retention rates (73% and 69%). Among student groups with statistically significant enrollment numbers, average success rates were 55 percent for African American or Black students, and 66 percent for Latinx or Hispanic students.

For in-person classes, average retention rates from 2016/17 to 2020/21 for Recreation Management were higher than the overall college (94% versus 89%), and success rates were the same (78%). Latinx or Hispanic students had the highest average retention rates (100%). Female students had among the highest average success rates, at 88 percent, while male students had average success rates of 71 percent.

### AWARD OUTCOMES

Between 2016/17 and 2020/21, award outcomes in Recreation Management declined by 67 percent. Among racial/ethnic groups, Latinx or Hispanic students earned the highest average number of awards, two awards per year.

## FUTURE DIRECTIONS

### CURRICULUM AND PROGRAMMING

The Recreation Management Department has experienced many years with online and asynchronous learning as the primary modality. Bringing our classes to campus and having regular events and activities will bring more awareness to the department and the profession.

We have been revising curriculum since 2020 in order to align with CSU transfer and occupational trends. Specifically, we changed two of our electives to required classes, added Hospitality Industry Accounting (3-units) as a substitute with CSUN for the requirement of a Math Department Accounting class (5-units), and we are adding outdoor recreation courses. We also added Intro to Hospitality as an elective. A new Internship class will be included in our curriculum changes in 2022/2023 providing students with on-site work opportunities in recreation.

The field is growing and will continue to grow. The pandemic allowed many groups to get outdoors and recreate in ways they previously had not. This interest from new demographics will benefit our department as we work to create equitable and accessible recreation opportunities for our community. We also have had an incredible response from the campus community (staff, faculty, and students) with regard to upcoming course offerings and the events we are planning. We hope to see on-campus opportunities for employment via a recreation center and ropes/challenge course. We hope that our department's approach to outdoor education and recreation will pave the way for other campuses to view outdoor education opportunities for their students.

### IMPROVING STUDENT SUCCESS OUTCOMES

We do not have a diverse enough population to in our discipline. This is a major concern, and we need to address this as soon as possible. The lack of representation of students of color in our classes is a reminder of the larger picture of equity and access to outdoor spaces.

The department is in the early part of revitalization, impacted significantly by the pandemic. At a department level we are holding regular on-campus and off-campus events and working on grants and certifications to ensure access to recreation opportunities. The issue of access to outdoor spaces, time off to be able to play, and the associated equipment costs, are of most significant concern as we work to create opportunities for our diverse student population. At a course level, we are working on creating learning spaces that are inclusive and reflect the diversity of our students. This includes the materials and resources we use in class as well as a diverse faculty pool.

We are in growth mode, so this is an important time to make sure we reach out to and partner with the proper groups on campus and provide our students with the resources they need to be prepared to enter this field. We are working with California State Parks to address many of the needs regarding access to public lands and recreation for historically marginalized and underrepresented groups. We will continue working with our existing contacts and expand to other organizations to meet the needs of our community and collaborate.

## COLLABORATION AND INTERDISCIPLINARY STUDY

We hope to partner with a variety of groups on campus to create weekend opportunities for camping and leadership skills (First Gen students, Ujima Scholars, Nursing students, Veterans, MESA, ASG, etc.) We also are adding additional advisors to the Outdoor Adventure Club from a variety of backgrounds: Geology, Photography, Counseling, ASL, and more.

We need to spend time expanding our network and learning how we can support others in our community through further partnerships and collaborations.

## TECHNOLOGY AND FACILITIES

Our courses have been offered online asynchronous since approximately 2012 but are now moving away from virtual spaces toward on-campus offerings to bring students to campus. Recreation, Leisure, and Play can be solitary, but benefit greatly from the social aspects and benefits of being in a community. The same goes for learning about this field.

The Recreation Management Department uses off-campus sites for learning, including visits to Tejon Ranch, Pyramid Lake, Valley Trails, and Hart Park. Students also volunteer in public spaces in the City of Santa Clarita. The local trail system and ample open spaces across LA County provide excellent spaces to learn.

On-campus, the program regularly uses the cross-country trail and the open spaces behind the ECE. Utilizing the climbing gym and equipment at other facilities will help to draw students into our classes. Support from our campus will be needed as we move forward with MOU's and agreements for space usage.

New technology is needed in regard to GPS and emergency tracking devices for use in the backcountry. Solar panels to power the outdoor classroom and recreation center will be needed.

The program envisions several new facilities for outdoor recreation and learning as part of a **Canyons (Center for) Outdoor Recreation and Education (CORE) (working title)**. This space on the Valencia campus will provide a centralized location for our campus community and the public to engage in outdoor education, from adventure recreation and leisure pursuits to sustainability and biodiversity initiative projects and research efforts. The location will bring transdisciplinary learning opportunities to our campus with an awareness of the wildland-urban interface.

There are 3 components of this space: The Outdoor Classroom, the Challenge / Ropes Course, and the educational garden.

1. An Outdoor Classroom would provide an outdoor space that accommodates group work, lessons, demonstrations, and labs, and has access to power via solar generators. It would be available for all disciplines and clubs to use as an alternate meeting venue. Our Recreation classes and Sustainability projects regularly head outdoors to engage, and we struggle to find appropriate space.
2. A Ropes / Challenge course and Climbing Wall space for Ropes / Challenge Course curriculum, as well as leadership and team building components of other on-campus departments and programs. The Course will provide on-campus employment for certified students and can be available for the campus community at specified times. Additionally, it can become a gathering space for like-minded students and faculty in a variety of disciplines and programs: Sustainability, Environmental Sciences, Physical Sciences, Recreation, Athletics, and more. With close proximity to many organizations and easy freeway access, the Santa Clarita community can also benefit by using the space for private

usage such as team building, and leadership development. The model will be a self-sustained, revenue producing facility.

3. A native Learning Garden, with natural borders and pathways surrounded by garden areas with signage to identify the various plants. This will provide opportunities for student projects and research opportunities through the biodiversity initiative, biology classes and other relevant courses.

#### MEETING THE NEEDS OF INDUSTRY EMPLOYERS AND INSTITUTIONAL PARTNERS

We work closely via our Advisory Board with the City of Santa Clarita, local for-profit and non-profit organizations, and educational institutions. Through these dialogues we are learning of the specific needs and how we can address these as a department. One first step was the development of an internship program and working with the city to provide support when they begin their Outdoor Recreation Program.

There are many opportunities to collaborate and partner with employers and educational institutions. We are hoping to build a Canyons Outdoor Recreation and Education Collaborative with community partners. This will be a space for our students to work in Problem/Project-Based Learning, providing workshops and spaces for learners to be engaged in recreation and leisure pursuits.

Connecting with our local K-12's via Dual Enrollment is a critical part of sharing the importance of recreation at all stages of life. Outdoor recreation education can transform students and their experiences. While increased enrollments is important and will occur as a result of these partnerships, the department also has the duty of sharing the importance of recreation and providing opportunities in our community.

Training and continued education of our faculty will continue to be important. We have opportunities for professional development through various organizations that we are thankful to be partnered with through the support of Career Education. We also have received and will need to continue to receive funding that supports training for the Wilderness First Responder certification, so our faculty are trained and prepared for backcountry outings.

# LEARNING RESOURCES

THE LEARNING CENTER

LIBRARY

ONLINE EDUCATION

## THE LEARNING CENTER (TLC)

### DESCRIPTION

The Learning Center (TLC) is a free tutoring and Supplemental Learning service which aids current College of the Canyons students seeking to supplement classroom instruction and reach their educational goals. The mission of The Learning Center is to develop student skills, prepare students to be independent learners, create a community of learning, and develop a passion for teaching among student tutors.

The Center offers the following services:

- Drop-in and appointment-based face-to-face and online tutoring primarily in math
- Writing and Computer Applications and Web Technologies (CAWT) courses, including a wide variety of additional subjects
- Study JAM tutoring in larger group sessions
- Supplemental Learning (SL) workshops throughout each semester
- Computer-based Guided Learning Activities (GLAs)
- Embedded tutoring
- Test proctoring for both COC and outside universities
- GED test proctoring
- CSET/CBEST/CISCO/CompTIA/Pharmacy Tech/ and more than 100 more test providers
- Canvas support
- Reference materials
- Athletic Academic Coordinator to support and guide student athletes

The TLC is located next door to the library but has a separate entrance.

### GROWTH TRENDS

The TLC serves all students, so the growth in terms of number of students served corresponds to overall COC enrollment. Requests for service were negatively affected by the pandemic, but as students have returned to campus in the past year, the number of students using the TLC has been growing.



## ACCOMPLISHMENTS AND OUTCOMES

To carry out its mission TLC was engaged in multiple activities and accomplishments:

- Served approximately 3,000 unduplicated students
- Logged approximately 21,000 tutoring hours
- Students attended approximately 800 workshop sessions
- Students completed approximately 700 computer-based Guided Learning Activities (GLAs).
- Launched Embedded Tutoring in transfer level English/Humanities and STEM classes
- Offered TLC “Refresher” Workshops daily in-person and online
- Opened TLC outside of normal operating hours exclusively to support student-athletes
- Collaborated with math faculty to provide statistics training to TLC tutors
- Expanded certification testing offerings with new dedicated testing room
- Received 100% satisfaction rating from students regarding their TLC tutoring experience
- Saved \$40,000 by hiring Federal Work-Study College Assistants for TLC
- Utilized higher education emergency relief funding (HEERF) for embedded tutors in transfer level English/Humanities and STEM classes
- Students visited TLC both in-person and online approximately 19,000 times
- Proctored approximately 400 student exams
- Participated in Discover Day 2022
- Partnered with ASG to host TLC Student Outreach Events:
  - Meet the Tutors
  - TLC One-Minute Workshops

In all analyses, students who participated in tutoring outperformed students who did not, regardless of the amount of tutoring they received and the measure of success (retention and success rates).

Success rates were also higher for students who visited the TLC and received services compared to students who did not visit the TLC but were enrolled in the same courses. The differences were greatest for students who visited the TLC ten times or more (82 percent success rates) compared to students who did not use the TLC (70%).

## FUTURE PLANS

In response to continued demand from the student population the TLC plans include:

- Expanding in-person tutoring hours on both Valencia and Canyon Country campuses, and also online to meet student needs for flexible tutoring and access.
- Hiring additional College Assistant and Short-Term employees to serve students as attendance in TLC increases
- Expanding our embedded tutoring in transfer level English/Humanities and STEM classes
- Expanding our certification testing offerings on both campuses

A new Learning Resources facility at the Canyon Country campus is opening this fall and should accommodate any future growth. Additional personnel to staff TLC will be needed. Any other future growth in TLC will correspond to overall COC enrollment.

# LIBRARY

## DESCRIPTION

The mission of the College of the Canyons Library is to support student learning and excellence in teaching, provide access to learning resources in all formats, assist students in locating and evaluating information, and encourage lifelong learning.

To carry out this mission, the Library carries a full range of materials to support the curriculum and the lifelong learning needs of students, staff, and community members. Key services and collections include reference, bibliographic instruction, circulation/reserves, print materials, audiovisual materials, electronic resources, internet access, and individual and group study areas.

Program learning outcomes and/or goals for the Library include:

- Establish and maintain library collections to demonstrably support the college mission.
- Create a library environment and provide facilities perceived to be welcoming, supportive, and useful by students and other library users.
- Take steps to ensure Library personnel are seen as welcoming, supportive, and helpful by students and other Library users.
- Provide library instruction that will serve as a foundation for students to explore and utilize Library resources and services.
- Ensure Library policies and procedures are in service to the college's mission and board policies and will not needlessly create barriers to student success.

The Library has a physical facility on each COC campus: Valencia and Canyon Country. The Valencia Campus Library holds the majority of the print and media collections. The facility also provides group study spaces and computer terminals. Most staff are located at the Valencia Campus Library. The building in which the Library is located is shared with the TLC and the Assessment Center. The current Canyon Country Campus Library is a one-room facility that holds a small print and media collection and offers a half-dozen computer workstations for use. A new, larger library space at the Canyon Country Campus will be open to students and other users early in 2023. That space will include expanded print and media collections as well as group and individual study spaces.

The Library currently employs four full-time librarians and nine part-time librarians, one full-time classified staff, and three part-time classified staff, in addition to six part-time student employees.

## GROWTH TRENDS

The Library serves all students, so the growth in terms of the number of students served corresponds to overall enrollment at the college. Requests for service were negatively affected by the pandemic. As students have returned to campus in the past year, however, the number of students using the Library has been growing. Requests for service have not, however, grown in direct correlation to increased use of the physical facilities.

## ACCOMPLISHMENTS

The Library expanded its online services and presence through the use of Zoom, Canvas modules, LibGuides, and YouTube content.

It also shifted to a new library services platform, Alma, which manages the catalog as well as circulation and acquisition functions. This was done as part of a statewide community college initiative.

The Library has also been expanding its hours to better meet student needs with more flexible scheduling. In addition, it has been adding resources to address the needs of new programs at the college that were developed in response to changing conditions in the educational and labor markets.

## FUTURE PLANS

Even before the pandemic the circulation of physical books had been declining while the demand for electronic materials was increasing. The Library expects this trend to continue with continued growth in electronic resources and services and a plateauing or decrease in growth of the physical collections. As more collections shift online less space will be needed for physical collections. In response to this trend, Library staff are rethinking the purpose of Library spaces and what activities those facilities could house that support or complement both what the Library offers and instructional needs on campus.

This rethinking may create an opportunity to replace stacks with space that can be dedicated to student interaction and other activities. As students return to the campus, they are increasingly using the Library between classes to study, interact with other students, and simply take needed breaks. The Library already has some spaces set aside for group study, and there is a wide variety of different spaces and furniture now being used by students for individual study. Some students also need areas within the Library for media productions. Given these shifts in how students are using the Library, the reconfiguration of its physical layout to include more collaborative spaces, more spaces for other activities, and more space for student learning is likely to continue.

This shift in student needs and behavior also means there is an ongoing need for additional electronic resources.

To continue serving students there is also a need for additional staffing, especially as staffing levels have declined in recent years due to retirements and resignations with no authorized replacements. Lack of staffing currently constrains the Library from expanding its hours of opening to meet pre-pandemic levels at either campus.

## ONLINE EDUCATION

### DESCRIPTION

The mission of the Online Education unit is to develop and deliver universally accessible, academically sound, and technologically advanced instruction in alternative delivery formats, while supporting student success, responding to community needs, and promoting faculty innovation. The department goals are to provide students with information, tools, and resources to be successful in distance education (DE) courses, and to support teaching and learning.

Online Education supports faculty and students with teaching and learning in a variety of course formats including Short-term, Accelerated, Online, Hybrid, OnlineLIVE, and Hyflex. The department supports faculty professional development in the use of educational technology and online teaching and learning pedagogy. This is accomplished through synchronous and asynchronous support as well as the development of resources and courses.

The department continues to expand support for instructors as they teach more distance education (DE) courses. The department is the driver in defining and revising the online instructor qualifications. The Academic Senate, in collaboration with Online Education and the Educational Technology Committee passed training requirements to teach Online in 2016 that are some of the most robust in the state. Online Education has since developed a new refresher course for faculty, a Provisional Certification course, and the permanent Intro to OnlineLIVE and Hyflex Teaching and Learning course which is now a training requirement for faculty to teach OnlineLIVE and Hyflex courses. The department recognizes the opportunity flexible course modalities offer students to realize their academic and career goals.

Online education in all its different formats provides the flexibility that today's students need in order to successfully pursue their educational goals. It is especially helpful for some of the most vulnerable students in our society who often have multiple other obligations with work and other family members.

The Online Education unit is physically located inside the library building. It currently is comprised of two full-time, Classified, Online Education Coordinators and one Director. The department employs 3-5 current and former students as short-term employees to support OER development. Space allocated to the online education unit for existing and future staffing needs is sufficient.

### GROWTH TRENDS

The number of distance education (DE) courses continued to rise even prior to the pandemic (2016 to 2019) but skyrocketed with its arrival. As a result, the institution has expanded the number of modalities by which students can learn. As more students access their courses utilizing flexible formats, it is essential that our efforts remain focused on ensuring DE courses provide students equitable, accessible opportunities for learning. At the height of the pandemic, nearly all courses were offered via distance education. By Fall 2021, nearly 40 percent of all sections were online.

## ACCOMPLISHMENTS AND OUTCOMES

Online Education's recent accomplishments include:

- Supporting faculty in the development of culturally responsive OER to remove barriers of access for students, enable students to see themselves in their learning, and dismantle the perpetuation of white supremacy in teaching and learning.
- Collaborating with International Schools Partnerships to develop relationship with international partners (Taiwan and Georgia) while educating them on best practices in online teaching and learning. This resulted in two students from Taiwan enrolling in COC classes in Spring 2022.
- Incorporating culturally relevant pedagogy, authentic assessment, and universal design for learning principles in workshops offered by Online Education.

## FUTURE PLANS

Online Education remains focused on ensuring quality instructional access for students and support for faculty as we have embarked on our return to campus while continuing to teach and learn online at higher rates than pre-pandemic. Synchronous online instruction (OnlineLIVE) emerged in the last year as a viable modality to meet the needs of students as well as the shift to embrace Hyflex instruction. The flexibility afforded to students in Online, OnlineLIVE, Hybrid, and Hyflex courses enables students to continue learning which supports growth in revenue, enrollment, and student completion.

The current level of support Online Education offers the campus community plus the number of DE courses currently offered are an increase from pre-pandemic needs. It is anticipated that this increased demand will remain for the department.

Technological needs and improvements include tools to support teaching and learning. This includes video recording and editing software and devices, and accessibility support software to meet legal requirements.

Additionally, the department will require an increase in personnel to meet the demands for increased support for DE students and instructors in the form of an instructional designer (ID). An ID would assist faculty with training and compliance support around accessibility and course design, as COC has over 3,000 courses in Canvas and online sections have gone up by 352% in the past eight years.

Short-term goals include sharing authentic assessment and universal design for learning principles in workshops offered by Online Education to improve outcomes for disproportionately impacted students and supporting the development of culturally responsive OER to increase zero textbook classes (ZTC) sections.

Long-term goals include the development of fully online and ZTC pathways. The ultimate goal is for DE courses to provide students opportunities for success and learning with the implementation of culturally responsive, Universal Design for Learning (UDL), and humanizing principles to dismantle racist structures in education.

# MATH, SCIENCE AND ENGINEERING

ASTRONOMY

BIOLOGICAL SCIENCES

CHEMISTRY

COMPUTER SCIENCE

ENGINEERING

ENVIRONMENTAL SCIENCE

GEOGRAPHY

GEOLOGY

MATHEMATICS

PHYSICAL SCIENCES

PHYSICS

# ASTRONOMY

## DESCRIPTION

The primary goal and purpose of the Astronomy Program is to fulfill the natural science general education requirement for any pathway that requires a natural science. Additionally, the program introduces students to the science of Astronomy through the lens of what we observe on Earth and in space while growing scientific literacy and critical thinking skills. By investigating astronomical phenomena, the skills and knowledge provided by the discipline include critical thinking, communication, writing, observation, and analysis. In addition to fulfilling general education standards, Astronomy prepares future educators for accomplishing the Next Generation Science Standards (NGSS).

The Astronomy Program is an excellent steppingstone into STEM. It does this, in part, by providing students with Physics and Astronomy knowledge that may inspire them to pursue a path in STEM. In addition, the discipline prepares students by enabling them to interpret scientific laws and to think critically about Earth, space, and emerging technologies.

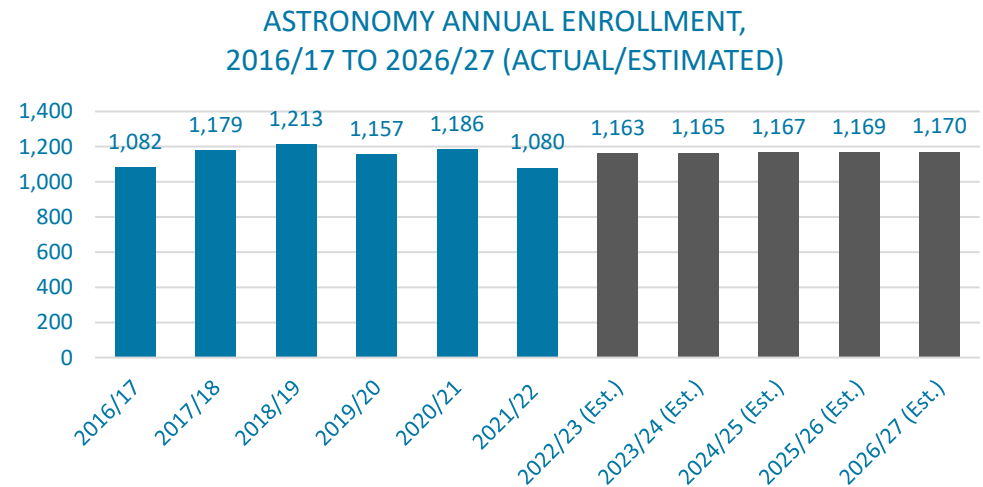
Astronomy & Physics Club students who participate in NASA High Altitude Student Platform (HASP) and NASA RockSat-X projects acquired skills and experiences that lead to transfer, internships, and full-time careers in the areas of Aerospace Engineering, Chemical Engineering, Astronomy, Electrical Systems Engineering, and Astrobiology.

## GROWTH PROJECTIONS

FIGURE 146: ASTRONOMY ANNUAL ENROLLMENT, 2016/17 TO 2026/27 (ACTUAL/ESTIMATED)

Enrollments in the Astronomy Program at College of the Canyons have grown 10 percent between 2016/17 and 2020/21. Through the academic year 2026/27, program enrollments are forecast to grow at a rate of 0.2 percent per year (see figure at right).

Astronomy courses, however, are proving to be very popular general education courses. It is projected that Astronomy will continue to grow if we are able to meet the demand for classes through staffing and closer alignment with the Physics program.



## DISCIPLINE AND OCCUPATIONS TRENDS

FIGURE 147: DISCIPLINE-RELATED PROGRAMS – ASTRONOMY

Discipline-Related Programs	2020 Jobs	2030 Jobs	Job Growth, 2020 to 2030 (Total)	Job Growth, 2020 to 2030 (%)	Average Annual Job Openings, 2020 to 2030, SCCC* and LA County		Average Annual Program Completions, LA County 2015 to 2020	Gap Surplus or (openings-completions)	Median Hourly Earnings
Astronomy									
<b>Total</b>	<b>2,069</b>	<b>2,093</b>	<b>25</b>	<b>1%</b>	<b>5</b>	<b>150</b>	<b>10</b>	<b>141</b>	<b>\$70.63</b>

\*Note: data refers to LA County except for Annual Job Openings, SCCC

SOURCE: EMSI

### LABOR MARKET POTENTIAL

The number of jobs in Los Angeles County in Astronomy-related fields is expected to grow by one percent through 2030, with approximately 150 annual projected job openings (both new positions and openings among existing ones). Of these annual openings, five will be in the college service area.

While College of the Canyons offers Astronomy classes but no degree, an average of 10 Astronomy degrees and certificates (at all education levels) were awarded between 2015 and 2020 in Los Angeles County.

There is a projected annual surplus of approximately 141 job openings available in Astronomy-related fields.



## ENROLLMENT TRENDS AND STUDENT OUTCOMES ANALYSIS

### ENROLLMENT

From 2016/17 to 2020/21, overall enrollment for Astronomy grew 10 percent, compared to a three percent decline for the Math, Science & Engineering Division, and a six percent decline for the college. Over this time period, enrollments grew among most racial/ethnic groups. Enrollments grew 34 percent among multi-racial students, 15 percent among Asian or Filipino students, and 100 percent (though a small sample size) among students who identify as Hawaiian or Pacific Islander. There was a 67 percent decline in Astronomy enrollments among students who identify as Native American/Alaska Native. Astronomy FTES grew 10.9 between 2016/17 and 2020/21, to 116.7 in the 2020/21 academic year.

### CAPACITY AND FILL RATES

Capacity in Astronomy lecture courses grew four percent between 2016/17 and 2020/21. The average fill rate in Astronomy lecture courses from 2016/17 to 2020/21 was 85 percent; average fill rates for Online lecture classes were 88 percent, and average fill rates for in-person lecture, 79 percent.

### RETENTION AND SUCCESS

Between 2016/17 and 2020/21, the overall average retention rate for students in Astronomy Online/OnlineLIVE courses was slightly better than the college (90% versus 87%), whereas success rates were almost the same (77 percent for the department versus 75 percent for the college). Asian or Filipino students achieved the highest average retention rates in Astronomy Online/OnlineLIVE between 2016/17 and 2020/21 (93%); lowest average retention rates were among African American or Black students (84%) and returning students (87%). Native American/Alaska Native students had the highest Online/OnlineLIVE average success rates, at 90 percent while African American or Black students had the lowest average success rate, 64 percent of students.

For in-person classes from 2016/17 to 2020/21, average retention rates for Astronomy were slightly lower than the overall college (88% versus 89%) and success rates noticeably lower (72% versus 78%). r Latinx or Hispanic students (86%) and returning students (82%) had the lowest retention rates in in-person classes. Hawaiian/Pacific Islander students had the highest average success rates, at 100 percent; returning students average rates of success were 59 percent, and an average of 65 percent of African American or Black and Latinx or Hispanic students were successful in completing their Astronomy courses between 2016/17 and 2020/21.

### AWARD OUTCOMES

The Astronomy program did not offer awards or degrees during the period between 2016/17 and 2020/21.

## FUTURE DIRECTIONS

### CURRICULUM AND PROGRAMMING

The curriculum is routinely updated to align with transfer institutions and ensure current trends and knowledge in Astronomy are being delivered in the classroom.

Planned changes include adding a certificate in astrophysics and the program is exploring the possibility of offering an astrobiology class, and possibly an astrochemistry class.

Astronomy Labs continue to evolve to encompass new technologies, and this will continue.

It is anticipated that Astronomy will continue to serve as a popular course to fulfill general education requirements for multiple pathways. The program has significant growth potential if properly supported with a new full-time faculty, a dedicated lab space, and closer alignment with physics and related disciplines.

### IMPROVING STUDENT SUCCESS OUTCOMES

Overall enrollment has increased in nearly all race/ethnicities, with the exception of Native Americans or Alaskan Natives which showed a decline in enrollment. Success rates have also increased across all races/ethnicities except among Native Americans or Alaskan Natives.

The course coordinator for Astronomy has been engaged in numerous activities to improve success outcomes for students including:

- Completed a Culturally Responsive Teaching course and shared information with adjuncts
- Updated course materials to reflect culturally responsive teaching, and materials are shared with all adjunct faculty
- Met with counselors to share what the course is about and how it is taught so counselors can direct students to Astronomy for their general education requirement
- Maintained a canvas resource shell for all instructors
- Communicates regularly with adjuncts and provides any needed or wanted support
- Suggested alternatives for missed/late assignments for adjuncts to consider so students have opportunities to make up work if they miss class due to illness or family emergencies
- Worked with full-time physics faculty to explore field trip options for Astronomy

Additional resources needed to address equity issues in student outcomes include laptop carts so all students could have easy access to course materials while in the classroom and are not viewing canvas or lab investigations on their phone. It would also be helpful to enable students to check to check-out physical calculators that they could take home each semester and return at the end of the semester.

A Hyflex option for Astronomy courses, including an Astronomy lab, could also improve outcomes by giving students greater flexibility choosing to attend in person or virtually. However, this change would require that transfer institutions update transfer requirements for lab courses to include Hyflex as a valid mode of instruction for lab experiences.

Providing the Astronomy program with additional facilities will give it more visibility on campus and further enhance student outcomes. These could include a permanent building to house a state-of the-art planetarium, Astronomy lab spaces,

observation space, and community science outreach center. The same facility could also contain a science-oriented makerspace and lab classrooms for related disciplines in the earth sciences, physical science, and physics.

### COLLABORATION AND INTERDISCIPLINARY STUDY

Astronomy is considering several potential collaborations with other disciplines:

- An astrobiology course will require collaboration with Biological Sciences. This course would need experts from two different disciplines to teach portions of the course for which they meet the minimum qualifications.
- An astrobiology course might also require collaboration with Chemistry,
- The existing planetary science course could benefit from collaboration with Geology.
- A partnership with field studies would help to create field observation Astronomy courses
- A new astrophysics degree pathway could be developed through a partnership with Physics.

### TECHNOLOGY AND FACILITIES

The Astronomy program needs a home if it is to grow. There are no dedicated classroom or lab spaces for Astronomy and currently no plans for those spaces. Originally, it was planned that Physical Science and Astronomy were to share a dedicated lab space on the Canyon Country campus in the new Takeda Science Center. However, that lab space was instead occupied by Physics and Engineering.

To grow and at least maintain enrollment capabilities, Astronomy, a dedicated space on the Canyon Country campus would be ideal. Lacking a dedicated lab or classroom space, the Astronomy program must identify times that the Physics/Engineering lab may be used for the Astronomy lab and when the Geology/Geography classroom may be used for Astronomy lecture classes.

There is a proposal to build a planetarium on the campus, which would greatly enhance the Astronomy program. A planetarium/science center/community facility would bring a level of awareness and technology to Astronomy that would make this program stand out at the Canyon Country campus. And it would bring the delivery of content to a higher level with presentations in the planetarium of current science that is happening now. The proposed structure would encompass a state-of-the-art planetarium that can be utilized to promote Astrophysics as a pathway and entice partnerships and interactions with the nearby community. The planetarium building would ideally include two lab spaces for Astronomy lab courses, a lecture hall, and event space. The amphitheater could also be used for film courses as well, making the planetarium a truly multifaceted approach to education. Lab classrooms for Astronomy and related sciences could be attached to this building, including a dome with telescope and platform. The facility could be rented out for film production and the dome for IMAX features.

During the pandemic, students utilized real data from world class telescopes to do real investigations in Astronomy. Astronomy lectures can be done anywhere but this proved that off campus Astronomy labs are also possible. This approach could be continued if articulation agreements would allow 100% online lab courses to articulate.

Any classrooms assigned to Astronomy should be equipped with the technology to make them Hyflex classrooms. The existing storage space used by Astronomy is now overflowing with telescopes.

Dedicated space is also needed for the NASA HASP and NASA RockSatX projects so work can progress uninterrupted by class schedules. Essentially a location where building materials may remain while in the process of construction.

## MEETING THE NEEDS OF INDUSTRY EMPLOYERS AND INSTITUTIONAL PARTNERS

If an astrophysics certificate is established, then it will be important to partner with area employers for possible internships.

The Astronomy and Physics Club which is associated with the Astronomy program has successfully engaged with multiple employers and area industry for internships, scholarships, and full-time careers after participating in NASA HASP and NASA RockSatX projects.

Astronomy students who express an interest in having a career in Astronomy would benefit from job shadow opportunities at JPL, IPAC, or other local educational institutions that do research in the field of Astronomy.

The Astronomy program is also in a position to address other needs. For instance, it can offer additional training for employers seeking to boost employee critical thinking and problem-solving skills. It can provide continuing education for in-service K-12 teachers, enabling them to grow in their scientific knowledge and provide experience for NGSS applications. The program can also provide dual enrollment opportunities for all local high schools.

## BIOLOGICAL SCIENCES

### DESCRIPTION

The Biological Sciences Department provides a quality and comprehensive core curriculum to meet all life sciences education requirements correlated with the mission of the College including, but not limited to transfer education, professional programs, career technical education, online education, travel education, and general education. The Biological and Environmental Sciences department provides the most current and fundamental quality education for the student's awareness and opportunities accompanying the diverse pathways in the life sciences.

Biological sciences cover all aspects of the scientific study of life and emphasizes both the unity and diversity of living things. The structure, function, and behavior of organisms are studied at the molecular, cellular, organismal, and environmental levels. The biology program serves three areas of: a broad background of studies for the biology major preparing for transfer to a four-year institution; support courses in human anatomy, human physiology, and general microbiology, which may be used to satisfy prerequisites for nursing programs and other health professions; and courses in natural sciences to fulfill general education requirements.

The Biological Sciences Department serves four areas of study:

- It provides courses in natural science to fulfill general education requirements.
- It provides a broad background of studies for the biology major preparing for transfer to a four-year institution.
- It offers support courses in anatomy, physiology and microbiology which may be used to satisfy prerequisites for nursing programs and other allied-health fields.
- It offers students the best possible exposure to the immense and dynamic field of biotechnology. With as little as 24 units of core curricula, students can compete for entry-level positions at local biotech companies - right out of community college.

Within Biological Sciences students can choose from three different degree programs:

- Biological Science – AS Degree (COC GE Track)
- Biology – AS-T (CSU for STEM GE Track)
- Biology – AS-T (IGETC for STEM GE Track)

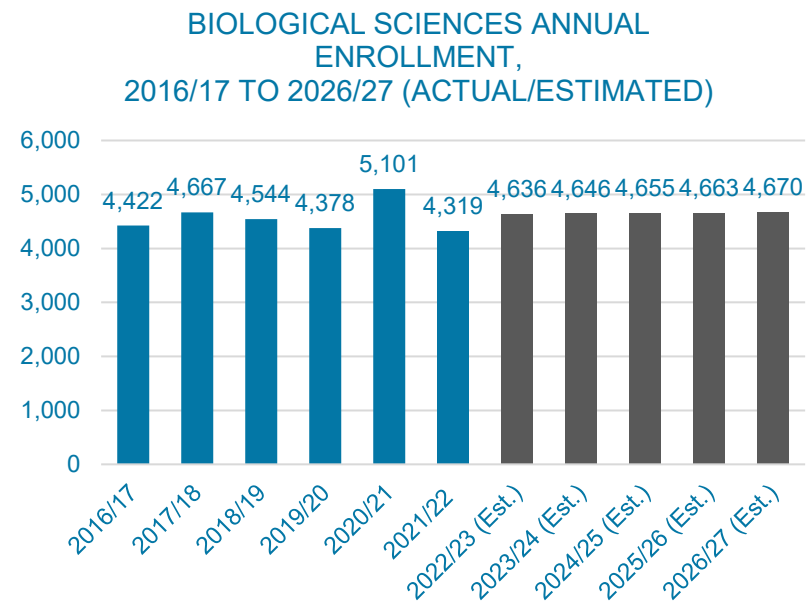
Graduates of the biological sciences can be found employed in numerous occupations:

- **Agronomist**
- **Marine Engineer**
- **Technician**
- **Biometrician**
- **Bio-Engineer**
- **Biotechnologist**
- **Biochemist**
- **Botanist**
- **Marine Ecologist**
- **Molecular Biologist**
- **Marine Biologist**
- **Wildlife Biologist**
- **Genetic Research**
- **Health Officer**
- **Animal Scientist**
- **Environmental Health**
- **Research Medical Tech**
- **Ecologist**
- **Science Lab Tech**
- **Microbiologist**
- **Research Medical**
- **Technologist**
- **Oceanographer**
- **Physician Assistant**
- **Science Teacher**

### GROWTH PROJECTIONS

Enrollments in the Biological Sciences Department at College of the Canyons have grown 15 percent 2016/17 and 2020/21. Through academic year 2026/27, department enrollments are forecast to grow at a rate of 0.2 percent per year (see figure at right).

FIGURE 148: BIOLOGICAL SCIENCES ANNUAL ENROLLMENT, 2016/17 TO 2026/27 (ACTUAL/ESTIMATED)



## DISCIPLINE AND OCCUPATIONS TRENDS

FIGURE 149: DISCIPLINE-RELATED PROGRAMS – BIOLOGICAL SCIENCES

Discipline-Related Programs	2020 Jobs	2030 Jobs	Job Growth , 2020 to 2030 (Total)	Job Growth , 2020 to 2030 (%)	Average Annual Job Openings, 2020 to 2030, SCCC* and LA County		Average Annual Program Completions, LA County 2015 to 2020	Gap or Surplus (openings-completions )	Median Hourly Earnings
Biological and Physical Sciences, A.S.									
Biological Sciences, A.S.									
Biology for Transfer, A.S.-T									
<b>Total</b>	<b>118,810</b>	<b>125,917</b>	<b>7,108</b>	<b>6%</b>	<b>249</b>	<b>10,663</b>	<b>6,538</b>	<b>4,124</b>	<b>\$37.60</b>

\*Note: data refers to LA County except for Annual Job Openings, SCCC

SOURCE: EMSI

### LABOR MARKET POTENTIAL

The number of jobs in Los Angeles County in Biological Sciences-related fields is expected to grow by six percent through 2030, with approximately 10,663 annual projected job openings (both new positions and openings among existing ones). Of these annual openings, 249 will be in the college service area.

An average of 6,538 Biological Sciences degrees and certificates (at all education levels) were awarded between 2015 and 2020 in Los Angeles County.

There is a projected annual surplus of approximately 4,124 job openings available in Biological Sciences-related fields.

## ENROLLMENT TRENDS AND STUDENT OUTCOMES ANALYSIS

### ENROLLMENT

From 2016/17 to 2020/21, overall enrollment for Biological Sciences grew 15 percent, compared to a three percent decline for the Math, Science & Engineering Division, and a six percent decline for the college. Over this time period, enrollments in Biological Sciences grew among students from nearly all racial/ethnic groups: enrollments among Latinx or Hispanic students increased by 23 percent; enrollments among Asian or Filipino students grew by 29 percent; and enrollments among African American or Black students increased by 32 percent. Biological Sciences FTES has grown 135.3 between 2016/17 and 2020/21, to 1,057.1 in the 2020/21 academic year.

### CAPACITY AND FILL RATES

Capacity in Biological Sciences lecture courses grew 21 percent between 2016/17 and 2020/21. The average fill rate in Biological Sciences lecture courses from 2016/17 to 2020/21 declined by five percent; average fill rates for Online lecture classes were 96 percent, and average fill rates for in-person lecture, 100 percent.

### RETENTION AND SUCCESS

Between 2016/17 and 2020/21, the overall average retention rate for students in Biological Sciences Online/OnlineLIVE courses was slightly lower (84%) than the college (87%) and success rates were also lower (67 percent for the department versus 75 percent for the college). Among student groups with statistically significant enrollments, Asian or Filipino students (89%) and white and returning students (both 87%) had among the highest average Online/OnlineLIVE retention rates between 2016/17 and 2020/21. African American or Black students had among the lowest average retention rates (76%). Asian or Filipino students had the highest average success rate achieved for Online/OnlineLIVE, 81 percent, and African American or Black students had among the lowest success rates online, at 48 percent.

For in-person classes, average retention rates for Biological Sciences were slightly lower than the overall college (87% versus 89%) and success rates also lower (73% versus 78%). Asian or Filipino students had the highest retention rates in-person (91%), while African American or Black students had among the lowest average in-person retention rates (83%). Asian or Filipino students also had the highest average success rates, at 81 percent, and African American or Black students the lowest average rate, 59 percent.

### AWARD OUTCOMES

Between 2016/17 and 2020/21, award outcomes in Biological Sciences grew by 84 percent. Among racial/ethnic groups, Latinx or Hispanic students earned an average of twenty-five awards per year, and Asian or Filipino students an average of 11 awards per year.

## FUTURE DIRECTIONS

### CURRICULUM AND PROGRAMMING

The biology curriculum is very robust but there are some areas for improvement. One is the development of a new course, BioSci 101. This course will be designed with students from the health profession in mind to separate it from the department's



BioSci 100 biology course for general education. This new course will alleviate the wait lists in BioSci 100 and will be tailored to fulfill the needs of health professions prerequisites in Anatomy & Physiology and Microbiology.

Other changes the department would like to make in the future include:

- Offer a 200-level course as a major preparation to accompany the department's BioSci 240 course.
- Develop a Cooperative Work Experience Education (CWEE) 1-unit research course.
- Incorporate Problem Based Learning in some of our courses.
- Reinstate the Cadaver Dissection course, BioSci 208, which was archived. Now that the department has the Takeda Science Center and an additional number of cadavers this is no longer necessary. This will ease the need to dissect during off hours with full-time faculty while giving students an amazing opportunity to do the dissection by themselves guided by the instructor.
- Participate in the Rising Scholar program to see if we can offer any of our biology courses at PDC.
- Create Bridge programs or workshops where students can practice and hone different skills.

There are many new programs on the pipeline in the Health Professions area that will have an impact on our department in terms of the necessary prerequisites. It is expected that the General Biology course, Anatomy & Physiology, and Microbiology will be heavily impacted. This will require additional faculty, and laboratory sections will increase.

Moreover, the future of the biological sciences discipline is one of continual change and growth. It is imperative that we consider new trends in what is an ever-changing field. New technology in cell & molecular, DNA analysis, virtual dissections and integrating all body systems, and microbiology paperless lab equipment will continue to make this discipline an interesting and engaging pathway for students.

### IMPROVING STUDENT SUCCESS OUTCOMES

Students doing very well in the department are Hawaiian/Pacific Islander and Native Americans although sample size was very small (11 and 7 students respectively). African American students are not doing well. The Biological Sciences Department proposes to implement additional bridge workshops and the use of our Biology Skills Lab to improve student success outcomes for these and all other students that can benefit from these programs.

The department has secured all the equipment required to open the Biology Skills lab in the former "Clean Room." Additional resources required by the department to improve student outcomes include:

- Provide laptop carts in all classrooms as many simulations need to access the internet.
- Provide surface laptops for faculty that are increasingly engaged in remote teaching
- Increase adoption of OER textbooks and have all of our lab manuals on OER.
- Continue to increase opportunities to showcase student's presentations
- Support the proposed campus-wide Community Science Institute (including Family Science Day events ("mini-grant" project), Citizen Science projects, the Community Science Café, and Community Open Lab experiments). An additional budget is needed to make this a reality as its organization and implementation is a major time commitment.
- Enable department faculty to attend discipline specific conferences to stay abreast of current knowledge and to learn new ways to engage students in science.

## COLLABORATION AND INTERDISCIPLINARY STUDY

Development and implementation of the “Community “Science Institute” will require considerable collaboration.

The department wants to explore possible collaborations with other disciplines like Chemistry, Physics, Astronomy, etc.

To align with the efforts of the Center for Integrative Learning, the department will undertake Problem Based Learning initiatives with other disciplines.

## TECHNOLOGY AND FACILITIES

The department is anticipating the modernization of Boykin Hall which is scheduled for completion in 2024.

### **Canyons Center for Outdoor Recreation and Education (CORE).**

The most significant proposed facility development will be the Canyons Center for Outdoor Recreation and Education (CORE). This space on the Valencia campus will provide a centralized location for our campus community and the public to engage in outdoor education: from adventure recreation and leisure pursuits to sustainability and biodiversity initiative projects and research efforts. The location will bring transdisciplinary learning opportunities to the COC campus with an awareness of the wildland-urban interface.

There are three components of this space: the outdoor classroom, the challenge / ropes course, and the educational garden. Two of these three components relate to the Biological Sciences and Environmental Sciences as described below.

- **Outdoor Classroom** - recreation classes and projects from all disciplines that are focused on sustainability and biodiversity regularly head to the outdoors but struggle to find appropriate spaces. The Honor Grove and the amphitheater are not conducive to learning, even in small groups. The goal is a facility that accommodates group work, lessons, demonstrations, and labs, and has access to power via solar generators. This outdoor classroom would be available for all disciplines and clubs to use as an alternate meeting venue.
- **Learning Garden** - a native garden for experiential learning will be part of the design, with natural borders and pathways surrounded by garden areas with signage to identify the various plants. This will provide opportunities for student projects and research opportunities through the biodiversity initiative, biology classes, transdisciplinary project based learning, and other relevant courses.

Other facility and technology needs include:

- Completion of the Greenhouse in progress at Canyon Country
- Designated space to have a dark room for our Fluorescent microscopes
- Anatomage tables (2)
- Accessibility technology for our blind and deaf students
- Laptop cart/iPad
- Service contracts for all equipment as warranties expire, service to our equipment gets expensive
- Microscopes projecting to students

- Need dedicated personnel to update the department and all faculty's website
- Instructional Surface Pro laptops for all faculty
- Replacing aging equipment in Aliso Lab building, including furniture (students' stools, instructor stools), microscopes, centrifuges, water baths, autoclaves, incubators, gel document cameras, microplate readers, refrigerators, and much more, necessary with the pass of time.
- Require better computers and software for virtual simulations that are up to date with our discipline.

#### MEETING THE NEEDS OF INDUSTRY EMPLOYERS AND INSTITUTIONAL PARTNERS

Students in the biological sciences are well prepared to work in and meet the needs of employers in many different areas. Health profession students are obtaining employment in our local hospitals after they complete their prerequisites and go on for their degrees. Many of our students transfer to 4-year universities to pursue Bachelor and Master and PhD degrees.

The department would like to resume a partnership it had some years ago with USC and UCLA where students could complete internships in their research labs, either during the regular semester or summer.

Additional needs that can be addressed include dual enrollment classes with students from the Academy of the Canyons (AOC); volunteer opportunities in science; professional development funds for discipline specific conferences; and research partnerships with USC and UCLA.

# CHEMISTRY

## DESCRIPTION

The Chemistry Department offers a comprehensive program in chemistry, meeting the needs of university-bound science majors, General Education students, and the local community.

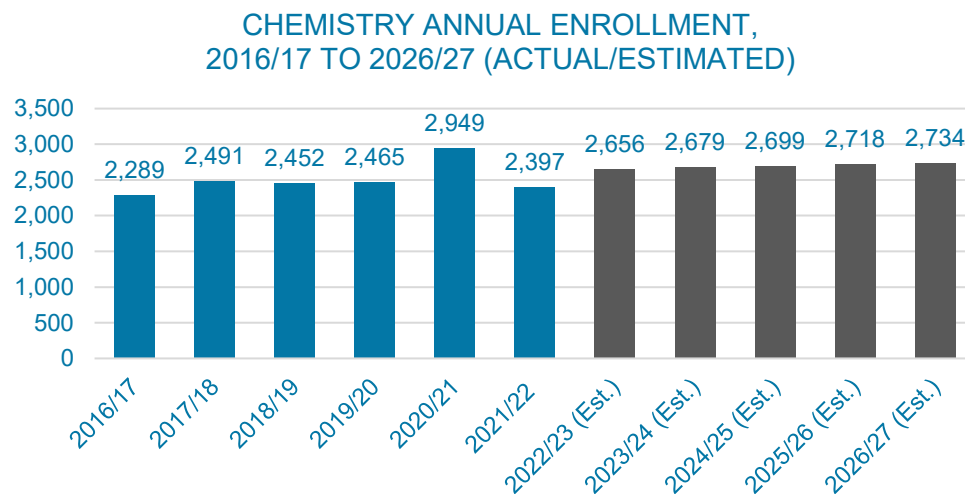
Chemistry classes at College of the Canyons are required for the successful completion of many degree areas including biology, engineering, physics, nursing and allied health, and liberal arts and sciences. In addition, the department offers a GE science course that supports non-STEM students. The Chemistry Department has a strong transfer program and prepares students for the completion of a four-year degree, or entrance into an advanced degree program.

## GROWTH PROJECTIONS

Enrollments in Chemistry have grown by 29 percent from 2016/17 to 2020/21. Through academic year 2026/27, department enrollments are forecast to grow at a rate of 0.7 percent per year (see figure at right).

The department anticipates that this increase in enrollment will continue, due to the expected growth in the health sciences programs (nursing, physical therapy assistant, EMT, MLT) and biological sciences at the college. Of the 23 degrees currently offered in the School of Math, Science, and Health Professions, 15 degrees include chemistry as a major requirement or option as a general education requirement.

FIGURE 150: CHEMISTRY ANNUAL ENROLLMENT, 2016/17 TO 2026/27 (ACTUAL/ESTIMATED)



## DISCIPLINE AND OCCUPATIONS TRENDS

FIGURE 151: DISCIPLINE-RELATED PROGRAMS – CHEMISTRY

Discipline-Related Programs	2020 Jobs	2030 Jobs	Job Growth , 2020 to 2030 (Total)	Job Growth , 2020 to 2030 (%)	Average Annual Job Openings, 2020 to 2030, SCCC* and LA County		Average Annual Program Completions, LA County 2015 to 2020	Gap or Surplus (openings-completions )	Median Hourly Earnings
Chemistry, A.S.									
<b>Total</b>	<b>45,100</b>	<b>45,675</b>	<b>575</b>	<b>1%</b>	<b>103</b>	<b>3,435</b>	<b>537</b>	<b>2,898</b>	<b>\$42.73</b>

\*Note: data refers to LA County except for Annual Job Openings, SCCC

SOURCE: EMSI

### LABOR MARKET POTENTIAL

The number of jobs in Los Angeles County in Chemistry-related fields is expected to grow by 1 percent through 2030, with approximately 3,435 annual projected job openings (both new positions and openings among existing ones). Of these annual openings, 103 will be in the college service area.

An average of 537 Chemistry degrees and certificates (at all education levels) were awarded between 2015 and 2020 in Los Angeles County.

There is a projected annual surplus of approximately 2,898 job openings available in Chemistry-related fields.

## ENROLLMENT TRENDS AND STUDENT OUTCOMES ANALYSIS

### ENROLLMENT

From 2016/17 to 2020/21, overall enrollment for Chemistry grew 29 percent, compared to a three percent decline for the Math, Science & Engineering Division, and a six percent decline for the college. Over this time period, African American or Black student course enrollments grew 69 percent and enrollments among Latinx or Hispanic students grew 51 percent. Chemistry FTES grew 108.8 between 2016/17 and 2020/21, to 677.3 in the 2020/21 academic year.

### CAPACITY AND FILL RATES

Capacity in Chemistry lecture courses grew 37 percent between 2016/17 and 2020/21. The average fill rate in Chemistry lecture courses from 2016/17 to 2020/21 was 93 percent; average fill rates for Online lecture classes were 92 percent, and average fill rates for in-person lecture, 94 percent.

### RETENTION AND SUCCESS

Between 2016/17 and 2020/21, the overall average retention rate for students in Chemistry Online/OnlineLIVE courses was lower at 80 percent than the college (87%) and success rates were also lower (70 percent for the department versus 75 percent for the college). Among student groups with statistically significant enrollments, those with the highest average retention rates in Chemistry Online/OnlineLIVE included first-time students (96%), multi-racial students (93%) and African American or Black students (92%), while Asian or Filipino students (77%), male and continuing students (both 72%) had the lowest average retention rates. Multi-racial and African American or Black students also had the highest average success rate achieved for Online/OnlineLIVE. Male students (60%), continuing students (61%) and Latinx or Hispanic students (65%) had the lowest average success rates.

For in-person classes, from 2016/17 to 2020/21, average retention rates for Chemistry were slightly lower than the overall college (85% versus 89%) and success rates lower (74% versus 78%). Asian or Filipino, male, first-time and returning students all had average in-person rates of retention of 88 percent. Latinx or Hispanic students (80%) and continuing students (82%) had the lowest retention rates in in-person classes. Asian or Filipino students (82%) and returning students (91%) had the highest average success rates, while African American or Black students (56%) and Latinx or Hispanic students (67%) had the lowest average in-person success rates between 2016/17 and 2020/21.

### AWARD OUTCOMES

Between 2016/17 and 2020/21, no awards were offered by the department.

### FUTURE DIRECTIONS

#### CURRICULUM AND PROGRAMMING

For the benefit of all students in the Chemistry Department, the curriculum integrates lectures with lab work to ensure students fully grasp the concepts. Coursework is designed to make sure there is a progression of skills over the course of the program.

The Chemistry department plans to stay current in the field of chemistry and create a curriculum designed to support the diverse skills needed to be successful in STEM and related fields, specifically the students enrolled in the health sciences and biological

science programs. With an anticipated increase in demand for chemistry courses, the department foresees adding accelerated format classes to existing programming. In addition, there is interest in increasing the flexibility of course offerings so that more virtual learning is supported. This may require updates to the course outlines of record (COR).

In response to demographic changes, the department needs to ensure that the curriculum is culturally responsive, inclusive, rooted in equity-mindedness, and relevant to the next generation of STEM learners. To make these changes, the department faculty and staff want to ensure that the curriculum is designed in an inclusive, equity-minded manner. In addition, the faculty want to ensure that accelerated courses and virtual learning experiences enable the success of all students. This will be a top priority and guiding star. The discipline is considering the possibility of creating a new non-credit curriculum designed to support students who are at risk of not being successful (such as those who fail their first chemistry exam).

Lastly, with the gap between degrees awarded (all levels) and job openings in the future, and with interest in providing additional learning opportunities for the increasingly diverse student body, the discipline plans to explore the possibility of creating new degrees or certificates that are zero-cost (or ZTC) through programs that enable students more hands-on opportunities to learn chemistry.

The discipline will continue to grow to support an increasingly diverse student population. To ensure that we improve our success and retention rates, the faculty and staff will need professional learning experiences that support equity-mindedness and culturally relevant andragogy in teaching chemistry. Thus, over the next five to ten years, the discipline will continue to create content that is openly accessible, diverse, inclusive, and rooted in equity. This will require support from the college to ensure faculty have professional learning experiences, and technological support to ensure students are successful in chemistry.

#### IMPROVING STUDENT SUCCESS OUTCOMES

There is interest in improving the student outcomes by expanding the curriculum with degrees (AS, AS-T, or ZTC) and/or certificates, non-credit support courses, accelerated courses, and dual-enrollment courses. This would require collaboration across departments to create more degree opportunities/transfer pathways for students. There is also interest in adapting new and existing courses to utilize more flexible virtual learning modalities such as Hyflex lecture and recitation. The discipline will need the continued support of the college to maintain high standards of learning in chemistry with regards to physical spaces, instrumentation, and technology. There is also the goal of designing the curriculum in ways that will allow students, especially those from more disadvantaged populations, to see themselves in a chemistry career.

Discipline faculty have been creating and adopting open educational resources (OER) for use in classes. The three most highly enrolled courses in the discipline currently use an openly licensed textbook, with supplemental practice problems. In addition, the department uses custom lab manuals in all laboratory classes. There is interest in continuing and building upon these efforts by adopting the OpenStax Organic Chemistry text (available Fall 2023), and in replacing subscription-based online homework programs with open online homework programs (such as ADAPT from LibreTexts or MyOpenMath from IMathAS), thereby making courses eligible for inclusion in ZTC degree pathways. To complete this work, the discipline faculty would need additional time and/or funding.

In addition, faculty have participated in professional learning experiences such as ACUE courses and BCCE (Biennial Conference on Chemistry Education), but the discipline needs additional resources to address equity issues in student outcomes. A top priority for the discipline is professional learning support so that the faculty are current with the most recent andragogy methods for teaching diverse STEM students. This requires professional learning to support faculty in incorporating

culturally responsive and inclusive practices in their classrooms, which in turn will benefit from consistent funding for conference attendance. There are many new ways to support student success and faculty need the opportunity to learn about these. For example, there is interest in changing how chemistry assignments are graded so that the approach to assessing students offers more transparency and consistency and is rooted in equity. In addition, there is peer-reviewed research that demonstrates improved student success chemistry using active learning approaches and techniques. The discipline would like more faculty training in active learning approaches, such as the flipped classroom model, and others.

Department faculty are working to create a series of supplemental workshops in TLC that are tailored to the topics that students tend to have the most difficulty learning. The discipline is interested in continuing this work to improve student outcomes by creating a 'bootcamp' type of preparation for certain courses, as well as non-credit courses designed to support students who are at-risk of failing. Additional support in the TLC is needed with regards to tutoring and workshops. Continued support of online resources in the form of discipline specific lab videos to help support students learning the lab skills is needed. We have a college subscription to JoVE and would like to have that continued. In addition, other technical support will be needed to ensure the OER online homework systems are functioning as desired.

#### COLLABORATION AND INTERDISCIPLINARY STUDY

The focus of the discipline has been to evaluate students learning chemistry and create specific curriculum that supports their learning. For example, a short-term summer course could be created that incorporates a 3-prong approach to review essential general chemistry concepts needed to support organic chemistry. This type of short course has been developed at other colleges and universities, so there is potential to collaborate with Boston University, Fullerton College, Pasadena Community College, and Cerritos College.

The discipline is interested in supporting the scientific writing and research skills for our students, so additional collaboration with English and TLC would be needed. There is also interest in expanding our collaboration with Cal State Fullerton and with CSUN or UCLA to support the development of our students' literature research methods and exposing them to opportunities in research.

There is a desire to expand access so our students can "see" themselves in STEM careers. There is interest in expanding collaboration with Chemistry Club, MESA, EOPS, Ujima, and other student support programs to offer extra-curricular activities, such as tours of local chemistry programs and industry.

Lastly, the discipline is currently involved with the STEM Equity Alliance Scholars Program, funded by an NSF S-STEM grant (#2130475). STEM Equity Alliance Scholars Program uses a student-cohort model to support success in STEM, especially for students who have historically been underrepresented in STEM. It is anticipated that continued collaboration will need to occur to meet the goals and objectives of the NSF grant.

#### TECHNOLOGY AND FACILITIES

The discipline is interested in designing modalities that maximize flexibility for students. It is known that the majority of chemistry students are part-time and have other family and work responsibilities. Given the needs of these nontraditional and older students, the option to offer Hyflex or Online/OnlineLIVE for lectures and recitation would allow the discipline to support a broader range of students. As an example, the discipline offers a hybrid CHEM 201 course where the lecture is online/asynchronous, but the recitation and lab are offered in-person. It is anticipated that there would remain course modalities that are 100% in person, but there would be flexible offerings in addition to the in-person offerings.



The discipline will still require that students have robust in-person lab experience. With the need to support in-person lab instruction, it is expected that there will be little increase in the use of online and virtual instructional space for the laboratory portion of the curriculum. However, concerning lab work, the department can still provide some flexibility, enabling students to work remotely, wherever that is feasible. For instance, the Online/OnlineLIVE recitation format for CHEM 201 described above will enable students to come in-person to the lab only once per week rather than twice.

Courses where virtual spaces are available would need to be designed to accommodate active problem solving in chemistry. The resources needed would include technical capability to support active-learning group work with the ability of the instructor to move around the space and write equations and draw molecules freely on a tablet that is wirelessly projected in the classroom and online. Students will also need tools that will enable them to share their work virtually with classmates. Finally, the virtual learning space needs to have sufficient audio capabilities to hear the instructor and allow for student group work. Like the virtual spaces, the Hyflex spaces will be designed with active learning in mind by being furnished with tables where students work in groups and there are multiple writing spaces that can be shared with online learners, etc.

In terms of facilities and technology improvements, the discipline requires continued maintenance of laboratory spaces, including equipment, and technology. Improved instrumentation for organic chemistry is needed which includes training and support of faculty and staff. Currently, the organic students are working in groups of 3 in fume hoods designed for 2 students. To improve safety and learning, the lab space for organic (Aliso 318) needs to be remodeled. This includes adding whiteboard, reconfiguring the lab drawers, removing cabinets for additional carts and seating, adequate audio so that students can hear the instructor, as well as (and most importantly) adding an additional fume hood so that the students have adequate safe space to work. Alternatively, the course enrollment cap for organic would need to be reduced.

#### MEETING THE NEEDS OF INDUSTRY EMPLOYERS AND INSTITUTIONAL PARTNERS

The discipline is focused on transfer needs but is interested in creating new partnerships with employers and industry. Also, it currently collaborates with Cal State Fullerton.

The discipline also offers a GE chemistry course to incarcerated students. There is interest in expanding offerings for dual enrollment as well as creating a non-credit support curriculum.

# COMPUTER SCIENCE

## DESCRIPTION

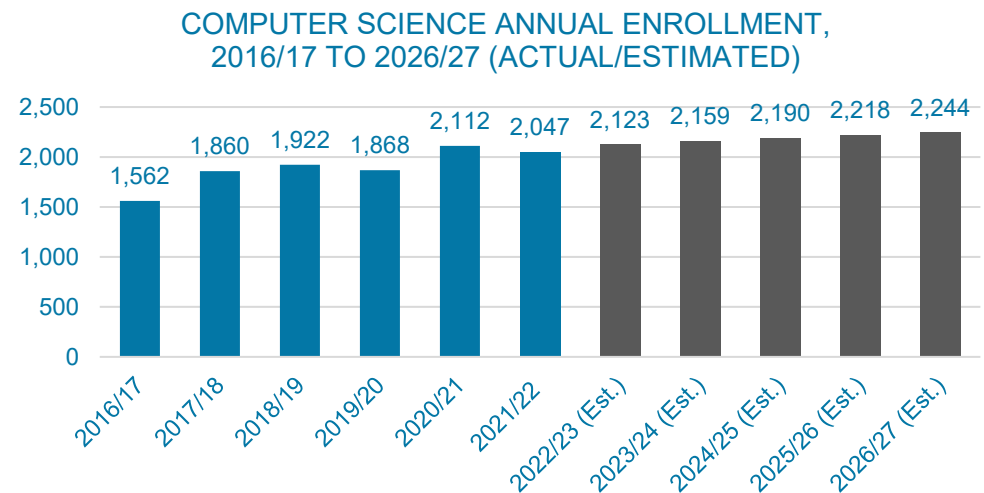
The primary goal or purpose of the Computer Science Department is to prepare students for transfer into the Bachelor of Science in Computer Science Degree program at California State University, Northridge. The department is also working to establish similar partnerships with other CSUs and UCs to create additional pathways for students.

The discipline provides students with the skills and training required for entry-level jobs in the field of software development. Additionally, the department provides two degrees, an Associate of Science in Computer Science Degree, and an Associate of Science for Transfer Degree.

## GROWTH PROJECTIONS

Enrollments in the Computer Science Department at College of the Canyons have grown 35 percent between 2016/17 and 2020/21. Through academic year 2026/27, department enrollments are forecast to grow at a rate of 1.4 percent per year (see figure at right).

FIGURE 152: COMPUTER SCIENCE ANNUAL ENROLLMENT, 2016/17 TO 2026/27 (ACTUAL/ESTIMATED)



## DISCIPLINE AND OCCUPATIONS TRENDS

FIGURE 153: DISCIPLINE-RELATED PROGRAMS – COMPUTER SCIENCE

Discipline-Related Programs	2020 Jobs	2030 Jobs	Job Growth, 2020 to 2030 (Total)	Job Growth, 2020 to 2030 (%)	Average Annual Job Openings, 2020 to 2030, SCCCD* and LA County		Average Annual Program Completions, LA County 2015 to 2020	Gap or Surplus (openings-completions)	Median Hourly Earnings
Computer Science for Transfer, A.S.-T									
Computer Science, A.S.									
<b>Total</b>	<b>137,637</b>	<b>148,322</b>	<b>10,685</b>	<b>8%</b>	<b>263</b>	<b>11,273</b>	<b>2,613</b>	<b>8,660</b>	<b>\$49.37</b>

\*Note: data refers to LA County except for Annual Job Openings, SCCCD

SOURCE: EMSI

### LABOR MARKET POTENTIAL

Looking to the future, the number of jobs in Los Angeles County in Computer Science-related fields is expected to grow by eight percent through 2030, with approximately 11,273 annual projected job openings (both new positions and openings among existing ones). Of these annual openings, 263 will be in the college service area.

An average of 2,613 Computer Science degrees and certificates (at all education levels) were awarded between 2015 and 2020 in Los Angeles County. There is a projected annual surplus of approximately 8,660 job openings available in Computer Science-related fields.

## ENROLLMENT TRENDS AND STUDENT OUTCOMES ANALYSIS

### ENROLLMENT

From 2016/17 to 2020/21, overall enrollment for Computer Science grew 35 percent, compared to a three percent decline for the Math, Science and Engineering Division, and a six percent decline for the college. Over this time period, enrollments in Computer Science grew among students from nearly all racial/ethnic groups: African American or Black student enrollments increased 138 percent, Latinx or Hispanic student enrollments grew 62 percent, and Asian or Filipino enrollments increased 32 percent. Computer Science FTES has grown 53.7 between 2016/17 and 2020/21, to 211.7 in the 2020/21 academic year.

### CAPACITY AND FILL RATES

Capacity in Computer Science lecture courses grew 50 percent between 2016/17 and 2020/21. The average fill rate in Computer Science lecture courses from 2016/17 to 2020/21 was 88 percent; average fill rates for Online lecture classes were 82 percent, and average fill rates for in-person lecture, 91 percent.

### RETENTION AND SUCCESS

Between 2016/17 and 2020/21, the overall average retention rate for students in Computer Science Online/OnlineLIVE courses was lower at 84 percent than the college (87%), and success rates were noticeably lower (66 percent for the department versus 75 percent for the college). Among student groups with statistically significant enrollments, Asian or Filipino students (90%) and first-time students (88%) achieved the highest average retention rates in Computer Science Online/OnlineLIVE, while lowest average retention rates were among African American or Black students (74%). Asian or Filipino students also had among the highest average success rates for Online/OnlineLIVE, 76 percent, while the lowest was 27 percent among African American or Black students.

For in-person classes from 2016/17 to 2020/21, average retention rates for Computer Science were slightly lower than the overall college (86% versus 89%), as were success rates (74% versus 78%). White students (90%), first-time students (89%), Asian or Filipino students (88%) and female students (88%) had among the highest average in-person retention rates, while returning students (79%) and Latinx or Hispanic students (82%) had lower average in-person retention rates. Asian or Filipino, white, and female students had the highest average in-person success rates, at 79 percent.

### AWARD OUTCOMES

Between 2016/17 and 2020/21, award outcomes in Computer Science grew by 211 percent. Among racial/ethnic groups, white students earned an average of fifteen awards per year. Among gender groups, male students earned an average of 31 awards per year, while female students earned an average of 8 awards per year.

### FUTURE DIRECTIONS

#### CURRICULUM AND PROGRAMMING

Online/OnlineLIVE modality has helped to greatly improve student success outcomes across the board and so in response to these educational trends, the department envisions continuing to offer Online/OnlineLIVE classes as well as expanding on-ground class offerings. The department is also exploring the option of eventually offering an Online AS in Computer Science degree in which students can fulfill degree requirements by taking Online and Online/OnlineLIVE courses within the discipline.

### IMPROVING STUDENT SUCCESS OUTCOMES

As stated above student success outcomes improved significantly with the shift to Online/OnlineLIVE classes. For this reason, Computer Science plans to continue its reliance on this modality.

### COLLABORATION AND INTERDISCIPLINARY STUDY

Before the pandemic there was a computer science club and collaboration with local industry. The Computer Science Department plans to revive both initiatives.

### TECHNOLOGY AND FACILITIES

With a continued and growing emphasis on Online/OnlineLIVE courses, the Department will increasingly need Hyflex classrooms to make this work. Continued access to Zoom and Canvas are vital to the department's vision. Also, continued training in Online/OnlineLIVE teaching for faculty will be instrumental.

The current computer monitors are old and need to be replaced.

# ENGINEERING

## DESCRIPTION

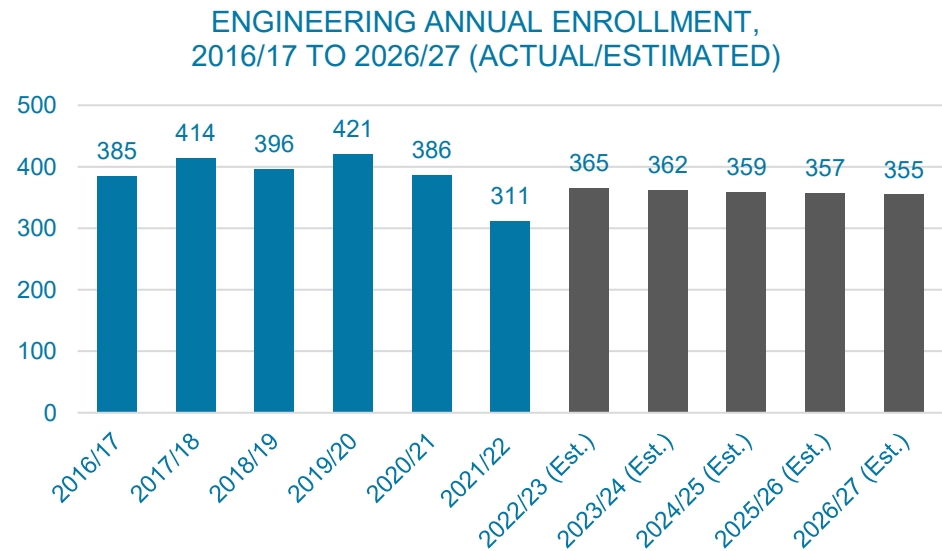
The primary purpose of the Engineering Department is to prepare transfer students for success at a 4-year institution majoring in one of the primary engineering disciplines (Mechanical, Aerospace, Civil, Electrical, and Manufacturing).

The Engineering Department provides curriculum that focuses on the fundamentals of mechanics, electrical theory, materials, engineering problem solving, and Computer Aided Drafting which comprise the foundation of any engineering major degree pattern. The Associates degree concentrates on helping students develop critical thinking skills, teamwork abilities, a creative imagination, and excellent communication skills to effectively function in the professional engineering environment. Our Mechanical Drafting certificate provides students essential workforce skills through select industry inspired coursework. After completing a B.S. degree in engineering at a 4-year institution, graduates typically find employment in the engineering sector working on various design, build, production, and testing projects related to their engineering major.

## GROWTH PROJECTIONS

Enrollments in the Engineering Department at College of the Canyons have been largely flat between 2016/17 and 2020/21. Through academic year 2026/27, department enrollments are forecast to decline at a rate of -0.7 percent per year (see figure at right).

FIGURE 154: ENGINEERING ANNUAL ENROLLMENT, 2016/17 TO 2026/27 (ACTUAL/ESTIMATED)



## DISCIPLINE AND OCCUPATIONS TRENDS

FIGURE 155: DISCIPLINE-RELATED PROGRAMS – ENGINEERING

Discipline-Related Programs	2020 Jobs	2030 Jobs	Job Growth, 2020 to 2030 (Total)	Job Growth, 2020 to 2030 (%)	Average Annual Job Openings, 2020 to 2030, SCCC* and LA County		Average Annual Program Completions, LA County 2015 to 2020	Gap Surplus or (openings-completions)	Median Hourly Earnings
Engineering, A.S.									
<b>Total</b>	<b>54,766</b>	<b>52,647</b>	<b>(2,120)</b>	<b>-4%</b>	<b>134</b>	<b>3,457</b>	<b>126</b>	<b>3,330</b>	<b>\$55.80</b>

\*Note: data refers to LA County except for Annual Job Openings, SCCC  
 SOURCE: EMSI

### LABOR MARKET POTENTIAL

The number of jobs in Los Angeles County in entry level Engineering-related fields is expected to decline by four percent through 2030, with 3,457 annual projected job openings (both new positions and openings among existing ones). Of these annual openings, 134 will be in the college service area.

An average of 126 general Engineering degrees and certificates (at all education levels) were awarded between 2015 and 2020 in Los Angeles County. There is a projected annual surplus of approximately 3,330 related openings and many more for those with advanced and specialty engineering studies.

## ENROLLMENT TRENDS AND STUDENT OUTCOMES ANALYSIS

### ENROLLMENT

From 2016/17 to 2020/21, overall enrollment for Engineering was largely flat, compared to a three percent decline for the Math, Science and Engineering Division, and a six percent decline for the college. While enrollments declined among white students (-25%) and several other racial/ethnic groups with small enrollment totals, enrollments among Latinx or Hispanic students grew by 18 percent, and enrollments among Asian or Filipino students increased six percent. Engineering FTES declined 3.8 between 2016/17 and 2020/21, to 48.8 in the 2020/21 academic year.

### CAPACITY AND FILL RATES

Capacity in Engineering lecture courses grew 14 percent between 2016/17 and 2020/21 while capacity declined by 50 percent among lab courses. The average fill rate in Engineering lecture courses from 2016/17 to 2020/21 was 77 percent; average fill rates for Online lecture classes were 57 percent, and average fill rates for in-person lecture, 87 percent. Engineering lab courses had a 95 percent average fill rate.

### RETENTION AND SUCCESS

Between 2016/17 and 2020/21, the overall average retention rate for students in Engineering Online/OnlineLIVE courses was noticeably lower at 80 percent than the college (87%) whereas success rates were significantly lower (55 percent for the department versus 75 percent for the college). Among student groups with statistically significant enrollments, first-time students achieved the highest average retention rates in Engineering Online/OnlineLIVE (97%); lowest average retention rates were among Latinx or Hispanic students (73%), female students (70%) and returning students (70%). Asian or Filipino students had the highest average online success rate, 74 percent, and the lowest was 45 percent among Latinx or Hispanic students.

For in-person classes from 2016/17 to 2020/21, average retention rates for Engineering were slightly greater than the overall college (91% versus 89%) and success rates noticeably greater (84% versus 78%). Female (88%) and returning students (84%) had the lowest retention rates in-person, while Asian or Filipino (93%), white (92%) and continuing students (92%) had among the highest average in-person retention rates. Asian or Filipino and white students had among the highest average in-person success rates, 88 percent.

### AWARD OUTCOMES

Between 2016/17 and 2020/21, award outcomes in Engineering declined by 32 percent. Among racial/ethnic groups, Latinx or Hispanic students earned an average of eight awards per year. Among gender groups, male students earned an average of fourteen awards per year, while female students earned an average of three awards per year.



## FUTURE DIRECTIONS

### CURRICULUM AND PROGRAMMING

Changes in curriculum are usually made based on the requirements of 4-year institutions. The department needs to ensure classes are articulable with the CSUs through the CID descriptor process. The core Engineering courses will remain for the most part unchanged. However, the department has seen lower enrolments in courses that many universities have established as upper divisions, sometimes even leading to cancellation. These courses will have to be reevaluated for their relevancy at the community college level. More in response to student and employer demand, it is expected that the Engineering Department will seek opportunities to incorporate more project-based learning opportunities in both lab and non-lab-based courses. Employers are seeking more skills-ready graduates and adjustments to curriculum in this respect can be beneficial for students' employment prospects.

To help promote growth the Engineering Department is exploring the development of three different program tracks leading to more specialized AS degrees in either Mechanical/Aerospace Engineering, Civil Engineering, or Electrical Engineering.

The Engineering Department will seek to increase online offerings of courses that have not traditionally been held online, namely the software-based Engineering courses. The department will need to ensure that students can remotely access software or receive free download options for a smooth transition from the on-ground to the online environment.

Based upon the enrollment and job growth outlook, the next 5-10 will remain steady with slight growth expected in terms of student FTES, faculty, and courses offered. Over the past ten years, the department has experienced steady growth, leading to a certain predictability in terms of which classes should be offered and when so as to avoid low enrollment and cancellation. However, large surges of growth are uncommon for this particular discipline. This is typically a result of the numerous prerequisites and coursework expected of Engineering students.

As the streaming software capabilities are brought on to support online-software-based courses a concerted effort will be made to have our part-time and any future full-time instructors appropriately trained and certified to teach online.

Mastery-based grading is a new system that the department is looking to implement in more courses. Canvas-based training on how grading schemes can be altered will be required to ensure that faculty are able to implement this type of grading.

### IMPROVING STUDENT SUCCESS OUTCOMES

Success rates and retention rates have shown promise over the past 5 years with almost all races/ethnicity, gender, and admit status categories reflecting positive growth. However, success rates of mixed race and recurring students have seen a decline over the past 5 years. In addition, retention rates of mixed race and first-time students also reflected a slight decline. The most significant decline would be a 25% decrease in student retention for African American students in Online/OnlineLIVE courses. While enrollments and completion rates have risen, there have been significant declines in the number of award earners for Engineering for Asian, Latinx, and white student categories.

To improve outcomes the Engineering Department can implement a more consistent and targeted program of alerting students in their final semester to apply for their degrees and certificates before they plan to transfer. The department's connections with MESA can help to reach out to diverse students that may be unaware of the classes they have taken that may lead to an AS degree in Engineering. Tapping into TLC's and MESA's tutoring resources and directing students to take advantage of such resources can help to turn the negative trends seen in the categories identified above.

Flexible tutoring availability for most Engineering courses and Engineering students is most definitely a must. Students, and especially students from diverse backgrounds, are having increasing difficulty finding time outside the classroom to dedicate to their courses and tutoring that can be adaptable to their schedules would be beneficial.

#### COLLABORATION AND INTERDISCIPLINARY STUDY

Project-based learning opportunities can be developed with both the Physics and Makerspace programs with an emphasis on hands-on learning activities. In addition, the Manufacturing Department can potentially be a partner when trying to construct and produce larger hands-on projects.

#### TECHNOLOGY AND FACILITIES

The Engineering Department needs dedicated classrooms for the smooth operation and scheduling of software-based courses. The department offers courses in AutoCAD, Solidworks, and Matlab that require students to have access to the software and computers in their classrooms. Most recently, however, due to administrative changes, the Engineering Department lost access to one of these computer rooms for its software-based courses. At the very minimum, the software programs should be installed on the computers in the Engineering Department's laptop cart located in Aliso Lab in addition to finding a dedicated computing classroom for Engineering.

Software-based courses can also be made available online. The Engineering Department will explore streaming possibilities that can allow students to access the needed software without having to download software to their computers. This can bridge any equity gaps that may arise if students do not have the proper computers to handle software requirements.

Also, since the department is offering more technical and STEM courses, there is the possibility of the department using joint on-campus and off campus spaces such as the Advanced Technology Center. Project-based learning activities for engineering courses such as Electrical Circuits, Materials Science, 3D Modeling, and Introduction to Engineering can serve as possible candidates for project exploration at the new Advanced Technology Center. The Engineering Department can most definitely benefit from externships at employer sites to give students more of an understanding of their future careers.

It is anticipated that all current physical labs will remain as they are and not go completely online to maintain the hands-on integrity of the department's lab courses. Smart whiteboards with image capture technology will be required in Engineering classrooms as students are expecting more resources to refer to in their Learning Management Systems.

The Engineering Department is currently in the process of creating a wet lab in Aliso Lab to properly run the Materials Science labs that require water and furnaces. The furnaces will need to be vented for safety purposes and a possibility could be to utilize the former cleanroom fume hood for furnace usage. Proper electrical capacities will have to be verified to ensure proper operation of furnaces and other electrical equipment in the new wet lab.

## MEETING THE NEEDS OF INDUSTRY EMPLOYERS AND INSTITUTIONAL PARTNERS

As the Engineering Department offers a transfer-based program, our main engagement and response lies more with university needs and requirements for admissions into a four-year degree. Regular meetings with university engineering departments, other engineering programs at the community college level, and admissions counselors occur throughout the academic year to help guide and shape the Engineering curriculum.

The Engineering Department has put forth extensive effort in aligning curriculum with the C-ID descriptors that have been finalized for engineering. The Cal State University system already subscribes to the C-ID system and CSU engineering program representatives' input has been instrumental in ensuring that the department's Engineering courses articulate with the CSU system.

The Engineering Department solicits input from local engineering employers, alumni, and part-time instructors regarding trending skills and training that would benefit the job prospects of future engineers.

In addition, campus visits from professional engineers to come and talk with our Engineering students regarding what they do as an engineer can help students further define their career path. Industry visits should be a regular part of the department's activities to give students an idea of the typical engineering workplace and what transpires.

The main departmental need for the foreseeable future is to develop a steady pipeline of students interested in engineering who are also adequately prepared when their educational needs bring them to the Engineering Department. This need can be addressed through dual enrollment, offering courses on high school campuses, and by making the department more visible by developing a social media presence and by participating in college days at local high schools.

# ENVIRONMENTAL SCIENCE

## DESCRIPTION

The Environmental Science program optimizes preparation for upper-division course work for advanced degrees in Environmental Science and Studies offered by four-year institutions. These classes offer a broad base of natural science and social science course work that will prepare students for transfer.

These degrees can lead to positions in environmental research, conservation, or consulting in private business, government, or non-governmental organizations. Some examples include environmental compliance, environmental restoration and environmental planning, environmental policy and law, sustainability management, natural resource management, air quality and forest conservation technical positions, conservation and wildlife science, and teaching.

The Environmental Science and Studies program is dedicated to providing the most current and relevant quality education to provide opportunities for students to enter diverse pathways in the fields of Environmental science and studies.

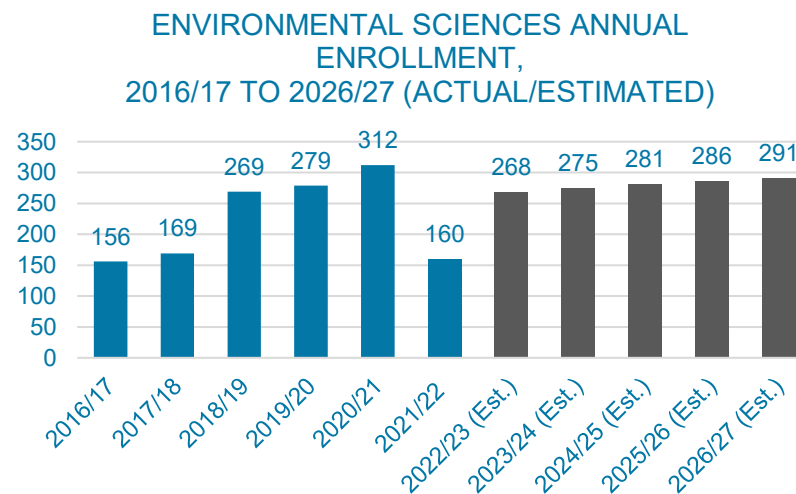
The program offers two degrees:

- Associate of Arts (AA) Degree in Environmental Studies
- Associate of Science (AS-T) Degree for Transfer in Environmental Sciences

## GROWTH PROJECTIONS

Enrollments in the Environmental Sciences Program at College of the Canyons have grown 100 percent between 2016/17 and 2020/21. Through academic year 2026/27, program enrollments are forecast to grow at a rate of 2.1 percent per year (see figure at right).

FIGURE 156: ENVIRONMENTAL SCIENCES ANNUAL ENROLLMENT, 2016/17 TO 2026/27 (ACTUAL/ESTIMATED)



## DISCIPLINE AND OCCUPATIONS TRENDS

FIGURE 157: DISCIPLINE-RELATED PROGRAMS – ENVIRONMENTAL SCIENCES

Discipline-Related Programs	2020 Jobs	2030 Jobs	Job Growth , 2020 to 2030 (Total)	Job Growth , 2020 to 2030 (%)	Average Annual Job Openings, 2020 to 2030, SCCCD* and LA County		Average Annual Program Completions, LA County 2015 to 2020	Gap or Surplus (openings-completions )	Median Hourly Earnings
Environmental Studies, A.A.							76		
Environmental Science, A.S. for Transfer							234		
<b>Total</b>	<b>415,033</b>	<b>428,801</b>	<b>13,769</b>	<b>3%</b>	<b>892</b>	<b>36,689</b>	<b>310</b>	<b>36,613</b>	<b>\$38.72</b>

\*Note: data refers to LA County except for Annual Job Openings, SCCCD; Data provided as a total because of overlap between the two disciplines  
 SOURCE: EMSI

### LABOR MARKET POTENTIAL

The number of jobs in Los Angeles County in Environmental Science- and Environmental Studies-related fields is expected to grow by three percent through 2030, with more than 36,000 annual projected job openings (both new positions and openings among existing ones). Of these annual openings, approximately 900 will be in the college service area.

Looking at science-based positions available in Los Angeles County, there is forecast to be 14 percent growth among positions which require a Bachelor’s in Environmental Science, and 19 percent growth among those which require an associate degree.

An average of 234 Environmental Science and degrees and certificates and 76 Environmental Studies awards (at all education levels) were awarded annually between 2015 and 2020 in Los Angeles County. There is a projected annual surplus of approximately 36,613 openings in Environmental Science- and Environmental Studies-related fields.

## ENROLLMENT TRENDS AND STUDENT OUTCOMES ANALYSIS

### ENROLLMENT

From 2016/17 to 2020/21, overall enrollment for Environmental Sciences grew 100 percent, compared to a three percent decline for the Math, Science and Engineering Division, and a six percent decline for the college. Over this time period, enrollments in Environmental Sciences grew among students from nearly all racial/ethnic groups: Asian or Filipino student enrollments grew 183 percent, Latinx or Hispanic student enrollments grew 127 percent, and African American or Black student enrollments increased by 129 percent. Environmental Sciences FTES has grown 20.1 between 2016/17 and 2020/21, to 40.6 in the 2020/21 academic year.

### CAPACITY AND FILL RATES

Capacity in Environmental Sciences lecture courses grew 142 percent between 2016/17 and 2020/21. The average fill rate in Environmental Sciences lecture courses from 2016/17 to 2020/21 was 75 percent; average fill rates for online lecture classes were 74 percent, and average fill rates for in-person lecture, 75 percent.

### RETENTION AND SUCCESS

Between 2016/17 and 2020/21, the overall average retention rate for students in Environmental Sciences Online/OnlineLIVE courses was better at 92 percent than the college (87%) and the average success rate was also better (80 percent for the department versus 75 percent for the college). Among student groups with statistically significant enrollments, white students had average retention rates of 95 percent, and Asian or Filipino, male and returning students had average online retention rates of 93 percent. White students (85%), male students (83%) and continuing students (81%) had among the highest average rates of success in online classes.

For in-person classes from 2016/17 to 2020/21, average retention rates for Environmental Sciences were slightly lower than the overall college (86% versus 89%) and success rates noticeably lower (70% versus 78%). Asian or Filipino students had average in-person retention rates of 91 percent, while white and female students had average rates of 88 percent. These same groups had among the highest average rates of success in-person— Asian or Filipino students 78 percent average in-person success rate, and white and female students, 74 percent.

### AWARD OUTCOMES

Between 2016/17 and 2020/21, award outcomes in Environmental Sciences grew from zero to six. In the 2020/21 academic year, Latinx or Hispanic students earned two awards, while white students earned three awards.

### FUTURE DIRECTIONS

#### CURRICULUM AND PROGRAMMING

Climate change has become one of the most important areas in discipline. To address climate change, the department will develop a new Certificate of Specialization in Climate Disruption: Causes, Effects, and Mitigation. In fall 2017, the ENV 104 class was added as an option for the 18.5-unit Sustainable Development certificate. Additionally, ENV 103 and 101 are now required courses in the AST and AA degrees already approved.

In 2019 a CWE-186ENVR was created and has been added to the AA in Environmental Studies. This is important to give credit to students that work outside the classroom on research projects (such as the Biodiversity initiative) and other outside of the classroom experiences. Students are participating in this new CWEE course, and it has been very beneficial because they are obtaining undergraduate research and project leadership skills which increase their chances of obtaining internships upon transfer to a University.

### IMPROVING STUDENT SUCCESS OUTCOMES

Asian/Filipino and Whites are doing well in the program. Not so well are African Americans, although the retention rate of African Americans has shown significant improvement.

The program needs additional marketing strategies to make it more accessible to other populations. This should include more participation in College activities that showcase the different departments. In addition, the department received a mini grant for an “open house” day where we will show the different disciplines in the department.

Student outcomes and accessibility may be improved by addressing existing facility needs. For instance, Environmental Sciences does not have a permanent classroom on either campus. In addition, the only lab assigned to Environmental Sciences is on the Canyon Country campus in a portable building slated for removal at some time in the future. The department only offers lecture-based courses on the Valencia campus. To address equity gaps and make the discipline accessible to more students, the department needs permanent lab space along with the additional associated equipment.

### COLLABORATION AND INTERDISCIPLINARY STUDY

One of the most significant collaborative activities on campus involving Environmental Science is the Biodiversity Initiative. Currently the responsibility for maintaining biodiversity lies in the hands of various organizations both governmental and non-governmental. However, given the scope of the problem and the looming consequences to the human species it is important to broaden the net of responsibility and unite communities in the effort to maintain biodiversity. College of the Canyons is ideally situated to be a leader in terms of these efforts due to its respectful relationship with the community, its esteemed success as a learning institution, and its commitment to civic engagement and sustainability. The College has included the Biodiversity Initiative in the previous facilities master plan which states the following: The continued degradation of life-sustaining resources, such as atmosphere and water, is in full-play and demands immediate action on everyone’s part. COC is fast becoming a leader in fostering awareness and initiating solutions to protecting Earth’s ecosystems.

Specific activities underway as part of the Biodiversity Initiative include a collaboration with the Associated Student Government (ASG) on habitat creation projects. Additionally, members of the English faculty are promoting the Biodiversity initiative in their courses and urging their students to take action. Anthropology is collaborating on a rodent poison reduction project. The Initiative is also working with library staff on the seed library. Finally, the Initiative also provides an opportunity for Honors students to engage in projects and/or research that address current rapid biodiversity loss. Since this crisis will impact our communities, providing opportunities to experience deep educational experiences on this topic will develop groups of students that are equipped to envision and enact solutions to the crisis and therefore is a relevant and needed form of community service.

Environmental Sciences is also collaborating on an NSF grant with other California community colleges including Antelope Valley College on "The Birds and the Bees". This grant is providing funds to monitor birds and solitary bee populations with the ultimate goal to increase habitat for healthy ecosystems by providing native vegetation and housing to increase biodiversity on campuses and in their communities. The goal also includes infusing these undergraduate research experiences into the

curriculum and developing strong institutional support for this work. The discipline has also collaborated with English and Art to publish “Birds of the Canyons” book, as a part of a Problem Based Learning workshop about two years ago.

## TECHNOLOGY AND FACILITIES

During the pandemic, Environmental Sciences adjusted its instruction to using a virtual classroom, but as a discipline it is best taught in person and in the field. Facility and technology needs include:

- Permanent lab space to replace the existing lab located in a temporary portable building on the Canyon Country campus.
- A permanent classroom for Environmental Sciences is also needed for either campus.
- A laptop cart so students can do research and analysis without leaving the lab room.
- A field station(s) to take students over two to three days to complete research and lab activities in real life. This would replace the Tahquitz Field Station which is no longer available.
- A mobile equipment truck that we can take places and offer outdoor research in the field.
- Completion of the greenhouse at Canyon Country located by the Takeda Science Center
- An outdoor screened propagation lab (not a greenhouse)

The most significant proposed facility development is the **Canyons (Center for) Outdoor Recreation and Education (CORE)**. This space on the Valencia campus will provide a centralized location for the campus community and the public to engage in outdoor education from adventure recreation and leisure pursuits to sustainability and biodiversity initiative projects and research efforts. The location will bring transdisciplinary learning opportunities to our campus with an awareness of the wildland-urban interface. There are three components to this space: the Outdoor Classroom, the Challenge / Ropes Course, and the Educational Garden. Two of the three components relate to the Biological and Environmental Sciences.

- **Outdoor Classroom** - Recreation classes and projects from all disciplines focused on sustainability and biodiversity regularly head to the outdoors but struggle to find appropriate spaces. The Honor Grove and the amphitheater are not conducive to learning, even in small groups. The goal is a facility that accommodates group work, lessons, demonstrations, and labs, and has access to power via solar generators. This outdoor classroom would be available for all disciplines and clubs to use as an alternate meeting venue.
- **Learning Garden** - a native garden for experiential learning will be part of the design, with natural borders and pathways surrounded by garden areas with signage to identify the various plants. This will provide opportunities for student projects and research opportunities through the biodiversity initiative, biology classes, transdisciplinary project based learning and other relevant courses.

## MEETING THE NEEDS OF INDUSTRY EMPLOYERS AND INSTITUTIONAL PARTNERS

Many of our students who have completed their degrees and transferred already have job opportunities where they are able to serve the community at large and employers in related industries. Recent examples include: a GIS technician with the Santa Clarita Valley Water Agency, a sustainable farm worker in Santa Paula, a field researcher with the Great Basin Institute, a sustainable salmon fisheries auditor, and a graduate student in environmental policy, to name a few. In order to prepare students for these opportunities it is imperative for faculty to attend discipline specific conferences where they can stay current and learn about opportunities to engage students in the field. The Environmental Sciences program is working with other universities to identify locations for new field stations.



# GEOGRAPHY

## DESCRIPTION

The primary goal of the Geography Department is to prepare students for transfer as a Geography AA-T major or in related field, enhance employable skills in geospatial technologies, create opportunities for student field studies and community building, and to serve as physical science and social science general education courses for all student populations and modalities.

The Geography and GIS courses provide knowledge on the interactions between the natural and human world, the diversity of the planet and its peoples, and a scientific explanation of the spatial distribution of human and natural phenomena on the Earth. The department offers an AA-T Geography, California Studies Certificate, and Applied GIS and Spatial Studies Certificate.

In addition, Geography courses fulfill major course requirements in the following degrees at COC:

- Elementary Education-AA-T
- Environmental Studies AA
- Environmental Science AS-T
- Land Surveying AS
- Global Studies AA-T and
- Anthropology AA-T

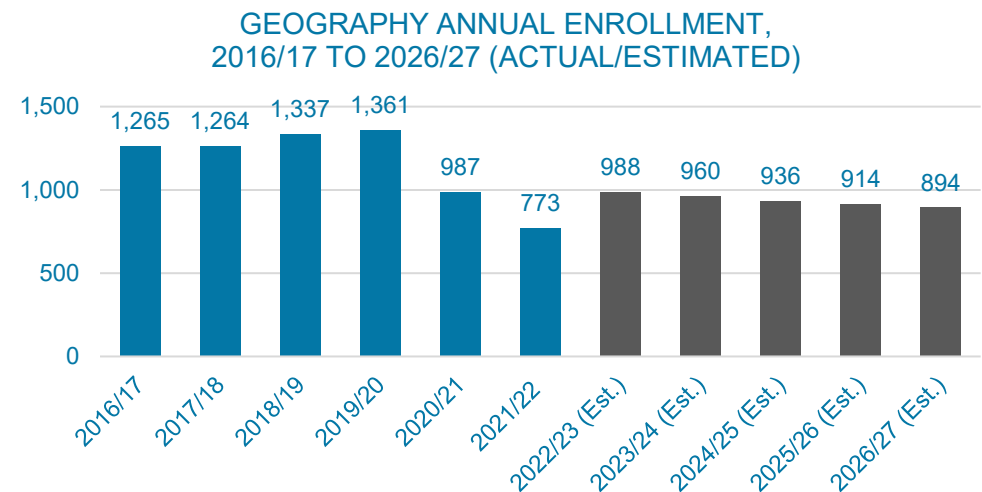
Many other departments also suggest using our courses in their recommended pathways for students. These include Business, Administration of Justice, and many others. Our courses and certificates provide students with a geographic perspective or way of spatial thinking that they can apply to any major field of study or career occupation. Graduates of our department go on to transfer to a four-year institution or gain skills that increase their employability.

## GROWTH PROJECTIONS

Enrollments in the Geography Department at College of the Canyons have declined 22 percent between 2016/17 and 2020/21. Through academic year 2026/27, department enrollments are forecast to decline at a rate of -2.4 percent per year (see figure at right).

In 2020/21, Geography enrollments declined as a result of the pandemic. Although the decline in Geography enrollments has stopped and many classes are now waitlisted, enrollments have not yet fully recovered to pre-pandemic levels.

FIGURE 158: GEOGRAPHY ANNUAL ENROLLMENT, 2016/17 TO 2026/27 (ACTUAL/ESTIMATED)



## DISCIPLINE AND OCCUPATIONS TRENDS

FIGURE 159: DISCIPLINE-RELATED PROGRAMS – GEOGRAPHY

Discipline-Related Programs	2020 Jobs	2030 Jobs	Job Growth, 2020 to 2030 (Total)	Job Growth, 2020 to 2030 (%)	Average Annual Job Openings, 2020 to 2030, SCCC* and LA County		Average Annual Program Completions, LA County 2015 to 2020	Gap or Surplus (openings-completions)	Median Hourly Earnings
Geography for Transfer, A.A.-T									
Applied GIS and Spatial Studies, Certificate of Achievement									
California Studies, Certificate of Specialization									
<b>Total</b>	<b>64,083</b>	<b>66,760</b>	<b>2,677</b>	<b>4%</b>	<b>162</b>	<b>5,226</b>	<b>328</b>	<b>4,899</b>	<b>\$41.63</b>

\*Note: data refers to LA County except for Annual Job Openings, SCCC

SOURCE: EMSI

### LABOR MARKET POTENTIAL

The number of jobs in Los Angeles County in Geography-related fields is expected to grow by four percent through 2030, with approximately 5,226 annual projected job openings (both new positions and openings among existing ones). Of these annual openings, 162 will be in the college service area.

An average of 328 Geography degrees and certificates (at all education levels) were awarded between 2015 and 2020 in Los Angeles County.

There is a projected annual surplus of approximately 4,899 job openings available in Geography-related fields.

## ENROLLMENT TRENDS AND STUDENT OUTCOMES ANALYSIS

### ENROLLMENT

From 2016/17 to 2020/21, overall enrollment for Geography declined 22 percent, compared to a three percent decline for the Math, Science and Engineering Division, and a six percent decline for the college. Over this time period, enrollments in Geography declined among students from nearly all racial/ethnic groups. Enrollments among Latinx or Hispanic students decreased by 21 percent, white student enrollments declined 32 percent, and enrollments among Asian or Filipino students decreased by 12 percent. Geography FTES declined 14.6 between 2016/17 and 2020/21, to 112.3 in the 2020/21 academic year.

### CAPACITY AND FILL RATES

Capacity in Geography lecture courses has decreased five percent between 2016/17 and 2020/21. The average fill rate in Geography lecture courses from 2016/17 to 2020/21 was 79 percent; average fill rates for Online lecture classes were 77 percent, and average fill rates for in-person lecture, 82 percent.

### RETENTION AND SUCCESS

Between 2016/17 and 2020/21, the overall average retention rate for students in Geography Online/OnlineLIVE courses was slightly better at 88 percent than the college (87%) whereas success rates were almost the same (76 percent for the department versus 75 percent for the college). Among student groups with statistically significant enrollments, white and multi-racial students had among the highest average online retention rates (92% and 91% respectively) while the lowest average retention rates were among African American or Black students (81%) and Latinx or Hispanic students (85%). White students (84%), Asian or Filipino students (82%) and multi-racial students (82%) had among the highest average online success rates, while African American or Black students and Latinx or Hispanic students had lowest rates of online success (58% and 70%, respectively).

For in-person classes from 2016/17 to 2020/21, average retention rates for Geography were slightly lower than the overall college (87% versus 89%) as were success rates (75% versus 78%). Multi-racial students (93%), Asian or Filipino (91%) and white students (90%) had higher average rates of success in-person, while African American or Black students (83%) and returning students (83%) had lower retention rates in in-person classes.

### AWARD OUTCOMES

Between 2016/17 and 2020/21, award outcomes in Geography did not change. Among racial/ethnic groups, white students earned an average of three of a total of five awards per year. Male students also earned an average of three awards per year.

## FUTURE DIRECTIONS

### CURRICULUM AND PROGRAMMING

Significant curriculum changes to the Geography and GIS programs are not expected. All the current courses were created by Geography faculty and these courses have a statewide CID-Descriptor. As additional descriptors are created then the geography faculty may consider offering those classes as well.

Over the next five to ten years, it is hoped that the discipline will offer more hands-on field trip experiences for students. To fulfill this goal, the Geography Department may create low unit field studies courses that students can take to enhance their experiences in existing courses. Course outlines of record will be regularly updated to maintain currency and relevancy in the discipline.

The Geography Department also looks to partner with other programs to identify potential areas of synergy in both credit and noncredit programs. For example, a “geography of food” class partnered with the culinary arts program.

#### IMPROVING STUDENT SUCCESS OUTCOMES

African American students experience lower rates of retention in online courses. African American and Latinx students experience lower rates of success in online and in person classes. There is only a 3% difference in retention and success rate between females and males. Retention and success are lowest for returning students as compared to first time students and continuing students. Continuing students have the highest success and retention rates.

To improve success outcomes for students, course outlines of record are regularly updated to maintain currency and relevancy. In addition, faculty are using Starfish to report/flag student progress. And where success and retention rates have been the highest, additional campus classes are being offered.

To further enhance outcomes, more field trips will be offered to create opportunities for students to become more engaged in learning and building community. However, geography field trips require additional financial, transportation, and equipment support to carry out, as many students lack transportation and the financial resources to participate in field trips.

#### COLLABORATION AND INTERDISCIPLINARY STUDY

There are opportunities to create field trip experiences, non-credit courses, mapping skills workshops, and overlapping course pathways with other programs at COC. Partnerships between Geography and Business, Architecture, Construction Technology, Biological Sciences, Environmental Science, Recreation, Fire Technology, Administration of Justice, and Culinary Arts are all possibilities.

#### TECHNOLOGY AND FACILITIES

Online courses are very popular and now make up the largest share of enrollments in the Geography Department. However, this does not extend to Geography 101, a lab course that requires on campus lab space and presently cannot be offered online.

During the pandemic an exception was made. The Geography Department converted its labs to online instruction by using take home kits, online lab manuals, and simulations. If four-year articulation partners are agreeable, then Geography 101 is one of the best suited lab courses to be offered online. The Academic Senate for California Community Colleges ran a survey that confirmed this view among other community colleges.

Regardless, on campus lecture courses still offer a more engaging learning experience. The Boykin Hall remodel and Takeda Science Center will fulfill this need by offering flexible geography lecture classrooms and instructional labs for the department. Related technology needs include laptop carts, a geographic information systems computer, and a cartography lab.

The Geography Department currently uses joint off campus spaces for the Rising Scholars program at LA County jails. It also offers classes at Castaic High School. The department hopes to expand high school offerings of geography to more high school sites in the Santa Clarita Valley.

To support our off-campus field trips the Geography Department needs vans or a van rental budget to provide transportation for students who cannot afford to transport themselves or who do not have cars.

#### MEETING THE NEEDS OF INDUSTRY EMPLOYERS AND INSTITUTIONAL PARTNERS

A Spatial Studies and GIS certificate was created as skills builder certificate for people in the workforce.

The Geography Department has partnered with Solid Terrain Modeling, a GIS based corporation that employs GIS students to create 3D maps for both museums and government agencies. Our GIS certificate will better serve our students and this corporation. Also, CSUN's GIS program and faculty were consulted with the new additions of course offerings in GIS, creating our certificate.

Discussions with the administration at Castaic High School resulted in positive feedback in the expansion of the dual enrollment program for Geography, as we saw great success this past fall with three weather and climate courses.

Support of another full-time faculty, hired specifically for dual enrolment, is needed so the Department can better serve all the local High Schools.

# GEOLOGY

## DESCRIPTION

The primary goal of the Geology Department is to prepare students for transfer as a Geology AS-T major or in related fields such as oceanography, to enhance employable skills in the earth sciences, to create opportunities for student field studies and community building, and to serve as physical science and life science general education courses for all student populations and modalities.

The Geology and Oceanography courses provide knowledge on the materials, structure, processes, and geologic and life history of our planet. The department offers an Associate of Science Transfer Degree (AS-T) in Geology.

In addition, Geology courses fulfill major course requirements in the following degrees and certificates at COC:

- Elementary Education-AA-T,
- Environmental Studies AA,
- Environmental Science AS-T,
- Anthropology AA-T, and
- Applied GIS and Spatial Studies Certificate and California Studies Certificate.

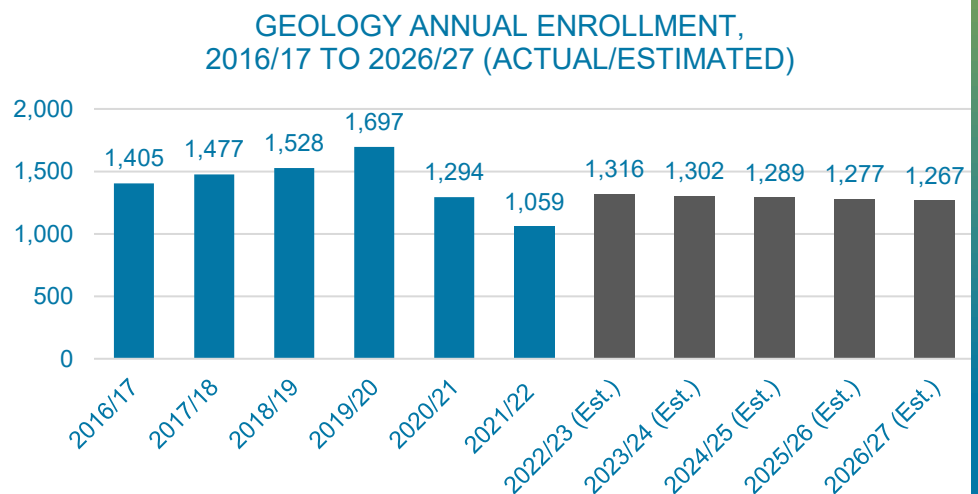
Many other departments also suggest using our courses in their recommended pathways for students. Our courses provide students with a geologic perspective and understanding of the history of the earth, what it is made of, and how it operates interconnected to other natural systems on the planet. Graduates of the department go on to transfer to a four-year institution or gain skills that increase their employability.

## GROWTH PROJECTIONS

Enrollments in Geology at College of the Canyons declined eight percent between 2016/17 and 2020/21. Through academic year 2026/27, department enrollments are forecast to decline at a rate of -1 percent per year (see figure at right).

In 2020/21, enrollment declined as a result of the pandemic, but by fall 2022 this enrollment decline had stopped. The department now expects enrollments will continue to grow and recover to numbers pre-pandemic, in part fueled by tremendous growth in Oceanography and Dinosaur course offerings.

FIGURE 160: GEOLOGY ANNUAL ENROLLMENT, 2016/17 TO 2026/27 (ACTUAL/ESTIMATED)



## DISCIPLINE AND OCCUPATIONS TRENDS

FIGURE 161: DISCIPLINE-RELATED PROGRAMS – GEOLOGY

Discipline-Related Programs	2020 Jobs	2030 Jobs	Job Growth, 2020 to 2030 (Total)	Job Growth, 2020 to 2030 (%)	Average Annual Job Openings, 2020 to 2030, SCCCD* and LA County		Average Annual Program Completions, LA County 2015 to 2020	Gap or Surplus (openings-completions)	Median Hourly Earnings
Geology for Transfer, A.S.-T									
<b>Total</b>	<b>32,433</b>	<b>31,944</b>	<b>(490)</b>	<b>-2%</b>	<b>71</b>	<b>2,557</b>	<b>173</b>	<b>2,384</b>	<b>\$40.82</b>

\*Note: data refers to LA County except for Annual Job Openings, SCCCD

SOURCE: EMSI

### LABOR MARKET POTENTIAL

The number of jobs in Los Angeles County in Geology-related fields is expected to decline slightly, by -2 percent through 2030, with 2,557 annual projected job openings (both new positions and openings among existing ones). Of these annual openings, 71 will be in the college service area.

An average of 173 Geology degrees and certificates (at all education levels) were awarded between 2015 and 2020 in Los Angeles County.

There is a projected annual surplus of 2,384 Geology-related openings.

## ENROLLMENT TRENDS AND STUDENT OUTCOMES ANALYSIS

### ENROLLMENT

From 2016/17 to 2020/21, overall enrollment for Geology declined eight percent, compared to a three percent decline for the Math, Science and Engineering Division, and a six percent decline for the college. Over this time period, enrollments declined 16 percent among Latinx or Hispanic students, and five percent among white students. Enrollments grew two percent among African American or Black students and Asian or Filipino students. Geology FTES decreased 90.2 between 2016/17 and 2020/21, to 58 in the 2020/21 academic year.

### CAPACITY AND FILL RATES

Capacity in Geology lecture courses grew 13 percent between 2016/17 and 2020/21 and declined by 78 percent among lab courses. The average fill rate in Geology lecture courses from 2016/17 to 2020/21 was 85 percent; average fill rates for Online lecture classes were 85 percent, and average fill rates for in-person lecture, 85 percent. Geology lab courses had an 89 percent average fill rate.

### RETENTION AND SUCCESS

Between 2016/17 and 2020/21, the overall average retention rate for students in Geology Online/OnlineLIVE courses was better at 93 percent than the college (87%), and success rates were also greater (82 percent for the department versus 75 percent for the college). Among student groups with statistically significant enrollments, Asian or Filipino (94%) and white (95%) students achieved the highest average retention rates in Geology Online/OnlineLIVE classes between 2016/17 and 2020/21; lowest average retention rates were among African American or Black students (85%) and first-time students (90%). Asian or Filipino students had higher average online success rates, 87 percent, and white students' 86 percent African American or Black students had lower average success rates, at 71 percent. The average online success rate for Latinx or Hispanic students, first-time students and returning students was 79 percent.

For in-person classes from 2016/17 to 2020/21, average retention rates for Geology were greater than the overall college (93% versus 89%) as were success rates (83% versus 78%). Asian or Filipino (95%), multi-racial (94%) white (94%) and first-time students (94%) had higher average in-person retention rates, while returning students (89%) had among the lowest average retention rates in in-person classes. Asian or Filipino students (89%), white students (87%) and multi-racial students (85%) had higher average success rates, while African American or Black students and returning students had among the lowest average rates of success in-person (71% and 74%, respectively).

### AWARD OUTCOMES

Between 2016/17 and 2020/21, an average of two awards were given out by the Geology department.

### FUTURE DIRECTIONS

#### CURRICULUM AND PROGRAMMING

The Geology curriculum is constrained by what courses are accepted for transfer in geology at the lower division level. However, the department will modify existing course outlines of record to keep current in the latest science on climate change, paleontological discoveries, and demand for natural resources.



Geology Department enrollments in the next five years are expected to continue to grow as it serves as a major course requirement in other programs degrees and as students take the popular dinosaurs and oceanography courses for general education.

### IMPROVING STUDENT SUCCESS OUTCOMES

In the 2020/21 academic year, there was no significant difference in enrollment and outcomes by race and ethnicity in the Geology Department. There also were no significant difference in retention and success rates between females and males or admission status. Pre-pandemic, only returning students experienced lower success rates in geology courses as compared to returning students college wide.

To improve success outcomes for students, course outlines of record, canvas course shells, and instructional materials are regularly updated to ensure equity, accessibility, interpretation, and relevancy.

Additional full-time faculty will also help by providing increased mentorship and community building for the student population.

### COLLABORATION AND INTERDISCIPLINARY STUDY

There are opportunities to create field trip experiences, non-credit courses, and overlapping course pathways with other programs at COC. This includes potential partnerships between the Geology Department and Biology, /Architecture, Construction Technology, Archaeology, Environmental Science, Recreation, and Fire Technology.

There are also opportunities to establish a marine science program partnered with the Biological Sciences Department and a planetary science program partnered with Astronomy.

Collaborations between Geology, Oceanography, Astronomy, Physics, Physical Science, and Environmental Science could be housed in a Planetarium, lab classroom, and science outreach center new building at the Canyon Country Center.

### TECHNOLOGY AND FACILITIES

Most of the courses offered by Geology are hybrid courses consisting of a combination of online lectures within person campus labs. Hybrid lab courses like Geology 101, 102, 110 and Ocean 101 cannot offer the lab portion online. Hybrid courses make up the largest share of our department enrollment.

During the pandemic the department was able to convert labs to online instruction by using take home kits, online lab manuals, and simulations. If four-year articulation partners are agreeable, Geology 101 could be offered online using take home material kits. However, the department is still strongly in support of offering on campus lab experiences.

The Boykin Hall remodel will consist of two lab classrooms at the Valencia campus and the Takeda Science Center at Canyon County will include another. These new facilities will address the current need for on-campus instructional labs for both the geology and oceanography programs. However, this will not be sufficient to accommodate any further significant department growth since these spaces are also shared with Geography, Astronomy, and Physical Sciences.

In terms of specifics, the lab room at the Canyon Country campus needs to be equipped with sufficient plumbing and electricity at lab tables, along with wave tanks, wet lab equipment. Partnerships to establish partnerships with field stations are needed.

A new lab along with other disciplines could be housed in a proposed planetarium, lab classroom, and science outreach center/building on the Canyon Country campus.

In addition to the on-campus facilities, the Geology Department hopes to offer classes on popular topics such as one on dinosaurs at Santa Clarita Valley high school locations.

To support our off-campus field trips the department needs vans or a van rental budget to provide transportation for students who cannot afford to transport themselves or those who do not have cars. The department also needs budgets and facility use agreements for field stations and research sites. College assistant budgets are also needed to facilitate lab learning, take home specimen kit construction, and field trips.

#### MEETING THE NEEDS OF INDUSTRY EMPLOYERS AND INSTITUTIONAL PARTNERS

There have been conversations with the local CSU's regarding the rigor required by the state for our Geology AAT, and how the CSU system no longer requires the same upper math and science for their undergraduate degree. This conversation will hopefully create an easier pathway for students to earn their Geology transfer degree.

# MATHEMATICS

## DESCRIPTION

The Mathematics Department serves students who would benefit from learning the theory and practice of mathematics and its applications, providing foundational skills in reasoning, critical thinking, logic, problem-solving, and workforce training. The department facilitates the transfer of students in all disciplines, particularly those in mathematics, engineering, computer science, physics, and other sciences.

The department embraces diversity, equity, and inclusion and encourages students to engage in creative and scholarly inquiry and to apply knowledge to solve real-life problems.

The Mathematics Department seeks to help students master not only the essential mathematical skills necessary for everyday life but also the conceptual understanding of mathematical structures all around us. The department seeks to accomplish this through state-of-the-art instruction, using appropriate technology, frequent communication with colleagues, local schools, and colleges, course offerings appropriate for workforce training as well as for transfer, and meeting the needs of diverse students.

Mathematics courses fulfill breadth requirements, associate degree requirements, and transfer major requirements for degrees in mathematics, physics, chemistry, and engineering. Many B.A./B.S. level careers require an extensive background in mathematics. Virtually all two-year career programs in the business and technology fields require a solid foundation in mathematics.

Graduates can apply their mathematical skills to a variety of career options that will be open to them. These include working as a computer programmer, financial analyst, statistician, systems analyst, actuary, data scientist, math educator, economist, mathematician, risk analyst, urban planner, and welder. Also, mathematical skills are needed in occupations such as engineering (mechanical, civil, electrical), science (biological and physical sciences, mathematics), computer sciences (operational research analyst, behavioral and social sciences, cognitive sciences (philosophy, mathematics, psychology, neuroscience), business and management, calibration technologists and technicians.

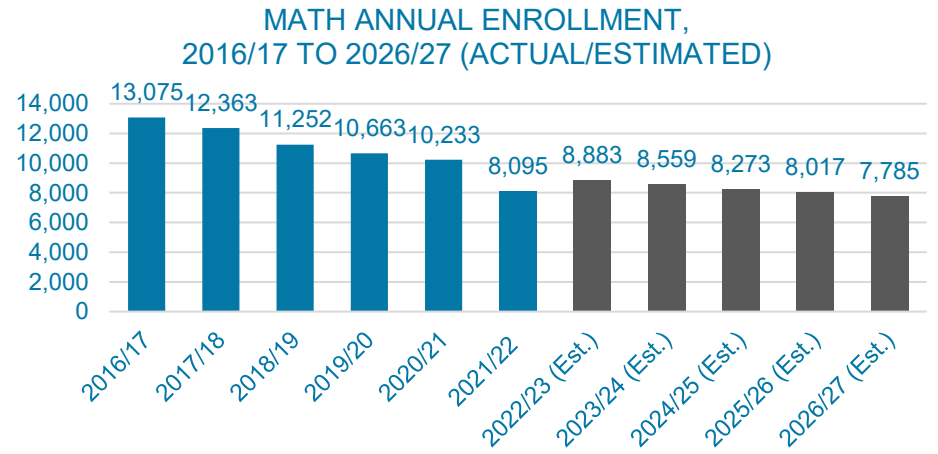
Students can earn a Mathematics A.S. Degree or a Mathematics A.S.-T Degree.

## GROWTH PROJECTIONS

Despite the essential need for mathematical skills for success in most careers, in recent years the Mathematics Department has not been growing. From 2016/17 to 2020/21, discipline enrollments decreased by 22 percent compared to a division-wide enrollments decline of only 3 percent and overall college enrollment decline of 6 percent. Through academic year 2026/27, College of the Canyons enrollments in Math are estimated to decline at an average annual rate of approximately -3.3 percent (see figure on next page).

In part, this decline is attributed to the impact of AB 705 and the more recent AB 1705 which eliminated math developmental courses for students who instead are directed to transfer level math courses at the beginning of their academic careers. Over time it is expected that growth in noncredit math enrollments will lead to an increase in credit math enrollments along with better student outcomes.

FIGURE 162: MATH ANNUAL ENROLLMENT, 2016/17 TO 2026/27 (ACTUAL/ESTIMATED)



DISCIPLINE AND OCCUPATIONS TRENDS

FIGURE 163: DISCIPLINE-RELATED PROGRAMS – MATH

Discipline-Related Programs	2020 Jobs	2030 Jobs	Job Growth, 2020 to 2030 (Total)	Job Growth, 2020 to 2030 (%)	Average Annual Job Openings, 2020 to 2030, SCCC* and LA County		Average Annual Program Completions, LA County 2015 to 2020	Gap Surplus or (openings-completions)	Median Hourly Earnings
					85	3,130			
Mathematics for Transfer, A.S.-T									
Mathematics, A.S.									
<b>Total</b>	<b>42,237</b>	<b>43,855</b>	<b>1,618</b>	<b>4%</b>	<b>85</b>	<b>3,130</b>	<b>1,456</b>	<b>1,674</b>	<b>\$43.61</b>

\*Note: data refers to LA County except for Annual Job Openings, SCCC

SOURCE: EMSI

## LABOR MARKET POTENTIAL

As shown in the Discipline and Occupations Trends table, the number of jobs in Los Angeles County in Math-related fields is expected to grow by four percent through 2030, with 3,130 annual projected job openings (both new positions and openings among existing ones). Of these annual openings, 85 will be in the college service area.

An average of 1,456 Math degrees and certificates (at all education levels) were awarded between 2015 and 2020 in Los Angeles County. There is a projected annual surplus of approximately 1,674 Math-related openings.

## ENROLLMENT TRENDS AND STUDENT OUTCOMES ANALYSIS

### ENROLLMENT

From 2016/17 to 2020/21, overall enrollment for Mathematics declined 22 percent, compared to a three percent decline for the Math, Science and Engineering Division, and a six percent decline for the college. Over this time period, enrollments in Mathematics declined among students from nearly all racial/ethnic groups, with enrollments among white students (-32%), Latinx or Hispanic students (-21%), and African American or Black students (-19%) experiencing some of the greatest declines. Mathematics FTES declined 643.1 between 2016/17 and 2020/21, to 1,518 in the 2020/21 academic year.

### CAPACITY AND FILL RATES

Capacity in Mathematics lecture courses declined 26 percent between 2016/17 and 2020/21 and grew by one percent among lab courses. The average fill rate in Mathematics lecture courses from 2016/17 to 2020/21 was 83 percent; average fill rates for online lecture classes were 82 percent, and average fill rates for in-person lecture, 83 percent. Mathematics lab courses had a 91 percent average fill rate.

### RETENTION AND SUCCESS

Between 2016/17 and 2020/21, the overall average retention rate for students in Mathematics Online/OnlineLIVE courses was noticeably lower at 77 percent than the college (87%) whereas success rates were significantly lower (52 percent for the department versus 75 percent for the college). First-time students achieved the highest average retention rates in Mathematics Online/OnlineLIVE between 2016/17 and 2020/21 (85%); lowest average retention rates were among Hawaiian/Pacific Islander students (65%) and African American or Black students (66%). The highest average success rate achieved for Online/OnlineLIVE was 70 percent for multi-racial students and the lowest was 25 percent among Native American/Alaska Native students.

For in-person classes, average retention rates for Mathematics have been lower than the overall college (82% versus 89%) and success rates noticeably lower (63% versus 78%). Asian or Filipino (86%), white students (84%) and first-time students (84%) had higher average in-person retention rates, while African American or Black students, returning students, and Hawaiian/Pacific Islander students had lower average retention rates in in-person classes, all at 78 percent. Asian or Filipino students had the highest average success rates, at 72 percent.

### AWARD OUTCOMES

Between 2016/17 and 2020/21, award outcomes in Mathematics declined by four percent. Among racial/ethnic groups, white students earned an average of forty-one awards per year and Latinx or Hispanic students earned an average of 38 awards per year. Male students earned an average of 80, while female students an average of 37 per year.

## FUTURE DIRECTIONS

### CURRICULUM AND PROGRAMMING

As of Fall 2022, because of legislative changes, all below-transfer level math classes are no longer offered. To help students who may still need an opportunity to strengthen their basic math skills, the Mathematics Department has created several short term noncredit specific content classes designed to help them be successful in their math credit classes. These include four extra certificates in noncredit and 11 modules of noncredit that cover intermediate development math. In conjunction with this change other possible curricular changes include:

Creation of more noncredit curriculum and coordination with the noncredit department.

- Creation of a precalculus course with support
- Adding lab components to some calculus courses
- Evaluating and modifying student placement as needed
- Potentially offering courses as a noncredit/credit cohort
- Modifying curriculum to include project-based learning
- Incorporating technology (such as Mathematica) in some STEM courses

There is also a greater emphasis on project-based learning where students collaborate on collecting, analyzing, and then presenting data to their class.

### IMPROVING STUDENT SUCCESS OUTCOMES

To improve student outcomes in mathematics for all students, but especially disproportionately impacted students, the department is offering non-credit developmental math classes as described above. In addition, math faculty have observed what appears to be a loss of math instruction among recent high school graduates impacted by the Covid pandemic, who can also benefit from these new noncredit classes.

To enhance the effectiveness of both its new noncredit classes and credit courses, the department is strengthening coordination with The Learning Center (TLC) which is offering supplemental learning in the form of review sessions, guided learning activities, workshops, and final exam jams, among other innovative strategies. The department will further enhance student outcomes through faculty mentoring, extensive coordination with the Counseling Department, smaller class sizes, and more embedded tutors.

The department is also participating in the Summer Bridge program, an eight- week program that provides a bridge between high school to college for first time college students. In addition to expanded coordination with TLC, the Mathematics Department will work more closely with support programs such as the Mathematics, Engineering and Science Achievement (MESA) Program, Extended Opportunity Programs and Services (EOPS), ESA, and the Academic Accommodation Center (AAC).

To realize the potential of its new noncredit offerings and other support services, the Mathematics Department is exploring how to better advertise these services to students in need who will most benefit from them.

## COLLABORATION AND INTERDISCIPLINARY STUDY

The Mathematics Department transferred the developmental math curriculum to noncredit and will continue to create a curriculum for noncredit during the Fall semester. The department also helped with creating curriculum and teaching in Empowerment Programs' Summer Bridge in summer, 2021, working with both the Counseling Department and noncredit.

Individual members of the math department have worked with the Learning Center to use embedded tutors in the classroom. However, there can be more collaboration with TLC to offer more workshops on basic skills and make improvements to the supplemental learning program.

Creating/designing learning communities with math classes with different disciplines where faculty can collaborate. There can be a joint group project within the learning community.

## TECHNOLOGY AND FACILITIES

Use math modeling and project-based learning with the use of software in some STEM classes. The math department will benefit from additional computer classrooms. More computer labs are needed for X classes and as well as the statistics program. Having more computer classrooms will help to incorporate ALEKS PPL systematically into courses. Additional computer labs are also needed to facilitate the shift to more project-based learning in many math classes.

Connectivity to the internet needs to be improved. Many locations on both Valencia and Canyon Country campuses have poor internet connectivity.

Math classes are being offered at off campus locations. For instance, all math classes are made available to Academy of Canyons students. Additionally, some math curriculum has been offered in the Pitchess Detention Center. In addition, the department has heavily invested in offering all levels of math courses in Online/OnlineLIVE and some in 100% online modalities.

To facilitate instruction, many faculty would like to have two laptops, one for the office and one to take home. Another alternative will be for the school to provide checkout devices like those faculty have if they are unable to issue multiple devices. Also, faculty will benefit from having a shorter replacement cycle for district-issued laptops.

## MEETING THE NEEDS OF INDUSTRY EMPLOYERS AND INSTITUTIONAL PARTNERS

There is strong industry demand for specialists in data science. A faculty member on sabbatical is exploring this option. Adding data science to the math curriculum would necessitate the need for faculty training.

Instruction is already offered to the incarcerated population at the local detention center. Students who are simultaneously enrolled in the Academy of Canyons and local high schools are also served in COC math classes.

# PHYSICAL SCIENCE

## DESCRIPTION

The primary purpose of Physical Science is to introduce students to science all around in daily life, to provide students with a global appreciation of science and the role it plays in everything we do as humans. The goal is to develop scientifically literate people who will appreciate the science involved with our current technological society, as they complete their Physical Science general education course.

The skills provided by the discipline include problem solving, critical thinking, communication, writing, presenting, teamwork, and applying scientific knowledge to the world around us. For this reason, Physical Science is an excellent steppingstone into STEM. It provides students with basic physics and chemistry knowledge that may inspire students to pursue a path in STEM. This course prepares students to be able to interpret scientific news and think critically about world initiatives like global warming, acid rain, and technological developments.

In addition, the Elementary Education for Transfer degree requires Physical Science, and this course prepares future educators for accomplishing Next Generation Science Standards (NGSS) goals.

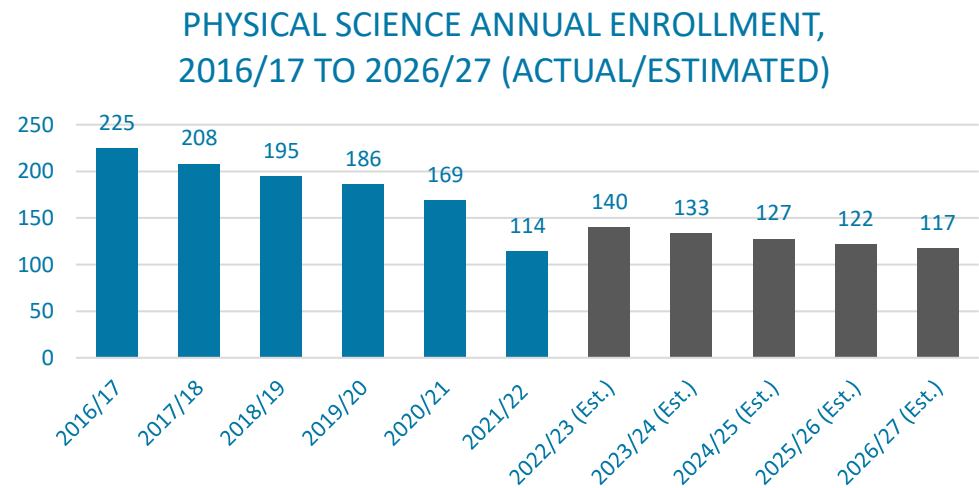
## GROWTH PROJECTIONS

Physical Science experienced a significant decline in enrollment (-25 percent) between 2016/17 and 2020/21. Through academic year 2026/27, program enrollments are forecast to decline at a rate of -4.3 percent per year (see figure at right).

This decline can be attributed to less students interested in pursuing careers as elementary school teachers. The increased popularity of Astronomy and Oceanography labs could also be hurting Physical Science enrollment.

However, it is possible that enrollment and success rates will now rise given that in-person instruction has resumed for the lab portion of Physical Science. But it is undetermined how the current 100 percent hybrid-only classes will compare to pre-pandemic mostly fully in-person classes, and that data is needed before new updated growth determinations can be ascertained for the future of Physical Science.

FIGURE 164: PHYSICAL SCIENCE ANNUAL ENROLLMENT, 2016/17 TO 2026/27 (ACTUAL/ESTIMATED)





## DISCIPLINE AND OCCUPATIONS TRENDS

FIGURE 165: DISCIPLINE-RELATED PROGRAMS – PHYSICAL SCIENCE

Discipline-Related Programs	2020 Jobs	2030 Jobs	Job Growth, 2020 to 2030 (Total)	Job Growth, 2020 to 2030 (%)	Average Annual Job Openings, 2020 to 2030, SCCC* and LA County		Average Annual Program Completions, LA County 2015 to 2020	Gap or Surplus (openings-completions)	Median Hourly Earnings
					63	2,309			
Elementary Education Teachers	31,952	32,107	155	0.5%	63	2,309	N/A	N/A	\$44.02
<b>Physical Sciences, Total</b>	<b>49,361</b>	<b>49,925</b>	<b>564</b>	<b>1%</b>	<b>112</b>	<b>3,765</b>	<b>157</b>	<b>3,608</b>	<b>\$43.45</b>

\*Note: data refers to LA County except for Annual Job Openings, SCCC

SOURCE: EMSI

### LABOR MARKET POTENTIAL

The number of jobs in Los Angeles County in Physical Sciences-related fields is expected to grow by 1 percent through 2030, with approximately 3,765 annual projected job openings (both new positions and openings among existing ones). Of these annual openings, 112 will be in the college service area. Because this program focuses on elementary education, the table above includes a snapshot of data related to the demand for Elementary Education teachers in Los Angeles County and in the Santa Clarita Valley. Total elementary education positions in Los Angeles County are forecast to grow by 0.5 percent through 2030, and there will be an average of 2,309 annual projected Elementary Education Teacher openings in the county, and 63 in Santa Clarita Valley.

An average of 157 degrees and certificates in Physical Sciences (at all education levels) were awarded between 2015 and 2020 in Los Angeles County. There is a projected annual surplus of approximately 3,608 job openings available in Physical Sciences-related fields.

### ENROLLMENT TRENDS AND STUDENT OUTCOMES ANALYSIS

#### ENROLLMENT

From 2016/17 to 2020/21, overall enrollment for Physical Science declined 25 percent, compared to a three percent decline for the Math, Science & Engineering Division, and a six percent decline for the college. Over this time period, enrollments in Physical Science declined among students from nearly all racial/ethnic groups, with course enrollments among Asian or Filipino students (-64%), Hawaiian/Pacific Islander students (-50%), and white students (-34%) experiencing the most decline. Physical Science FTES decreased 11.2 between 2016/17 and 2020/21, to 34.1 in the 2020/21 academic year.

## CAPACITY AND FILL RATES

Capacity in Physical Science lecture courses declined 27 percent between 2016/17 and 2020/21. The average fill rate in Physical Science lecture courses from 2016/17 to 2020/21 was 82 percent; average fill rates for Online lecture classes were not available, and average fill rates for in-person lecture, 81 percent.

## RETENTION AND SUCCESS

Online/OnlineLIVE classes in Nursing were first offered in 2020/21. Overall average retention rates for students in Physical Science Online/OnlineLIVE courses was lower than the college (85% for the discipline versus 88% collegewide) in 2020/21; success rates were also lower (75 percent for the department versus 78 percent for the college). Among student groups with statistically significant enrollments, those with the highest average retention rates in Physical Science Online/OnlineLIVE included Asian or Filipino (100%) and first-time students (93%), while African American or Black students (60%), and male students (79%) had the lowest average retention rates. Asian or Filipino (89%) and first-time students (87%) also had the highest average success rate achieved for Online/OnlineLIVE. African American or Black students (60%), and male students (66%) had the lowest average success rates.

For in-person classes, between 2016/17 and 2020/21, average retention rates for Physical Science have been similar to the overall college (88% versus 89%) and success rates have been about the same (79% versus 78%). First-time and returning students had highest average rates of retention (92% and 91% respectively); Asian or Filipino, white and female students all had average in-person retention rates of 90 percent. African American or Black students had among the lowest retention and success rates in in-person classes, while Asian or Filipino students (86%) and returning students (85%) were among the groups with the highest average in-person success rates.

## AWARD OUTCOMES

Between 2016/17 and 2020/21, no Physical Science awards were given to students.

## FUTURE DIRECTIONS

### CURRICULUM AND PROGRAMMING

The Physical Science curriculum aligns with state outline of record for Elementary Education degree pathway requirements, thus, there are no foreseeable changes for curriculum.

Over the next five to ten years, it is envisioned that labs will continue to evolve to encompass new technologies. It is also anticipated that Physical Science will continue to serve Elementary Education for Transfer degree pathway students, and this will grow as this real-world approach to science course fulfills the general education requirement for multiple degree pathways.

### IMPROVING STUDENT SUCCESS OUTCOMES

In most cases there is a slight drop in enrollment for Online/OnlineLIVE as compared to the in-person average, with the greatest drop being among African American or Black students. Asian or Filipino and Hawaiian/ Pacific Islander enrollments increased with Online/OnlineLIVE offerings which could be due to increased ability to access the course. There has been a slight drop in success rates for Online/OnlineLIVE as compared to the in-person average with the greatest drop in success among males.

The course coordinator for Physical Science has engaged in numerous activities to improve success outcomes for students including:

- Completing a Culturally Responsive Teaching course and shared information with adjuncts
- Updated course materials to reflect culturally responsive teaching, and materials are shared with all adjunct faculty
- Met with counselors to share what the course is about and how it is taught so counselors can direct students to Physical Science for their general education requirement
- Maintains a canvas resource shell for all instructors
- Communicate regularly with adjuncts and provides any needed or wanted support
- Suggested alternatives for missed/late assignments for adjuncts to consider so students have opportunities to make up work if they miss class due to illness or family emergencies

Additional resources needed to address equity issues in student outcomes include laptop carts, so all students have easy access to course materials while in the classroom and are not viewing canvas or lab investigations on their phone. It would also be helpful to enable students to check out physical calculators that they could take home each semester and return at the end of the semester.

A Hyflex option for Physical Science courses could also improve outcomes by giving students greater flexibility choosing to attend in person or virtually. However, this change would require that transfer institutions update transfer requirements for lab courses to include Hyflex as a valid mode of instruction for lab experiences.

#### COLLABORATION AND INTERDISCIPLINARY STUDY

There are collaborative opportunities that Physical Sciences may want to pursue:

- Partner with Mathematics for a noncredit, basic skills courses may benefit students who take Physical Science but are underprepared to do basic math and simple algebra.
- Increase partnership and collaboration with departments that teach other courses required in the elementary school education AA-T.

Reasons cited for keeping Physical Science in the Earth and Space Sciences Department include the following. Physical Science and Geology have the same minimum qualifications. Physical Science and Oceanography utilize many of the same materials and equipment. Physical Science and Oceanography will share a lab space in the remodeled Boykin Hall. The Earth and Space Sciences department teaching Earth Science and World Regional Geography are both required for the elementary education AA-T.

#### TECHNOLOGY AND FACILITIES

Data indicates better enrollment and success rates when this course is offered in-person, for most groups. However, some groups showed improved numbers when the course was offered in the Online/OnlineLIVE modality. Thus, it is suggested that Physical Science needs a dedicated lab space for in-person instruction. Originally, Physical Science was planned to be housed in the new Takeda Science Center at the Canyon Country campus (CCC). However, that lab space was instead occupied by Physics and Engineering. In order to grow and at least maintain enrollment capabilities, Physical Science will need a dedicated space at CCC. Once the current portable in which Physical Science is taught at CCC is demolished, there is no lab space

identified for Physical Science. Any classroom space assigned to Physical Science should be equipped with the technology needed to function as a Hyflex classroom.

During the pandemic Physical Science labs were revised by developing inexpensive take home lab kits, through online simulations, and by utilizing materials that can be found in a person's home. All labs for both in-person instruction and remote learning are OER and available in Canvas. Students reported enjoying the scavenger hunt for materials and the many options for alternate materials and then being able to do labs with items they had at home. If four-year articulation partners are agreeable, Physical Science 101 could be offered 100% online and/or via Online/OnlineLIVE. However, the Physical Science program still strongly supports offering labs primarily in-person either on campus or even off-site locations.

Where off-site offerings of Physical Science are possible, lab materials would still need to be stored or brought to the site. Partnering with local high schools and utilizing their lab space could promote growth in enrollment and allow students to begin completion of their college level general education requirements early. In addition to storage areas, off-site locations would require water, sinks, and ample outlets to function as labs.

An additional budget would be needed to provide lab kits for students who choose 100% online or Online/OnlineLIVE formats, and the ability to ship lab kits would be needed for students who are not able to come to campus to pick-up the kits. Additional budget for materials at an off-site location would be needed if we are successful in partnering with our local high schools or other entities who need a lab science course, need to develop critical thinking skills, and/or need to develop general problem-solving skills. Finally, marketing and strategic planning support from the district to promote Physical Science at off-site locations would be needed. And crucially, District helps working with university partners to allow articulation of 100% online and Online/OnlineLIVE laboratory courses that meet the course outline of record but in an alternate format.

#### MEETING THE NEEDS OF INDUSTRY EMPLOYERS AND INSTITUTIONAL PARTNERS

Employers seeking to boost critical thinking and problem-solving skills among employees could make use of Physical Science to improve these skills, possibly on a contract education basis. Other opportunities include:

- Teaching Physical Science courses at local high schools
- Continuing education for in service K-12 teachers; enabling them to grow their scientific knowledge and experience needed for NGSS applications
- Dual enrollment opportunities for local high schools

# PHYSICS

## DESCRIPTION

The goal of the Physics Department is to provide students with a general education in the physical sciences and preparation for transfer to a 4-year institution in the physical sciences including chemistry, biology, and engineering. It also provides employable skills in laboratory technology. Students can earn a Physics AA-T or AS-T degrees or apply their studies to a related field.

Students in the Physics Department learn how to think scientifically and reason conceptually and logically about physical phenomena. This is achieved by providing them with the most current and effective kinesthetic learning experiences.

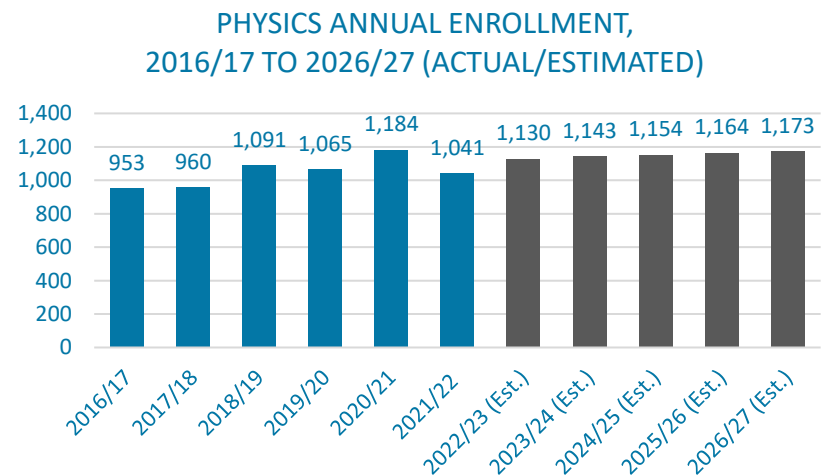
A vast number of other programs at the College use Physics courses in their recommended pathways for students to achieve certificates or prepare for majors for transfer. Graduates of the Physics Department can go on to transfer to a four-year institution or gain skills that increase their employability. It does this teaching critical thinking and problem-solving skills that can help students with further success in many different career fields.

## GROWTH PROJECTIONS

Growth has continued in the Physics Department, even with the pandemic lockdown. The department averages 92 percent capacity. Before the pandemic enrollment had roughly tripled in the previous 5-year cycle. Continued growth is highly likely, consistent with previous years. This year the Physics Department has already expanded by offering classes in the new Takeda Science Center at the Canyon Country campus, which will allow for further enrollment increases. A majority of Physics classes regularly fill and add from waitlists. Median class size is beyond capacity 25 of 24.

Through the academic year 2026/27, College of the Canyons enrollments in Physics are estimated to grow slightly at an average annual growth rate of approximately 0.9 percent.

FIGURE 166: PHYSICS ANNUAL ENROLLMENT, 2016/17 TO 2026/27 (ACTUAL/ESTIMATED)



## DISCIPLINE AND OCCUPATIONS TRENDS

FIGURE 167: DISCIPLINE-RELATED PROGRAMS – PHYSICS

Discipline-Related Programs	2020 Jobs	2030 Jobs	Job Growth, 2020 to 2030 (Total)	Job Growth, 2020 to 2030 (%)	Average Annual Job Openings, 2020 to 2030, SCCC* and LA		Average Annual Program Completions, LA County 2015 to 2020	Gap Surplus or (openings-completions)	Median Hourly Earnings
Physics for Transfer, A.A.-T									
<b>Total</b>	<b>30,402</b>	<b>30,930</b>	<b>528</b>	<b>2%</b>	<b>60</b>	<b>2,152</b>	<b>725</b>	<b>1,427</b>	<b>\$43.44</b>

\*Note: data refers to LA County except for Annual Job Openings, SCCC

SOURCE: EMSI

### LABOR MARKET POTENTIAL

The number of jobs in Los Angeles County in Physics-related fields is expected to grow by two percent through 2030, with approximately 2,152 annual projected job openings (both new positions and openings among existing ones). Of these annual openings, 60 will be in the college service area.

An average of 725 Physics degrees and certificates (at all education levels) were awarded between 2015 and 2020 in Los Angeles County. There is a projected annual surplus of approximately 1,427 job openings available in Physics-related fields.

## ENROLLMENT TRENDS AND STUDENT OUTCOMES ANALYSIS

### ENROLLMENT

From 2016/17 to 2020/21, overall enrollment for Physics grew 24 percent, compared to a three percent decline for the Math, Science & Engineering Division, and a six percent decline for the college. Over this time period, enrollments in Physics grew among students from nearly all racial/ethnic groups, with Latinx or Hispanic (42%) and Asian or Filipino (18%) student course enrollments experiencing the most growth. There was a 17 percent decline in Physics enrollments among students who identify as African American or Black. Physics FTES grew 36.8 between 2016/17 and 2020/21, to 223.7 in the 2020/21 academic year.

### CAPACITY AND FILL RATES

Capacity in Physics lecture courses grew 36 percent between 2016/17 and 2020/21. The average fill rate in Physics lecture courses for all modalities from 2016/17 to 2020/21 was 92 percent.

### RETENTION AND SUCCESS

Between 2016/17 and 2020/21, the overall average retention rate for students in Physics Online/OnlineLIVE courses was similar at 88 percent to the college (87%) whereas success rates were noticeably better (81 percent for the department versus 75 percent for the college). Multi-racial students (96%) and returning students (93%) achieved the highest average retention rates in Physics Online/OnlineLIVE between 2016/17 and 2020/21; lowest average retention rates were among African American or Black students (81%). The highest average success rate achieved for Online/OnlineLIVE was 95 percent among multi-racial students, and the lowest was 77 percent among Latinx or Hispanic students and first-time students.

For in-person classes, average retention rates for Physics were slightly lower than the overall college (86% versus 89%) and success rates noticeably lower (73% versus 78%). African American or Black students and Latinx or Hispanic students had the lowest retention and success rates in in-person classes. First-time students (80%) and Asian or Filipino students (79%) had the highest average success rates for in-person classes from 2016/17 to 2020/21.

### AWARD OUTCOMES

Between 2016/17 and 2020/21, award outcomes in Physics declined by four percent. Among racial/ethnic groups, Latinx or Hispanic students, and white students each earned an average of twenty awards per year. Male students earned an average of 39 awards per year, while female students earned an average of 15.

### FUTURE DIRECTIONS

#### CURRICULUM AND PROGRAMMING

The Physics Department plans to offer additional courses. This includes a new laboratory course to complement the general education Physics 101 course. In addition, to complete the Physics for scientists and engineers' sequence, the Department plans to offer a modern physics (e.g., quantum physics) course, Physics 223. There is also a plan to increase course enrollment in Physics 110 and 111 by offering it to students who are enrolled in the health sciences laboratory technician programs.

## IMPROVING STUDENT SUCCESS OUTCOMES

The Physics Department has fairly consistent and high retention and success rates but is still working to further improve student outcomes. Drawing on student feedback and learning outcomes data analysis, full-time Physics faculty have been continually updating and improving the curriculum.

An essential step for improving student outcomes is a stronger and more robust laboratory program. This requires more lab-tech support including at least one full-time laboratory technician. In addition, now that the Physics Department is operating lab programs on both campuses there is a need for additional funding for both lab equipment and instructional supplies to adequately operate, repair, and improve the laboratory programs.

Both the 110/111 course sequence and the 220-222 course sequence require an additional hour of class time to be in line with UC equivalent course offerings, which will further improve student outcomes. Many other community colleges, such as Santa Monica City College, already offer such equivalent courses.

## COLLABORATION AND INTERDISCIPLINARY STUDY

There are potential opportunities to expand upon and collaborate with other disciplines. The development of Maker Spaces would facilitate collaboration with other STEM disciplines.

Students could also benefit by having field study opportunities. To facilitate this, the Physics Department would like to revive internships including ones with JPL and NASA. Collaboration could provide networking opportunities, possibly increasing student success, and opening up future employment opportunities.

## TECHNOLOGY AND FACILITIES

A redesign of much of the ground floor of Aliso Lab is needed. The current lab space needs to be redesigned to meet the specific needs of the Physics Department and to support new teaching modalities. This includes greater flexibility in room set-up and furniture that will support student interaction and a mix of lecture and lab work in the same space. Install modern whiteboards, chalkboards, and smartboards.

There is a need for additional stockrooms with improved access to storage equipment and prep space with benches to maintain and repair equipment and provide setup for each lab class.

Develop multiple Maker Spaces including one on the first floor of Aliso or other location not only for the Physics program but could be used jointly with other departments including Engineering, Manufacturing Technology, and other STEM related departments.

Install better seating to enhance lecture environment in classrooms.

## MEETING THE NEEDS OF INDUSTRY EMPLOYERS AND INSTITUTIONAL PARTNERS

More staffing and other support is needed to expand outreach efforts and expand industry and institutional connections.



# PERSONAL AND PROFESSIONAL LEARNING

## PERSONAL AND PROFESSIONAL LEARNING - NONCREDIT

### DESCRIPTION

As an integral part of the School of Personal and Professional Learning (PPL), noncredit courses and certificates provide students with college readiness, career preparation, and lifelong learning opportunities. PPL is charged with the task of preparing students for college-level coursework and/or equipping students with the skills necessary for workforce entry. The courses and certificates offered meet the needs of students preparing for transfer to the workforce or to upgrade their workforce preparation skills. Noncredit classes are tuition free and do not result in units earned by students, can result in earning certificates.

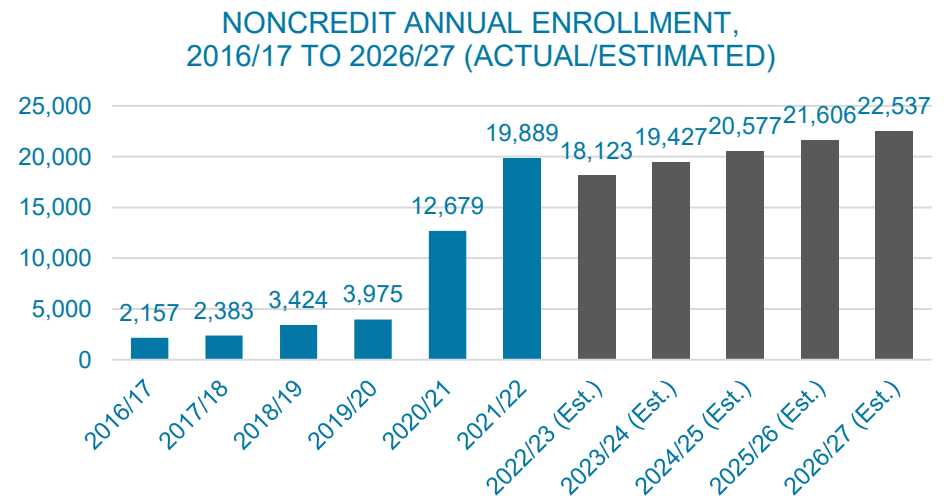
Noncredit courses cover a wide spectrum of pathways and disciplines. With courses in nearly every discipline on campus, the School of PPL offers a diverse catalog of learning opportunities to current and former students, as well community members, high school students, and currently/formerly incarcerated individuals.

### GROWTH PROJECTIONS

The noncredit program has been growing both in enrollment and in the number of course offerings. Over the past five years, the School of PPL increased noncredit course offerings from 26 to over 170. Enrollment saw a 488% increase from 2016/17 to 2020/21. Continued growth is anticipated as PPL brings on several new programs and increases its off-campus partnerships.

Over the next five years, College of the Canyons noncredit enrollments are estimated to grow at an average annual rate of approximately 2.1 percent. The noncredit ESL program will see the most growth.

FIGURE 168: NONCREDIT ANNUAL ENROLLMENT, 2016/17 TO 2026/27 (ACTUAL/ESTIMATED)



## ENROLLMENT TRENDS AND STUDENT OUTCOMES ANALYSIS

### ENROLLMENT

From 2016/17 to 2020/21, noncredit courses saw a growth of 488 percent, compared to a six percent decline for the college overall. Over this time period, enrollments at least tripled among students from nearly all racial/ethnic groups. Enrollments among African American or Black, multi-racial, Native American, or Alaska Native, and white students experienced the greatest rates of growth. The School of PPL total FTES declined -3.6 between 2016/17 and 2020/21, to 179.3 in the 2020/21 academic year.

### CAPACITY AND FILL RATES

Capacity in PPL noncredit courses declined 85 percent between 2016/17 and 2020/21. The average fill rate in noncredit courses from 2016/17 to 2020/21 was 49 percent.

### RETENTION AND SUCCESS

Between 2016/17 and 2020/21, the overall average retention rate for students in PPL noncredit courses was 97 percent, ten percentage points higher than the college (88%). Average success rates for noncredit courses were the same as the college rate, at 76 percent.

Hawaiian or Pacific Islander students (75%) and multi-racial students (88%) experienced the lowest average retention rates in noncredit courses between 2016/17 and 2020/21. All other student groups had average retention rates of 95 percent or higher.

Returning students (62%) and African American or Black students (67%) experienced the lowest average rates of success among student groups in noncredit courses between 2016/17 and 2020/21. Multi-racial students had the highest average rates of success, 87 percent.

### AWARD OUTCOMES

An average of 370 noncredit students earned awards per year during the period between 2016/17 and 2020/21. Latinx or Hispanic students earned an average of 213 awards per year, and female students an average of 286 awards per year.

## FUTURE DIRECTIONS

### CURRICULUM AND PROGRAMMING

The School of PPL creates a new curriculum based on advisory board input, labor market demand, and input from outside entities, such as K-12 school districts and community organizations. Through this process, over the past five years the School of PPL increased its noncredit offerings more than six times over. This trend should continue but not at quite the same rapid pace.

Credit and noncredit faculty at COC have been amazing at breaking down silos to develop noncredit curriculum in nearly every discipline on campus. This has led to incredibly innovative programs, courses, and partnerships with outside organizations and businesses. The faculty director of noncredit attends advisory board meetings and solicits input from businesses and other offsite partnerships to make sure the division offers relevant classes for our students to enrich their lives personally and professionally.

Currently, the School of PPL plans to increase the number of short-term vocational programs, including several in the health professions. The department also wants to expand course offerings in noncredit ESL through a program modification, which was approved by the Program Viability Committee in fall 2021. The result will be up to 15 new noncredit ESL courses and hopefully, a new full-time faculty member.

### IMPROVING STUDENT SUCCESS OUTCOMES

Noncredit faculty are very hands on with students. They take the extra time needed to ensure student learning.

Many noncredit faculty are fairly new to online teaching. The School of PPL will continue training faculty as necessary to make sure they are equipped to teach in the various modalities available. The department will also continue to assess SLO data to ensure learning and make improvements where needed.

Noncredit ESL is the largest in the School of PPL program but does not have a fulltime faculty member to lead the program. Ensuring noncredit students have access to the same resources as credit students is an important means for improving student outcomes.

The value of noncredit courses is increasingly recognized but, unfortunately, not all those who would benefit from the program are aware of its existence and the benefits from taking these tuition free courses. There is a hyper focus on marketing to the general public including a hard copy brochure/flyer in the mail that people are more likely to respond to. The School of PPL is also strategic about reaching out to students, including automated communications to students triggered by their registration in credit programs, letting them know there is a noncredit class that could benefit them.

### COLLABORATION AND INTERDISCIPLINARY STUDY

As noted above, intensive interdisciplinary collaboration between credit and noncredit faculty helped fuel the tremendous growth of PPL's non-credit course offerings and enrollment. Credit course faculty recognized the value of the noncredit program in creating an additional pathway that supports the growth of credit programs at College of the Canyons.

### TECHNOLOGY AND FACILITIES

Noncredit classes do not require much beyond a classroom. The School of PPL currently offers three classes in a Hyflex format but having one more classroom space with a Hyflex set-up would be helpful.

Most of PPL's noncredit career education classes are online and Online/OnlineLIVE. In contrast, most of the ESL program is in-person and would benefit greatly from a classroom dedicated exclusively to the ESL program that could provide a welcoming, friendly home base for ESL students.

The tremendous growth experienced by the School of PPL over the past five years naturally led to an increase in foot traffic, resulting in a shortage of office space. There is now a need to rotate schedules for staff, as there is not enough space for all staff and other stakeholders to meet in the central division office space at the same time.

For most of their off-site classes, noncredit faculty have to bring equipment and supplies. But all of these materials, paperwork, flyers, and notebooks will end up in the School of PPL offices which lacks any storage space. A supply room is needed to store administrative supplies and office equipment.

A laptop cart is needed for Pitchess Detention Center.

#### MEETING THE NEEDS OF INDUSTRY EMPLOYERS AND INSTITUTIONAL PARTNERS

The School of PPL offers several programs off campus with community partnerships including Newhall School District Elementary Schools, AMS Fulfillment, Canterbury Village, Pitchess Detention Center, Century Regional Detention Facility, Castaic High School, and the Newhall Community Center. As the pandemic ends, the division hopes to reestablish several other off campus partnerships, including the Golden Oak Adult School and several senior sites.

# PUBLIC SAFETY

ADMINISTRATION OF JUSTICE

FIRE TECHNOLOGY

HEALTH SCIENCE

- PUBLIC HEALTH
- EMERGENCY MEDICAL TECHNICIAN (EMT)

## ADMINISTRATION OF JUSTICE

### DESCRIPTION

Administration of Justice (AJ) is an academic (non-training) career educational program with dual purposes—preparation for the workforce and preparation to transfer to four-year degree programs. The Administration of Justice Department focuses on the study of law enforcement in the United States with the primary emphasis on California law, procedures, and evidence. Students gain an insight into the history of law enforcement, the evolution of law, both Constitutional and statutory, investigative techniques, report writing, evidence, and criminal procedure. Upon successful completion of the Administration of Justice degree program, students will have a general, but very practical knowledge of modern law enforcement in the United States and an in-depth knowledge of California criminal laws and techniques.

Graduates from the AJ department can expect to have not only the basic skills necessary to successfully apply to, graduate a basic recruit academy, and complete the requisite Peace Officer Standards and Training (POS) trainee probationary year but also possess a more complex understanding of the underlying Constitutional provisions and legal theories behind many of the policies learned during training. They can also expect to have increased articulation skills, critical thinking, legal reasoning abilities, organizational skills, and more advanced report writing capabilities.

Target occupations typical to this major include Police Officer, Deputy Sheriff, Highway Patrol Officer, Correctional Officer, Crime Scene Investigator, Crime and Intelligence Analyst, FBI Agent, DEA Agent, Secret Service Agent, Customs Officer, Border Patrol Officer, Intelligence Officer, Evidence Technician, Security Officer, Loss Prevention Officer, and Private Investigator. In recent years, there has been an increase in secondary related career paths including paralegals, criminal attorney (criminal prosecutors, criminal defense attorney, and judge), and criminal psychologists, such as profilers. Additionally, there are a number of related military specialty occupations.

Academic pathways include AS-T for transfer to a four-year degree in criminal justice. Seeing more and more crossover, department staff frequently recommend dual AS-T degrees for many students. For example, dual AS-Ts in Administration of Justice and Psychology offer a growing number of students additional opportunities in criminal psychology, where graduate level degrees focus on advanced psychology while providing a solid foundation in criminal justice. Similar circumstances apply to the COC Para Legal (PL) Department. There has been more cross-over and cooperation between these two departments.

Graduates from the AJ department take one of two paths. First, they enter the work force. Second, they continue to bachelor's degree programs and then on to graduate school or increasingly, law school. Student feedback indicates that the increased focus on pre-law school styled lesson plans in courses such as criminal law and criminal procedure are giving students the confidence and encouragement to pursue law degrees and related positions in the criminal justice system.

Those who enter the work force are working in a wide variety of careers throughout the entire criminal justice and public safety sectors. Some of these include local, state, and federal law enforcement, probation, corrections, intelligence, dispatchers, crime analysts, private sector security, law enforcement trainers, fish and game wardens, and military.

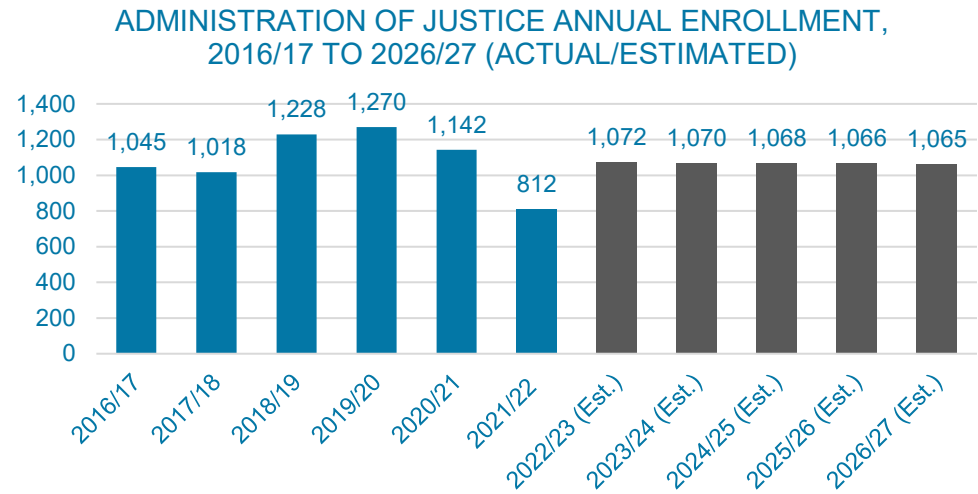
## GROWTH PROJECTIONS

Enrollments in the Administration of Justice Department at College of the Canyons have grown nine percent between 2016/17 and 2020/21. Through academic year 2026/27, department enrollments are forecast to decline slightly, at a rate of -0.2 percent per year (see figure at right).

However, these projections are subject to flux based on social and political factors impacting the profession. These factors are already resulting in an unexpected increase of earlier than expected retirements. Job opportunities are higher than expected. Law enforcement agencies across the country are experiencing recruitment shortages. A search of the California POST website will reveal just under 1,000 current law enforcement jobs available throughout the State of California.

And those candidates with degrees will have a distinct advantage in the hiring process. Also, there are increased educational requirements for applicants which will drive further growth. The Los Angeles County Sheriff's Department now requires the minimum of an associate degree in order to apply for a deputy sheriff position. The Los Angeles Police Department requires 60 credit minimums for promotional opportunities.

FIGURE 169: ADMINISTRATION OF JUSTICE ANNUAL ENROLLMENT, 2016/17 TO 2026/27 (ACTUAL/ESTIMATED)



## DISCIPLINE AND OCCUPATIONS TRENDS

FIGURE 170: DISCIPLINE-RELATED PROGRAMS – ADMINISTRATION OF JUSTICE

Discipline-Related Programs	2020 Jobs	2030 Jobs	Job Growth, 2020 to 2030 (Total)	Job Growth, 2020 to 2030 (%)	Average Annual Job Openings, 2020 to 2030, SCCC* and LA County		Average Annual Program Completions, LA County 2015 to 2020	Gap or Surplus (openings-completions)	Median Hourly Earnings
Administration of Justice, A.S.									
Administration of Justice for Transfer, A.S.-T									
Administration of Justice, Certificate of Achievement									
Law Enforcement Technology, A.S.									
Law Enforcement Technology, Certificate of Achievement									
<b>Total</b>	<b>132,752</b>	<b>139,632</b>	<b>6,880</b>	<b>5%</b>	<b>349</b>	<b>10,671</b>	<b>560</b>	<b>10,111</b>	<b>\$44.59</b>

\*Note: data refers to LA County except for Annual Job Openings, SCCC

SOURCE: EMSI

### LABOR MARKET POTENTIAL

The number of jobs in Los Angeles County in Administration of Justice-related fields is expected to grow by 5 percent through 2030, and there are projected to be approximately 10,671 annual job openings (both new positions and openings among existing ones). Of these annual openings, 349 will be in the college service area.

An average of 560 Administration of Justice degrees and certificates (at all education levels) were awarded between 2015 and 2020 in Los Angeles County. There is a projected annual surplus of approximately 10,000 job openings available in related fields.



## ENROLLMENT TRENDS AND STUDENT OUTCOMES ANALYSIS

### ENROLLMENT

From 2016/17 to 2020/21, overall enrollment for Administration of Justice grew nine percent, compared to seven percent growth for the Public Safety Division, and a six percent decline for the college. Over this time period, Administration of Justice enrollments grew the most among multi-racial students (30%) and Latinx or Hispanic students (20%). Administration of Justice FTES grew 6.3 between 2016/17 and 2020/21, to 113.7 in the 2020/21 academic year.

### CAPACITY AND FILL RATES

Capacity in Administration of Justice lecture courses grew 28 percent between 2016/17 and 2020/21. The average fill rate in Administration of Justice lecture courses from 2016/17 to 2020/21 was 73 percent; average fill rates for Online lecture classes were 75 percent, and average fill rates for In-Person lecture, 73 percent.

### RETENTION AND SUCCESS

Between 2016/17 and 2020/21, the overall average retention rate for students in Administration of Justice Online/OnlineLIVE courses was slightly better at 91 percent than the college (87%), as were success rates (78% for the department versus 75% for the college). Among student groups with statistically significant enrollments, first-time students achieved the highest average retention rate in Administration of Justice Online/OnlineLIVE (96%). White students had average retention rates of 95 percent, followed by Asian or Filipino students (93%) and African American or Black students (90%). The lowest retention rate in the discipline was 89%. White students (87%), and Asian or Filipino students (78%) had among the highest average success rates for Online/OnlineLIVE, while African American or Black students had the lowest average success rate, 52 percent.

For in-person classes from 2016/17 to 2020/21, average retention rates for Administration of Justice were higher than the overall college (94% versus 89%) and success rates noticeably higher (87% versus 78%). Asian or Filipino, white, and multi-racial students were among groups with the highest retention rates. As for average success rates, Asian or Filipino and white students were among the highest (92% and 90%, respectively), while returning students (79%), African American or Black students (80%), multi-racial students (81%) and first-time students (81%) had among the lowest average in-person success rates.

### AWARD OUTCOMES

Between 2016/17 and 2020/21, award outcomes in Administration of Justice increased by 25 percent. Among racial/ethnic groups, Latinx or Hispanic students earned the highest average number of awards, an average of 71 per year. Male students earned an average of 63 awards per year, and female students 51 per year.

## FUTURE DIRECTIONS

### CURRICULUM AND PROGRAMMING

COC Administration of Justice (AJ) continues to stay on top of industry trends by constantly evaluating and re-evaluating existing and new curriculum. Exemplified in recent years by the addition of an Introductions to Corrections class, addition of Terrorism and Counter Terrorism for Public Safety, the entire LE TECH program, current development of the Crime Intelligence Analysis Certificate program to reflect national trends, and the current in-progress creation of a new course titled, Humanistic Policing in the 21st Century, which helps identify and address many of the complex issues facing modern policing in America today. With the implementation of these new program opportunities at COC, it is reasonable to expect that COC AJ department will surpass regional and national projections.

The future of community colleges will rely heavily on career education programs like that of the COC Administration of Justice. The AJ department will thrive in what has become a challenging environment for community colleges and public safety institutions by implementing police training and then merging the requisite training requirements with the academic curriculum to grant training graduates not only POST certifications but earned college degrees. In addition, COC Administration of Justice can further adapt by bringing on new innovative academic and non-credit certification programs that focus on numerous positions within the criminal justice system and not just focus on police work.

COC AJ will continue to improve its reputation with industry partners, making COC a brand name for go-to solutions in order to meet their training and education demands. This will require working with all available resources to promote the discipline, department, and profession in a positive light, stressing accountability and transparency. COC AJ will utilize a best practices approach in setting the regional standard for a wide variety of criminal justice programs and law enforcement training.

The AJ department is also reaching out to the private investigation sector to provide them with access to education and programs that they lack because they are in the private sector.

### IMPROVING STUDENT SUCCESS OUTCOMES

The Administration of the Justice Department remains committed to student success through supporting students inside and outside of the classroom and by instilling real world life values and skills proven to be keys to success in this career path. These include honesty, integrity, work ethic, timeliness, teamwork, resilience, self-discipline, persistence, and maintaining personal accountability, responsibility, and standards expected of this profession.

As a result of the Pandemic, the Administration of Justice has shifted to accommodate the demands of students from primarily a face-to-face modality to an online modality. The success of online and OnlineLIVE modalities has increased significantly for AJ. This is illustrated by consistently positive Award Earners, Success Rates, and Retention rates. Award Earner rates have increased 25 percent over the past five years, with the five-year average being 115 awards granted per year, a six percent increase. During the 2020/21-year, award earners have increased to 141, a 22.6 percent increase in completions. While retention rates dropped one percent between 2016/17 to 2020/21 to an average of 91 percent, they remained above the College average of 87 percent and during the 2020/21 academic year they increased to 94 percent, while the remaining College average only increased one point to 88 percent. Success rates for AJ remain consistently above the College average. The five-year average for in-person courses is 87 percent compared to the College average of 78 percent. The five-year average for Online/OnlineLIVE is 78 percent compared to the College average of 75 percent. The 2020/21 academic year Online/OnlineLIVE average for the discipline was 84 percent compared to 78 percent College average. The lower five-year

average can be likely attributed to students' shifts and adjustments to the online environment, indicating minor Pandemic related obstacles and difficulties, which appear to have been overcome by the 2020/21 success rates.

#### COLLABORATION AND INTERDISCIPLINARY STUDY

There are numerous opportunities to create new innovative and collaborative programs within COC, with other disciplines and departments, and support services. These include the potential for a full-service public safety training facility. With the professional networks available from current faculty and staff, such a facility could not only prepare for entry level positions but also set the standard for in-service best practices in the field. Criminal justice would best be represented by serving:

- State pre-service police academy training
- State in-service law enforcement training
- Federal in-service law enforcement training
- Research and development of best practices in police training
- Police Officer Preparatory Program (POPPS) in conjunction with public safety academy, COC Admin Justice, and the HART School District. This would be a public safety spinoff of the Academy of the Canyons (AOC) already operational in partnership with LAPD and West LA Community College.

Other proposed interdisciplinary programs include collaborations with:

- School for Personal and Professional Learning (PPL) and the Modern Languages department to create a non-credit Spanish for Law Enforcement course.
- PPL, Fire Technology, Kinesiology, and the new Fire Academy to create a non-credit Public Safety Physical Fitness Preparatory Course.
- PPL to create a Non-Credit Crime & Intelligence Analyst Certificate (CIAC) Program. The CIAC also addresses identified equity gaps for persons with disabilities as it offers opportunities and prepares them for successful careers in the criminal justice system.
- An additional opportunity for collaboration includes 911 Dispatches. This would be a series of Ted-Talk like 11-minute presentations highlighting COC's public safety disciplines, faculty, and advisory board members to the SCV community at large, the COC community, and specifically targeting the Hart District students considering studies in public safety. This would require collaboration with Facilities, Student Services, public safety disciplines, the Media Entertainment Arts Department, and the Public Information Office.
- Other discipline faculty on Campus with shared common ground and interests, such as Sociology as it relates to issues of human/sex trafficking.

AJ supports the development of an on-campus wellness center, including a meditation room, which is being proposed by Nursing and other Health Science departments. It could be incorporated into the new humanistic policing class.

## TECHNOLOGY AND FACILITIES

The academic component of the AJ department does not require a lot of space and is relatively low maintenance and flexible. However, law enforcement training has more issues that can't be integrated as easily into the campus. It is best to have that space removed from the general population and campus.

Although the quality of instruction is better in person, student demand for the traditional Administration of Justice program has shifted primarily to online. Last year the AJ department offered two Hyflex courses, but both were cancelled due to low enrollments. Although AJ has not offered any hybrid courses to date, a hybrid class is under consideration for Fall 2023.

So as not to lose enrollment, the AJ department is successfully adapting to the new online world. To accommodate this online demand continued training for faculty is needed, including frequency of requisite training for new hires. Also, increased demand for expanded capacity cloud-based storage space in Canvas can be anticipated.

With the move more and more to online formats, the need for traditional in-classroom lecture halls is decreasing. However, if AJ moves more towards satisfying the needs of industry and the development of a regional criminal justice training center, then off-site training facilities will be needed to accommodate the demands and special needs of training police recruits in order to remain in compliance with Peace Officer Standards and Training (POST) guidelines.

The Administration of Justice staff is in discussions with members of the Los Angeles Police Museum regarding the need to create interactive virtual crime scenes and virtual museum tours for use in our criminal justice courses.

## MEETING THE NEEDS OF INDUSTRY EMPLOYERS AND INSTITUTIONAL PARTNERS

In the last several years, the Administration of Justice department has developed a robust Advisory Board committee, which meets once per semester. The Advisory Board provides insight into industry trends and demands. Feedback is not limited to semester meetings but also happens informally on a regular basis.

AJ provides regular opportunities for our students to interact and volunteer with LAPD Minor Decoy programs, managed by Divisional Vice units to gain valuable insight, experiences, and networking. When available, AJ refers students to intern opportunities with the Department of Justice, Office of Inspector General. Also, AJ regularly refers students to volunteer opportunities with a number of agencies and organizations, which are published and made available through our department website, including LAPD Volunteer Division.

AJ regularly coordinates with a number of regional agency recruitment teams to help advertise their job openings, hiring fairs, and includes them in Campus events. And AJ has helped LAPD Recruitment Division administer entry level tests on Campus and will reengage this initiative post Pandemic.

# FIRE TECHNOLOGY

## DESCRIPTION

The primary goal of the Fire Technology Department is to train and educate students to earn jobs, keep jobs, and get better jobs in the Fire Service by providing the knowledge to protect themselves, their colleagues, and the community, effectively and safely.

The department provides students with academic knowledge related to the Fire Service, Fire Prevention, Fire Protection Systems, Building Construction, Fire Chemistry, Administration and Management, Safety, Wildland Firefighting, Hazardous Materials, Fire Investigation, and Tactics and Strategy. The department offers two Associate in Science Degrees:

- **Pre-service** (for students trying to get hired into the Fire Service)
- **In-Service** (for students *already employed* in the Fire Service)

The Fire Technology Department also offers a **Certificate of Achievement** for those Pre-service students that have not/will not complete their “General Education” courses, as well as those that want to earn a Certificate as they continue to work their way toward an associate degree.

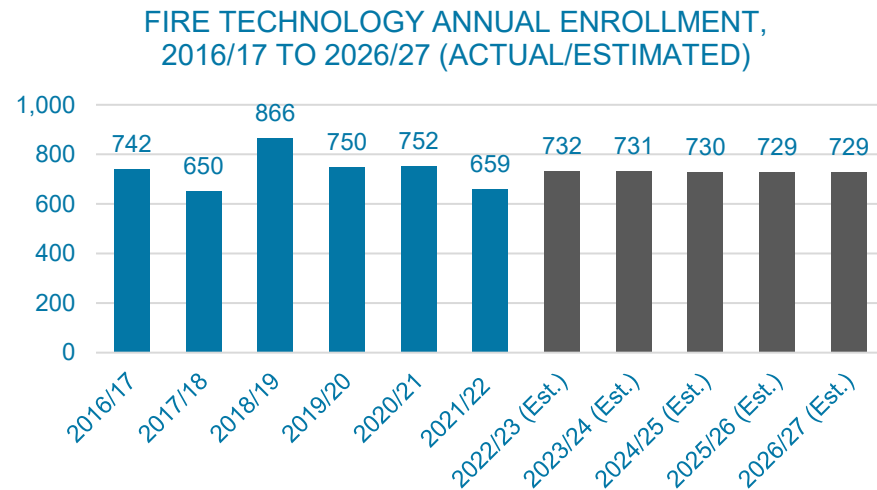
The discipline prepares students for Fire Service employment as Firefighters, Emergency Medical Technicians, Fire Inspectors, Arson Investigators, Non-rated Members, Fire Officers, and Fire Chiefs. The College of the Canyons Fire Technology Department is articulated with Cal State Los Angeles’ Bachelor’s Degree Program in the “2+2” format, which requires students to take lower division Fire Technology courses at the community college level, and their upper division Fire Technology courses at Cal State Los Angeles, culminating in a bachelor’s degree.

Fire Technology Department graduates are employed in the Fire Service as Firefighters, Emergency Medical Technicians, Fire Inspectors, Non-Rated Members (Engineers, Apparatus Operators, Firefighter Specialists, etc.), Fire Officers, and Fire Chiefs. Additionally, some graduates choose to *not* join Fire departments, and instead choose careers in Fire Protection Systems (fire alarm systems, fire sprinkler systems, etc.), Emergency Management, and the military (Combat Medics, Naval Corpsmen, and Firefighting personnel are some examples).

## GROWTH PROJECTIONS

Enrollments in the Fire Technology Department at College of the Canyons have grown by 1 percent between 2016/17 and 2020/21. Through academic year 2026/27, department enrollments are forecast to decline at a rate of -0.1 percent per year (see figure at right).

FIGURE 171: FIRE TECHNOLOGY ANNUAL ENROLLMENT, 2016/17 TO 2026/27 (ACTUAL/ESTIMATED)



## LABOR MARKET POTENTIAL

The number of jobs in Los Angeles County in Fire Technology-related fields is expected to grow by 12 percent through 2030, and there are projected to be approximately 835 annual job openings (both new positions and openings among existing ones). Of these annual openings, 35 will be in the college service area.

An average of 597 Fire Technology and Fire Service Management degrees and certificates (at all education levels) were awarded between 2015 and 2020 in Los Angeles County. There is a projected annual surplus of approximately 238 job openings available in related fields.

## DISCIPLINE AND OCCUPATIONS TRENDS

FIGURE 172: DISCIPLINE-RELATED PROGRAMS – FIRE TECHNOLOGY

Discipline-Related Programs	2020 Jobs	2030 Jobs	Job Growth , 2020 to 2030 (Total )	Job Growth , 2020 to 2030 (%)	Average Annual Job Openings, 2020 to 2030, SCCCD* and LA County		Average Annual Program Completions, LA County 2015 to 2020	Gap or Surplus (openings-completions)	Median Hourly Earnings
					3	83			
Fire Service Management In-Service, A.S.									
Fire Technology: Pre-Service, Certificate of Achievement									
Fire Technology: Pre-Service, A.S.									
<b>Total</b>	<b>9,282</b>	<b>10,396</b>	<b>1,114</b>	<b>12%</b>	<b>35</b>	<b>835</b>	<b>597</b>	<b>238</b>	<b>\$46.67</b>

\*Note: data refers to LA County except for Annual Job Openings, SCCCD

SOURCE: EMSI

## ENROLLMENT TRENDS AND STUDENT OUTCOMES ANALYSIS

### ENROLLMENT

From 2016/17 to 2020/21, overall enrollments for Fire Technology grew one percent, compared to seven percent growth for the Public Safety Division, while the college experienced a six percent decline. Enrollments for multi-racial students grew 93 percent, and Latinx or Hispanic student enrollments by eight percent. African American or Black student enrollments declined by 50 percent between 2016/17 and 2020/21. Fire Technology FTES declined by 1 between 2016/17 and 2020/21, to 74.7 in the 2020/21 academic year.

### CAPACITY AND FILL RATES

Capacity in Fire Technology courses declined 11 percent between 2016/17 and 2020/21. The average fill rate in Fire Technology courses from 2016/17 to 2020/21 was 80 percent.

### RETENTION AND SUCCESS

Between 2016/17 and 2020/21, the overall average retention rate for students in Fire Technology Online/OnlineLIVE courses was the same as the college (both with 87%), whereas average success rates were nearly the same (74% for the department

versus 75% for the college). Among student groups with statistically significant enrollments, African American or Black students had the highest average retention rates in Online/OnlineLIVE classes (98%), followed by Asian or Filipino and returning students (92%). Multi-racial students had the lowest average retention rates (79%). The highest average success rate for Online/OnlineLIVE was among Asian or Filipino (80%) and multi-racial students (79%). Lowest average success rates were among African American or Black, Hawaiian/Pacific Islander and Native American students.

For in-person classes, average retention rates for Fire Technology were slightly higher than the overall college rate (92% versus 89%) and success rates noticeably higher (85% versus 78%). Hawaiian/Pacific Islander and Native American/Alaska Native (100% retention rate) and Asian or Filipino students (98%) had the highest retention rates for in-person classes, as well as the highest success rates among the racial/ethnic groups—100 percent for Hawaiian/Pacific Islander and Native American/Alaska Native students, and 95 percent for Asian or Filipino students. African American or Black students (at 51%) and first-time and returning students (81%) had lowest average in-person success rates in Fire Technology between 2016/17 and 2020/21.

### AWARD OUTCOMES

Between 2016/17 and 2020/21, awards earned in Fire Technology declined by 41 percent. Latinx or Hispanic students earned the highest average number of awards, of an average of 30 per year; male students earned an average of 57 per year, or 91 percent of awards.

### FUTURE DIRECTIONS

#### CURRICULUM AND PROGRAMMING

Any changes to the Fire Technology curriculum will be based on the curriculum distributed by the United State Fire Administration and National Fire Academy's Fire and Emergency Services and Higher Education (FESHE) Program and the California Office of the State Fire Marshal. The College of the Canyon's Fire Technology Department is required to follow the aforementioned curriculum. Any changes to the curriculum will be the result of changes at the National and/or State levels.

The discipline's curriculum will remain consistent over the next five to ten years. Small changes to the curriculum will potentially include increased focus on Firefighter Mental Health, updated Tactics and Strategy (based on Fire Engineering testing and modeling), and any changes due to ever-evolving technologies (e.g., drones, electric vehicles, computer systems, and the evolution of fire-resistant materials).

#### IMPROVING STUDENT SUCCESS OUTCOMES

In order to improve success outcomes for students, faculty and departmental leadership have modified assessments, lectures, and activities based on evaluation of Student Learning Outcome Data and feedback from students, colleagues, and our Advisory Board. The Fire Technology Department has also purchased new equipment for in-person learning and display, purchased Department t-shirts and hats for students to earn, and taken advice from our Advisory Board for classroom activities and content. The Department Chair has worked with the Counseling Department to develop clear Learning and Career Pathways, utilization of "Program Mapper, and Career Trees. The Department's website has been updated and includes an up-to-date promotional video featuring faculty and students.

No additional resources are needed to address equity issues in student outcomes. The currently provided College resources are all that is needed at this time.



## COLLABORATION AND INTERDISCIPLINARY STUDY

There are opportunities to work together and collaborate with the new College of the Canyons Fire Academy, as well as the Emergency Medical Technician and Administration of Justice Departments. Students from the Pre-service Fire Technology Program will funnel into the College of the Canyons Fire Academy, so it is essential that the Fire Technology Department coordinate with the Fire Academy to ensure that all Fire-Academy-bound students fulfill their required prerequisites, including all required courses in the department.

Additionally, the Emergency Medical Technician class (HLHSCI-151) is required for both the Fire Technology associate degree and Certificate of Achievement. Therefore, the Fire Technology Department must maintain coordination with the Emergency Medical Technician Program to ensure that Fire Technology students have the knowledge and skills to be successful in Health Science 151. As such, Fire Technology students are encouraged to take “Emergency Medical Responder” (HLHSCI-046) prior to taking the EMT class. Statistics and feedback from students who take “EMR” have increased chances of passing the “EMT” class. As such, the Fire Technology associate degree requirements were updated effective Fall 2019 to allow “Emergency Medical Responder” (HLHSCI-046) to fulfill an “elective” requirement.

The Fire Technology Department is also collaborating with the Administration of Justice Department and The School of Personal & Professional Learning to develop and implement a noncredit physical fitness training program class to help prepare students for the various Physical Ability Tests required as part of the hiring process for each of our disciplines.

## TECHNOLOGY AND FACILITIES

The Fire Technology Department currently has one dedicated classroom (Towsley Hall, Room 107). With the acquisition of new equipment and gear, the Department has outgrown the physical space of this classroom. Although the department can run the program with just one physical classroom, a larger space (more square footage) is required to account for large equipment and demonstrations. Regarding “virtual space”: The Fire Technology Department uses the Online/OnlineLIVE format, which does not require any additional space or needs. We do not use Hyflex or correspondence education, so there is no need for space in those areas.

Fire Technology must remain entirely on the Valencia Campus. Moving any of our 100-series-classes offsite would result in students having difficulty attending the other non-Fire classes they need, including Emergency Medical Technician (HLHSCI-151), Emergency Medical Responder (HLHSCI-046), and General Education classes. The Fire Academy, which is a separate program under a separate “School,” can be conducted off-campus at the Del Valle Training Center.

At this time, the Fire Technology Department does not need to develop new teaching and learning approaches in virtual and off-campus spaces. Our instructors are trained in Online and Online/OnlineLIVE formats, and will continue to receive updated training, professional development, and support in these formats from the Office of Online Instruction and Professional Development.

In addition to more square footage, the Fire Technology classroom does require updates to the audio system, lighting system, and line-of sight for the Smartboard projector.

Audio: the current classroom uses a small vintage sound speaker that sits on the instructor’s desk. An improved sound system in the classroom will make it easier for students seated in the middle and rear of the classroom to hear audio.

Lighting: the current classroom has one light switch, which only operates in the on/off position. An improvement would be to add dimming lights (with controls at the instructor's desk) to the room so that the Instructor can adjust lighting levels. Doing so will allow the Smartboard projection to be seen more clearly while still allowing students enough light to view the materials on their desks.

Viewing of Smartboard: The Smartboard (at the front of the classroom) projects directly onto the classroom's whiteboard. By being projected low on the wall, making it difficult for students for students in the back of the classroom to view what is being projected. A potential solution is to add television monitors (hanging from the walls or ceiling), which would allow all students to see what is "on the board."

#### MEETING THE NEEDS OF INDUSTRY EMPLOYERS AND INSTITUTIONAL PARTNERS

The Fire Technology Department engages with employers and industry through Advisory Board meetings and networking. Advisory Board meetings are attended by members from local fire departments, private businesses, local school districts (Hart and LAUSD), as well industry professionals, alumni, and current students. The Fire Technology Department also participates in recruitment events with local Fire Departments and has integrated recommendations from industry members into classroom content and activities.

The Fire Academy will collaborate with the Los Angeles County Fire Department, as well as Instructional Service Agreements. The Fire Technology Department already partners with Cal State Los Angeles. Our Fire Technology Department articulates with Cal State Los Angeles' Bachelor's Degree Program in the "2+2" format: The student's lower division Fire Technology classes must be taken at College of the Canyons (the "first 2 years"), and the upper division Fire Technology Courses will then be taken at Cal State Los Angeles (the "second 2 years"), culminating in a bachelor's degree in Fire Protection Administration and Technology.

For the future, the Fire Technology Department has discussed potential future sections for College NOW! and dual enrollment students. Implementation of this style of courses is yet to be determined.

## HEALTH SCIENCE

### DESCRIPTION

Health Science encompasses two separate disciplines, Public Health, and Emergency Medical Technician (EMT)

#### Public Health

Health Science offers an Associate of Science Transfer degree in Public Health and a Certificate of Achievement. The pathway includes Introduction to Public Health, Biology, Psychology, public speaking, and statistics. Graduates typically transfer to a UC or CSU for their bachelor's degree and go on to complete a Master's or higher in a specific discipline within public health. Our department also includes classes in nutrition, women's health, and several preparatory courses that support disciplines in several departments and schools, such as HLHSCI 101 (Introduction to Health Professions) and HLHSCI-249 (Medical Terminology). Careers in this field include health education, occupational and environmental health, epidemiology, public policy, biostatistics, and research fields. The program has grown steadily since the degree was approved. The median class size is twenty-eight and the discipline capacity is 1,897. There are no full-time faculty in the discipline, and there are twelve adjuncts.

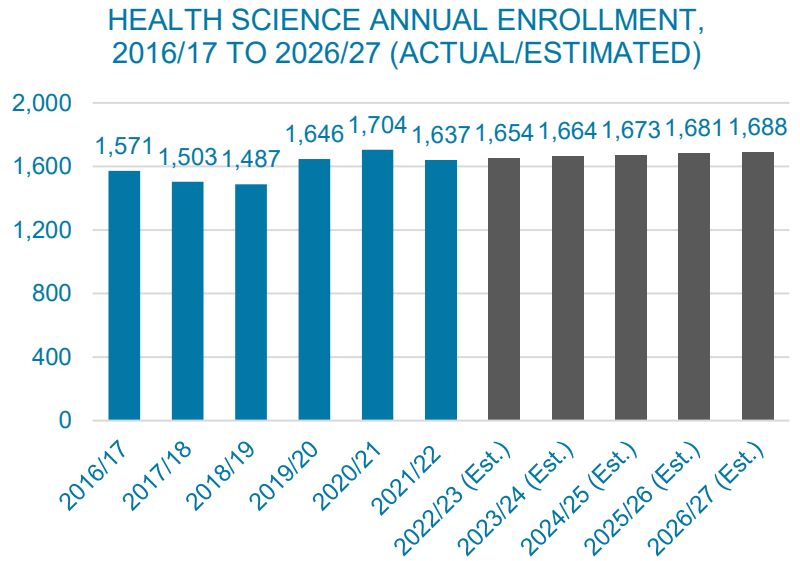
#### EMT

Emergency Medical Technician is a one-semester course that leads to national certification as an EMT. The course provides instruction in anatomy, physiology, pathophysiology, and treatment of life-threatening emergencies. Approximately 60% of the course consists of hands-on skills using specialized equipment. The students complete clinical shifts working on ambulances and emergency rooms during the course. COC offers a Certificate of Specialization for students who complete medical terminology (HLHSCI-249) and Emergency Medical Responder (HLHSCI-046) in addition to EMT. Some graduates continue their education at COC or four-year universities, and most pursue careers in the fire service, EMS, or other healthcare fields. Many graduates are employed in an ambulance within a few weeks of graduation, regardless of their long-term career and education goals. Courses are capped at 24 students due to equipment constraints and the need to maintain a low ratio of students to instructors during psychomotor assessments. The sections have a full waitlist every semester. Two full-time faculty and three adjunct faculty teach in the discipline.

## GROWTH PROJECTIONS

FIGURE 173: HEALTH SCIENCE ANNUAL ENROLLMENT, 2016/17 TO 2026/27 (ACTUAL/ESTIMATED)

Enrollments in the Health Science Department at College of the Canyons have grown eight percent between 2016/17 and 2020/21. Through academic year 2026/27, department enrollments are forecast to grow at a rate of 0.5 percent per year (see figure at right).



## DISCIPLINE AND OCCUPATIONS TRENDS

FIGURE 174: DISCIPLINE-RELATED PROGRAMS – HEALTH SCIENCE

Discipline-Related Programs	2020 Jobs	2030 Jobs	Job Growth, 2020 to 2030 (Total)	Job Growth, 2020 to 2030 (%)	Average Annual Job Openings, 2020 to 2030, SCCC* and LA		Average Annual Program Completions, LA County 2015 to 2020	Gap or Surplus (openings-completions)	Median Hourly Earnings
					County	LA			
Emergency Medical Technician 1	18,088	19,359	1,271	7%	86	2,336	376	1,960	\$31.41
Public Health Science	385,265	506,301	121,035	31%	1,028	71,077	699	70,378	\$14.71

\*Note: data refers to LA County except for Annual Job Openings, SCCC

SOURCE: EMSI

## LABOR MARKET POTENTIAL

The number of jobs in Los Angeles County in Health Science-related fields is expected to grow by as much as 31 percent for Public Health Science, and 7 percent for EMTs through 2030, with 71,000 annual projected public health-related job openings and 2,300 for EMTs (both new positions and openings among existing ones). Of these annual openings, more than 1,100 will be in the college service area.

In addition, the Emergency Medical Services career field continues to grow steadily as the population grows and ages. However, most EMT schools in LA County shut down during Covid, which greatly reduced the supply of EMTs to the county. Attrition in the industry accelerated during Covid, and the combination has left a widespread shortage of qualified EMTs in the region. College of the Canyon EMT enrollments remained steady during Covid with the exception of Fall 21, when the vaccine mandate for healthcare students went into effect. Waitlists were full again this Fall.

There is also an increased demand for paramedics in this area, as the Antelope Valley programs have not recovered from Covid and Mt SAC continues to focus on contracted students coming from fire departments. That leaves just Ventura College and UCLA, and UCLA's prices are financially out of reach for most in our community. This is an ideal time to expand the EMT Department by adding paramedics and becoming a full Prehospital Medicine Department.

An average of 376 Emergency Medical Technician degrees and certificates and 699 Public Health Science (at all education levels) were awarded between 2015 and 2020 in Los Angeles County. There is a projected annual surplus of approximately 1,960 EMT-related openings and 70,378 public health-related openings.

EMT employment is expected to continue to grow steadily. LA County in particular was hard hit by the pandemic, which increased attrition in the field. Most of the EMT programs in the county shut down for at least two semesters, decimating the EMT pipeline for the region. Industry partners are minimally staffed and have expressed a need for as many graduates as possible.

## ENROLLMENT TRENDS AND STUDENT OUTCOMES ANALYSIS

### ENROLLMENT

From 2016/17 to 2020/21, overall enrollment for Health Sciences grew eight percent, compared to a seven percent increase for the Public Safety Division and a six percent decline for the college. Over this time period, enrollments among Asian or Filipino students grew the most (31%), followed by enrollments among our Latinx students (17%). Health Sciences FTES has decreased by 13.7 between 2016/17 and 2020/21, to 178.6 in the 2020/21 academic year.

### CAPACITY AND FILL RATES

Capacity in Health Sciences courses grew nine percent between 2016/17 and 2020/21. The average fill rate in Health Sciences lecture courses from 2016/17 to 2020/21 was 78 percent.

### RETENTION AND SUCCESS

Between 2016/17 and 2020/21, the overall average retention rate for students in Health Sciences Online/OnlineLIVE courses was slightly better at 90 percent than the college (87%), while average success rates were much better (85% for the department versus 75% for the college). The highest average retention rates in Health Science Online/OnlineLIVE between 2016/17 and 2020/21 were among Hawaiian/Pacific Islander students (100%), Asian or Filipino students (95%), and multi-racial students (94%). Lowest retention rates in Online/OnlineLIVE classes were among first-time students (82%) and Native American/Alaska Native students (67%). Asian or Filipino students had the highest average success rate (93%); African American or Black students (68%) and first-time students (71%) had among the lowest average success rates in Online/OnlineLIVE classes.

For in-person classes, average retention rates for Health Sciences were slightly lower than the overall college (83% versus 89%) and success rates were also slightly lower (76% versus 78%), but both rates were substantially lower (twenty percentage points) than the college in 2020/21. Hawaiian/Pacific Islander (94% for both retention and success rates) and Asian or Filipino students (91% and 87%) had the highest average retention and success rates. The lowest average success rates were among African American/Black students and 'Returning Students' with 67 percent and 69 percent, respectively.

### AWARD OUTCOMES

Between 2016/17 and 2020/21, award outcomes in Health Sciences declined by 37 percent. Latinx or Hispanic students earned an average of 66 awards per year. Male students earned an average of 95 per year.

## FUTURE DIRECTIONS

### CURRICULUM AND PROGRAMMING

#### **Public Health**

Labor projections show the field is growing and enrollments are projected to increase. We have been adding adjunct faculty to cover additional sections both at COC and at the local high schools. Demand for courses at the high schools already outstrips our staffing capability, and we've had to cancel a number of sections there recently due to a shortage of qualified faculty available to teach in-person during the day. Current faculty would also like to add new courses as alternate electives for the Public Health AS-T. The current faculty are all adjuncts; the department will need a full-time faculty member with the appropriate public health background to maintain the current course offerings and continue to grow.

#### **EMT**

The labor demand for EMTs and paramedics is also growing. Recent changes to the curriculum at the state level require the course length to be extended by approximately 30 hours. The class is already 9.5 credits, which means it will need to be split over two semesters or into two parts: a lecture course with a separate skills lab, or a combined lecture and lab with a separate course for clinical hours. The EMT classroom (TWSH) is already in use daily from 12:30pm – 10:20pm M-TH for four sections of EMT, with 8-week sections of Emergency Medical Responders (EMR) from 8:00am-12:00pm MW or TTH. The adjacent classroom (TWSH 101, also assigned to EMT) is used as a skills and simulation lab and is not large enough to accommodate classroom instruction. To accommodate the expanded hours for EMT, the EMR class will need to move to a primarily OnlineLIVE format with four days per semester on campus for hands-on skills. Longer-term, the EMR class will be phased out and eventually replaced with an entirely OnlineLIVE EMT Prep course that better addresses students' academic needs as discussed in the next section.

Additionally, Health Science is developing a paramedic program that will lead to an AS. The pathway will include the EMT prep course, EMT, paramedic prerequisite courses, and a one-year, full-time paramedic program. EMR will move to the high schools as part of their emergency services preparation program. This pathway will link the existing Fire Tech AS and the new Fire Academy to potentially create an applied baccalaureate in emergency services. Fire departments want people who have a bachelor's degree, a paramedic license, and a fire academy, so this will give our graduates a significant advantage in the workforce. Additional full-time faculty will be required to cover the expanded EMT program and the new paramedic program. The program will also require dedicated classroom and skills laboratory space separate in addition to the requirements for the current EMT program. Some equipment, particularly simulators, can be shared with Nursing to reduce costs if dedicated space is available for a shared simulation lab that includes storage, office space, and instructional areas.

## IMPROVING STUDENT SUCCESS OUTCOMES

Data for both Public Health and EMT show no disproportionate impact to students by ethnicity, age, gender, or admit status. In most categories the department exceeds both the benchmark and the college's overall numbers.

### **Public Health**

Student outcomes for Public Health could be improved with the assignment of a dedicated classroom. Public Health sections are among the last to be assigned a classroom each semester, and instructors often end up in a different classroom each time.

Co-locating classes with other healthcare departments would be helpful for both students and instructors. The program would also benefit significantly from the addition of a full-time faculty member who works in the discipline. That person could devote more time to growing the program and particularly to developing our partnership with the local high schools, giving those students a head start on the 5–6-year educational pathway for Public Health.

### **EMT**

For the EMT program, faculty observations anecdotally show a link between students' foundational academic experience and their success rates. Most students come to the EMT course through one of two pathways: as part of the Fire Tech degree program, or as a steppingstone to another healthcare career such as nursing, PA, or med school. The Fire Tech pathway includes general education prerequisites, but no additional college-level courses in biology, anatomy and physiology, or other natural sciences. Students preparing for a career in a healthcare field have usually completed at least some of those courses before attempting EMT, while Fire Tech students have not. The EMT curriculum assumes that students have a working knowledge of biology, anatomy, and physiology (A&P), chemistry, and physics, so students coming through the Fire Tech pathway appear to be at a disadvantage compared to those preparing for a healthcare career.

The existing EMR course offered by COC was intended to close the academic gap for Fire Tech students, however, data collected shows no significant difference in success rates between students who have taken EMR and those who have not. The results of the data currently under collection will help the department develop a new EMT Prep course providing targeted pieces of the curricula from biology, A&P, chemistry, physics, and medical terminology to better close that gap. The Prep course would be integrated into the EMT and paramedic pathway, and EMR will be pushed down to the high school level.

## COLLABORATION AND INTERDISCIPLINARY STUDY

### **Public Health**

There is potential for Public Health to collaborate with multiple departments and courses on campus. The Nutrition faculty would like to collaborate with Culinary Arts to develop a food science course that incorporates principles of nutrition with culinary techniques to prepare healthy food. The Women and Health course naturally overlaps with Nursing and Sociology, and opportunities exist for all three programs to develop multi-disciplinary project-based learning opportunities and build student portfolios. The curriculum for Introduction to Public Health already includes aspects of psychology, sociology, epidemiology, and biostatics, so opportunities to collaborate exist there as well.

### **EMT**

Nursing uses many of the same supplies and equipment as EMT and paramedic, particularly high-cost expendable supplies, manikins, and high-fidelity simulators. A shared simulation lab would save money and space while allowing both groups of students to learn to interact as they will in their future careers. A centralized simulation/training center will encourage



collaboration between different health care disciplines enabling students to learn more about what other disciplines do and how to work together as they would in their real careers.

There is also overlap with Fire Tech/Fire Academy, and Administration of Justice, and an appropriate shared “field” space would allow all three programs to conduct realistic combined training. There is also the potential to incorporate a technical writing course within the EMT/paramedic pathway. Ample opportunities exist to incorporate faculty and students from Early Childhood Education, Kinesiology, Sociology, Biology, and Psychology for portions of the EMT and paramedic courses.

The planned EMT Prep course will be designed to pull OER course materials from other disciplines to make the new course OnlineLive and ZTC. Discussions with Online Ed have already begun.

Both EMT and the proposed paramedic program involve significant additional costs for student supplies and requirements, including a physical, drug test, background check, vaccinations, and uniforms. This puts the course out of reach for many COC students, especially those without health insurance. The Student Health and Wellness center offers some, but not all, of those services, and the cost is still significant. The BaNC currently supports our eligible students with grants and community programs. We are also developing a lending library of used textbooks and gently used uniforms that graduating students donate to the incoming class. The mental health staff of the Health and Wellness center serve as guest lecturers to help our students develop resilience and good mental health habits to get through the course and survive in the field. All of these resources are helpful, but they are not comprehensive, and they require students to visit several departments to get help. Some needs still go unmet. Improved communication among the various services available, and potentially a clearinghouse for information, would help us ensure all students are matched with the appropriate resources.

## TECHNOLOGY AND FACILITIES

### Public Health

Public Health course offerings have been successfully adapted to online or OnlineLIVE since Spring 2020. Student success rates were unchanged or minimally improved for most groups and improved substantially for a couple of groups. However, select courses have transitioned back to fully-in person, or a mix of in-person sections and online/OnlineLIVE sections, as driven by enrollment demands. The Public Health program as a whole would benefit from a permanently assigned classroom where faculty could predictably plan in-person instruction within a dedicated classroom layout.

### EMT

EMT has been on back on campus since late Spring of 2020 and is not approved for online or distance instruction at the state level since it is heavily skills-based. The program requires dedicated instructional space as well as skills and simulation labs and secure storage space for equipment and supplies. The same will apply to the paramedic program.

Given recent changes in state policy, a simulation center used to be a want but is now a need. A shared simulation lab with Nursing would benefit both departments and both groups of students, as well as reducing redundancy and costs. The high-fidelity simulators used by both departments are controlled remotely via Wi-Fi or Bluetooth to allow the students to interact with the simulator naturally. Additionally, the paramedic program requires students to have real-time access to an online program for written and skills assessments. The classrooms and simulation labs will require strong wireless capabilities to support the students’ needs and ensure the simulators work to their full capacity.

The EMR class has returned to fully in-person, but for nearly three semesters it was taught in hybrid format with no measurable decline in student success. The proposed EMT Prep class is planned to be OnlineLIVE as it has no skills component.

The paramedic program under development will require dedicated classroom and skill lab space, including high-fidelity simulation equipment, Wi-Fi-equipped classrooms, iPads or similar tablets, new manikins, and significant expendable supplies. Some of the equipment and supplies overlap with the needs of the Nursing department. Additional full-time faculty will also be required both for the expanded EMT classes and the paramedic program.

## MEETING THE NEEDS OF INDUSTRY EMPLOYERS AND INSTITUTIONAL PARTNERS

### Public Health

Our Public Health advisory committee was instrumental in starting our AS-T degree in 2019. The first year the program had twelve graduates. Last year there were forty. AS-T students are continuing onto four-year universities such as CSUN, and the Public Health program anticipates these first graduates will receive their master's as early as next year. Several of the program's adjunct faculty work in local graduate programs and serve as mentors to students as they continue their journey, but the program welcomes further opportunities to strengthen ties with regional Public Health educational programs and provider agencies.

### EMT

The EMT program enjoys a close partnership with several local hospitals and ambulance agencies where our students complete clinical rotations. We also have a very involved advisory committee that provides excellent input into our program and feedback on our graduates, which is overwhelmingly positive. The only consistent areas they recommend we improve are the maturity of our students and their physical fitness. Some of our graduates are simply too young and not emotionally ready to work in the field. Others are physically unprepared for the rigors of the job, including heavy lifting and working outdoors. The department maintains an ongoing dialogue with area agencies who participate in job fairs to recruit our graduates. We have a warm relationship with the Moorpark and Ventura College EMT and paramedic programs and share insights and best practices several times per year. We would like to expand that to include the Antelope Valley and Glendale given the geographic overlap.

Health Science currently offers a formal EMT Refresher program for continuing education. It is open to the public, but many of our graduates use it to maintain their EMT certification. The department also participates in both dual enrollment and concurrent enrollment, and works with the local high schools who offer specialized tracks that feed into our EMT program.

# SOCIAL AND BEHAVIORAL SCIENCES

ANTHROPOLOGY

COMMUNICATION STUDIES

EARLY CHILDHOOD EDUCATION AND EDUCATION

HISTORY

POLITICAL SCIENCE

PSYCHOLOGY

SOCIOLOGY

# ANTHROPOLOGY

## DESCRIPTION

Anthropology is a scientific discipline that studies human beings from a biological and cultural (bio-cultural) perspective using data, methodology and research results from biological science, social science, and behavioral science disciplines under the paradigm of evolution:

- Physical (biological) Anthropology studies humans and their animal relatives, both living and extinct, primarily as species originating in the natural world.
- Cultural (social-cultural) Anthropology complements physical anthropology through the observation and recording of the broad range of human diversity using ethnographic data collected from participant observer field studies and ethnohistorical accounts.
- Archaeology, the study of human life ways in the past, adopts a strategy similar to cultural anthropology but relies mainly on evidence from the material culture of a people as well as on the use of specialized field, laboratory, and preservation methods rather than upon ethnographic information provided by informants.

Students who complete introductory courses in Anthropology are equipped to understand those complex interactions between human biology, culture, technology, and language that have enabled our species to evolve and adapt to the natural world, a foundation important for their future success as upper-division and graduate level university students.

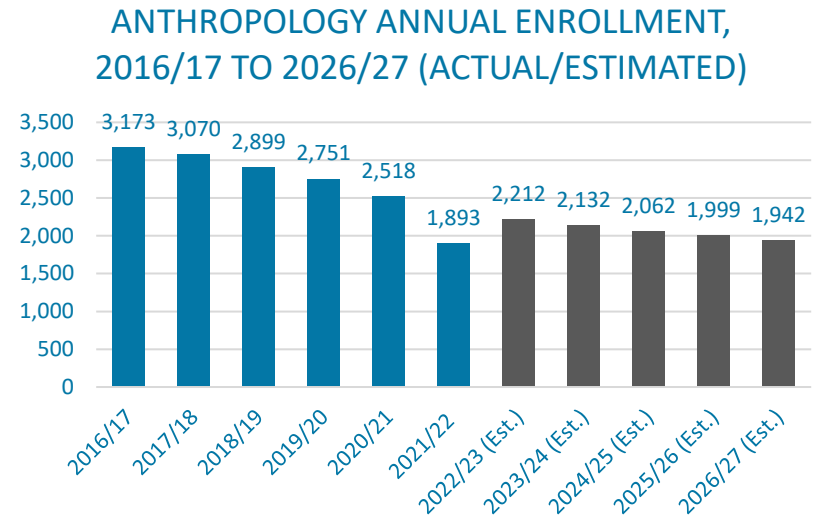
A variety of degrees are possible in Anthropology including A.A., B.A, M.A, and PhD. Additional certificate programs are offered at upper division universities that include topics such as gender studies, historic preservation, human genetics, global studies, medical anthropology, and museum studies to name a few.

Anthropology majors with B.A. degrees are well prepared to enter specific fields as diverse as teaching and bilingual education, art and media, law and paralegal studies, forensic sciences, medicine and health treatment, library and information science, translating and interpreting, publishing and marketing, journalism, culinary arts, cultural and historic preservation, business and management, policy and advocacy, government and industry, as well as more directly related jobs in archaeology, applied anthropology, museum studies, biological sciences and environmental studies.

## GROWTH PROJECTIONS

FIGURE 175: ANTHROPOLOGY ANNUAL ENROLLMENT, 2016/17 TO 2026/27 (ACTUAL/ESTIMATED)

Enrollments in the Anthropology Department at College of the Canyons declined 21 percent between 2016/17 and 2020/21. Through academic year 2026/27, department enrollments are forecast to decline at a rate of -3.2 percent per year (see figure at right).



## DISCIPLINE AND OCCUPATIONS TRENDS

FIGURE 176: DISCIPLINE-RELATED PROGRAMS – ANTHROPOLOGY

Discipline-Related Programs	2020 Jobs	2030 Jobs	Job Growth , 2020 to 2030 (Total)	Job Growth , 2020 to 2030 (%)	Average Annual Job Openings, 2020 to 2030, SCCCD* and LA County		Average Annual Program Completions, LA County 2015 to 2020	Gap or Surplus (openings-completions )	Median Hourly Earnings
Anthropology for Transfer, A.A.-T									
<b>Total</b>	<b>41,160</b>	<b>43,135</b>	<b>1,975</b>	<b>5%</b>	<b>108</b>	<b>3,287</b>	<b>723</b>	<b>2,563</b>	<b>\$42.90</b>

\*Note: data refers to LA County except for Annual Job Openings, SCCCD, which refers to the college service area.

SOURCE: EMSI

## LABOR MARKET POTENTIAL

The number of jobs in Los Angeles County in Anthropology-related fields is expected to grow by five percent through 2030, with more than 3,200 annual projected job openings (both new positions and openings among existing ones). Of these, 108 annual openings will be in the college service area.

An average of 723 Anthropology degrees and certificates (at all education levels) were awarded between 2015 and 2020 in Los Angeles County. And while some related positions probably overlap with other fields of study, there is a projected annual surplus of approximately 2,563 job openings available in Anthropology-related fields.

## ENROLLMENT TRENDS AND STUDENT OUTCOMES ANALYSIS

### ENROLLMENT

From 2016/17 to 2020/21, overall enrollment for Anthropology declined 21 percent, compared to a five percent decline for the Social and Behavioral Sciences Division, and a six percent decline for the college. Over this time period, enrollments in Anthropology declined among students from nearly all racial/ethnic groups, with Asian or Filipino (-20%) and white (-29%) student course enrollments experiencing the greatest declines. Anthropology FTES declined 69 between 2016/17 and 2020/21, to 248.6 in the 2020/21 academic year.

### CAPACITY AND FILL RATES

Capacity in Anthropology lecture courses declined 17 percent between 2016/17 and 2020/21. The average fill rate in Anthropology lecture courses from 2016/17 to 2020/21 was 83 percent; average fill rates for Online lecture classes were 82 percent, and average fill rates for in-person lecture, 84 percent.

### RETENTION AND SUCCESS

Between 2016/17 and 2020/21, the overall average retention rate for students in Anthropology Online/OnlineLIVE courses was slightly better at 88 percent than the college (87%) whereas success rates were almost the same (76 percent for the department versus 75 percent for the college). Among student groups with statistically significant enrollments, Asian or Filipino and white students achieved the highest average retention rates (91%) in Anthropology Online/OnlineLIVE; lowest average retention rates were among African American or Black and returning students (85%). The highest average success rate achieved for Online/OnlineLIVE was 85 percent among Asian or Filipino students, and the lowest was 61 percent among African American or Black students.

For in-person classes from 2016/17 to 2020/21, average retention rates for Anthropology have been better than the overall college (93% versus 89%) and success rates greater as well (83% versus 78%). Asian or Filipino and white students had the highest average retention rates in-person, while returning students (86%) had the lowest retention rates. Asian or Filipino (90%), white (86%), and female students (85%) had the highest average success rates.

### AWARD OUTCOMES

Between 2016/17 and 2020/21, award outcomes in Anthropology declined by 33 percent. Among racial/ethnic groups, Latinx or Hispanic and white students each earned an average of three awards per year. Female students earned an average of five award per year during this period.

## FUTURE DIRECTIONS

### CURRICULUM AND PROGRAMMING

Based on the declining trend in enrollment but an expected increase in the job market, it would be important to review the current curriculum to see if it still matches the growth in various aspects of the discipline. It would be most useful to focus on new curriculum that covers the subject matter that has the most growth potential such as areas in the medical field, business, and other subjects of applied anthropology.

Looking ahead to the next five to ten years in the discipline of Anthropology, the job outlook is not focused as much on teaching/academic occupations, but more in areas that focus on non-academic careers such as the ones listed above. The key to those jobs is still through an academic program, so it would be important to connect our department to those expected changes. This can be achieved, in part, by creating more curriculum in Applied Anthropology (e.g., medical anthropology) where the field is growing and fostering collaborations with employers in those fields.

### IMPROVING STUDENT SUCCESS OUTCOMES

There has been a decline in the enrollment of African American or Black and Latinx or Hispanic students. But there is also an upward trend of higher retention and success for African American or Black students, showing signs that the department is making improvements in this area. To continue making progress fixing this issue, the department needs to find more innovative ways to continue this positive trend.

The groups that are doing well in terms of enrollment, retention, and success are Asian or Filipino and American Indian/Alaska Native students. The highest retention rates also include Latinx or Hispanic students, and highest success rates include Hawaiian/Pacific Islander students.

The data does show that Online and Online/OnlineLIVE classes have been improving in retention and success rates over the last five years. By creating more opportunities for the department to offer these modalities to students, it will help with the declining enrollment for the college and give those students access to more classes that will fulfill their educational pathways.

Also, to further help improve student success outcomes the department is focused on the hiring and training of new faculty that represent minority groups in the discipline. By using them as examples of leadership in the field, this will inspire students also in those minority groups to seek out Anthropology as a career path. Complementing this effort, the department also needs to create a more diverse curriculum to attract more students to the department.

However, access to technology and the high cost of education remain the biggest barriers when addressing equity issues in student outcomes. Given limited library hours, COC should find additional ways for students to access computers including allowing them to take them home with them. More programs that support student success and ongoing funding opportunities will be required to bridge this gap for students.

### COLLABORATION AND INTERDISCIPLINARY STUDY

The Anthropology Department has a long history of developing innovative and collaborative programs with other disciplines and departments at COC. In the past, Anthropology students have worked on projects with students from the other departments including Media Entertainment Arts, History, Modern Languages, Art, Geography, and Biology. Future projects and collaborations are planned with the departments of Sociology/Gender Studies, Culinary Arts, Nursing, Emergency Medical Technicians, Administration of Justice, Graphic and Multimedia Design, and Recreation Management.



Anthropology currently collaborates with various student services including the Honors Program, Center for Civic Engagement, and the Learning Center (TLC) with the implementation of an Anthropology embedded tutor.

## TECHNOLOGY AND FACILITIES

The Anthropology Department offers classes online as well as in person on both campuses.

### **Facilities**

To support the high rates of success and retention seen in Anthropology in-person classes, dedicated classroom and lab spaces are required at both the Valencia and Canyon Country campuses. These spaces will also need to be designed by the Anthropology faculty who are most familiar with the requirements of in-person teaching, as was done with Boykin Hall. Future planning and classroom design at the Canyon Country campus should also include Anthropology Department faculty so that the space is conducive for teaching and supports the large collection of required teaching models in the discipline.

These dedicated rooms on both campuses are also needed in order to store the large quantity of supplies necessary for teaching Anthropology coursework.

### **Technology**

New advances and developments in software and technology within the discipline of Anthropology require that COC students have access to the equipment necessary to prepare them for success. For instance, there has been an increase in enrollment, retention, and success rates for Online and Online Live classes in the Anthropology Department.

In addition, the use of student laptops at the Valencia campus has proven to be a great success with a similar increase in student success and retention. Laptop carts enable us to upload software specific to the Anthropology Department. However, that resource is currently not available for Anthropology classes at the Canyon Country campus.

Students who have a semester schedule with both in-person and Online Live classes also require a quiet, designated space they can rely on to transition between those modalities each day but currently there are not enough zoom facilities on campus. But more designated Wi-Fi and quiet spaces spread throughout the campus can help to address this need. In addition, designated spaces in the community with Wi-Fi access or quiet study rooms would further support these students while taking remote classes.

Faculty also require more professional development in order to keep up with the new trends in education including innovative teaching modalities driven by the revolution in educational technologies.

## MEETING THE NEEDS OF INDUSTRY EMPLOYERS AND INSTITUTIONAL PARTNERS

The department works with local community organizations such as the Santa Clarita Historical Society, City of Santa Clarita, Rancho Camulos Museum, and William S. Hart Park/Museum in building relationships with COC students to create possible volunteer, internship, and job opportunities.

In the future, the department would like to partner with the Henry Mayo Hospital and the COC Nursing Department to create a class focused on Medical Anthropology, and to develop a professional training program for their staff on cultural sensitivity issues within their workplace. To address additional needs such as offering dual enrollment opportunities and instruction to incarcerated students, the department needs to have the flexibility to plan those classes each semester and additional faculty interested and trained for those specific learning communities.

# COMMUNICATION STUDIES

## DESCRIPTION

Communication cuts across contexts and situations; it is the relational and collaborative force that strategically constructs the social world. Knowledge and understanding of communication and strong communication skills allow people to create and maintain interpersonal relationships; employers in all sectors seek employees with strong communication skills; and society needs effective communicators to support productive civic activity in communities (NCA, 2022).

Communication Studies seeks to provide students with a comprehensive education in the discipline of Communication Studies including emphasis in Communication Theory, Rhetorical Studies, and Performance Theory, to prepare for transfer, career, and life-long learning.

The primary goal of the program is to help students develop and refine essential oral and written communication skills which are needed in virtually every human interaction. In addition, many courses in the curriculum provide students with the tools to be successful in all communication arenas by focusing on how verbal and nonverbal communication varies within these contexts. Finally, this field of study focuses greatly on human behavior from a communication standpoint. Thus, students learn methods of dealing with communication problems within a variety of contexts.

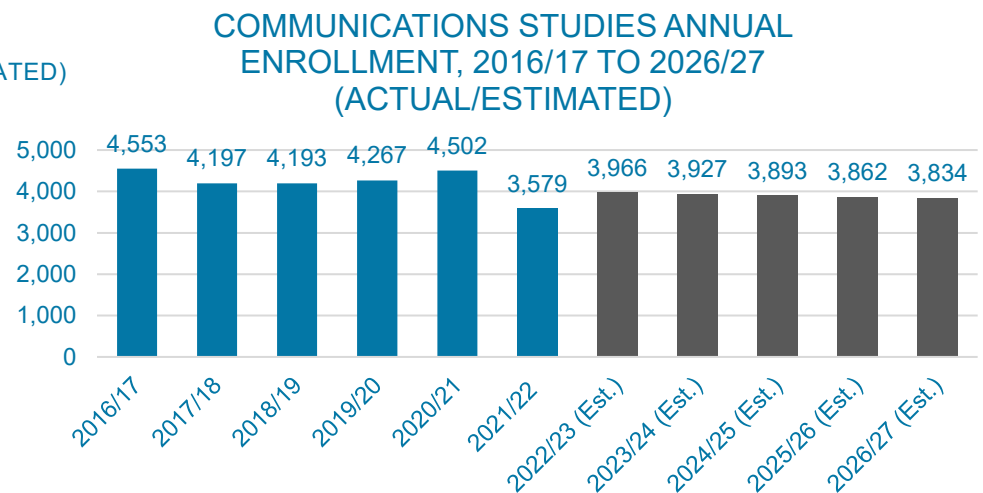
The program satisfies general education requirements and offers two Associate Degree programs, an Associate of Arts in Communication Studies (A.A.) and a Communication Studies for Transfer (A.A.-T), that prepare students for transfer to four-year institutions.

In addition, students who do not transfer benefit from the skills attained in Communication courses which will assist them in varied career paths; including but not limited to speech writing, law, marketing, advertising, sales, teaching, politics, and public relations.

## GROWTH PROJECTIONS

FIGURE 177: COMMUNICATIONS STUDIES ANNUAL ENROLLMENT, 2016/17 TO 2026/27 (ACTUAL/ESTIMATED)

Enrollments in Communication Studies at College of the Canyons declined one percent between 2016/17 and 2020/21. Through academic year 2026/27, program enrollments are forecast to decline at a rate of -0.9 percent per year (see figure at right).



## DISCIPLINE AND OCCUPATIONS TRENDS

FIGURE 178: DISCIPLINE-RELATED PROGRAMS – COMMUNICATIONS STUDIES

Discipline-Related Programs	2020 Jobs	2030 Jobs	Job Growth, 2020 to 2030 (Total)	Job Growth, 2020 to 2030 (%)	Average Annual Job Openings, 2020 to 2030, SCCCD* and LA County		Average Annual Program Completions, LA County 2015 to 2020	Gap or Surplus (openings-completions)	Median Hourly Earnings
Communications Studies for Transfer, A.A.-T	109,965	126,111	16,147	15%	250	12,523	75	12,448	\$38.66
Communications Studies, A.A.	31,212	34,799	3,587	11%	64	3,441	3,032	409	\$32.97

\*Note: Totals not calculated due to overlaps in data. Data refers to LA County except for Annual Job Openings, SCCCD, which refers to the college service area.

SOURCE: EMSI

### LABOR MARKET POTENTIAL

The number of jobs in Los Angeles County in Communications-related fields is expected to grow by 15 percent through 2030, with at least 12,523 annual projected job openings (both new positions and openings among existing ones). Of these, 250 annual openings will be in the college service area. Openings for those with A.A. degrees are assumed to overlap the larger total for those with transfer degrees. An average of 3,107 Communication Studies degrees and certificates (at all education levels) were awarded between 2015 and 2020 in Los Angeles County. There is a projected annual surplus of at least 12,448 job openings available in Communications-related fields.

## ENROLLMENT TRENDS AND STUDENT OUTCOMES ANALYSIS

### ENROLLMENT

From 2016/17 to 2020/21, overall enrollment for Communication Studies declined one percent, compared to a five percent decline for the Social and Behavioral Sciences Division and a six percent decline for the college. Over this time period, enrollments among Asian or Filipino students (16%) and multi-racial students (20%) experienced the most growth. Enrollments among Native American/Alaska Native students declined 46 percent between 2016/17 and 2020/21. Communication Studies FTES declined 10.8 between 2016/17 and 2020/21, to 449.8 in the 2020/21 academic year.

### CAPACITY AND FILL RATES

Capacity in Communication Studies lecture courses grew one percent between 2016/17 and 2020/21. The average fill rate in Communication Studies lecture courses from 2016/17 to 2020/21 was 83 percent.

### RETENTION AND SUCCESS

Between 2016/17 and 2020/21, the overall average retention rate for students in Communication Studies Online/OnlineLIVE courses was slightly less at 84 percent than the college (87%) whereas success rates were almost the same (74 percent for the department versus 75 percent for the college). Among student groups with statistically significant enrollments, Native American/Alaska Native students achieved the highest average retention rates in Communication Studies Online/OnlineLIVE between 2016/17 and 2020/21 (97%); lowest average retention rates were among African American or Black students (75%). Native American/Alaska Native students also had the highest average success rate for Online/OnlineLIVE (90%), while the lowest average success rate was 55 percent among African American or Black students.

For in-person classes from 2016/17 to 2020/21, average retention rates for Communication Studies have been similar to the overall college (89% versus 89%) and success rates better (82% versus 78%). Native American/Alaska Native students (95%) and Asian or Filipino students (94%) had among the highest average retention rates in-person, while African American or Black students (84%) and returning students (85%) had the lowest average retention rates. Asian or Filipino students (88%) and white students (87%) had the highest average success rates; African American or Black students (74%) and returning students (75%) had among the lowest average in-person success rates.

### AWARD OUTCOMES

Between 2016/17 and 2020/21, award outcomes in Communication Studies declined by 12 percent. Among racial/ethnic groups, Latinx or Hispanic students earned an average of 43 awards per year. Female students earned an average of 40 awards per year.

### FUTURE DIRECTIONS

#### CURRICULUM AND PROGRAMMING

In response to recent demographic and educational trends, the department is down one percent compared to the School of Social and Behavioral Sciences (SSBS) which has fallen five percent and the college a six percent decline. We are ahead of division and college percentages. As a result of this data analysis, the COMS department envisions a continual increase in the next five to ten years. Based on the fill rate of 2020/21, COMS is eight percent higher than the college, and we expect to

continue the increase. We feel we can boost some of the numbers if we align our Intercultural Communications course to ethnic studies and interpersonal skills to the State Chancellor's new transfer requirements for CSU and UCs. In addition, we need to stay in trend with technology in education.

There are broader changes taking place in the communications field that the COC Communication Studies program will need to consider when updating its curriculum and programming. For instance, Communication Studies programs at other nearby community colleges have seen an increase in their enrollments largely because they have switched most of their classes from in-person to online, which today's students are more comfortable with. This also reflects changes in the Communication's field where skill at online public speaking is in more demand than it was before the pandemic.

In addition, more of today's students have weak "soft skills" and need increased practice in oral communication. And per State graduation requirements for Communication Studies programs, students have until recently been expected to deliver their public speeches in person. It is now acceptable to deliver a presentation in an online virtual class, but it should take place synchronously and not asynchronously. Some community colleges are interpreting this requirement less stringently than COC.

### IMPROVING STUDENT SUCCESS OUTCOMES

Enrollment numbers are stagnant for in-person courses; however, COMS has had an increase of 16 percent with Asian Americans and 20 percent with those claiming two or more races. Enrollment numbers are down by 46 percent with Native American/Alaskan Native, but this only accounts for eight students. The category labeled "white" is down by 16 percent.

The retention rate is 87 percent compared to the college's 88 percent. We suspect this is due to public speaking, which students drop due to the fear of public speaking. The overall success rate for COMS is two percent higher at 80 percent compared to college at 78 percent. COMS from 2016-2021 online is 13percent whereby the college is eight percent. The largest increase of 69 percent was from those students identifying as Hawaiian/Pacific Islander.

To improve success outcomes for students, the COMS department has recently started a department newsletter. The department plans to retool recruitment practices and the Chair will communicate with all COMS majors via email regarding the COMS Club and any ongoing events.

To address equity issues in student outcomes, the department hopes to receive funding for an embedded tutor for COMS 105, Fundamentals of Public Speaking sections. In addition, some students do not have access to the proper equipment, so with education fund money rented cameras and microphones could be provided to students in need.

### COLLABORATION AND INTERDISCIPLINARY STUDY

A collaboration with the Sociology department to do a cross-section on Gender Studies is under consideration.

The Communications Department would also like to collaborate with the Academic Accommodation Center to help students with severe speech anxiety.

## TECHNOLOGY AND FACILITIES

Technology has become a huge component of Communication Studies. Students without access to the required technology who are relying primarily on their smart phones are at a huge disadvantage. Given the increasing enrollment numbers and popularity of online instruction, COMS needs technology to rent out to students (e.g., laptops, cameras, and microphones). For this reason, it is critically important to acquire funds that can be utilized to supply technology to students when it is deemed necessary for them to continue their education.

There is also a need to redo physical classrooms to maximize the public speaking environment. Specifically, Hyflex classrooms are needed with large screens for students who are participating virtually which will enable faculty to teach in a hybrid mode. In addition, COMS classrooms (Hasley 135, 204 and 205) need movable furniture and proper placement of presentation equipment. Hasley 135, however, is too wide and short to be used for public speaking and other communications. Also, there are often technology issues in all these classrooms after they have been used by other disciplines. Finally, the forensics (speech) team needs regularly scheduled access to a classroom on Fridays between 8 am and 2 pm for practice sessions leading up to tournaments.

COMS faculty have been on the forefront in training faculty across the college to adapt to new virtual learning environments. The department will continue to do so as new technology and applications are made available. In addition, the COMS faculty have been receiving additional professional development training for different modalities. To further develop and apply knowledge of the online environment, COMS will continue to advise regarding best practices for our discipline when offering classes in an Online, OnlineLIVE, or blended modality while considering transfer requirements of four-year colleges and universities. In addition, COMS would like to use more library and tutoring services, including the new library modules to be inserted into canvas shells.

To meet the requirements of the discipline, COMS needs phone booths/pods/personal learning spaces for students who require a quiet space on campus to practice and present their speeches. They cannot do this in the library. These personal pods would be similar to the music practice rooms used by VAPA students. COMS seeks to utilize the infrastructure we currently have and build from it using the extra space for student work.

## MEETING THE NEEDS OF INDUSTRY EMPLOYERS AND INSTITUTIONAL PARTNERS

COMS would like to invite more community guest speakers to the classroom to share with students what local employers need regarding communication skills. Possibly add more COMS noncredit courses that lead into the Communication Studies major.

Another idea to build the Communication Studies department while providing what local employers need is to work with the Foundation and find alumni to talk about their lives and what they are doing after graduation.

We foresee more employers asking employees to take more professional development in Communications. This can be completed with noncredit, but our hope is those students will be inspired to take the semester long courses. We would like to see COMS majors take COMS 256, 260, 235 and 270 as their electives instead of Sociology, Psychology or MEA classes. Class sizes need to be adjusted for dual enrollment, so high school students have more time to prepare and practice speeches in a controlled environment. Finally, we hope to add a Public Speaking class for incarcerated students.

Overall, we feel the Communication Studies department is positioned for growth in all areas. Our hope is for the college to support our progress through proper staffing, scheduling, and funding of appropriate speaking facilities and technology.

# EARLY CHILDHOOD EDUCATION AND EDUCATION

## DESCRIPTION

The mission of the Early Childhood Education (ECE) Program is to prepare students to work in the field of Early Care and Education in diverse settings, as well as for transfer to a four-year college/university. Our partnerships with our community afford our students opportunities for diverse career experiences both directly in the field of early care and education as well as pursuing other professional careers with children and families.

### Early Childhood Education

The Early Childhood Education program includes core courses in child development and electives from other departments. The purposes include:

- Educating students in the development of a young child.
- Preparing candidates for Child Development permits (awarded by the State Commission of Teacher Preparation and Licensing, Child Development Division).
- Providing a basis for further study (transfer) and preparation of teacher candidates.
- Preparing students for work with children in a variety of community settings.

The program offers an AS degree for Transfer in Early Childhood Education (AS-T) as well as the following Certificates of Achievement in Early Childhood Education:

- Infant/Toddler
- Preschool
- School-Age
- Special Education
- Supervision and Administration

### Education

The Elementary Teacher Education Associate degree for Transfer is designed for students who are interested in transferring to four-year college or university in Liberal Studies (Multiple Subject) or a teacher preparation program. The requirements of this major include general education requirements of the California State University system. Graduates of the Education program must demonstrate the foundational skills needed to teach elementary students in Science, Mathematics, English/Communication, Social Studies, and the Arts.

ECE students are prepared to work in many positions. This includes working directly with children from birth through school-age and with their families in private child, public, and family childcare programs, in transitional kindergarten (TK) classrooms, in early intervention, and in school systems. After completing the ECE program career options include teaching and tutoring, childcare, recreation activities, parent support, and program licensing and management.

## GROWTH PROJECTIONS

FIGURE 179: EARLY CHILDHOOD EDUCATION ANNUAL ENROLLMENT, 2016/17 TO 2026/27 (ACTUAL/ESTIMATED)

Enrollments in Early Childhood Education at College of the Canyons grew 26 percent between 2016/17 and 2020/21. Through the academic year 2026/27, program enrollments are forecast to decline at a rate of -2 percent per year.

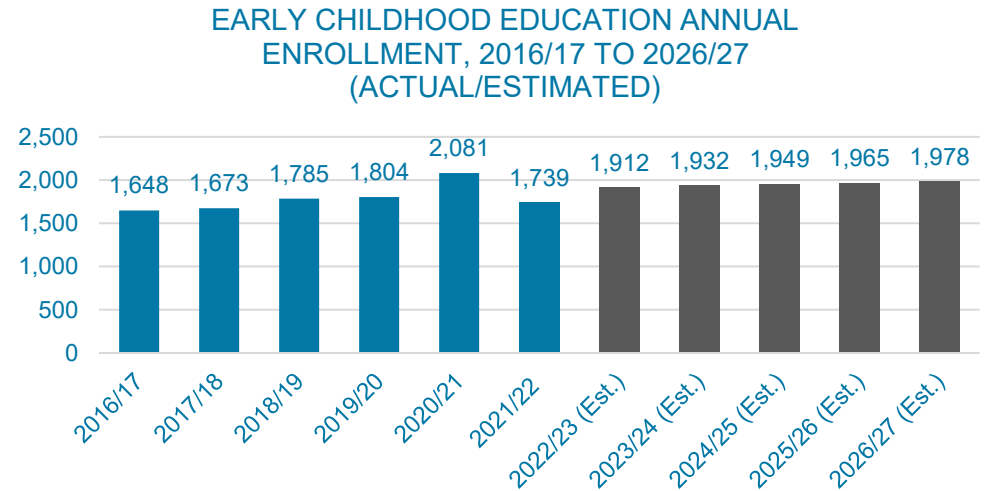
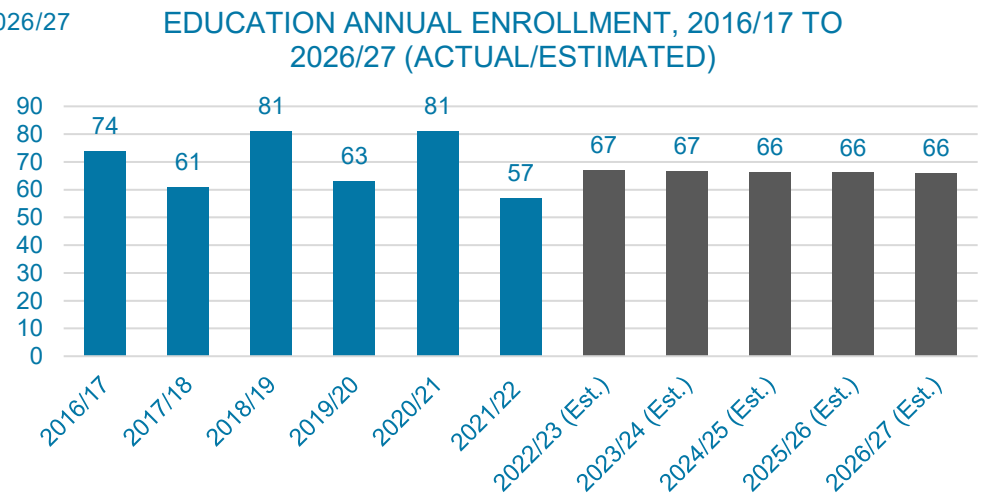


FIGURE 180: EDUCATION ANNUAL ENROLLMENT, 2016/17 TO 2026/27 (ACTUAL/ESTIMATED)

Enrollments in Education grew nine percent between 2016/17 and 2020/21. Through academic year 2026/27, program enrollments are forecast to decline slightly, at a rate of -0.5 percent per year (see figures at right).





## DISCIPLINE AND OCCUPATIONS TRENDS

FIGURE 181: DISCIPLINE-RELATED PROGRAMS – EARLY CHILDHOOD EDUCATION

Discipline-Related Programs	2020 Jobs	2030 Jobs	Job Growth, 2020 to 2030 (Total)	Job Growth, 2020 to 2030 (%)	Average Annual Job Openings, 2020 to 2030, SCCCD* and LA County		Average Annual Program Completions, LA County 2015 to 2020	Gap Surplus or (openings-completions)	Median Hourly Earnings
Early Childhood Education for Transfer, A.A.-T	197,714	204,735	7,022	4%	677	21,859	896	20,964	\$20.17
Early Childhood Education: Core, Certificate of Specialization									
Early Childhood Education: Infant/Toddler, Certificate of Achievement	138,224	146,017	7,793	6%	556	17,922	3,100	14,822	\$16.55
Early Childhood Education: Preschool, Certificate of Achievement	114,598	122,988	8,391	7%	503	15,935	122	15,813	\$15.81
Early Childhood Education: School-Age, Certificate of Achievement									
Early Childhood Education: Supervision & Administration of Children's Programs, Certificate of Achievement									
Early Childhood Education: Special Education, Certificate of Achievement	42,594	43,952	1,358	3%	107	4,004	152	3,852	\$18.21
Elementary Teacher Education for Transfer, A.A.-T	706,662	706,094	(568)	0%	1,759	72,142	21,845	50,297	\$28.92
Liberal Studies: Elementary Teaching Preparation, A.A.	42,701	43,401	700	2%	85	3,153	106	3,047	\$46.03

\*Note: Several programs have the same occupation data and are combined above. The data refers to LA County except for Annual Job Openings, SCCCD.

SOURCE: EMSI

## LABOR MARKET POTENTIAL

The number of jobs in Los Angeles County in most Early Childhood Education and Elementary Teaching-related fields is expected to grow by 2 to 7 percent through 2030, with as many as 60,000 annual projected job openings in Early Childhood Education fields and 75,000 in Elementary Education fields (both new positions and openings among existing ones). Of these annual openings, more than 1,000 Early Childhood Education and 1,700 Elementary Education positions will be in the college service area.

An average of 4,270 Early Childhood Education degrees and certificates, which includes Childcare Provider, Child Development and Early Childhood Education studies (at all education levels) were awarded between 2015 and 2020 in Los Angeles County.

Nearly 22,000 Elementary Education studies degrees and certificates were awarded on average annually during this time.

While some of these fields of study overlap, there is a projected annual surplus of approximately 55,450 job openings in Early Childhood Education-related fields, and 53,344 in Elementary Education fields in Los Angeles County.

## ENROLLMENT TRENDS AND STUDENT OUTCOMES ANALYSIS

### ENROLLMENT

From 2016/17 to 2020/21, overall enrollment for Early Childhood Education grew 26 percent and for Education nine percent, compared to a five percent decline for the Social and Behavioral Science Division and a six percent decline for the college. Over this time period, enrollments in Early Childhood Education grew among students from nearly all racial/ethnic groups, with Latinx or Hispanic enrollments (38%) and Asian or Filipino enrollments (30%) experiencing the most growth. In Education, white student enrollments grew the most (by 19%). There was an 18 percent decline in Early Childhood Education enrollments among multi-racial students. Early Childhood Education FTES grew 34.2 between 2016/17 and 2020/21, to 204.3 in the 2020/21 academic year. Education FTES grew 0.9 between 2016/17 and 2020/21, to 8.7 in the 2020/21 academic year.

### CAPACITY AND FILL RATES

Capacity in Early Childhood Education lecture courses grew 13 percent between 2016/17 and 2020/21, while Education capacity was flat. The average fill rate in Early Childhood Education lecture courses from 2016/17 to 2020/21 was 75 percent; average fill rates for Online lecture classes were 82 percent, and average fill rates for in-person lecture, 70 percent. The average fill rate in Education lecture courses from 2016/17 to 2020/21 was 59 percent; average fill rates for Online lecture classes were 77 percent, and average fill rates for in-person lecture, 56 percent.

### RETENTION AND SUCCESS

Between 2016/17 and 2020/21, the overall average retention rate for students in Early Childhood Education Online/OnlineLIVE courses was slightly better at 90 percent than the college (87%) whereas success rates were noticeably better (81 percent for the department versus 75 percent for the college). Among student groups with statistically significant enrollments, Asian or Filipino students (94%) and white students (91%) achieved the highest average retention rates in Early Childhood Education Online/OnlineLIVE between 2016/17 and 2020/21; lowest average retention rates were among African American or Black students (88%), returning students (88%) and male students (87%). The highest average success rate achieved for Online/OnlineLIVE was 86 percent for white students and the lowest was 76 percent among male students and 77 percent among African American/Black students.

For Education, first-time and multi-racial students achieved the highest average retention rates in Online/OnlineLIVE between 2016/17 and 2020/21 (100%); lowest average retention rates were among male students (80%), returning students (67%) and students who identify as Asian or Filipino (83%). First-time and multi-racial students also had the highest average success rates for Online/OnlineLIVE (100%), while returning students had the lowest (67%).

For in-person classes, average retention rates for Early Childhood Education were slightly better than the overall college (91% versus 89%) and success rates noticeably better (83% versus 78%). African American or Black students (87%) and male students (85%) had the lowest retention rates in in-person classes. Asian or Filipino students (88%) and multi-racial students (87%) had the highest average success rates, while male and first-time students had among the lowest success rates in in-person Early Childhood Education classes, 75 percent.

For Education in-person classes between 2016/17 and 2020/21, Latinx students had an average retention rate of 91%, and white students' 95 percent. First-time student retention rates were 96 percent. Latinx students had an average success rate in-person of 87 percent, while returning students had both average retention and success rates of 92 percent.

## AWARD OUTCOMES

Between 2016/17 and 2020/21, award outcomes in Early Childhood Education grew by 36 percent. Latinx or Hispanic students earned an average of 58 awards per year. Female students earned an average of 91 awards per year between 2016/17 and 2020/21, while male students earned an average of eight awards per year.

Awards given for Education are included in the ECE outcomes.

## FUTURE DIRECTIONS

### CURRICULUM AND PROGRAMMING

The **Early Childhood Education** curriculum will continue to evolve based on what will prepare program graduates to go confidently into the field, using data, industry standards, and feedback from the ECE advisory board. Some of changes include:

- Working with the Center for Early Childhood Education (our lab school) to ensure fieldwork opportunities are incorporated with a variety of ages across our coursework
- Revising courses to maintain alignment with the Curriculum Alignment Project (which creates consistency in coursework across the CCC system in Early Childhood Education and Child Development programs)
- Revising the courses in the Associate Degree for Transfer (ADT) program that have C-ID designations to keep them in compliance with articulation agreements
- Continuing to broaden how to include diversity, inclusion, and antiracist pedagogy across all ECE courses
- Expanding the infant and toddler coursework and certificate in anticipation of the growth of infant and toddler programs and educators
- Expanding special education coursework and certificates to prepare students to work with children who have special needs
- Adding an Early Childhood Apprenticeship program
- Reformatting ECE program certificates as stackable
- Working on noncredit certificates that will add skills and knowledge that the field has identified
- Being responsive to community partners, transfer partners, and the advisory board, including supporting elementary teachers that need ECE units to qualify to teach transitional kindergarten.
- Building a model classroom to give students more hands-on practice with materials and environments
- Continuing to refine key assessments, signature assignments, and learning opportunities (that are used across all course sections)
- Creating a repository of sample resources and assignments/assessments for faculty to use in program courses
- Keeping faculty authored OER textbooks current

One **Education** class is currently offered. It is kept current using feedback from the field and in compliance with the C-ID.

### IMPROVING STUDENT SUCCESS OUTCOMES

Retention and success rates are high in both the ECE and Education programs. The program recognizes that we need to find ways specifically support the retention and success of African American or Black, Latinx or Hispanic and male students. To maintain and further improve student success outcomes, the following actions are currently underway or soon will be:

- Recognizing that the academic component of the student experience is just part of their story. The ECE and EDUC programs must ensure that student needs are met, and that relationships and community are being created to support student success through equitable practices.
- Working to ensure faculty are improving their skills and comfort in the online environment; developing pedagogy to ensure that online classes are an equivalent experience to in person on ground classes.
- Working on humanizing and equitizing. This includes creating student friendly and welcoming syllabi and environments and creating equitable course policies and equitable grading practices (contract grading, ungrading, etc.).
- Maintaining our recently awarded higher education accreditation by the National Association for the Education of Young Children.
- Working closely with the Center for Early Childhood Education to ensure students have access to fieldwork experiences (during the pandemic, this shifted to virtual and video-based experiences).
- Examining closely what students need in terms of teaching modalities and course scheduling/timing to fit the program into their busy lives.

Other possible actions to take in the future:

- Updating the handbook for faculty for consistency and to share department resources and guidelines
- Creating a handbook for students to provide information about the program and guidance on how to successfully complete the program
- Developing a Canvas shell for students to access information across their courses in one place.
- Expanding the program's social media presence that is carefully tied to supporting students with intention
- Revisiting the core of our field to ground ourselves in what those who are new to the field need as a foundation
- Looking at how accommodations for some students may provide benefits for all students (e.g., accessibility, universal design for learning, etc.)

Additional resources needed to address equity issues in student outcomes include:

- Provide faculty and staff professional development and various opportunities to engage in collaborative inquiry to ensure our classrooms (both on campus and virtual) are brave spaces for all students.
- Engage all department faculty and Center for ECE staff on continued training on effective leadership and teamwork that includes how to share power, listening to hear, being present, self-care, and honoring all team members.
- Strengthen institutional support for the Center for ECE as this is our laboratory where students gain the opportunity to apply what they are learning to be well-prepared ECE practitioners. This is closely related to the program's ability to retain students and in their ability to be successful.
- Support and coordination from student services to build the apprenticeship program for the TK cohort and any other similar programs that may be created in the future.
- Involve the academic department (ECE faculty) as a proactive partner in the decision-making processes related to the ECE discipline. This includes the operation of the Center for ECE, which is integral to the ECE program.

The ECE program is classified as a CTE discipline, so we are able to access funds through that source. In addition, the Center for ECE is often looked at as a business which causes issues.

**ECE** faculty and staff need to work with student services to implement student success coordination for our apprentices. The program is also exploring the application of project-based learning and is beginning to implement digital portfolios (PebblePad) into courses. Future collaborative opportunities include:

- Working with the ASL program to create coursework and program that will prepare students for careers related to using sign language with children
- Working with the Business department to create coursework/a program for supporting those that want to open a childcare program (entrepreneurship)
- Connecting with a variety of disciplines (such as nutrition, nursing, interior design, and kinesiology) to have them share their faculty expertise and/or connect their students with ECE students to complete projects and using the Center for ECE to provide opportunities for those students to learn about young children through observations.

The key collaborative need for the **Education** program is to expand fieldwork sites in order to cover more school sites and grades.

## TECHNOLOGY AND FACILITIES

The demand for online education was growing even before the pandemic and has only increased further since then. There is hope that in-person enrollments will increase again as students begin to trust that on campus offerings will no longer be cancelled. Faculty and staff are now happy to be back in the program's dedicated classrooms located within the Center for Early Childhood Education.

### Facility Needs

- Space for ECE model classroom on both campuses including sufficient storage space.
- Faculty office space located near ECE classrooms on both campuses to facilitate meetings with students.
- Observation booths in the Center for ECE for the infant and toddler classrooms (which are the oldest portable buildings on campus) and at the Canyon Country Campus location (where there are none).
- Modernization of the Center for ECE on the Valencia campus includes equipping all classrooms for children with video and audio recording capability.
- Consider expanding the Center for ECE's capacity to care for children to those who are school age as both a student service and as an opportunity to support the NAEYC accreditation requirement that our student's complete fieldwork with multiple age groups.
- The ECE program is open to providing classes at any location that will meet students' needs, including partnering with community programs to offer courses in Early Childhood Education Environments.
- The ECE program currently teaches in the local high schools as part of the dual enrollment pathways, and could see expanding this as appropriate

### Technology

- On-campus students need access to technology in our classrooms. Our iPads are reaching the end of their lifespan and need to be replaced with similar technology (such as Chromebooks).
- Smartboards in the ECE classrooms also need to be kept current.

- The apprenticeship program will use Hyflex technology in order to provide coursework for students beyond driving distance to our campus. This may also involve having satellite locations where cohorts of students take courses together.
- Students in the Education program have asked for the flexibility of Online/OnlineLIVE courses and enrollment has done well with this modality.
- Program faculty need technical training and ongoing professional development for online, hybrid, Online/OnlineLIVE, and Hyflex in both logistics, but also pedagogy and humanizing/supporting all students.
- There is a need for additional and ongoing IT support for faculty and students to prevent technical issues from being a barrier to success and retention.
- The ECE program needs access to a platform that will support student engagement outside of/beyond the physical classroom (such as Pronto). Institutional support of software such as Pronto would allow us to engage our students in their preferred modality and to create community beyond the classroom (on campus or virtual).

## MEETING THE NEEDS OF INDUSTRY EMPLOYERS AND INSTITUTIONAL PARTNERS

### Early Childhood Education

The ECE program is working closely with local industry employers and institutional partners. It meets regularly with an advisory board and is working on new noncredit courses/certificates in response to industry needs. An apprenticeship program is currently being developed with employers. Employers contact us to post job opportunities in our classrooms.

The ECE program is currently hosting an accelerated TK Pathway for local school districts after they approached us with a need for their teachers to quickly earn 24 ECE units. It also participates in dual enrollment with local school districts.

The COC ECE department participated in the California Early Childhood Curriculum Alignment Project and its courses are CAP aligned. It also participates in the California Early Childhood Mentor Program.

Parenting courses provided by the ECE program are part of the Rising Scholars program. Foster and kinship care training (workshops) are also provided.

The COC ECE program also works with its transfer partners. Currently, it is working with La Verne as they create a three-year concurrent enrollment bachelor's degree program. The COC ECE department also hosted local four-year colleges and universities with Zoom-based transfer workshops this past spring with plans to offer those again this semester.

### Education

The COC Education program is working to strengthen education pathways at local high schools.

# HISTORY

## DESCRIPTION

The primary goals of the History program are students' content mastery, research and communication skills development, and transfer preparation. The department offers AA-History and AA-T History degrees.

Among the occupations for which History students receive preparation are teaching, law, journalism, and government service.

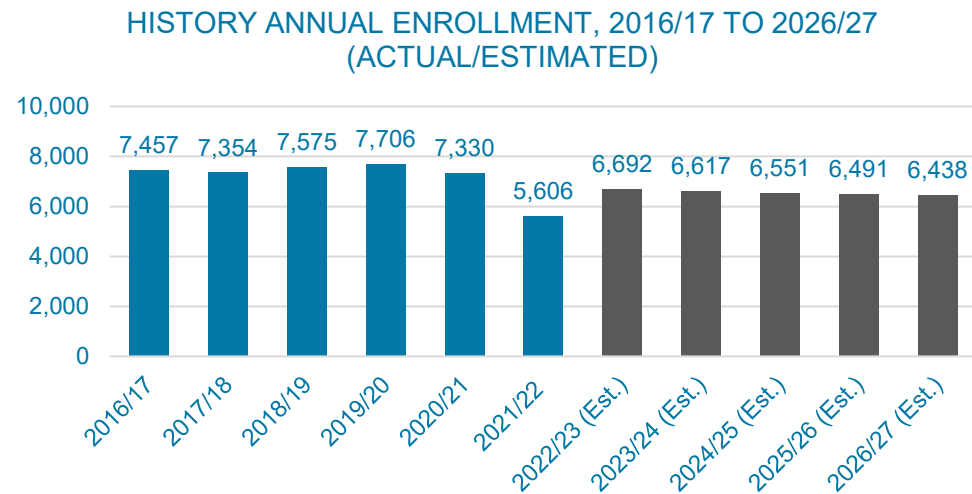
The History Department offers a panoply of interesting classes and is one of the largest departments at the college. Along with its traditional History curriculum, the department will continue offering its new African American History classes, reintroduce the Native American History course, and create an Asian American History class. The department also plans to create Environmental History, World History II, and contribute to creating an Environmental Studies certificate. The History Reading Circle, Lecture Series, and Secrets of the Historian workshops are among the ways the History Department will do community outreach and inspire its students.

FIGURE 182: HISTORY ANNUAL ENROLLMENT, 2016/17 TO 2026/27 (ACTUAL/ESTIMATED)

## GROWTH PROJECTIONS

Enrollments in History have declined two percent between 2016/17 and 2020/21. Through academic year 2026/27, program enrollments are forecast to decline at a rate of -1 percent per year (see figure at right).

History online enrollments have grown 339% since the 2016/17 academic year. The department has accordingly increased the number of online sections. This semester saw an increase in face-to-face enrollments, and the department anticipates a return to the enrollment highs enjoyed pre-pandemic, which will require an increase in the number of designated classrooms.





## DISCIPLINE AND OCCUPATIONS TRENDS

FIGURE 183: DISCIPLINE-RELATED PROGRAMS – HISTORY

Discipline-Related Programs	2020 Jobs	2030 Jobs	Job Growth, 2020 to 2030 (Total)	Job Growth, 2020 to 2030 (%)	Average Annual Job Openings, 2020 to 2030, SCCCD* and LA County		Average Annual Program Completions, LA County 2015 to 2020	Gap or Surplus (openings-completions)	Median Hourly Earnings
History, A.A.									
History for Transfer, A.A.-T									
<b>Total</b>	<b>78,427</b>	<b>81,316</b>	<b>2,889</b>	<b>4%</b>	<b>180</b>	<b>5,983</b>	<b>1,344</b>	<b>4,639</b>	<b>\$42.90</b>

\*Note: data refers to LA County except for Annual Job Openings, SCCCD, which refers to the college service area.  
 SOURCE: EMSI

### LABOR MARKET POTENTIAL

The number of jobs in Los Angeles County in History-related fields is expected to grow by four percent through 2030, with nearly 6,000 annual projected job openings (both new positions and openings among existing ones). Of these annual openings, 180 will be in the college service area.

An average of 1,334 History degrees and certificates (at all education levels) were awarded between 2015 and 2020 in Los Angeles County. And while some related positions probably overlap with other fields of study, there is a projected annual surplus of approximately 4,639 job openings available in History-related fields.

## ENROLLMENT TRENDS AND STUDENT OUTCOMES ANALYSIS

### ENROLLMENT

From 2016/17 to 2020/21, overall enrollment for History has declined two percent, compared to a five percent decline for the Social and Behavioral Sciences Division and a six percent decline for the college. Over this time period, enrollments among Hawaiian/Pacific Islander (28%), Asian or Filipino (27%), and multi-racial students (26%) experienced the most growth. There was a six percent decline in History enrollments among Latinx or Hispanic students. History FTES has declined 40.9 between 2016/17 and 2020/21, to 707.2 in the 2020/21 academic year.

### CAPACITY AND FILL RATES

Capacity in History lecture courses has been flat between 2016/17 and 2020/21. The average fill rate in History lecture courses from 2016/17 to 2020/21 was 85 percent; average fill rates for Online lecture classes were 86 percent, and average fill rates for in-person lecture, 83 percent.

### RETENTION AND SUCCESS

Between 2016/17 and 2020/21, the overall average retention rate for students in History Online/OnlineLIVE courses was similar at 88 percent to the college (87%) whereas success rates were the same (75 percent for both discipline and college). Asian or Filipino and Native American/Alaska Native students achieved the highest average retention rates in History Online/OnlineLIVE between 2016/17 and 2020/21 (93%); lowest average retention rates were among African American or Black students (84%), returning students (83%) and students who identify as Hawaiian/Pacific Islander (83%). Asian or Filipino students had the highest average success rate for Online/OnlineLIVE, 87 percent; the lowest was 62 percent among African American or Black students.

For in-person classes, average retention rates for History have been slightly lower than the overall college (88% versus 89%) and success rates noticeably lower (73% versus 78%). Asian or Filipino students (91%), white students (90%) and female students (89%) had among the highest average in-person retention rates between 2016/17 and 2020/21, while African American or Black students (83%), returning students (80%), and Native American/Alaska Native students (76%) had the lowest retention rates in in-person classes. Asian or Filipino students had the highest average success rate, at 83 percent, while African American or Black students (60%) and returning students (61%) had among the lowest rates of success.

### AWARD OUTCOMES

Between 2016/17 and 2020/21, award outcomes in History declined by 37 percent. Among racial/ethnic groups, white students earned an average of twenty-three awards per year and Latinx or Hispanic students an average of 19 awards per year.

## FUTURE DIRECTIONS

### CURRICULUM AND PROGRAMMING

To accommodate the 6,000 History-related new jobs predicted by 2030, along with increasing demand for our classes by Asian American, African American, and Native American students, the department would like to expand not only the overall number of its sections but add a new course in Asian American history. It would also like to offer Native American history once again. The department is also creating Environmental History, World History II, and an Environmental Studies certificate.

### IMPROVING STUDENT SUCCESS OUTCOMES

Success rates are up for all groups but Native American and Latinx students. Promoting enrollment in History classes dedicated to the study of those groups' histories may result in higher retention. Our retention rates are high, staying at 88 percent between 2016 and 2021.

The department needs to replace an outgoing full-time instructor and may need to hire two additional full-time professors.

### COLLABORATION AND INTERDISCIPLINARY STUDY

The department's History of Eastern Civilization class is accepted in the Geography major, and a new World History II course is being created, both to help History majors, and for use in the Global Studies program. Interdisciplinary certificates in Environmental Studies and Women's Studies are also being planned.

### TECHNOLOGY AND FACILITIES

The History Department requires a dedicated Hyflex classroom, in addition to at least two additional face-to-face classrooms. Hyflex classrooms need to be large enough to accommodate all students enrolled in a class should there be times when they all decide to attend in person.

The department has only offered a handful of larger sections over the years. It does not plan on offering double classes.

Movable furniture on wheels will allow for more classroom flexibility and student interaction. Smaller more modern instruction stations would recent student focus and remove a physical barrier between instructors and students.

The department requests that the library purchase Films on Demand, whose video library is better suited to the History program than the Academic Videos Online database currently available.

### MEETING THE NEEDS OF INDUSTRY EMPLOYERS AND INSTITUTIONAL PARTNERS

The History Department has partnerships with the CSUN and UC-Irvine History Departments, the Santa Clarita Valley Historical Society, and the US Forest Service. In the past, the department has worked with the LA County Registrar Recorder's Office, providing student and faculty polling place staffers. The department also ensures all its curriculum transfers to CSUs and UCs; courses also transfer to many private schools.

## POLITICAL SCIENCE

### DESCRIPTION

The discipline of Political Science aims to improve student awareness of the indispensable role all citizens play in the political processes. The discipline highlights the full spectrum of political thought and frameworks that exist within the global arena. From a western orientation, such awareness is necessary to sustain democratic systems. Social stability is integral to any successful, well governed country and can only be achieved if the citizenry is informed and actively engaged in the political process. Increasing civic engagement is key to this goal as is nurturing a culture of democratic citizenship. In practice, politics is a sociological exercise that requires individuals to be cognizant of a multitude of variables to ensure they promote and react to interests in a realistic manner. Consequently, Political Science is not merely a discipline students should consider as a major course of study, but more so, an indispensable aspect of general education ensuring civic knowledge permeates all sectors of society.

Political Science provides an understanding and knowledge of the struggle for political power and the act of influencing or controlling government in order to formulate or guide public policy. Because the department's students vary in economic status, ethnic background, age, experience, and educational objectives, an essential component of the department's mission is to develop courses and programs that respond to this diversity by offering students a broad background in the knowledge and skill essential to enhancing citizenship. Political Science attracts students who have a wide range of intellectual interests--including philosophy, law, economics, history, culture, psychology, regional studies, as well as those who have an abiding desire to better understand the vital questions associated with politics and government.

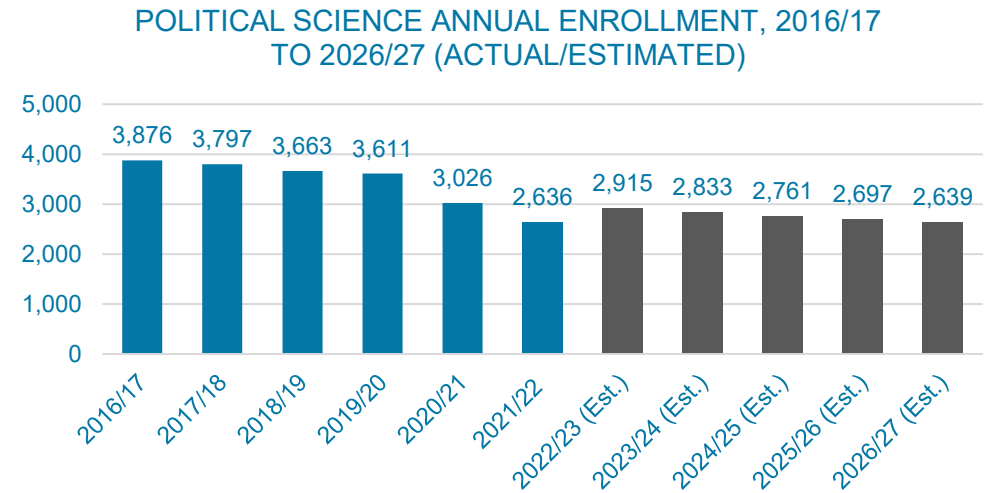
Political Science seeks to ensure students grow in their acquisition of critical thought, public speaking skills, empathy, and systemic analysis that provides the training and tools necessary to be successful in any arena. The Department maintains Associates Degrees for Transfer and certificates in Political Science and Global Studies. These degrees prepare students for transfer to a four- year university toward successful completion of a related baccalaureate degree.

Students majoring in Political Science might seek work or careers in law, academia, government, the private sector, non-profit organizations as well as international/transnational institutions. Within these sectors, graduates might specifically engage in public policy development, legislation, political campaign management, local and regional public administration, government relations and lobbying, public relations, international business, nation building, as well as matters of global governance.

## GROWTH PROJECTIONS

FIGURE 184: POLITICAL SCIENCE ANNUAL ENROLLMENT, 2016/17 TO 2026/27 (ACTUAL/ESTIMATED)

Enrollments in Political Science at College of the Canyons declined 22 percent between 2016/17 and 2020/21. Through academic year 2026/27, program enrollments are forecast to decline at a rate of -2.5 percent per year (see figure at right). Global Studies, which first enrolled students in 2020/21, is included in this dataset.



## DISCIPLINE AND OCCUPATIONS TRENDS

FIGURE 185: DISCIPLINE-RELATED PROGRAMS – POLITICAL SCIENCE

Discipline-Related Programs	2020 Jobs	2030 Jobs	Job Growth, 2020 to 2030 (Total)	Job Growth, 2020 to 2030 (%)	Average Annual Job Openings, 2020 to 2030, SCCC* and LA County		Average Annual Program Completions, LA County 2015 to 2020	Gap or Surplus (openings-completions)	Median Hourly Earnings
					165	5,349			
Political Science for Transfer, A.A.-T	64,164	67,089	2,925	5%	165	5,349	2,282	3,067	\$40.08
Global Studies for Transfer, A.A.-T	31,539	35,743	4,204	13%	77	3,685	30	3,655	\$31.21
Global Competencies, Certificate of Achievement	549,006	536,717	(12,289)	-2%	1,395	57,097	704	56,392	\$24.94

\*Note: data refers to LA County except for Annual Job Openings, SCCC

SOURCE: EMSI

## LABOR MARKET POTENTIAL

The number of jobs in Los Angeles County in Political Science and Global Studies-related fields is expected to grow by 5 and 13 percent respectively through 2030, with more than 9,000 annual projected job openings (both new positions and openings among existing ones) for awardees in Political Science or Global Studies. The College's Global Competencies Certificate links more than 57,000 annual openings in LA County. An average of 2,282 Political Science and 30 Global Studies degrees and certificates

(at all education levels) were awarded between 2015 and 2020 in Los Angeles County.

While some related positions may overlap among these fields of study, there is a projected annual surplus of approximately 6,723 job openings available in Political Science and Global Studies-related fields, and many more related to the Global Competencies certificate.

## ENROLLMENT TRENDS AND STUDENT OUTCOMES ANALYSIS

### ENROLLMENT

From 2016/17 to 2020/21, overall enrollment for Political Science declined 22 percent, compared to a FIVE percent decline for the Social and Behavioral Sciences Division and a six percent decline for the college. Over this time period, enrollments among Native American/Alaska Native (-55%), Latinx or Hispanic (-21%), and white students (-33%) experienced the most decline. Political Science FTES has declined 88.2 between 2016/17 and 2020/21, to 296.7 in the 2020/21 academic year.

### CAPACITY AND FILL RATES

Capacity in Political Science lecture courses declined 20 percent between 2016/17 and 2020/21. The average fill rate in Political Science lecture courses from 2016/17 to 2020/21 was 89 percent; average fill rates for Online lecture classes were 92 percent, and average fill rates for in-person lecture, 85 percent.

### RETENTION AND SUCCESS

Between 2016/17 and 2020/21, the overall average retention rate for students in Political Science Online/OnlineLIVE courses was better at 92 percent than the college (87%) whereas success rates were noticeably better (80 percent for the department versus 75 percent for the college). Among student groups with statistically significant enrollments, Asian or Filipino students achieved the highest average retention rates in Political Science Online/OnlineLIVE between 2016/17 and 2020/21 (95%); lowest average retention rates were among African American or Black students (89%) and returning students (87%). Asian or Filipino students earned the highest average success rate for Online/OnlineLIVE (89%); while the lowest was 67 percent among African American or Black students.

For in-person classes, average retention rates for Political Science have been greater than the overall college (93% versus 89%) and success rates slightly greater (80% versus 78%). Returning students (89%) had the lowest retention rates in-person. Asian or Filipino (86%) students had the highest average success rates.

### AWARD OUTCOMES

Between 2016/17 and 2020/21, awards earned in Political Science grew by 38 percent. Latinx or Hispanic students earned an average of sixteen awards per year. Female students earned an average of 19 per year.

### FUTURE DIRECTIONS

#### CURRICULUM AND PROGRAMMING

The Political Science program does not foresee significant changes in its curriculum or programming. The Department is currently conducting research to determine if any additional, transferrable courses can be added to its core 200 level major course offerings. Other California community colleges offer a handful of courses that COC does not. However, a determination as to the purpose of those classes and how they articulate needs to be made. They might serve a local interest not shared by our college.

#### IMPROVING STUDENT SUCCESS OUTCOMES

Political Science seeks to increase course offerings available for transfer and to increase student learning outcomes by improving upon instructional focus and technique as well as exploring increased opportunities for project-based learning. Importantly, Political Science plays a significant role in fostering diversity, inclusion, and equity in its curriculum. The program seeks to ensure a culturally responsible instructional delivery that will reach and "speak to" as many diverse aspects of our student body as possible. Toward that end, the program emphasizes the importance of its Politics of Gender and Ethnic Studies course as well as the Model United Nations and Global Studies program as essential to fostering awareness of global issues and responsibilities.

Diverse students of color are underrepresented in the Political Science program. Through coordinated efforts with our colleagues, in combination with the Guided Pathways framework, Political Science intends to improve upon these areas. Improving student success outcomes is contingent on ensuring students realize career pathways for this program, as well as the critical need for political knowledge and acumen to foster a culture of democracy in the United States. The path forward to decrease inequities in society, especially among our diverse students of color, largely requires those disproportionately impacted students to increase political awareness, involvement, and expertise in order to navigate the complex systems of government and public policy.

#### COLLABORATION AND INTERDISCIPLINARY STUDY

The Department of Political Science enjoys collaboration with other academic departments and disciplines to achieve its goals. However, an increased focus of collaboration with local high school teachers, students and administrators is necessary to establish at an early age a healthy respect for civics, citizenship, and political science.

#### TECHNOLOGY AND FACILITIES

Technology requirements for the Political Science program to deliver instruction are minimal. Political Science is a sociological enterprise. It is a discipline of ideas, thought, theories, reflection, and qualitative and quantitative analysis, among other less tangible factors. Thus, the delivery of instruction can be conducted in asynchronous learning environments, such as online instruction. However, for those students that want to be inspired by instructor passion, as well as real time contemporary analysis and discussion that occurs daily due to the fluidity of political and governmental life, face to face instruction is essential.

#### MEETING THE NEEDS OF INDUSTRY EMPLOYERS AND INSTITUTIONAL PARTNERS

The department continually seeks internships opportunities at all levels of government to provide students with real life experiences in political and governmental settings. This includes sending students to Washington D.C. to work in the White House and on Capitol Hill. It is these experiences that motivate students to enter the field of Political Science, but more so, appreciate the application of the discipline in society. Without these experiences, the world of politics and government can often be quite abstract and aloof to students.

There is room to expand these experiences by having students work as government affairs interns for local businesses, pathways to law school, as well as connecting the program to public interest needs. The latter can be accomplished by collaborating with COC's Civic Engagement program that promotes a sophisticated approach to project-based learning in the community and on campus. Finally, the existence of the Political Science Student Club allows the program to train students how to properly run an organization with bylaws and operating norms and procedures.



# PSYCHOLOGY

## DESCRIPTION

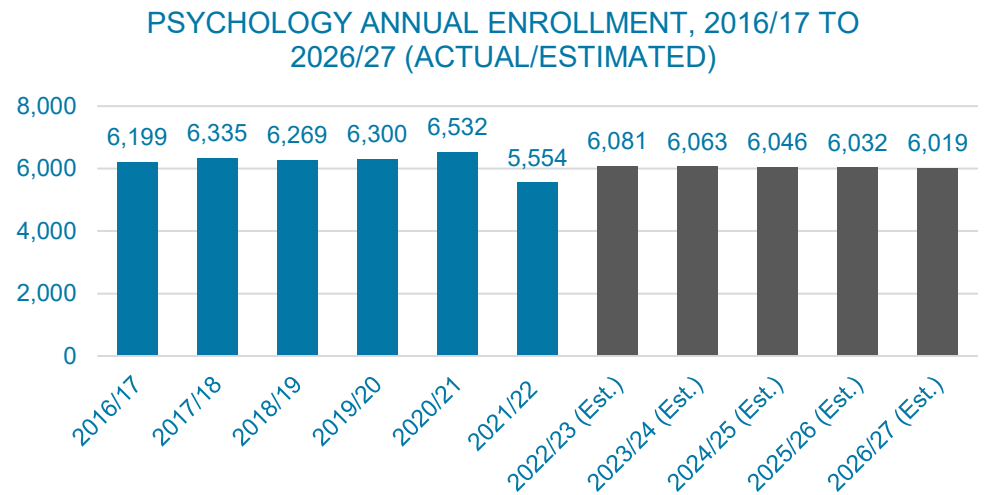
The Psychology Department offers courses meeting general education and major requirements that introduce students to the breadth and depths of the various fields of psychology and allow for transfer to a four-year institution for further study. Students are encouraged and taught to think critically about psychological issues and to understand the value of empirical investigation. As Psychology is the scientific study of behavior and mental processes, the department seeks to foster each student's appreciation for the field of Psychology and its applications to behavior, including individual problems and human strengths. Technical competencies are fostered by integrating technology into the classroom, often using learning management systems as a supplement, and using software programs for statistics.

The department aims to create, evaluate, disseminate, and apply psychological knowledge and skills to understand and improve the lives of individuals, organizations, and communities. The Psychology Department's goal is to provide students with the education needed to enter a variety of careers or to pursue university transfer in Psychology or related fields. The department offers an Associate Degree, Psychology and an Associate Degree in Transfer in Psychology.

## GROWTH PROJECTIONS

FIGURE 186: PSYCHOLOGY ANNUAL ENROLLMENT, 2016/17 TO 2026/27 (ACTUAL/ESTIMATED)

Enrollments in Psychology at College of the Canyons have grown five percent between 2016/17 and 2020/21. Through the academic year 2026/27, department enrollments are forecast to decline slightly at a rate of -0.3 percent per year (see figure at right).



## DISCIPLINE AND OCCUPATIONS TRENDS

FIGURE 187: DISCIPLINE-RELATED PROGRAMS – PSYCHOLOGY

Discipline-Related Programs	2020 Jobs	2030 Jobs	Job Growth, 2020 to 2030 (Total)	Job Growth, 2020 to 2030 (%)	Average Annual Job Openings, 2020 to 2030, SCCC* and LA County		Average Annual Program Completions, LA County 2015 to 2020	Gap or Surplus (openings-completions)	Median Hourly Earnings
Psychology, A.A.									
Psychology for Transfer, A.A.-T									
<b>Total</b>	<b>113,008</b>	<b>127,259</b>	<b>14,250</b>	<b>13%</b>	<b>261</b>	<b>11,364</b>	<b>6,400</b>	<b>4,964</b>	<b>\$32.37</b>

\*Note: data refers to LA County except for Annual Job Openings, SCCC

SOURCE: EMSI

### LABOR MARKET POTENTIAL

The number of jobs in Los Angeles County in Psychology-related fields is expected to grow by 13 percent through 2030, with approximately 11,364 annual projected job openings (both new positions and openings among existing ones). Of these annual openings, 261 will be in the college service area.

An average of 6,400 Psychology degrees and certificates (at all education levels) were awarded between 2015 and 2020 in Los Angeles County. There is a projected annual surplus of approximately 4,964 job openings available in Psychology-related fields. Some of these would be available to students with an associate degree, while most probably require additional education.

## ENROLLMENT TRENDS AND STUDENT OUTCOMES ANALYSIS

### ENROLLMENT

From 2016/17 to 2020/21, overall enrollment for Psychology grew five percent, compared to a five percent decline for the Social and Behavioral Sciences Division and a six percent decline for the college. Over this time period, enrollments in Psychology grew among students from nearly all racial/ethnic groups, with enrollments among African American or Black students (22%), Hawaiian/Pacific Islander students (85%), and multi-racial students (37%) experiencing the most growth. Psychology FTES has grown 38.9 between 2016/17 and 2020/21, to 663.1 in the 2020/21 academic year.

### CAPACITY AND FILL RATES

Capacity in Psychology lecture courses has been flat between 2016/17 and 2020/21. The average fill rate in Psychology lecture courses from 2016/17 to 2020/21 was 85 percent; average fill rates for Online lecture classes were 85 percent, and average fill rates for in-person lecture, 84 percent.

### RETENTION AND SUCCESS

Between 2016/17 and 2020/21, the overall average retention rate for students in Psychology Online/OnlineLIVE courses was the same as the college (87%) whereas success rates were slightly better (76 percent for the department versus 75 percent for the college). Asian or Filipino and white students achieved the highest average retention rates in Psychology Online/OnlineLIVE between 2016/17 and 2020/21 (90%); lowest average retention rates were among African American or Black students (79%) and students who identify as Native American/Alaska Native (81%). Asian or Filipino students had the highest average success rate for Online/OnlineLIVE (84%), while the lowest was 59 percent among African American or Black students.

For in-person classes from 2016/17 to 2020/21, average retention rates for Psychology were slightly better than the overall college (90% versus 89%) and success rates slightly lower (77% versus 78%). African American or Black students (86%) and returning students (83%) had the lowest retention rates in in-person classes, while Asian or Filipino students had the highest average in-person retention rate (94%). Asian or Filipino students also had the highest average success rates, at 87 percent, while African American or Black students (65%) and returning students (68%) had the lowest average in-person success rates.

### AWARD OUTCOMES

Between 2016/17 and 2020/21, award outcomes in Psychology grew by 36 percent. Among racial/ethnic groups, Latinx or Hispanic students earned an average of 116 awards per year. Female students earned an average of 171 per year.

### FUTURE DIRECTIONS

#### CURRICULUM AND PROGRAMMING

The department is already in the process of creating a course named Psychology 167, Multicultural Psychology, in order to accommodate and welcome more students of color to the discipline.

## IMPROVING STUDENT SUCCESS OUTCOMES

Looking at the success rates, we see that overall, the highest rates are usually for in-person instruction. The highest success rate among different groups was seen for Asian or Filipino students taking in-person classes. The lowest success rates among different groups of students are African American or Black students taking online classes.

The department is transitioning back to in-person classes. Of course, department staff is cognizant that online classes can and do lead to success for many students.

There is also hope that the new multicultural course in Psychology will engage more students with discipline and lead to an increase in student success outcomes.

As a key equity concern, the department needs to ensure that students continue to have access to SPSS, the statistical software package that is used in the discipline. A lack of access to that tool would become a significant barrier for students. I

It would also be helpful to have a tutor at the TLC for the statistics course.

## COLLABORATION AND INTERDISCIPLINARY STUDY

The new Multicultural Psychology class should nicely complement the new Ethnic Studies program. The department is also working with the Associated Student Government (ASG) as it relates to the department's Psychology Club and Psi Beta National Honor Society.

## TECHNOLOGY AND FACILITIES

The Psychology Department will require access to at least one large lecture classroom, as well as access to regular sized classrooms on both campuses. Like other social and behavioral science classes, classrooms with movable furniture are needed.

All but two courses were converted to distance education formats due to the COVID pandemic. Prior to the pandemic, only half of psychology courses had an existing Distance Learning Addendum (DLA). In the aftermath of the pandemic, Psychology will continue to require access to Canvas and Zoom and the opportunity to continue teaching with the OnlineLIVE format, so classrooms designated for psychology will need that capability. Currently, the department has at least one laptop cart for the Valencia classroom, and there is no laptop cart in the one Canyon Country classroom identified for statistics.

It is also helpful for students and faculty to continue to have access to SPSS for download and psycINFO through the library.

## MEETING THE NEEDS OF INDUSTRY EMPLOYERS AND INSTITUTIONAL PARTNERS

Psychology is primarily a transfer focused discipline, but it helps foster critical thinking and the ability to read research reports, both of which are helpful to have in prospective employees.

The noncredit side of our discipline offers a few courses with the prison. The department also continues to support local high schools with classes taught after the school day ends through College NOW.

Regarding other needs, the department is examining the possibility of developing an addiction studies degree.

# SOCIOLOGY

## DESCRIPTION

Sociology is a scientific discipline that studies group behavior and dynamics. Sociologists investigate a wide range of social experiences that take place within institutions, communities, and societies. Since human behavior is shaped by social factors, the subject matter of Sociology ranges from the intimate family to the hostile mob; from organized crime to religious cults; from the divisions of race, gender, and social class to the shared beliefs of a common culture; and from the Sociology of work to the Sociology of sport.

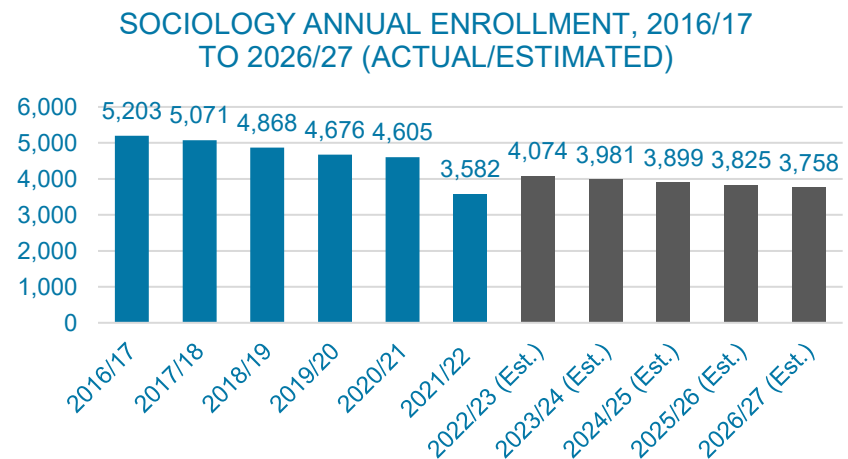
The Sociology major is designed to prepare students for further studies in the discipline which will lead to B.A., M.A., and or Ph.D. degrees. The Associate in Arts degree in Sociology will introduce the major theoretical perspectives, research methodologies, and related sub-areas associated with the field. The degree incorporates the primary courses required for the baccalaureate degree at many four-year colleges and universities, as well as establish the foundation needed for later graduate studies. The Sociology Department also offers a Social Justice AA for Transfer degree. Students can also pursue the A.A. or A.A.-T degree in Sociology and yet decide not to attain the baccalaureate degree.

The field of Sociology provides students with a broad-based knowledge of human behavior and social interaction, which is transferable to a multitude of areas, including education, law, medicine, government, administration of justice, and organizations. Although the Sociology major is designed to prepare students for further studies in the discipline, the critical thinking, reading, writing, and oratory skills gained by the study of this social science will not only assist the transfer-level student, but those entering the job market as well.

## GROWTH PROJECTIONS

Enrollments in Sociology at College of the Canyons declined 11 percent between 2016/17 and 2020/21, a rate greater than the college as a whole, possibly due to Sociology offering no in-person classes in 2020/21. Through academic year 2026/27, program enrollments are forecast to decline at a rate of -2 percent per year (see figure at right).

FIGURE 188: SOCIOLOGY ANNUAL ENROLLMENT, 2016/17 TO 2026/27 (ACTUAL/ESTIMATED)



## DISCIPLINE AND OCCUPATIONS TRENDS

FIGURE 189: DISCIPLINE-RELATED PROGRAMS – SOCIOLOGY

Discipline-Related Programs	2020 Jobs	2030 Jobs	Job Growth, 2020 to 2030 (Total)	Job Growth, 2020 to 2030 (%)	Average Annual Job Openings, 2020 to 2030, SCCCD* and LA County		Average Annual Program Completions, LA County 2015 to 2020	Gap or Surplus (openings-completions)	Median Hourly Earnings
					144	4,536			
Sociology for Transfer, A.A.-T	56,166	58,206	2,040	4%	144	4,536	4,142	394	\$41.92
Social Justice Studies for Transfer, A.A.-T	102,908	110,737	7,829	8%	272	10,093	0	10,093	\$47.92
Social Science, A.A.	74,501	77,465	2,965	4%	179	5,786	2,552	3,234	\$42.81

\*Note: data refers to LA County except for Annual Job Openings, SCCCD, which refers to the college service area.

SOURCE: EMSI

### LABOR MARKET POTENTIAL

The number of jobs in Los Angeles County in Sociology and Social Science-related fields is expected to grow by four percent through 2030, with more than 4,500 and 5,700 annual projected job openings respectively (both new positions and openings among existing ones).

The number of openings related to the Social Justice Studies for Transfer award is expected to grow by 8 percent, with more than 10,000 average annual job openings. In all these fields, approximately 595 openings will be in the college service area. An average of 4,142 Sociology and 2,552 Social Science degrees and certificates (at all education levels) were awarded between 2015 and 2020 in Los Angeles County.

While some related positions probably overlap in these fields of study, there is a projected annual surplus of approximately 3,628 job openings available in Sociology and Social Science-related fields.

## ENROLLMENT TRENDS AND STUDENT OUTCOMES ANALYSIS

### ENROLLMENT

From 2016/17 to 2020/21, overall enrollment for Sociology declined 11 percent, compared to a five percent decline for the Social and Behavioral Sciences Division and a six percent decline for the college. Enrollments declined the most among African American or Black (-30%), Hawaiian/Pacific Islander (-53%), and Native American/Alaska Native (-22%) students. There was a 15 percent growth in Sociology enrollments among Asian or Filipino students. Sociology FTES declined 73.4 between 2016/17 and 2020/21, to 445.9 in the 2020/21 academic year.

### CAPACITY AND FILL RATES

Capacity in Sociology lecture courses declined eight percent between 2016/17 and 2020/21. The average fill rate in Sociology lecture courses from 2016/17 to 2020/21 was 81 percent; average fill rates for Online lecture classes were 83 percent, and average fill rates for in-person lecture, 79 percent.

### RETENTION AND SUCCESS

Between 2016/17 and 2020/21, the overall average retention rate for students in Sociology Online/OnlineLIVE courses was slightly better at 89 percent than the college (87%) whereas success rates were noticeably better (79 percent for the department versus 75 percent for the college). Looking at student groups with statistically significant enrollments, Asian or Filipino students achieved the highest average retention rates in Sociology Online/OnlineLIVE between 2016/17 and 2020/21 (93%); lowest average retention rates were among African American or Black students (83%). Asian or Filipino students had the highest average Online/OnlineLIVE success rates, 88 percent, while the lowest was 68 percent among African American or Black students.

For in-person classes from 2016/17 to 2020/21, average retention rates for Sociology have been slightly better than the overall college (90% versus 89%) and success rates lower (75% versus 78%). Asian or Filipino (93%), white (92%) and first-time students (91%) had the highest retention rates in-person, while African American or Black students (86%) and returning students (82%) had the lowest retention rates. Asian or Filipino (85%) and white students (82%) had among the highest average success rates, African American or Black and returning students had among the lowest success rates (both 62%).

### AWARD OUTCOMES

Between 2016/17 and 2020/21, award outcomes in Sociology grew by five percent. Among racial/ethnic groups, Latinx or Hispanic students earned an average of seventy-eight awards per year. Female students earned an average of 94 awards per year.

### FUTURE DIRECTIONS

#### CURRICULUM AND PROGRAMMING

The Sociology Department recently rebranded several classes with changes in names of course titles and course SLO modifications with equity and culturally responsive teaching practices centralized. In addition, the department reviewed current curriculum and analyzed all courses using a cultural competency checklist as well as rubrics for equitable language and guidelines for diversity and representation development. The department has discussed creating several courses in Sociology

including Sociology of Culture and Music, Sociology of Pandemics, Sociology of Popular Culture, and Political Sociology. However, with the constraints on curriculum development and creating new courses without lower division C-ID descriptors, these courses have remained a “wish list” as part of restructuring curriculum and institutional practice for equity and inclusivity.

There are active and conscious efforts in the department focused on centralizing equity and dismantling harmful traditional practice in academia (an incomplete list includes creating OER repositories for all courses, course redesign with CRP centralized, collecting and analyzing SLO data for every class every semester, etc.) to provide more support and resources for students as well as focused efforts to increase enrollment, retention, and success.

In response to the growing demand for social work positions in the workforce, the Sociology department has also submitted the plans for a Social Work and Human Services Introductory course, which will be offered for the first time in Fall 2023. The course will, for the time-being, live under the Social Science degree path; however, the plan is for SWHS to become its own department with several course offerings and AA and AA-T degree options. More courses and students will be utilizing the classrooms we currently occupy, so the movable furniture and smaller instructor stations would help accommodate and serve the students.

Eventually, the SWHS department will need its own faculty and chair. In the meantime, a course coordinator position would be helpful in building out the courses, writing equitable job announcements, providing insight for recruiting a diverse pool, and hiring faculty to teach the courses.

#### IMPROVING STUDENT SUCCESS OUTCOMES

Given the parameters and systemic opportunities and challenges students traditionally face, as well as the challenges of a global pandemic and moving to remote learning formats which, coupled with other traditional social institutional inequities, disproportionately harmed students of color in their academic experiences, *all* student groups saw a decline in enrollments in Sociology except for the Asian or Filipino student group in which there was a 15% increase. As far as success rates, each student group reported increased rates, except the Native American or Alaska Native student group which saw a 29% decrease.

To improve student success outcomes, department leadership/faculty have expanded OER materials in Sociology classes. All courses are offered with little to no cost to students for materials. This may also have a positive mark on completion trends. Given that past efforts to use OER have been met with positive response from students, higher completion rates, and great student success, the Sociology Department will continue to explore ways to reimagine and revise existing OER and revise courses and curriculum centralizing equity and culturally responsive practices.

In addition, professors from the Sociology Department launched a course made available to all COC faculty called Equity and Culturally Responsive Teaching. The seventh offering of this course was recently completed with a cohort primarily comprised of faculty in STEM fields. Sociology faculty members also serve on the Equity-Minded Practitioners Committee and report to the Sociology Department on ways to better support historically/traditionally marginalized groups. These ideas/items/opportunities will be resources for faculty to learn more about diverse student experiences, specifically those experiences happening outside of the classroom that have historically harmful impacts on student achievement and learning. As noted above, the transition to OER was done in large part to reduce disproportionate impact, removing financial barriers for students as well as editing/modifying/revising resources using rubrics for Inclusion, Diversity, Equity, and Anti-Racism (IDEA) Frameworks and Inclusive Language Guides.



Furthermore, the faculty in Sociology have voluntarily reviewed curriculum for revisions in course titles, objectives, and assessments in order to embed culturally responsive teaching practices throughout our course outlines of record (CORs). Additionally, several faculties in Sociology are implementing equitable grading strategies in their classrooms that demonstrably reduce equity gaps.

Creating an even more robust course offering in the Sociology Department would likely increase enrollment and success rates for diverse student populations. Examples include bringing back the 1-unit UC/CSU transferrable courses the department offered years ago. These were special topics courses that were timely and relevant to current social and sociopolitical events and phenomena. One example of a 1-unit transferable course we offered was called Sexual Politics, which, as we know, is the exploration of a constantly evolving and progression of the division and difference in outcomes for groups based on sexual identity. Other ideas for 1-unit courses would include Sociology of Pandemics, Sociology of Music and Culture, and Political Sociology. A 3-unit course the Sociology Department would like to bring back is the Sociology of Popular Culture, which would not only serve student interest but also provide diverse curriculum, narratives, and resources for students. Of course, all of these courses would include OERs and course design utilizing culturally responsive teaching practices, including equitable teaching and assessment practices.

However, providing transportation (train passes, bus passes, Uber or Lyft vouchers, etc.) for qualifying students would be one more way to help students make it to campus to attend face-to-face classes as well as utilize various campus resources (library and TLC) which would help retention and success rates.

Additional ways to improve student outcomes include:

- Seek more faculty diversity and widen diversity in applicant pools by advertising outside of CCC Apply. This would help bring more diverse narratives and faculty to the department and the college.
- Providing students with school supplies, lunches/meals, and period products in every woman's, gender-neutral, and most (if not all) men's bathrooms would also likely strengthen retention and success rates.
- Provide more money to advertise Sociology, expand high school outreach, and student recruitment to diversify and widen the student population. Many students do not know what Sociology is prior to coming to class because it is often not offered in high schools (like psychology or anthropology might be). Thus, providing opportunities for students to research the discipline before coming to the college or choosing a major might help enrollments. Currently, much of Sociology advertisement relies on faculty distributing faculty-designed brochures (physical and digital).

#### COLLABORATION AND INTERDISCIPLINARY STUDY

The special topics courses recommended above would all benefit from interdisciplinary efforts. Examples include Political Sociology which could be developed in partnership with Political Science, Sociology of Music and Culture to be developed in partnership with the Music Department, and the Sociology of Pandemics developed in partnership with the Biology or Anthropology Department. Currently, the Sociology Department is collaborating with the Anthropology Department in creating an Anthropology of LGBTQ Identities course.

There should be an effort to create more non-credit classes for faculty throughout the college focusing on equitable language, CRP, IDEAA efforts, course redesign, centralizing equity, etc. for FLEX credit or column advancement. This would help refocus attention and need for these efforts as well as help faculty not be spread too thin and reinforce the idea that IDEAA efforts and the Call to Action are not personal choices, fads, or more suitable for some disciplines than others.

## TECHNOLOGY AND FACILITIES

Classrooms should have a moveable furniture which provides the flexibility professors need to deliver instruction consistent with contemporary pedagogy. This supports a learning environment that helps get intellectual and physical circulation going rather than encouraging (or requiring) still bodies in preparation for an antiquated workforce model. In addition, Sociology is inherently collaborative. While students often need time to learn independently, they also benefit from opportunities for teamwork and group problem-solving. Versatility makes quality education possible, and movable classroom furniture supports changing needs for individual and group learning experiences. Moreover, Social Work and Human Services courses should be delivered in classroom environments that can demonstrate accessibility to students who will be learning about accessibility. One cautionary note to keep in mind is that some chairs on a non-carpeted surface can actually move too much.

Movable furniture can also be used to meet social distancing measures, should they become mandated again in the future. In addition, smaller instructor stations would help switch the focus from instructor to student and can (quite literally) remove a physical barrier for instructor/student collaboration and communication.

In terms of technology, the Sociology Department has excelled in meeting the needs of students in the online environment. The discipline saw an 8% increase in the success rate from the 2016/17-2020/21 five-year average to the 2020/21 academic year average. This is especially telling considering the increase was measured during an unprecedented pandemic which forced every class into an online or Online/OnlineLIVE modality. Every student group also saw an increase in success rate in online and Online/OnlineLIVE classes, except for the Native American or Alaska Native student group which saw a 29% decrease during that time. It should be mentioned that while there was a 29% decrease for that student group, the population size of that group is very small, causing any change in either direction to seem more drastic than the percentage might indicate.

Providing students with Statistical Packages for Social Sciences (SPSS) on their home computers (like we would an OER textbook) would be one way to remove barriers for our stats and methods courses. In addition, providing laptops or tablets for students who do have access to these items for courses or who are primarily working off mobile devices would also be beneficial and help support student success.

## MEETING THE NEEDS OF INDUSTRY EMPLOYERS AND INSTITUTIONAL PARTNERS

The faculty in the Sociology Department emphasize the importance of critically examining social structures in society. Thus, its value is greater than just workforce skills. However, the analytical and critical skills practiced within Sociology are imperative in improving life chances and accessibility to the workforce and the needs of area employers and industry leaders. Within this academic discipline, Sociology students are equipped to identify and provide solutions for complex social issues, including but not limited to issues in the workforce. We don't often think of our students as employees, and priority is not placed on developing traditional and often problematic workforce culture norms.

In the past, the COC Sociology Department collaborated with Sociology faculty at other colleges to put on a speaker series for the mutual benefit of our students.

In an effort to address other needs, Sociology offers courses for College Now, dual enrollment, and Rising Scholars. Faculty who are teaching these specialized courses are thoughtfully chosen and passionate about equity and IDEAA efforts.

# VISUAL AND PERFORMING ARTS

ART

DANCE

GRAPHIC AND MULTIMEDIA DESIGN

MEDIA ENTERTAINMENT ARTS

MUSIC

PHOTOGRAPHY

THEATRE

# ART

## DESCRIPTION

The primary goal of the Art Department is to provide critical thinking and skills-based training leading to transfer to four-year institutions and employment in the creative arts economy of Southern California. The core practice of the Art Department is life drawing which underlays all subsequent knowledge attainment in the discipline. Other distinct practices include color theory. Meanwhile, through the Art History branch of the department students develop critical thinking and art/social theories. Students are increasingly interested in learning about Art History from a global perspective. The department has developed degree pathways for Studio Art and Art History, leading to transfer to four-year colleges.

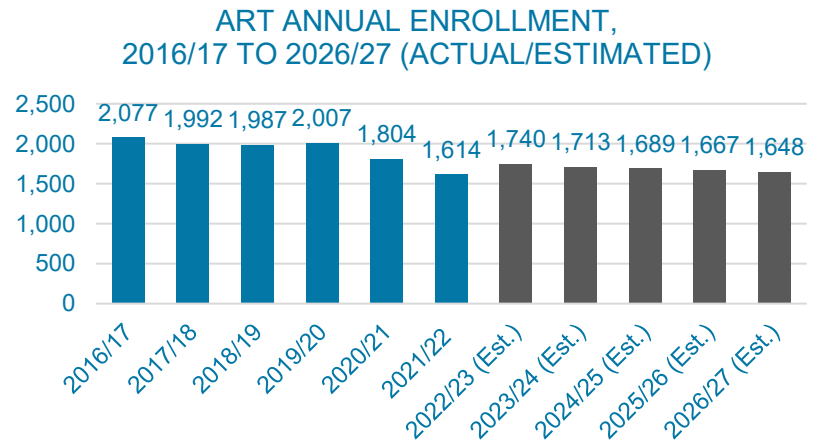
The program offers associate degrees in Studio Arts, & Art History and Art, in addition to the following certificates:

- Life Drawing
- Human Anatomy
- Essential Skills for Commercial artists

## GROWTH PROJECTIONS

Enrollments in the Art Department at College of the Canyons declined 13.1 percent between 2016/17 and 2020/21. Through academic year 2026/27, program enrollments are forecast to decline at a rate of -1.4 percent per year (see figure at right).

FIGURE 190: ART ANNUAL ENROLLMENT, 2016/17 TO 2026/27 (ACTUAL/ESTIMATED)



## DISCIPLINE AND OCCUPATIONS TRENDS

FIGURE 191: DISCIPLINE-RELATED PROGRAMS – ART

Discipline-Related Programs	2020 Jobs	2030 Jobs	Job Growth, 2020 to 2030 (Total)	Job Growth, 2020 to 2030 (%)	Average Annual Job Openings, 2020 to 2030, SCCCD* and LA County		Average Annual Program Completions, LA County 2015 to 2020	Gap or Surplus (openings-completions)	Median Hourly Earnings
Art, A.A.	138,019	146,773	8,754	6%	279	12,895	1,331	11,564	\$38.23
Art History for Transfer, A.A-T	100,141	112,979	12,838	13%	170	11,640	271	11,369	\$31.33
Studio Arts for Transfer, A.A-T	138,730	147,599	8,870	6%	281	12,983	472	12,512	\$38.15

\*Note: data refers to LA County except for Annual Job Openings, SCCCD

SOURCE: EMSI

### LABOR MARKET POTENTIAL

The number of jobs in Los Angeles County in Art-related fields is expected to grow by as much as 13 percent through 2030, with as many as 37,518 annual projected job openings in Art, Art History and Studio Arts combined (both new positions and openings among existing ones). Of these annual openings, 729 will be in the college service area.

An average of 2,074 Art degrees and certificates (at all education levels) were awarded between 2015 and 2020 in Los Angeles County. There is a projected annual surplus of approximately 35,444 related job openings, however there is probably some overlap in the jobs data above.

## ENROLLMENT TRENDS AND STUDENT OUTCOMES ANALYSIS

### ENROLLMENT

From 2016/17 to 2020/21, overall enrollment for Art declined 13 percent, compared to a 13 percent decline for the Visual and Performing Arts Division and a six percent decline for the college. Enrollments declined the most among African American or Black (-31%), Hawaiian/Pacific Islander (-100%), and Native American/Alaska Native students (-57%). Art FTES has declined 30.7 between 2016/17 and 2020/21, to 270.7 in the 2020/21 academic year.

### CAPACITY AND FILL RATES

Capacity in Art lecture courses was flat between 2016/17 and 2020/21. The average fill rate in Art lecture courses from 2016/17 to 2020/21 was 76 percent; average fill rates for Online lecture classes were 77 percent, and average fill rates for in-person lecture, 76 percent.

### RETENTION AND SUCCESS

Between 2016/17 and 2020/21, the overall average retention rate for students in Art Online/OnlineLIVE courses was almost the same at 86 percent than the college (87%) whereas success rates were also similar (74 percent for the department versus 75 percent for the college). Among student groups with statistically significant enrollments, Asian or Filipino students achieved the highest average retention rates in Art Online/OnlineLIVE (92%); lowest average retention rates were among African American or Black students (79%) and multi-racial students (81%). The highest average success rate achieved for Online/OnlineLIVE was 83 percent for Asian or Filipino students and the lowest was 59 percent among African American or Black students.

For in-person classes from 2016/17 to 2020/21, average retention rates for Art were slightly better than the overall college (91% versus 89%) and success rates noticeably greater (83% versus 78%). First time students had among the highest in-person retention rates, 93 percent, while African American or Black students (85%) and returning students (80%) had among the lowest retention rates in-person. Asian or Filipino students (87%) had the highest average success rates.

### AWARD OUTCOMES

Between 2016/17 and 2020/21, award outcomes in Art did not change. Among racial/ethnic groups, white students earned an average of sixteen awards per year and Latinx or Hispanic students earned an average of 14 awards per year.

## FUTURE DIRECTIONS

### CURRICULUM AND PROGRAMMING

The need for a custom ceramics & 3-D facility is key to driving new enrollment in the Art Department. Developing a Ceramics program at the college would elevate the Studio Arts program and benefit the student body in many ways.

The study of ceramics offers students the opportunity to learn foundational skills in a variety of processes and techniques related to the discipline while discovering and addressing both contemporary and historical precedents and theoretical concepts in their artistic output. Concepts used in other areas of studio-based learning can be applied to the Ceramic Studio, thereby deepening, and adding nuance to students' knowledge and understanding of concepts, skills, and techniques. Learning in a ceramic's studio environment would present students with opportunities to pursue interdisciplinary projects in collaboration with instructors

and students in other curricular areas, combining a range of expertise and experiences to explore the potential of contemporary art, craft, and design. A Ceramics program at COC would also provide foundational preparation for a variety of job-related applications such as studio assistant, production ceramicist, and ceramics instructor at the college and university levels. It would also allow for expansion of the non-Credit program and connect to the local community.

#### IMPROVING STUDENT SUCCESS OUTCOMES

Success rates for students of color are uniformly at 80% or higher except for success rates for students who self-identify as African American or Black, which is at 69%. Admittedly starting from a high base in the low 90's, 'Asian or Filipino' populations have not done as well as other groups. Increased relevancy naturally results in increased success and retention rates. The proposed curriculum and programming described above would enable improvement in student success outcomes in addition to assisting students gain access to technology, multiuse space, and collaborative opportunities.

#### COLLABORATION AND INTERDISCIPLINARY STUDY

With the recent growth in non-credit, there are many plausible short-term vocational certificates that could be created between this department and other programs in VAPA such as MEA/Animation. These would build on the essential core practice of life drawing. Creating new multiuse spaces would also support collaboration among students and study areas. Large open spaces are needed to congregate especially since students don't see a clear distinction between mediums and art/ performance/ visual disciplines.

#### TECHNOLOGY AND FACILITIES

The department believes that the art gallery, custom ceramic studio, and other new multiuse spaces can foster collaboration and enriched learning experiences.

Dual enrollment classes with the Hart H.S. District and the Rising Scholars Program at Pitchess Detention Center are two clear areas to continue to explore as opportunities for the department to use joint spaces.

#### MEETING THE NEEDS OF INDUSTRY EMPLOYERS AND INSTITUTIONAL PARTNERS

The Art Department serves the workforce development and job skills/retraining needs of local creative arts industrial sectors like animation and video game design through its short-term Vocational Certificate Program 'Essential Skills for Commercial Artists.' This program provides skills for commercial artists who specialize in rendering characters for animation, storyboarding and video game design, among others.

A section of Art 100 'Art Appreciation' is currently in session at the Pitchess Detention Center for COC's Rising Scholars Program. This is the first course provided by the Art Department to incarcerate students and may result in increased interest among our faculty in broadening course offerings to this student population and other educational institutions. Various partners can benefit from art programming due to the inherent educational and therapeutic values of art and art history. Short-term vocational programs can also be reasonably construed to meet the needs of industry employers.

# DANCE

## DESCRIPTION

The mission of the College of the Canyons Dance Department is to introduce dance techniques, body wellness and knowledge for students interested in transferring to a four-year dance curriculum or obtaining entry-level employment in dance, fitness, or health-related careers. The ultimate goal is to allow students to develop and experience an appreciation of holistic dance, health, and movement. The Dance Department goals also support the school’s mission of developing a comprehensive accessible education for all who seek admission to the college. The Dance Department currently offers lectures face-to-face and online Dance Appreciation classes, and dance and fitness courses that prepare students with basic dance skills in several genres. The department also provides opportunities to develop creativity through performing experiences, field trips and other dance and fitness opportunities.

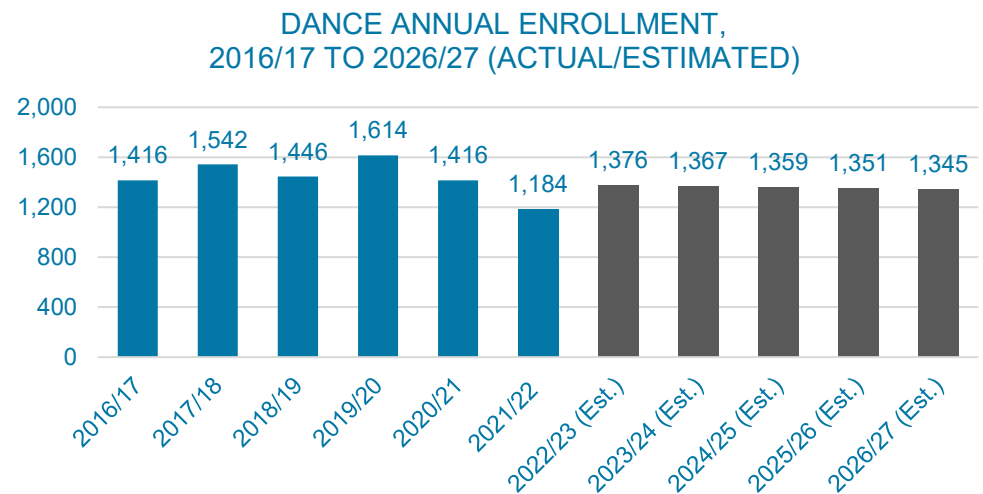
The Dance Department provides knowledge and training in ballet, social dance, hip-hop dance, modern styles of dance and cultural dance. The department also provides training and access to health, fitness and mind and body integrative techniques utilized in Pilates, Body Conditioning and Yoga. Through its primary lecture class, Dance Appreciation, Dance provides students with knowledge of what constitutes dance and how to appreciate dance aesthetics.

Courses in the Dance Department prepare students to fulfill general education requirements towards the Associate Degree, the Associate Transfer Degree, and the requirements for transfer to CSU and the University of California. With the knowledge and skills gained from the Dance Department, students are prepared for entry level occupations as assistants in dance centers, health and fitness facilities, and recreation centers. Typically, Dance students transfer to 4-year colleges and/or work as entry level assistants in dance and wellness fields. Under the School of Personal and Professional Learning, Dance has established a non-credit 200-hour Teacher Training Program. Students in this program will begin to receive awards by Fall 2023.

## GROWTH PROJECTIONS

FIGURE 192: DANCE DEPARTMENT ANNUAL ENROLLMENT, 2016/17 TO 2026/27 (ACTUAL/ESTIMATED)

Enrollments in the Dance Department at College of the Canyons have remained relatively flat between 2016/17 and 2020/21. Through the academic year 2026/27, department enrollments are forecast to decline at a rate of -0.6 percent per year.





## DISCIPLINE AND OCCUPATIONS TRENDS

FIGURE 193: DISCIPLINE-RELATED PROGRAMS – DANCE DEPARTMENT

Discipline-Related Programs	2020 Jobs	2030 Jobs	Job Growth, 2020 to 2030 (Total)	Job Growth, 2020 to 2030 (%)	Average Annual Job Openings, 2020 to 2030, SCCC* and LA County		Average Annual Program Completions, LA County 2015 to 2020	Gap or Surplus (openings-completions)	Median Hourly Earnings
Dance	13,368	15,581	2,213	17%	44	1,881	133	1,748	\$22.33

\*Note: data refers to LA County except for Annual Job Openings, SCCC

SOURCE: EMSI

### LABOR MARKET POTENTIAL

The number of jobs in Los Angeles County in Dance-related fields is expected to grow by 17 percent through 2030, with nearly 1,900 annual projected job openings (both new positions and openings among existing ones). Of these annual openings, 44 will be in the college service area.

While College of the Canyons does not offer awards in Dance, an average of 133 Dance degrees and certificates (at all education levels) were awarded between 2015 and 2020 in Los Angeles County. There is a projected annual surplus of approximately 1,750 related job openings.

## ENROLLMENT TRENDS AND STUDENT OUTCOMES ANALYSIS

### ENROLLMENT

Overall enrollments for Dance were the same in 2016/17 and 2020/21, compared to a 13 percent decline for the Visual and Performing Arts Division and a six percent decline for the college. Over this time period, enrollments in Dance grew among students from nearly all racial/ethnic groups, however there was a ten percent decline in enrollments among white students, and a nine percent decline in enrollments among African American or Black students. Dance FTES has declined 8.5 between 2016/17 and 2020/21, to 130.8 in the 2020-21 academic year.

### CAPACITY AND FILL RATES

Capacity in Dance lecture courses grew 54 percent between 2016/17 and 2020/21 and declined by 82 percent among lab courses. The average fill rate in Dance lecture courses from 2016/17 to 2020/21 was 89 percent; average fill rates for Online lecture classes were 94 percent, and average fill rates for in-person lecture, 62 percent. Dance lab courses had a 50 percent average fill rate.

### RETENTION AND SUCCESS

Between 2016/17 and 2020/21, the overall average retention rate for students in Dance Online/OnlineLIVE courses was slightly better at 92 percent than the college (87%) whereas success rates were noticeably better (82 percent for the department versus 75 percent for the college). Among student groups with statistically significant enrollments, white students (95%), Asian or Filipino students (93%) and first-time students (93%) achieved the highest average retention rates in Dance Online/OnlineLIVE classes. Lowest average retention rates were among African American or Black students and multi-racial students (89%) and returning students (88%). Asian or Filipino and white students had among the highest average rates of success for Online/OnlineLIVE, at 86 percent, while African American or Black students had the lowest average success rate, 71 percent.

For in-person classes from 2016/17 to 2020/21, average retention rates for Dance were slightly lower than the overall college (88% versus 89%) and success rates higher (82% versus 78%). First-time students, (93%) and Asian or Filipino students had among the highest rates of retention for in-person classes, while returning students (79%) and African American or Black students (85%) had among the lowest average retention rates. Asian or Filipino and first-time students also achieved the highest average success rates for Dance in-person courses, while African American or Black and multi-racial students had among the lowest average rates of success.

### AWARD OUTCOMES

No awards were earned by students in Dance between 2016/17 and 2020/21.

### FUTURE DIRECTIONS

#### CURRICULUM AND PROGRAMMING

There will be necessary changes in the Dance Department curriculum in response to the recent demographic and educational trends. Given the need to attract and retain students, the most significant change is that a Dance Major will be written and submitted to Curriculum during the 2022/23 academic year. In addition, based upon the enrollment data by race/ethnicity, curriculum will be written and expanded to focus upon and include the dance experiences of the current student demographics.

Third, based upon the demand trends, Dance Curriculum scheduling will expand the modality offerings of both the lecture and lab classes and to initiate ways to increase the class fill-rate.

Over the next five years, it is envisioned that through the inclusion of a Dance Major FTES will increase 2 percent or greater. It is also envisioned that the Discipline enrollment by demographics and modality will also increase. Fill-rate for lab classes will go beyond the current high of 52 percent and there will be earners in the Award Outcomes trend in both Dance and in the Yoga Teacher Training Program which can be attributed to the Dance Department.

### IMPROVING STUDENT SUCCESS OUTCOMES

Based upon the data, student retention rates are similar for all groups. For example, in the 2020/21 academic year, the rates for African American, Latinx and white were 92 percent, 91 percent, 96 percent, respectively. The data changes for the success rates. For African American and Latinx students, the data is 83 percent, 83 percent, and 91 percent. This demonstrates that more efforts need to be taken to generate overall student success in the Dance courses. To improve success outcomes for students, Dance faculty have been using Zero Textbook Cost; meeting with students one-on-one to address their individual academic needs, and to provide course flexibility such as scheduling courses at different times of the day including Saturdays.

To address equity and access issues for students, the Dance Department needs support from Curriculum to allow lab classes to be held OnlineLIVE and 100 percent Online. Dance also needs support from Instruction to allow small, enrolled classes to remain open as long as possible so that students still have options to enroll in dance lab courses beyond the first weeks of the semester.

### COLLABORATION AND INTERDISCIPLINARY STUDY

There are numerous opportunities to create and work with other College of the Canyon's disciplines and departments. Within the division, efforts are underway to work with the Music Department's upcoming concerts which include the Electronic Media Concert, and the African Drum Ensemble Class. Other division opportunities include providing dancers for Theatre Department programs, collaborating with the Art Department by providing dance and students for drawing studies and working with MEA on animation and graphic tools for dance student recruitment. Further, the Dance Department Yoga classes will provide training and internship /apprentice opportunities for those students in the final stages of the Personal and Professional Development 200- hour Yoga Teacher Training Program.

### TECHNOLOGY AND FACILITIES

The Dance Department needs a dedicated space for students to practice dance techniques and to practice and experience the mind and body wellness fitness courses. Space is also needed to present informal and formal dance concerts that provide students with the opportunities to showcase their dance skills in a live concert setting. The current space is limited as it only allows for up to 25 students (moving bodies). To serve more students, additional space is needed. Technology needs include upgraded wireless audio equipment with adapters and other improvements that will support music streaming and current technology used in dance studios.

Efforts are underway to review how hybrid /flex classes would work for Dance Department courses specifically in the fitness courses which include Yoga, Pilates, and Body Conditioning. There is also a need to investigate how the Canyon Country campus can provide additional access and support for Dance lab courses. Having a dedicated space at Canyon Country would allow the program to offer fitness and dance classes simultaneously.

## MEETING THE NEEDS OF INDUSTRY EMPLOYERS AND INSTITUTIONAL PARTNERS

Students in the Dance Department have access to Los Angeles County entry-level jobs such as dance instructors for elementary schools, pre-schools, performance opportunities at Magic Mountain, afterschool sports, dance coaching, fitness, stretch assistants, yoga and fitness teachers and trainers. Employers in these industries have often contacted the Dance Department as a source point for recruitment.

Numerous opportunities exist to establish future connections and collaborations with employers and educational institutions. Partnerships can be developed with CalArts for student recruitment and performance activities. Partnerships can also be established with local yoga and fitness studios to provide training opportunities for students. Training entertainment partnerships can be developed with Magic Mountain Digital Media entertainment and other entertainment entities in the Santa Clarita area.

There are numerous needs that the Dance Department can and will address in the next five to ten years. Once the major is in place, the department can serve as a resource for training students for dance industry needs within the region. Dance will also be able to address the need for continuing education should returning students want to have an A.A degree in dance. Further, the Dance Department can serve as a dual enrollment center where high school students can train in dance and fitness and also perform at COC-related venues. Dance can also serve incarcerated students with yoga and fitness training.

# GRAPHIC AND MULTIMEDIA DESIGN

## DESCRIPTION

The Graphic and Multimedia Design (GMD) Department provides an encouraging and challenging comprehensive learning environment, which contributes technically and conceptually to the development of the artist. Each course provides personalized attention and stimulating discourse that guides students through the creative process leading to divergent thinking and professional outcomes.

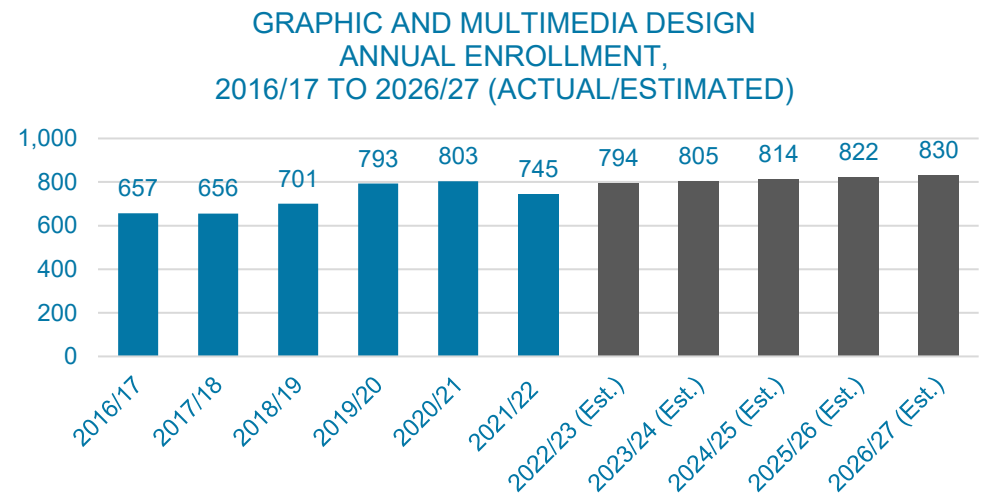
GMD students gain a strong understanding of software, creative processes, and industry-specific best practices. The GMD department prepares students for transfer into a four-year college, and it enhances students with existing and new career paths. GMD also prepares students for internships and employment opportunities.

GMD offers an associate degree as well as a certificate.

## GROWTH PROJECTIONS

Enrollments in the Graphic and Multimedia Design Department at College of the Canyons grew 22 percent between 2016/17 and 2020/21. Through academic year 2026/27, department enrollments are forecast to grow at a rate of 1.1 percent per year (see figure at right).

FIGURE 194: GRAPHIC AND MULTIMEDIA DESIGN ANNUAL ENROLLMENT, 2016/17 TO 2026/27 (ACTUAL/ESTIMATED)



DISCIPLINE AND OCCUPATIONS TRENDS

FIGURE 195: DISCIPLINE-RELATED PROGRAMS – GRAPHIC AND MULTIMEDIA DESIGN

Discipline-Related Programs	2020 Jobs	2030 Jobs	Job Growth, 2020 to 2030 (Total)	Job Growth, 2020 to 2030 (%)	Average Annual Job Openings, 2020 to 2030, SCCC* and LA County		Average Annual Program Completions, LA County 2015 to 2020	Gap or Surplus (openings-completions)	Median Hourly Earnings
Graphic and Multimedia Design: Graphic Design, A.A.	35,438	38,145	2,707	8%	61	3,648	430	3,218	\$33.16
Graphic and Multimedia Design: Graphic Design, Certificate of Achievement									
Graphic and Multimedia Design: Multimedia, A.A.									
Graphic and Multimedia Design: Multimedia, Certificate of Achievement									

\*Note: data refers to LA County except for Annual Job Openings, SCCC

SOURCE: EMSI

LABOR MARKET POTENTIAL

The number of jobs in Los Angeles County in Graphic and Multimedia Design-related fields is expected to grow by 8 percent through 2030, with approximately 3,648 annual projected job openings (both new positions and openings among existing ones). Of these annual openings, 61 will be in the college service area.

An average of 430 Graphic and Multimedia Design degrees and certificates (at all education levels) were awarded between 2015 and 2020 in Los Angeles County. There is a projected annual surplus of approximately 3,218 related job openings in Graphic and Multimedia Design.

## ENROLLMENT TRENDS AND STUDENT OUTCOMES ANALYSIS

### ENROLLMENT

From 2016/17 to 2020/21, overall enrollment for Graphic and Multimedia Design grew 22 percent, compared to a 13 percent decline for the Visual and Performing Arts Division and a six percent decline for the college. Over this time period, enrollments in Graphic and Multimedia Design grew among students from most racial/ethnic groups, with Latinx or Hispanic (47%) student course enrollments experiencing the most growth. There was a 28 percent decline in Graphic and Multimedia Design enrollments among multi-racial students. Graphic and Multimedia Design FTES has grown 22.1 between 2016/17 and 2020/21, to 109.1 in the 2020/21 academic year.

### CAPACITY AND FILL RATES

Capacity in Graphic and Multimedia Design lecture courses grew 25 percent between 2016/17 and 2020/21. The average fill rate in Graphic and Multimedia Design lecture courses from 2016/17 to 2020/21 was 76 percent; average fill rates for Online lecture classes were 71 percent, and average fill rates for in-person lecture, 81 percent.

### RETENTION AND SUCCESS

Between 2016/17 and 2020/21, the overall average retention rate for students in Graphic and Multimedia Design Online/OnlineLIVE courses was the same as the college (87%), whereas success rates were almost the same (73 percent for the department versus 75 percent for the college). Asian or Filipino and white students achieved the highest average retention rates in Graphic and Multimedia Design Online/OnlineLIVE between 2016/17 and 2020/21 (91%); lowest average retention rates were among African American or Black students (81%) and first-time students (81%). The highest average success rate achieved for Online/OnlineLIVE was 83 percent for Asian or Filipino students and the lowest was 56 percent among African America or Black students.

For in-person classes from 2016/17 to 2020/21, average retention rates for Graphic and Multimedia Design were similar to the overall college (88% versus 89%) and success rates were the same (78%). Returning students (77%) and African American or Black students (81%) had among the lowest average retention rates in in-person classes. Asian or Filipino students had the highest average success rates, at 85 percent.

### AWARD OUTCOMES

Between 2016/17 and 2020/21, award outcomes in Graphic and Multimedia Design grew by 60 percent. Among racial/ethnic groups, white students earned an average of ten awards per year, and Latinx or Hispanic students an average of eight awards per year.

### FUTURE DIRECTIONS

#### CURRICULUM AND PROGRAMMING

GMD is developing a new curriculum and is in the process of continuously revising the existing curriculum to meet the evolving technical and cultural demands of the profession. GMD continues to create a robust program of extra-curricular opportunities, which include guest lectures, workshops, and virtual field trips. The department has identified a substantial

number of new possible credit and noncredit courses (four and three, respectively). The department will allow students to complete the local AA degree, or Certificate in two years through in-person and Online/OnlineLIVE learning.

A computer lab and flexible studio space should be consistently available to students across multiple digital disciplines, allowing students to network in person, and build relationships across areas of industry outside of regimented class time. Remote learning will be supported with loaned tech and software. Community building will be supported with events produced online and in-person. Each event will foster connections between students, alumni, and industry experts. Through the department's relationships with surrounding schools and industry pipelines, GMD will expand opportunities for students to bridge the gap between education and career. Lastly, Intersect | GMD will be a self-sustaining internship, where student interns are paid for their work and local businesses will be able to hire.

### IMPROVING STUDENT SUCCESS OUTCOMES

Latinx or Hispanic and Asian or Filipino student data reflect improving success, retention, and award outcomes. Changes need to be made to attract and to support the African American or Black student population. GMD has focused on diversifying faculty, guest speakers, and identities showcased in the curriculum. GMD faculty has become proactive in becoming more culturally competent through CETL courses and DEI efforts.

Through Online/OnlineLIVE, the department can provide even more equitable pathways to education for previously "unseen" demographics such as home-bound parents, students without transportation means, and students with disabilities that make traveling extremely difficult.

A healthy community and professional network also improve equitable outcomes across all demographics. To increase community engagement, expand professional networks, and amplify interest, GMD needs resources/ funding for: programming and promotion which may include boosting social media posts; creating a web-based alumni hub with profiles and work samples. An interdisciplinary lab space would provide a space where GMD, Photo, MEA, and Music students have equal access to technology, and can complete homework together. Increased funds for a GMD college assistant would facilitate improved student success outcomes.

### COLLABORATION AND INTERDISCIPLINARY STUDY

A new art gallery would support collaboration among students of different disciplines. Spaces such as an art gallery and studio lab also fill the access to technology gap and enable positive social interactions, mental health, artistic collaboration, and subject matter reinforcement. A contemporary and equipped multi-use space would also promote a safe and professional setting.

### TECHNOLOGY AND FACILITIES

Online/OnlineLIVE students need to have equal access to technology, creating parity with on-ground students who have access to new computers and software in the physical lab space. On-ground students need equal access to technology beyond classroom hours to complete coursework. Students who have greater access to technology and expertise produce higher-quality portfolios, demonstrate higher success rates including transfer and job placement.

Providing access to technology via a supervised (lab-tech and/or faculty) practicum would promote equity, professionalism, and long-range success. All disciplines agree that GMD students would benefit from additional access to technology and expertise, especially in a multi-disciplinary collaborative lab space.



## MEETING THE NEEDS OF INDUSTRY EMPLOYERS AND INSTITUTIONAL PARTNERS

GMD has a wide network of educators and professionals, who provide guidance and insight through bi-annual advisory committee meetings. Department faculty regularly attend design events, write articles, participate in exhibitions, speak, and mentor.

In addition, Intersect | GMD provides an opportunity to engage with and collaborate with the immediate community. Additional resources would support a summer internship program within Intersect | GMD for high-school students who meet employment eligibility.

# MEDIA ENTERTAINMENT ARTS

## DESCRIPTION

The Media Entertainment Arts Department offers curricula and programs that support the college's mission of offering education that is holistic, innovative, accessible, enriching, and of excellent quality. MEA's commitment to the colleges core values are found in its progressive and industry-driven curricular design, blending foundation skills in communication and creative arts, and providing a setting and methodology for applied learning that strengthens workforce skills applicable to careers in arts, media, and entertainment industries. The department offers programs and curricula designed to give every student access to education, to attain outcome knowledge through mentored apprenticeship, internship, and portfolio preparation, with the option of pursuing transfer to four-year baccalaureate programs in top media, animation, filmmaking, and journalism schools and universities.

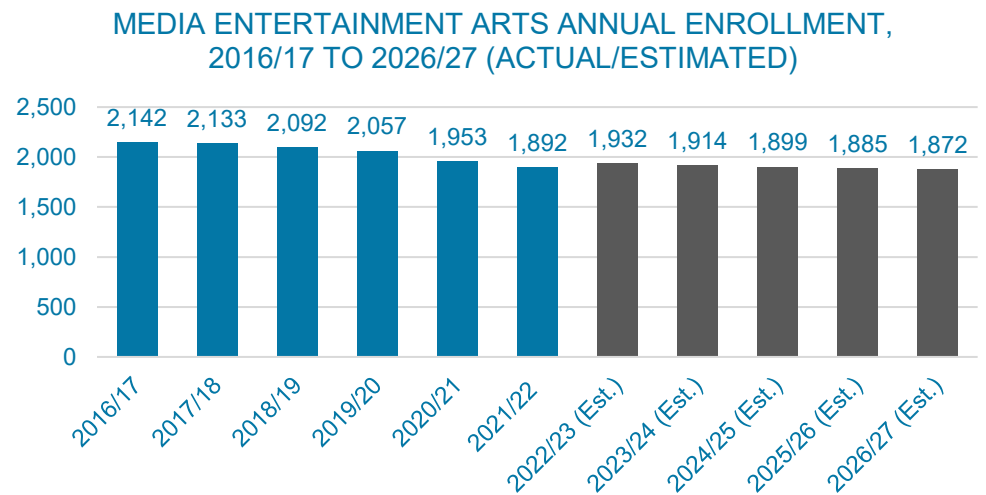
MEA programs offer Associate of Arts degrees in Animation Production, Computer Animation, Filmmaking, New Media Journalism, and Sound Arts. MEA also offers Associate Degree for Transfer. MEA also offers Certificates of Specialization in Video Game Animation Art, Journalism Anchoring and Reporting.

Applicable occupations include transfer pathways to Animation, Journalism, Film and Sound Arts, and Media Occupations in Animation Production, Computer Animation, Filmmaking, Journalism), and Sound. Graduates can expect to gain entry-level employment in film and television production, postproduction, and animation.

## GROWTH PROJECTIONS

Enrollments in the Media Entertainment Arts Department at College of the Canyons declined 8.8 percent between 2016/17 and 2020/21. Through academic year 2026/27, department enrollments are forecast to grow at a rate of -0.8 percent per year (see figure at right).

FIGURE 196: MEDIA ENTERTAINMENT ARTS ANNUAL ENROLLMENT, 2016/17 TO 2026/27 (ACTUAL/ESTIMATED)



## DISCIPLINE AND OCCUPATIONS TRENDS

FIGURE 197: DISCIPLINE-RELATED PROGRAMS – MEDIA ENTERTAINMENT ARTS

Discipline-Related Programs	2020 Jobs	2030 Jobs	Job Growth, 2020 to 2030 (Total)	Job Growth, 2020 to 2030 (%)	Average Annual Job Openings, 2020 to 2030, SCCCD* and LA County		Average Annual Program Completions, LA County 2015 to 2020	Gap or Surplus (openings-completions)	Median Hourly Earnings
Animation Production, A.A.	43,303	45,686	2,383	6%	77	4,140	359	3,781	\$35.67
Animation Production, Certificate of Achievement									
Computer Animation, A.A.									
Computer Animation, Certificate of Achievement									
Filmmaking, A.A.	39,991	49,512	9,521	24%	56	4,859	1,194	3,665	\$44.34
Journalism for Transfer, A.A- T	67,526	77,988	10,462	15%	105	7,633	627	7,006	\$38.21
News Reporting and Anchoring, Certificate of Specialization									
New Media Journalism, A.A.	140,005	153,618	13,613	10%	271	13,609	89	13,520	\$38.46
Sound Arts, A.A.									
Video Game Animation, Certificate of Achievement	83,322	93,064	9,742	12%	167	8,034	104	7,930	\$46.86

\*Note: data refers to LA County except for Annual Job Openings, SCCCD

SOURCE: EMSI

### LABOR MARKET POTENTIAL

The number of jobs in Los Angeles County in Media Entertainment Arts-related fields is expected to grow by 6 to as much as 24 percent through 2030, with as many as 38,276 annual projected job openings in Animation, Filmmaking, Journalism, New Media, and Sound Arts combined (both new positions and openings among existing ones). Of these annual openings, 675 will be in the college service area.

An average of 2,374 Media Arts degrees and certificates (at all education levels) were awarded between 2015 and 2020 in Los Angeles County. There is a projected annual surplus of approximately 35,902 related job openings in these Media Arts fields.

## ENROLLMENT TRENDS AND STUDENT OUTCOMES ANALYSIS

### ENROLLMENT

From 2016/17 to 2020/21, overall enrollment for Media Entertainment Arts declined 9 percent, compared to a 13 percent decline for the Visual and Performing Arts Division and a six percent decline for the college. Over this time period, enrollments in Media Entertainment Arts declined among students from nearly all racial/ethnic groups, with enrollments among white students (-25%) experiencing the greatest declines. There was an 18 percent growth in Media Entertainment Arts enrollments among students who identify as Asian or Filipino. Media Entertainment Arts FTES has declined 29.3 between 2016/17 and 2020/21, to 245 in the 2020/21 academic year.

### CAPACITY AND FILL RATES

Capacity in Media Entertainment Arts lecture courses grew 10 percent between 2016-17 and 2020-21. The average fill rate in Media Entertainment Arts lecture courses from 2016/17 to 2020/21 was 86 percent; average fill rates for Online lecture classes were 80 percent, and average fill rates for in-person lecture, 88 percent.

### RETENTION AND SUCCESS

Between 2016/17 and 2020/21, the overall average retention rate for students in Media Entertainment Arts Online/OnlineLIVE courses (88%) was similar to the college (87%), while success rates were noticeably less (68 percent for the department versus 75 percent for the college). Among student groups with statistically significant enrollments, African American or Black and white students achieved the highest average retention rates in Media Entertainment Arts Online/OnlineLIVE (91%); lowest average retention rates were among returning students (84%), first-time students (83%), and multi-racial students (84%). The highest average success rate achieved for Online/OnlineLIVE was 76 percent for white students and the lowest was 51 percent among African American or Black students.

For in-person classes from 2016/17 to 2020/21, average retention rates for Media Entertainment Arts were slightly greater than the overall college (93% versus 89%), as were success rates (82% versus 78%). Returning students (87%) and African American or Black students (89%) had the lowest retention rates in in-person classes, while Asian or Filipino students (95%) had among the highest average retention rates. Asian or Filipino and female students had the highest average success rates, at 86 percent, while the lowest, 51 percent was among African American or Black students.

### AWARD OUTCOMES

Between 2016/17 and 2020/21, award outcomes in Media Entertainment Arts declined by 22 percent. Among racial/ethnic groups, Latinx or Hispanic students earned an average of 39 awards per year.

## FUTURE DIRECTIONS

### CURRICULUM AND PROGRAMMING

Since the pandemic, department enrollment has held steady, and in general is experiencing modest gains; although statistics project a slight decline in enrollment, success rates for people of color are an area of focus. In addition to the existing AA degrees and certificates, MEA programs are focusing on developing short-term/low-unit Certificates of Specialization and Certifications with the media industry, derived from existing core curriculum, and additional secondary level coursework. Examples of areas MEA is examining are tied directly to jobs and occupations showing notable demand/increase, including film/tv production, with specializations in Video Game Art/Animation, TV/Film scriptwriting, film/video editing/media management, Cinematography, Mobile Journalism, Social Media Journalism, and Audio Postproduction for film/tv. MEA will focus on concentrating its existing course inventory by building on existing fundamental coursework, with specialized, short-term credit and non-credit coursework to support these identified areas of specialization. MEA will focus on broadening offerings to increase the variety and format of its courses, to increase evenings, short-term, noncredit, and Online/OnlineLIVE programming.

### IMPROVING STUDENT SUCCESS OUTCOMES

White students generally have experienced a slight decline in enrollment and retention/success, while African American or Black students have seen the greatest declines in these areas. People of two races, Asian or Pacific Islander, and Latinx have seen the greatest gains. There are two primary objectives for department faculty that are designed to improve success outcomes for students: availability of faculty and staff/tutors outside of class meeting times will increase by way of establishing an open entry exit Lab course (090L), led by department faculty, & department faculty are utilizing funding and support from Career Education initiatives (Strong Workforce, Perkins) to facilitate in-house internships for students, by participating in Project-based Learning opportunities that leverage other service areas of the college who wish to produce media content.

### COLLABORATION AND INTERDISCIPLINARY STUDY

To date, MEA has had success collaborating with Public Information, ASG, and Sociology (PLACE Project for the Humanities), supplying internships and focused practicum produced under the support of department faculty and in cooperation with the college's Cooperative Work Experience Programs. In addition, MEA is planning on extending these opportunities for students by collaborating with local media leaders in the service area (KHTS, SCVTV, The SCV Signal), to lead students to internships serving those organizations. A vital component of career education is the applied practicum of media production, especially in serving professional clients in professional settings. MEA is equipped to facilitate these activities, by expanding lab access, and by department faculty leading projects that serve client needs across campus.

### TECHNOLOGY AND FACILITIES

The department needs computer workstations for checkout (laptops for student use), an increase in the hours and availability of Lab Practicum and tutoring/staffing support, expansion of practicum through expanded support of in-department internships, and certification and training pathways leading to industry. In addition to lab facilities, MEA needs to acquire laptops and software for student use/checkout, and increased access to existing computer labs in MEA. Access to the computer labs is extremely limited for students outside of their normal class meetings.

Students who have greater access to technology and expertise produce higher-quality portfolios, demonstrate higher success rates including transfer and job placement. Providing access to technology via a supervised (lab-tech and/or faculty) practicum would be beneficial. All disciplines agree that MEA students would benefit from additional access to technology and expertise, especially in a multi-disciplinary lab space where a cross-pollination of ideas and processes can be shared.

#### MEETING THE NEEDS OF INDUSTRY EMPLOYERS AND INSTITUTIONAL PARTNERS

MEA department students comprise the largest group of student interns who register for and complete the Cooperative Work Experience internship programs. This vital resource is important for forging new connections with industry through internship development with major studios and facilities and providing students with a transitional step in their pursuit of their chosen career field.

Additionally, the MEA department has a large Program Advisory Committee for Career Education that meets several times per year to discuss and approve changes to program, curricula, and facility/technology design. MEA continues to connect with local and regional media partners for cooperative work experience, and civic engagement opportunities that enrich student learning and workforce preparation. The plan to extend these links to industry continues, especially in working with local unions in film/TV, audio, and directing/producing, to bridge training through cooperative educational partnerships (short-term, non-credit workshops, master classes, and internships offerings).

With adequate resources and curricula, MEA is poised to develop new partnerships and collaborations with industry through industry certification training, and through trans-discipline collaboration. Local media outlets for news/broadcast and local film production facilities in the SCV pose a special opportunity for collaboration and partnership. MEA is well positioned to develop programs that lead to entry-level careers in these facilities. MEA has already had success with offering dual enrollment with the Hart HS district, and instruction to incarcerated students; these offerings can also be expanded given the proper technical support.

# MUSIC

## DESCRIPTION

The Music Department strives to offer a comprehensive program to give music students the ability to develop an individualistic artistic voice through the exposure to the rigors of traditional and new trends in music theory, musicianship, applied performance, composition, and music technology. It is the mission of the Music Department to fully prepare students to enter the labor market with the skills necessary to competitively participate in the economy, while providing opportunities for students to explore cultural diversity.

The goal of the various Music programs is to provide the academic and skill-based tools to allow our majors to integrate themselves into the workforce as vital players as performers, composers, conductors, producers, and multi-media collaborators. To this end, there are two comprehensive Associate degree programs: AAT and AA. Additionally, there are Certificates of Specialization that are aligned with occupations in the music and entertainment industries, for Commercial Music Production, and industry-recognized Certifications for Avid Sibelius, Avid Pro Tools, and Apple Logic Pro software platforms.

In addition to transfer to four-year Music Baccalaureate programs, Music students are prepared to pursue professional careers in live performance, studio recording session musician for sound recordings, television, film and new media; orchestral and Broadway pit musician, club gigs, general business, church organist/pianist, concert or opera soloist, choir/orchestra/opera conductor; composer/arranger/copyist/orchestrator, jingle composer, music supervisor for television and film, songwriter/lyricist, and film/tv/new media composer.

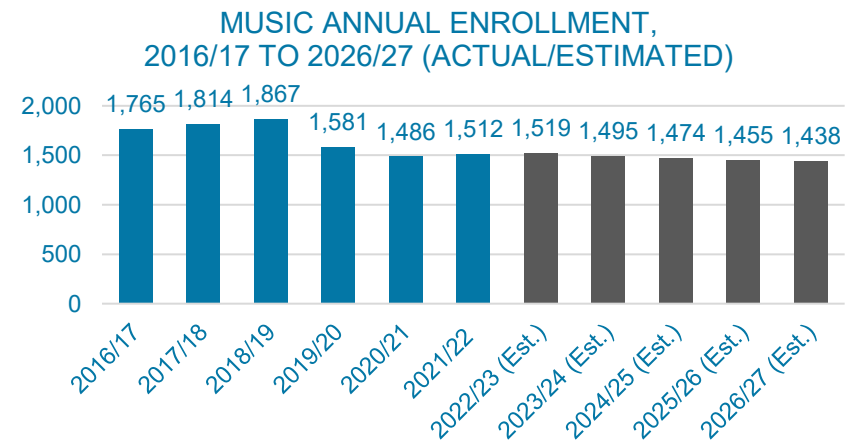
## GROWTH PROJECTIONS

The Music Department at College of the Canyons has declined 15 percent between 2016/17 and 2020/21. Through academic year 2026/27, department enrollments are forecast to decline at a rate of -1.4 percent per year (see figure at right).

These enrollment projection estimates reflect the impact of COVID-19 on recent enrollment levels during which some courses were not offered. Looking to the future, the department is constructing a new state-of-the art recording studio, adding new technologically based music courses, merging with Sound Arts, and taking other steps to increase enrollments.

The estimated projections listed above do not consider the fact that enrollment in many music classes decreased due to COVID-19. Various ensemble-based courses simply weren't offered. Also, it doesn't contemplate the most recent addition of numerous technologically based music courses, nor does it consider the construction of a brand-new recording studio and the merging of Sound Arts program, about to become part of the Music Department, all of which is intended to attract students based on the demands of emerging and expanding job markets.

FIGURE 198: MUSIC ANNUAL ENROLLMENT, 2016/17 TO 2026/27 (ACTUAL/ESTIMATED)



## DISCIPLINE AND OCCUPATIONS TRENDS

FIGURE 199: DISCIPLINE-RELATED PROGRAMS – MUSIC

Discipline-Related Programs	2020 Jobs	2030 Jobs	Job Growth, 2020 to 2030 (Total)	Job Growth, 2020 to 2030 (%)	Average Annual Job Openings, 2020 to 2030, SCCC* and LA County		Average Annual Program Completions, LA County 2015 to 2020	Gap or Surplus (openings-completions)	Median Hourly Earnings
Music for Transfer, A.A- T	95,520	99,318	3,798	4%	185	8,100	487	7,613	\$41.94
Music: Composition, A.A.									
Music: Guitar Performance, A.A.	12,816	13,456	640	5%	25	1,579	573	1,005	\$25.34
Music: Jazz Performance, A.A.									
Music: Voice Performance, A.A.									

\*Note: data refers to LA County except for Annual Job Openings, SCCC

SOURCE: EMSI

### LABOR MARKET POTENTIAL

The number of jobs in Los Angeles County in Music-related fields is expected to grow by as much as 4 percent through 2030, with more than 9,600 annual projected job openings in Music and Music performance-related fields (both new positions and openings among existing ones). Of these annual openings, approximately 210 will be in the college service area.

An average of 487 Music degrees and certificates and 573 Music Performance degrees and certificates (at all education levels) were awarded between 2015 and 2020 in Los Angeles County. There is a projected annual surplus of approximately 7,600 Music-related openings and 1,000 performance-related openings.



## ENROLLMENT TRENDS AND STUDENT OUTCOMES ANALYSIS

### ENROLLMENT

From 2016/17 to 2020/21, overall enrollment for Music declined 16 percent, compared to a 13 percent decline for the Visual and Performing Arts Division and a SIX percent decline for the college. Over this time period, enrollments among white and Latinx or Hispanic students experienced the greatest declines. Music FTES declined 35.8 between 2016/17 and 2020/21, to 155.7 in the 2020/21 academic year.

### CAPACITY AND FILL RATES

Capacity in Music lecture courses declined 15 percent between 2016/17 and 2020/21 and grew by seven percent among lab courses. The average fill rate in Music lecture courses from 2016/17 to 2020/21 was 68 percent; average fill rates for Online lecture classes were 80 percent, and average fill rates for in-person lecture, 59 percent. Music lab courses had a 52 percent average fill rate.

### RETENTION AND SUCCESS

Between 2016/17 and 2020/21, the overall average retention rate for students in Music Online/OnlineLIVE courses was slightly better at 91 percent than the college (87%) whereas success rates were slightly better (77 percent for the department versus 75 percent for the college). Among student groups with statistically significant enrollments, Asian or Filipino, white, and first-time students achieved the highest average retention rates in Music Online/OnlineLIVE between 2016/17 and 2020/21 (93%); lowest average retention rates were among African American or Black students (83%). The highest average success rates achieved for Online/OnlineLIVE were 83 percent for Asian or Filipino students and 82 percent for white students. The lowest average success rate was 55 percent, among African American or Black students.

For in-person classes from 2016/17 to 2020/21, average retention rates for Music were better than the overall college (93% versus 89%) and success rates noticeably greater as well (86% versus 78%). Asian or Filipino students, and first-time and returning students had among the highest average retention rates in in-person Music classes (93 percent), while African American or Black students (85%) and multi-racial students (82%) had the lowest retention rates in in-person classes. White students (90%) and Asian or Filipino students (88%) had the highest average success rates, while African American or Black and Latinx or Hispanic students had among the lowest average success rates.

### AWARD OUTCOMES

Between 2016/17 and 2020/21, award outcomes in Music declined by 30 percent. Latinx or Hispanic students and female students each earned the highest average number of awards of four per year.

## FUTURE DIRECTIONS

### CURRICULUM AND PROGRAMMING

Our curriculum needs to continue to be responsive to a rapidly changing music and entertainment industry, one that is becoming more reliant on technology. With the progressive emergence of equipment to facilitate the production of music today, musicians can aspire to take control of most aspects of their careers. Our students need to be capable of composing, arranging, performing, and programming, as well as able to promote their own work. Independent artists who nourish their own artistic

vision and are prepared can find opportunities not only in traditional musical venues but also as video game music composers and producers sound effect artists for TV, Film, and other media. Also, the market is growing steadily for DJ's and Video Jockeys.

Our Music Business courses will continue to be updated on an ongoing basis as will our facilities (practice rooms, and lecture and lab classes) to adapt to changes in the industry.

#### IMPROVING STUDENT SUCCESS OUTCOMES

With the goal of improving student success rates among students of color, a course on the history and socio-political significance of Hip-Hop has been recently approved by the college's academic senate. We are confident that with this course, along with our History of Rock & Roll and our Development of Jazz courses, College of the Canyons students will find themselves respectfully and proudly reflected in the content.

We have begun offering a course on non-Western drumming and a Drum Circle open to any student, regardless of their musical background. Through contacts within our immediate community and the San Fernando Valley, we have begun to research the possibility of adding a Mariachi band class as part of our instrumental ensembles.

#### COLLABORATION AND INTERDISCIPLINARY STUDY

The Music Department has consistently participated in events that involve the collaboration of other departments and disciplines, such as Biology, Art, Dance, Animation, English, and Modern Languages.

Of particular interest has been the interdisciplinary curriculum to be develop in conjunction with MEA (Media Entertainment Arts), beginning with cross-referenced courses involving sound recording, electronic music production and radio production that are beginning to attract interest from both Music and MEA students.

#### TECHNOLOGY AND FACILITIES

Online/OnlineLIVE, Hyflex and correspondence education provides students the opportunity and the convenience to study from home and/or other environments outside of the College of the Canyons campus. Outfitting classrooms such as Pico Hall-111, 202, and 219 will benefit G.E. students, music theory and musicianship students alike.

Long overdue within the Facilities Master Plan has been the modernization of the practice and rehearsal rooms housed within Pico Hall. Every single room needs to be treated to maximize sound isolation.

Within the next 5 years, the department wishes to have the means to be able to communicate wirelessly with other facilities and to participate in the video and audio recording of all types of events (football games, lectures throughout campus, etc.).

#### MEETING THE NEEDS OF INDUSTRY EMPLOYERS AND INSTITUTIONAL PARTNERS

In an effort to expand, the Music Department recently signed an articulation agreement with the California Institute of the Arts to give students more fluid access to this prestigious institution. Interestingly, the Music department will be offering courses that will attract some of their students to attend College of the Canyons to attain industry-approved certifications through AVID.

The Music Department holds regular meetings with advisory committees composed of experts in the various musically related fields to benefit from their feedback and to create the necessary synergy to promote internships and other type of collaborations for Music Majors.

# PHOTOGRAPHY

## DESCRIPTION

The Photography Department provides students access to essential technical knowledge, skills, techniques, and industry standard tools and equipment to enable self-expression, support creativity, empower students to share their voices through the photographic image, and prepare students for transfer or employment in photography and related fields such as media entertainment arts, art, and graphic design.

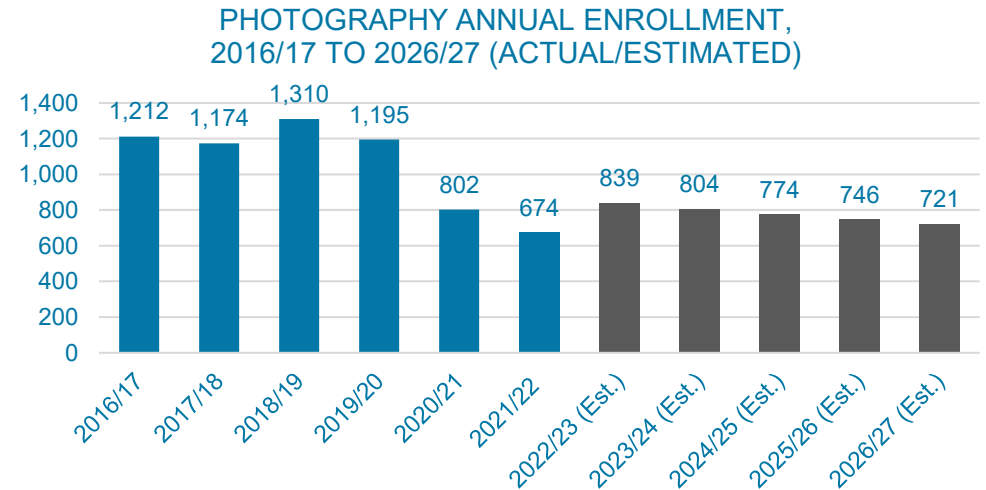
Photography offers an Associate degree in Photography, and a Certificate of Achievement in Commercial Photography. The Photography Associate degree program provides students with a foundation of knowledge and technical abilities in photography. All lower-division courses are sequenced to optimize transferability to an art or photography program at a four-year university. The associate degree in photography provides students with basic photographic competencies.

The Commercial Photography certificate program is designed to prepare students for an entry-level position in a career related to commercial photography such as commercial photographer, digital imaging technician, event photographer, commercial assistant photographer, photography laboratory technician, photography restoration specialist, wedding photographer, portrait photographer, or advertising photographer.

## GROWTH PROJECTIONS

The Photography Department at College of the Canyons has declined 34 percent between 2016/17 and 2020/21. Through academic year 2026/27, department enrollments are forecast to decline at a rate of -3.7 percent per year (see figure at right).

FIGURE 200: PHOTOGRAPHY DEPARTMENT ANNUAL ENROLLMENT, 2016/17 TO 2026/27 (ACTUAL/ESTIMATED)



## DISCIPLINE AND OCCUPATIONS TRENDS

FIGURE 201: DISCIPLINE-RELATED PROGRAMS – PHOTOGRAPHY DEPARTMENT

Discipline-Related Programs	2020 Jobs	2030 Jobs	Job Growth, 2020 to 2030 (Total)	Job Growth, 2020 to 2030 (%)	Average Annual Job Openings, 2020 to 2030, SCCCD* and LA County		Average Annual Program Completions, LA County 2015 to 2020	Gap or Surplus (openings-completions)	Median Hourly Earnings
Commercial Photography, Certificate of Achievement	15,998	17,353	1,356	8%	34	1,753	11	1,742	\$31.58
Photography, A.A. Degree	8,896	9,438	543	6%	19	922	160	762	\$24.38

\*Note: data refers to LA County except for Annual Job Openings, SCCCD

SOURCE: EMSI

### LABOR MARKET POTENTIAL

The number of jobs in Los Angeles County in Photography-related fields is expected to grow by as much as 8 percent, with as many as 2,675 annual job openings (both new positions and openings among existing ones). Of these annual openings, as many as 53 will be in the college service area.

An average of 171 Photography degrees and certificates (at all education levels) were awarded between 2015 and 2020 in Los Angeles County. There is a projected annual surplus of approximately 2,504 related openings, however there is probably some overlap in the jobs data above.

## ENROLLMENT TRENDS AND STUDENT OUTCOMES ANALYSIS

### ENROLLMENT

From 2016/17 to 2020/21, overall enrollment for Photography declined 34 percent, compared to a 13 percent decline for the Visual and Performing Arts Division and a six percent decline for the college. Over this time period, enrollments in Photography declined among students from nearly all racial/ethnic groups, with Latinx or Hispanic (-39%), and white (-33%) student enrollments experiencing the most decline. Photography FTES has declined 43.3 between 2016/17 and 2020/21, to 88.3 in the 2020/21 academic year.

### CAPACITY AND FILL RATES

Capacity in Photography lecture courses declined 12 percent between 2016/17 and 2020/21 and among lab courses declined 15 percent. The average fill rate in Photography lecture courses from 2016/17 to 2020/21 was 68 percent; the average fill rate for Online lecture classes was 66 percent, and average fill rate for in-person lecture, 70 percent. Photography lab courses have had a 55 percent average fill rate.

### RETENTION AND SUCCESS

Between 2016/17 and 2020/21, the overall average retention rate for students in Photography Online/OnlineLIVE courses was similar at 86 percent than the college (87%) whereas success rates were noticeably different (67 percent for the department versus 75 percent for the college). Among student groups with statistically significant enrollments, white students (89%), Asian or Filipino students (87%), male students (87%), and first-time students (87%) achieved the highest average retention rates in Photography Online/OnlineLIVE between 2016/17 and 2020/21; lowest average retention rates were among African American or Black students (82%) and Latinx or Hispanic students (84%). Asian or Filipino students had among the highest average success rates for Online/OnlineLIVE (78%), while the lowest was 38 percent among African American or Black students and 59 percent among first-time students.

For in-person classes from 2016/17 to 2020/21, average retention rates for Photography were almost the same as the overall college (88% versus 89%) and success rates noticeably lower (71% versus 78%). African American or Black students (78%) and multi-racial students (76%) had the lowest retention rates in in-person classes, while white students (90%), and female students, Asian or Filipino students, and continuing students (all at 89%) had the highest average retention rates for in-person classes. Asian or Filipino (75%), female students (75%), and white students (77%) had the highest average in-person success rates.

### AWARD OUTCOMES

Between 2016/17 and 2020/21, award outcomes in Photography declined by 38 percent. Among racial/ethnic groups, Latinx or Hispanic students and white students earned the highest average number of awards, of an average of five per year.

## FUTURE DIRECTIONS

### CURRICULUM AND PROGRAMMING

The Bureau of Labor Statistics projects a 17 percent growth in demand for photographers in the Los Angeles metro area. The Photography Department has responded by streamlining its degrees and certificates, increasing budgets for the purchasing of new technologies, expanding expertise in new technologies, recruiting and hiring a new full-time faculty with a specialty in commercial photography, expanding career education and training by developing courses in the area of non-credit, and expanded all Photography courses, to include DLAs, while working closely with its faculty to insure they are certified in distance education pedagogy.

To address industry demands, the Photography Department has shifted its focus from a primarily fine art program to a commercial photography program. As part of this transition, Photography has created several specialized courses in studio etiquette, studio lighting, digital imaging, and digital capture (both still and motion). As the department grows, opportunities for new course work would include portfolio development and advanced courses in digital imaging and medium format digital capture.

Photo continues to schedule all its courses on a yearly cycle. However, education under pandemic conditions proves to be challenging. Enrolment across the board is down, in some cases up to 20 percent. Low enrollments have forced the cancellation of several courses, which has taken Photo off its regular “every course, every year” path. Regardless, Photo continues to stay on an “every course, every two years” path, ensuring a two-year path to completion.

It has been shown that students who need to work 20 or more hours a week benefit from the availability of remote instruction. Photography has completed DLAs for 100% of its courses and continues to stagger course offerings to allow all students to attend classes when it works best for them.

### IMPROVING STUDENT SUCCESS OUTCOMES

CSLO and PSLO assessment results guide the department in developing course curriculum, including enhanced non-credit courses, designed to support student success through expanding course options and/or repeatability, and also guide revisions to the Commercial Photography certificate and its corresponding certificate pathway. The first set of non-credit, career-focused courses were offered in Fall 2021. Based on the success of these courses, the set was expanded in Spring 2022. To support cultural literacy for all Photography students and faculty, as well as increase retention of sub-populations, Photo continues to foster a culture of pedagogy, which includes a broader more diverse range of artists and art stories.

Photo continues to address the ongoing process of creating more student equity. Photo has revised its campus-facing GE transferable history course to include a broader, more inclusive range of photographers and photography stories. Moving forward, Photo will be developing a Diversity, Equity & Inclusion Manifesto. The manifesto will focus on action, such as the responsibilities of photo faculty to create more inclusive spaces, foster more agency, encourage students to center their own identities within their work, and decenter Eurocentric photo history.

As a resource for faculty and staff, Photo also has plans to develop a “Diversity, Equity, Inclusion Resources” Canvas Module. The module will include resources, such as how to acknowledge privilege; a Diversity, Equity, and Inclusion glossary; DEI resources in Design & Design Education; Anti-Racist, Anti-Homophobia and Transphobia resources; Anti-Gender Discrimination/Violence resources; conversation starters; and it will include the Photo Diversity, Equity and Inclusion Manifesto.

## COLLABORATION AND INTERDISCIPLINARY STUDY

Students who have greater access to technology and expertise produce higher-quality portfolios, and demonstrate higher success rates, including transfers and job placement. Providing access to technology via a supervised (lab-tech and/or faculty) practicum would go a long way to closing this gap. This is an idea that has been discussed with MEA and GMD, and all disciplines agree that our students would benefit from additional access to technology and expertise, especially in a multi-disciplinary lab space where a cross-pollination of ideas and processes can be shared.

## TECHNOLOGY AND FACILITIES

Photography's number one need is a professionally designed and equipped photography studio. The design would anticipate course enrollments; for example, a course cap of 25 would demand a larger studio than a course cap of 12. At a minimum, the studio would also include two or more cyclorama walls, 12+ feet of ceiling height to accommodate overhead lighting modifiers, and multiple shooting bays. Along with the physical space, the studio needs to be equipped with industry standard lighting systems, grip equipment, light modifiers, and related technology.

As mirrorless camera systems become the digital photography norm, Photography will need to replace existing DSLR inventory with mirrorless systems. Other technological demands would include a medium format camera system.

The color photography stations and developing area would be of greater utility if repurposed to support B/W photography courses.

## MEETING THE NEEDS OF INDUSTRY EMPLOYERS AND INSTITUTIONAL PARTNERS

With the goal of having industry recognize College of the Canyons Photography as a premiere commercial program, Photography is working with the Los Angeles chapters of APA (American Photographic Artists) and ASMP (American Society of Media Photographers) to create internship opportunities, portfolio reviews, and other industry interactions.

Modelled after CSUN's Intersect and Intersect | GMD, Photography is piloting its own version, Intersect | Photo. Intersect is a program that combines teaching, professional practice, experimentation, teamwork, and learning—a place where students are able to bridge their educational achievements with their career goals. Intersect alumni have expressed that they feel better prepared for the workforce and have demonstrated that they understand how to put what was learned in the classroom into practice in the workplace.

Although opportunities under pandemic conditions have thinned, Photo is steadfast on keeping its unique partnership with the Getty Museum Educational Department; a relationship that has been fostered and nurtured over ten years. In the past, the partnership has provided students with unprecedented access to the Getty artist master class, lectures, private tours, and special student exhibitions. As the pandemic lifts, these and other opportunities are expected to emerge.

Photo has also maintained its partnership with the Hart High School District in developing and refining CE Pathways, enabling high school students to earn college credit in introductory photography courses.

# THEATRE

## DESCRIPTION

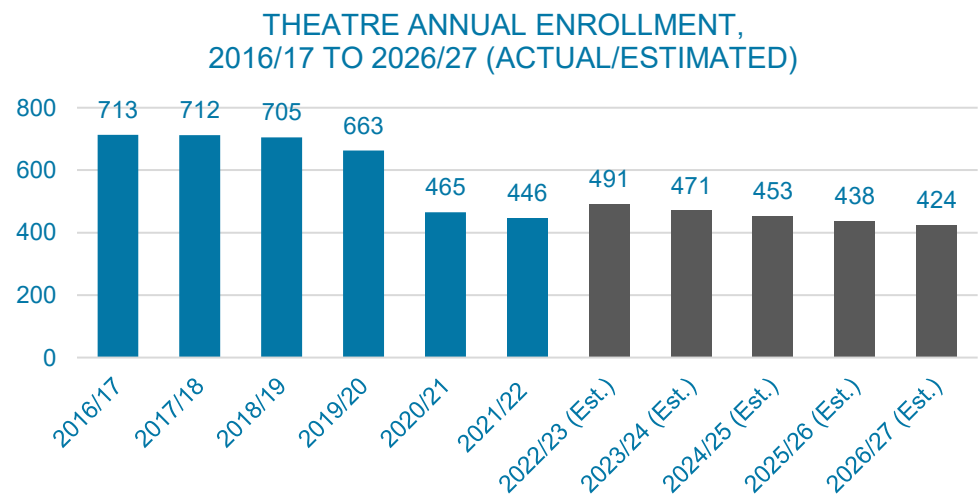
The College of the Canyons Theatre Department offers courses in both theory and practice intended to prepare students for transfer education, workforce-skills development, and the attainment of learning outcomes corresponding to their educational goals in many areas of the entertainment industry and beyond. Our mission is to provide a nurturing and challenging educational environment through a diversity of theatre courses, instructional techniques, and productions. The stage serves as both a laboratory and a showcase, through which we present diverse productions which provide students with opportunities to participate in a range of theatrical styles from various cultures and time periods and strive to enhance the cultural life of the Santa Clarita community. Central to our focus as a department is superior teaching and personalized mentoring; our classroom encompasses the studio, the stage, and the technical laboratory.

Students enrolled in the Theatre Department can earn one of three Associate Degrees: Theatre for Transfer; Theatre with a Performance Emphasis, and Technical Theatre. There is a certificate in Technical Theatre available, and a growing number of noncredit workforce development classes for both performance studies and technical training. The discipline of theatre prepares students for a wide range of employment in the entertainment, creative, and special event fields. Pathways for performance students include stage performer; media performer; social media content creator; TV host; or entertainment director; live performance or special event director; casting director, associate producer or producer. Pathways for a technical student include stage or venue crew; special event or concert productions; scenic, costumes or lighting technicians or designers; scenic carpenters; assistant technical directors; production managers; venue managers; and entertainment coordinators.

## GROWTH PROJECTIONS

The Theatre Department at College of the Canyons has declined 35 percent between 2016/17 and 2020/21. Through academic year 2026/27, department enrollments are forecast to decline at a rate of -3.6 percent per year (see figure at right).

FIGURE 202: THEATRE ANNUAL ENROLLMENT, 2016/17 TO 2026/27 (ACTUAL/ESTIMATED)





## DISCIPLINE AND OCCUPATIONS TRENDS

FIGURE 203: DISCIPLINE-RELATED PROGRAMS – THEATRE

Discipline-Related Programs	2020 Jobs	2030 Jobs	Job Growth, 2020 to 2030 (Total)	Job Growth, 2020 to 2030 (%)	Average Annual Job Openings, 2020 to 2030, SCCC* and LA County		Average Annual Program Completions, LA County 2015 to 2020	Gap or Surplus (openings-completions)	Median Hourly Earnings
Technical Theatre, A.A. Degree	35,039	41,516	6,477	18%	48	4,069	94	3,975	\$43.25
Technical Theatre, Certificate of Achievement									
Theatre, A.A. Degree	65,403	72,194	6,791	10%	139	5,962	12	5,951	\$46.57
Theatre – Performance, A.A. Degree									
Theatre Arts, A.A- T Degree	81,249	92,776	11,527	14%	130	9,728	730	8,998	\$33.47

\*Note: data refers to LA County except for Annual Job Openings, SCCC

SOURCE: EMSI

### LABOR MARKET POTENTIAL

The number of jobs in Los Angeles County in Theatre-related fields is expected to grow by as much as 18 percent, with as many as 19,759 annual job openings (both new positions and openings among existing ones). Of these annual openings, as many as 316 will be in the college service area.

An average of 835 Theatre degrees and certificates (at all education levels) were awarded between 2015 and 2020 in Los Angeles County. There is a projected annual surplus of approximately 18,924 related openings, however there is probably some overlap in the jobs data above.

## ENROLLMENT TRENDS AND STUDENT OUTCOMES ANALYSIS

### ENROLLMENT

From 2016/17 to 2020/21, overall enrollment for Theatre declined 35 percent, compared to a 13 percent decline for the Visual and Performing Arts Division and a six percent decline for the college. Over this time period, enrollments in Theatre declined the most among Latinx or Hispanic students (-32%) and white students (-36%). Theatre FTES has declined 37.9 between 2016/17 and 2020/21, to 55.3 in the 2020/21 academic year.

### CAPACITY AND FILL RATES

Capacity in Theatre lecture courses declined 25 percent between 2016/17 and 2020/21. The average fill rate in Theatre lecture courses from 2016/17 to 2020/21 was 56 percent; average fill rates for Online lecture classes were 60 percent, and average fill rates for in-person lecture, 55 percent.

## RETENTION AND SUCCESS

Between 2016/17 and 2020/21, overall average retention rates (78%) and success rates (68%) for students in Theatre Online/OnlineLIVE courses were less than the college average (87% average retention and 75% success). Among student groups with statistically significant enrollments, multi-racial students (97%) achieved the highest average retention rates in Theatre Online/OnlineLIVE; lowest average retention rates were among African American or Black students (66%) and returning students (68%). Multi-racial students also had the highest average success rate for Online/OnlineLIVE classes (94%), while the lowest was 48 percent among African American or Black students.

For in-person classes from 2016/17 to 2020/21, average retention rates for Theatre were similar to the overall college (90% versus 89%) and success rates noticeably better (84% versus 78%). African American or Black students (82%) and returning students (86%) had the lowest retention rates in in-person classes, while Asian or Filipino students had among the highest average in-person retention rates (94%). Asian or Filipino students (91%) also had the highest average success rates, while African American or Black students (70%) and returning students (77%) had the lowest average rates of success in-person.

## AWARD OUTCOMES

Between 2016/17 and 2020/21, award outcomes in Theatre grew by 213 percent. Among racial/ethnic groups, white students earned the highest average number of awards, of an average of ten per year, and Latinx or Hispanic students earned an average of five awards per year.

## FUTURE DIRECTIONS

### CURRICULUM AND PROGRAMMING

The field of arts education in primary grades and school sites is a growing field. Currently there are very few institutions that are offering artists the necessary training to participate with school districts and sites to make arts programming more readily accessible. Institutions such as Young Audiences and the Music Center have stopped their training programs for artists because of the expense. Non-credit courses and certificates could provide training for artists in curriculum development, lesson planning, micro-teaching, coordination with CA VAPA Standards, and skills in classroom management. This training can be valuable for a wide range of experts to offer their experiences to school sites and augment the curricular activities for K-6 students. This type of training can be developed between Theatre and Early Childhood Education Department for non-credit certificates. Since there are such few institutions offering training in this field, it may be possible to offer a Bachelors in the field through College of the Canyons, as a collaboration between Early Childhood Educational and the Theatre Department.

### IMPROVING STUDENT SUCCESS OUTCOMES

Space and access to facilities are two great equity issues for students. Many students do not have access to safe places to rehearse acting scenes and monologues. Practice rooms to rehearsal monologues and scenes, like music practice rooms, would benefit students.

### COLLABORATION AND INTERDISCIPLINARY STUDY

There are several potential collaborative opportunities between the Theatre Department and other departments. For example, there is potential for a pathway for content creators in live performance, and media, including writing, producing, and disseminating creative content. Courses developed with Media Entertainment Arts that repurposed some of the playwriting, improvisation and solo performance classes combined with the technical editing and video skills will help students develop submission material and create their own brand.

## TECHNOLOGY AND FACILITIES

The Theatre Department continues to develop and offer our lecture classes in virtual modalities. Much of the specific training in the performing arts is hands-on, experiential training. Many of the theatre courses require both in-person instruction, practice, and performance, and require space for the function of the class.

Theatre teaching resources are greatly impacted by the growing demand for the performing arts center. The Theatre department does not have a dedicated performance space or support facilities, nor a dedicated classroom for lecture classes. This greatly limits student access and student experience and is a major barrier to growing the department to pre-pandemic levels or above. And while we have access to a small space in the student center, it is not big enough for classes that require movement or voice, it is not adequate as a primary performance space, and the space may be lost in the renovation of the student center. Many of our students come to our department from high schools that have better dedicated facilities, and greater access to those facilities than what is currently available through our department. Anecdotal evidence suggests that we may be losing students to surrounding colleges that provide students with appropriate facilities and access.

The Theatre Department needs dedicated educational rehearsal and performances spaces for students with access to those spaces. Needed facilities include: moderately sized theatre (325-375 seats) that will not be impacted by the PAC schedule and can serve as a performance space for the three performing arts departments (Theatre, Music, and Dance); a working and teaching costume shop for lab hours for creating the costumes for dance and theatre productions; rehearsal halls for scene work; a studio acting space and performance space (50-70 seats), and access to dressing rooms during performances and as a classroom for makeup classes; props and costume storage that students can have access to; a dedicated lecture room for dance and theatre; a dedicated private movement and voice space with flooring and mirrors.

Theatre and Dance share a great many of the same physical needs for space: for instruction, rehearsal, and performance space; student access to movement and rehearsal spaces; a dedicated shared lecture room; costume storage and a costume shop for increased access and greater costume crafts building; and a dance and theatre library where students can access the hundreds of plays and acting for classes. With dedicated educational space for instruction, rehearsal, and performances, more students could get hands-on experience working in and running a small venue. Additionally, music and choir concerts could benefit from a right-sized venue for their programming.

## MEETING THE NEEDS OF INDUSTRY EMPLOYERS AND INSTITUTIONAL PARTNERS

Meeting the fundamental needs for performance and technical employment at area theme parks; work with local theatre companies, and the City of Santa Clarita Arts and Events department; basic skills for employment at local film studios.

There are several opportunities for partnerships with local employers and educational institutes. The College of the Canyons Theatre Department can offer specially developed training to specific training and contract education for local employers, and continuing education for several employers locally and regionally.

- **Local High School Technical Training:** Currently all seven high schools have performing arts facilities, however they do not have strong technical programs to support the operations of these facilities. Many of the operational skills fall to high school students that are only source of training are outgoing high school students. There is an opportunity for College of the Canyons to offer short term non-credit technical training, dual enrollment college courses, and specialized certificate training for students and staff operating the high school site facilities. This model of student-run facilities is not unique to our community. A series of local training classes can serve as a model for other schools regionally. Additionally, many of these students continue with entertainment educational and employment pathways after high school.
- **Local Film Studios:** The Santa Clarita Valley is home to numerous film studios, and it is anticipated to double in the next ten years. There is an opportunity to offer non-credit certificate training programs for fundamental jobs in a movie studio: lighting, stage crew, basic stage carpentry. Courses and certificates can be drafted in collaboration with studio managers specifically to requirements for various levels of employment at a studio.
- **Six Flags Magic Mountain/Theme Park Entertainment:** Southern California has eight theme parks within a twenty-five-mile radius from the Burbank area, with one of the world's largest roller-coaster parks here in our community. These parks represent thousands of employment opportunities for workers and students of performance arts and technical theatre. The College of the Canyons Theatre Department could offer non-credit classes and specialized training specifically tailored for theme park entertainment environments. Many of these theme parks incorporate interactive live entertainment. Non-credit skills and experience in interactive entertainment could be a valuable credit for students entering the growing number of technical and management bachelors and master's programs specializing in interactive entertainment. Additionally, we can develop non-credit skills training for performers working in interactive environments.
- **CITY OF SANTA CLARITA/Contract Education:** Currently, there are three local theatres, and the City of Santa Clarita's Special Events department facilitates dozens of performances and special events annually. This includes operating lighting equipment, sound equipment, and participating in various levels of event management and participating in stage crews. There is no formal training for any of the local staff. Basic Safety, terminology, and area specific training beginning with a specific contract class to operate the ETC ION lighting board (of which five local venues use).

# ACADEMIC SERVICES

## ACADEMIC SENATE

## ACADEMIC SENATE

### DESCRIPTION

The Academic Senate is a faculty organization whose function is to make recommendations to the Board of Trustees for academic and professional matters, pursuant to CA Administrative Code of Regulations - Title 5, Section 53200, and local Board Policy 7215:

1. Development of curriculum, establishment of prerequisites and planning of course disciplines
2. Determination of degree and certificate requirements
3. Establishment and review of grading policies
4. Establishment of standards and policies regarding student preparation and success
5. Appointment of faculty members to District and College committees
6. Establishment of policies, programs for faculty PD
7. Development of processes for program review
8. Development of new educational programs
9. District governance processes
10. Delineation of faculty roles and involvement in accreditation
11. Financial policies of faculty PD activities
12. Determination of processes in institutional planning and budgeting
13. Other academic & professional

The Academic Senate oversight of the faculty's role in implementing the 10+1 helps the college fulfill its mission. In addition to the eleven specific areas defined by Title 5 described above, the Education Code assigns additional responsibilities to Academic Senates:

- Minimum qualifications and equivalencies processes
- Faculty hiring
- Faculty evaluation and tenure review
- Administrative Retreat Rights
- Faculty Service Areas

In all these areas the Academic Senate works and collaborates with the Administration toward the proper governance of academic standards for the overall purpose of student success and learning.

The Academic Senate represents all faculty members at College of the Canyons, which currently consists of 218 full-time faculty and 600 part-time. There are currently 24 voting Senators and 5 non-voting members of the Academic Senate. There are 5 Senate Officer positions, 4 of which are currently filled. Those officers constitute the Senate's Executive Cabinet. There are also approximately 15 major standing sub-committees of the Academic Senate. They are represented on the Senate's Executive Committee.

## GROWTH TRENDS

The Academic Senate has grown in its leadership structure, functions, campus involvement, and responsibilities. As local and statewide initiatives and frameworks grow in number, they require more Senate involvement to ensure programmatic implementation. The amount of time and human capital necessary to address matters, such as Guided Pathways, Inclusion-Diversity-Equity-Accessibility-Antiracism (IDEAA) efforts, and many other issues is indicative of the growth of Academic Senate work and responsibilities.

## ACCOMPLISHMENTS AND OUTCOMES

The Academic Senate contributed to the mission of the College by working with Administration throughout the COVID-19 pandemic to ensure existing and new instructional processes and standards were maintained. The pandemic required the training and certification of instructors in their 2020 transition to a remote instructional environment.

The Senate has also worked to assist in implementing the State Chancellor's Call to Action as a part of IDEAA. Specifically, the Senate's Curriculum Committee reviewed the first responder curriculum to ensure no intended or unintended barriers of inequity existed. The Curriculum Committee also developed a cultural competency check list to use in its regular review process of all course outlines of record.

## FUTURE PLANS

As the college grows so does the work and size of the Academic Senate, with implications for the facilities in which it operates. The Academic Senate has been assigned a physical space on campus for its meetings. Bonelli Hall 330 is the designated space for the Senate and Curriculum Committee meetings, among many other sub-committee meetings. This room is also known as the "Faculty Center".

The Academic Senate has outgrown the physical space of Bonelli Hall 330. Typically, there is not enough space at the conference table for all voting members of the Senate. And while there is supplemental seating along the sides of the walls of the room, those seats come at a premium. For most meetings of the Senate, other interested faculty and Administrators regularly attend. Thus, the seating is not sufficient. Furthermore, the configuration of Bonelli Hall 330 presents physical barriers to line of sight of and for all participants. As such, there is often a lack of meeting cohesion for some participants.

The Academic Senate would like a new, larger, and refurbished dedicated physical space for its meetings. This space should meet the needs of meeting organizers. It should also be outfitted with the proper Hyflex technology to ensure seamless hybrid meetings for those participants that choose to teleconference to the meeting. Also, as the Faculty Center, Bonelli Hall 330 currently serves as the repository for all framed awards, plaques, and other displayed recognition for its current and retired faculty. As COC has grown past its 50 years of existence, there is now a lack of space to house these awards and honors.

The Academic Senate has also been assigned a physical office. This office is the primary office for the assigned full-time Administrative Assistant that supports Senate operations. This space is also utilized by the Senate President and other officers as needed. This office and space are adequate for continued use. However, if the Senate is eventually assigned a new meeting/conference room at a different location, then it will be essential that the Academic Senate office also be relocated to remain in close proximity to the new conference room.

In addition to all its current functions and responsibilities the Academic Senate has identified a number of goals for the future including the following:

- Department Chair Training.
- Tenure Committee Membership Training.
- Senator Training and Leadership Awareness.
- Strengthen Academic Freedom awareness.



# STUDENT SERVICES

ACADEMIC ACCOMMODATION CENTER

ADMISSIONS AND RECORDS

ATHLETICS

BASIC NEEDS CENTER

CAMPUS LIFE AND STUDENT ENGAGEMENT

CAMPUS SAFETY

COUNSELING OFFICE (NON-INSTRUCTIONAL)

EMPOWERMENT PROGRAMS

FINANCIAL AID

INTERNATIONAL SERVICES AND PROGRAMS

OUTREACH, ENGAGEMENT AND ONBOARDING

PPL (NONCREDIT) ENROLLMENT SERVICES

STUDENT BUSINESS OFFICE

STUDENT HEALTH AND WELLNESS CENTER

VETERANS RESOURCE CENTER

VOLUNTEER BUREAU AND STUDENT EMPLOYMENT

# ACADEMIC ACCOMMODATION CENTER

## DESCRIPTION

The Academic Accommodation Center (AAC), formerly known as Disabled Students Programs and Services (DSPS), provides legally mandated reasonable accommodations to College of the Canyons' students with a wide range of documented disabilities - consistent with federal and state laws and regulations. Services are available to any student who finds her, his, or their disability to be a barrier to achieving their educational goals.

To carry out this mission, the AAC provides academic and disability accommodations' counseling to students designed to assess educational limitations and to establish accommodations on a case-by-case basis. The AAC disseminates academic accommodation letters to students, and provides adaptive, assistive technology, and alternative media training to students (based on individual needs). The AAC consults with faculty and administrators as needed to ensure academic accommodations are provided while the institution maintains academic integrity. The center provides continuous counseling to AAC students and updates their accommodations, as needed.

Each year counselors meet with their AAC students to review and amend as needed the academic accommodations that they are receiving to ensure each student is able to pursue their academic goals related to course participation and completion, persistence (from semester to semester), certificate and degree completion, and transfer to four-year institutions. Specific services may include one or more of the following:

- **Test proctoring in quiet rooms with extended time**
- **Alternate format services (e-text, large print, Braille, etc.)**
- **Assistive technology instruction**
- **Computer lab with assistive software (speech-to-text, text-to-speech, magnification, etc.)**
- **Priority registration**
- **Notetaking support (e.g., recorders, Livescribe Pens, volunteer note taker)**
- **Computer Aided Realtime Translation (CART)**
- **Sign Language Interpreters**
- **Livescribe Smart Pen**
- **Disability management counseling**
- **Liaison to campus programs and department**

## GROWTH TRENDS

Until recently, (before the advent of the pandemic) trends indicated that the program was growing in terms of the number of students served. In recent years (i.e., 2020/2021 and 2021/2022), a decline in student enrollment of approximately 29% has been observed.

Now that the pandemic appears to be ending, AAC is recruiting additional staff. Once these staff are in place, the expected future growth trend for AAC is 2% year-over-year. The AAC growth pattern is also expected to be consistent with the growth trends of the college.

## ACCOMPLISHMENTS AND OUTCOMES

As part of its recent recruitment efforts, College of the Canyons hired a director for the AAC, and will be hiring a new full-time counselor, a Learning Disability Specialist, and an American Sign Language Interpreter. In the spring, we also hope to hire Student Services Tech I, and Program Specialist II staff.

These positions will provide the AAC with needed staff to conduct outreach and in-reach to increase and adequately serve AAC students.

## FUTURE PLANS

The AAC will intentionally focus on recruiting students from K-12 school districts (including deaf and hard-of-hearing students). For a number of years, the number of hard-of-hearing students in the AAC program has been constrained because our services for those students were limited.

In addition, AAC will be increasing the non-credit and workforce development course offerings for students with disabilities, particularly those who could benefit from non-credit courses. This includes students with intellectual disabilities and autism, or students with disabilities who seek career preparation, but not a degree.

In approximately 9 to 12 months, AAC will need additional resources (trained staff and dedicated space) to provide services to students with intellectual and other developmental disabilities (including autism). Once we inform the community that we will be intentional about serving these students, they will come. Some are not here currently but only because we do not now have the means to provide the services and support that they need.

The short-term goals include but are not limited to identifying the number and characteristics of students with disabilities who may be interested in non-credit courses and vocational rehabilitation services. It will be useful to explore the range of non-credit course options that may relate to employment opportunities in the Santa Clarita Valley service area.

Long-term goals include but are not limited to working collaboratively with the School of Professional and Personal Learning (PPL) and non-credit faculty to build curriculum in order to offer non-credit classes for students with disabilities. Other long-term goals include but are not limited to seeking and securing external funding to support staff activity related to building services and programs for students with disabilities that are not currently being served by the college.

## ADMISSIONS AND RECORDS

### DESCRIPTION

The mission of the Admissions & Records (A&R) department is to enhance and support educational goals and attainment of learning outcomes for all students through superior delivery of services from application to graduation. The A&R staff is dedicated to providing exceptional service to a diverse population by creating a supportive and encouraging atmosphere to promote student success.

From application to graduation, A&R serves the entire student body population. This includes prospective, new, returning and continuing, credit and noncredit students, residents and non-residents, veterans, athletes, transfer students, re-entry students, alumni, community members, public safety officers, high school students, staff, faculty, deans, distance learners, on-campus departments, and other educational institutions. Because A&R is obligated to hold, maintain, and secure student records in perpetuity, all past students are additionally served when called upon.

Admissions and Records encompasses the following areas: Admissions, Registration, Records, Transcript Evaluation, Athletic Eligibility, Outgoing Transcripts, Instructional Service Agreement registration, Enrollment Verifications, Online Services and Graduation.

The department is responsible for all student needs from the moment of first contact through the time when students graduate, transfer, or complete their educational goals. And it serves students from offices located on both the Canyon Country and Valencia campuses.

### GROWTH TRENDS

The growth of the department is directly correlated with the growth of the college as a whole. Equally important are qualitative developments to which A&R must adapt. In this regard, alignment of services between college goals and growth and the methodology of A&R services is paramount to the department's success. This is an ongoing process as A&R leadership and staff constantly reflect on how best to serve students in a changing and dynamic world.

### ACCOMPLISHMENTS AND OUTCOMES

Over the span of the last two years, and in collaboration with Enterprise Applications, all web-based services have been transitioned into Student Self Services. This has not only allowed our computer operating systems to function on modern platforms but has also streamlined the student service interface for all-things registration.

## FUTURE PLANS

Admissions and Records is learning to adapt to how and when students need our services. We respond to these needs by reviewing student surveys and participating in cross department and division retreats and summits. The focus over the next three years will be to increase staff in the areas of residency, front counter support, transcript evaluation, A&R outreach technicians, and Canyon Country campus.

The A&R office also highly depends on Enterprise Application staff. A dedicated programmer is needed for the student services area to lighten the load on the other programmers. In addition, there are retirements on the horizon. This will have an impact on the functionality of A&R as new staffers take on these roles and come up to speed with regard to job specific requirements. There will be growing pains during these transitions.

A&R does not need additional facilities to achieve its mission. However, as department reliance on online services continues to grow, the department will need additional support in the areas of digital, web-based forms, and further integration into a functional workflow process.

The short-term goals are to continue to serve students as effectively as possible given the electronic platforms at our disposal. Long-term goals would include better understanding the needs of our students, and adapting systems to most effectively serve them.

# ATHLETICS

## DESCRIPTION

Athletics is an integral part of the college. As such, Intercollegiate Athletics will strive for excellence and provide exemplary leadership, appropriate facilities, and support services to allow student-athletes to compete at the highest level and to reach their educational objectives. Athletics is committed to representing the College with character while providing the student-athlete with a rewarding experience both academically and athletically. The Athletic program is committed to fair and equitable opportunities and treatment for all our students and staff.

Athletics consists of 17 sports, 8 men's teams, 9 women's teams, totaling around 400 student athletes, all of whom are striving for the goal of competing in their chosen sport while reaching educational and transfer goals. The Cougar men's teams compete in baseball, basketball, soccer, cross country, football, golf, swimming, and track and field. Cougar women's teams compete in basketball, cross country, golf, soccer, softball, swimming, tennis, track and field, and volleyball.

Desired outcomes for the students participating in the athletics program include the following:

- Improve academic success for student athletes.
- Increase their retention and transfer rates.
- Increase their chances of an athletic or academic scholarship upon graduation from COC.

## GROWTH TRENDS

Overall, the growth trend for student athletes has been increasing. In 2017, there were 360 student athletes on campus. This number has increased every year (excluding 2020) to a total of 415 student athletes by the Fall of 2021.

This trend has not been consistent across COC sports teams. For instance, the number of student athletes participating on the swim and cross-country teams is currently quite low. However, the overall growth trend remains high as both football and men's soccer, are more than making up for it with record numbers.

## ACCOMPLISHMENTS AND OUTCOMES

Ninety-two (92) student athletes either completed a degree/certificate program or were accepted into and transferred to a university. After Spring 2022, the average GPA for student athletes was 3.2.

## FUTURE PLANS

There is a demand for additional sports, specifically women's beach volleyball and men's volleyball. In response to this interest, there is now a short-term goal to add women's beach volleyball within two years and then add men's volleyball shortly afterwards. The addition of another women's athletic team will also enable COC to continue to ensure gender equity and its compliance with Title IX. To host beach volleyball, however, the Athletics program will need four sand volleyball courts to be constructed. The growth of the Athletics program aligns with the overall growth of the college. As this continues, additional support staff will be needed to sustain that growth.

## BASIC NEEDS CENTER

### DESCRIPTION

In 2021 Senate Bill 129 mandated each California college campus to establish or expand a basic needs center to provide holistic, comprehensive basic needs services and resources to all students.

The Basic Needs Center connects students with resources available, both on campus and in the community, that will address students' basic needs so they can remain focused on education. Through collaborative partnerships and a trauma-informed approach, the Basic Needs Center can remove the barriers that adversely affect students' ability to progress in their academic and professional growth and increase equitable access to food, housing, and financial resources for all students at the Valencia and CCC campuses.

### GROWTH TRENDS

Housing and food insecurity have grown exponentially among college students. The Basic Needs Center has been growing every semester to address these continued insecurities that our student population faces. The Basic Needs Center has seen a growth in student demand for the center as well as a growth in the need for additional resources to assist with food support, housing support, hygiene support, clothing support, financial support, and on- and off-campus referrals, amongst so many more.

### ACCOMPLISHMENTS AND OUTCOMES

- 130 CalFresh Recipients
- Established local partnerships to support the food bank.
  - Ralphs
  - BevMo
  - Farmers' Market
- Established a BaNC at CCC staffed with a classified employee.
- Established and supervised a social worker intern program for greater access to services.
- Provide Spanish language services.
- The Center created an emergency grant application for students in need of funds to pay for critical, essential purposes such as:
  - Back rent/mortgage/utility payments (or who may not be able to make an upcoming payment)
  - Childcare
  - Transportation (bus/metro pass or vehicle repair) or emergency grocery assistance to attend a course.

The Basic Needs Center has started to provide the Fresh Success Program, a CalFresh employment and training program that encourages participants to gain education and skills, leading to better employment opportunities and a path to financial independence.

Students have had more difficulty accessing food, so the BaNC partnered with CalFresh. A nutrition assistance program funded by the USDA can help students buy the food they need to live healthy and active lifestyles. It may help stretch a tight food budget by allowing students to incorporate healthy foods like fruits and vegetables into their diet.

## FUTURE PLANS

The Basic Needs Center aims to become a one-stop shop for all a student's basic needs and raise awareness of services currently offered on campus or in the community that addresses basic needs to remove barriers that are hindering their academic performance.

Increase support for current unhoused students (including rapid-rehousing support and other housing stability programs) and leverage local/state partnerships and resources to build more affordable student housing for students and their families.

Conduct site visits to develop a comprehensive listing of Best Practices such as activities, services, and resources related to basic needs in California community colleges. Ideally, in doing site visits across neighboring community colleges, the basic needs centers can build a regional partnership between campus basic needs practitioners, city and county government staff, and community-based organization representatives to develop and implement strategies for strengthening and streamlining support for students' basic needs. These partnerships should identify data-driven goals, monitor progress toward those goals, and collectively share accountability by evaluating outcomes.

The Center will also continue to evaluate and build strategic partnerships with community and statewide partners. We plan to research and rank different vendors who will be providing some additional grab-and-go items. The Basic Needs Center will seek out grant opportunities to assure that funding for this essential department stays intact and continues to grow along with student demand. The department will also leverage more sustainable solutions to address basic needs on campus.

We are designing a space tailored to a high-touch service in the new student union building. The facility needs for the center include a student computer lab, storage units, a more grocery-like setting, freezer and refrigeration units, a washer and dryer, lockers for homeless students, and office space for co-located staff.

### Current and Future Campus Events

- Plan a campus awareness event during Hunger & Homeless Week (November 16-24)
- Participate in the systemwide CalFresh Day on Thursday, February 27
- Clothing pop-up market (spring and fall)
- Welcome Week
- CalFresh Awareness – Assist students at the flagpole in filling out an application (spring and fall)
- Basic Needs 101 Workshop (spring, summer, and fall)
- Financial literacy workshops

The BaNC's ultimate goal is to provide equitable access to basic needs, resources, and services while doing so effectively and with dignity for all students. Develop innovative programming to address students' basic needs and have adapted services to support students' success and degree completion. Instead of placing the burden on students to navigate a complicated web resources, benefits, and services, we work to identify gaps in services and develop solutions to proactively provide students and families with a full suite of support. Our students need to thrive. That is what they deserve, and we are here to provide the support and resources needed.



# CAMPUS LIFE & STUDENT ENGAGEMENT

## DESCRIPTION

It is the mission of Campus Life & Student Engagement to develop, promote, and support social, cultural, and educational co-curricular activities and programs which encourage student involvement & engagement and complement academic life. These various opportunities enhance and develop student leadership, personal growth, interpersonal skills, and civic responsibility. Campus Life & Student Engagement offers students, faculty, and staff of College of the Canyons a comprehensive range of services and opportunities for involvement in, and enrichment from, student engagement programming and campus life. The department also fully supports and incorporates College of the Canyons' strategic goals of Access, Engagement, and Success through each of its services, activities, and programs.

Campus Life & Student Engagement offers several student engagement-focused programs and activities that students are encouraged to participate in including:

- Associated Student Government (ASG):
  - COC's ASG is comprised of 17 student officer positions and several student support leadership positions responsible for representing the social, educational, cultural, and legislative interests of the student population at all of the District's campus locations (i.e., Valencia, Canyon Country, and online campuses). ASG also provides funding for several scholarships, grants, and some student employment opportunities.
- Clubs & Organizations:
  - Campus Life & Student Engagement also oversees and provides support to all campus clubs and organizations through the Inter Club Council, training opportunities for club officers and advisors, and ensures that campus clubs adhere to department and District policies.
- Campus Resource Events:
  - Campus Life & Student Engagement collaborates with several departments across the campus to provide opportunities for prospective, new, and returning students to learn about campus resources and programs through campus-wide events including Cougar Fest, Discover Day, and Welcome Day.
- Student Benefits:
  - Campus Life & Student Engagement is also responsible for handling several student benefit programs and essential services including discounted movie and theme park ticket sales, free DoorDash delivery, discounts to hundreds of local businesses through the 25 SCORE card, limited free printing and computer usage at the ASG Computer Lab, bus passes, and student ID cards.
- Commencement Events:
  - Campus Life & Student Engagement organizes Commencement-related activities including Grad Fair, Valedictorian Recognition Ceremony, and the annual Commencement ceremony.

## GROWTH TRENDS

During the pandemic, our department experienced an overall decline in student engagement. The number of campus clubs significantly decreased, and activities/services were limited to online formats. Furthermore, the pandemic also significantly impacted on the student benefits we were able offer as several businesses, including the movie theater and theme park

industries, shut down. We also suspended student ID cards since classes and college services were being provided remotely. Commencement activities were also restricted to online as well.

With in-person campus operations returning and more in-person classes being offered, there has been an increase in students utilizing our services and participating in campus life activities and programs. Clubs have also begun to meet again, with an increasing number of clubs returning. Our student government has also offered a record number of in-person activities aimed at promoting student engagement with positive results. In addition to student government events, other campus events have seen an overwhelming number of students participating, including at Commencement. Businesses have also re-opened, so our department has been able to resume offering all student benefits again. More students have also started to take advantage of these benefits, with more movie ticket and theme park sales, bus passes, free printing & computer usage, and approximately 7000 student ID cards issued during the Fall 2022 semester. We do anticipate the numbers will continue to increase as more in-person classes are offered and as student enrollment increases.

In addition, student traffic at our Canyon Country Campus office location has continued to increase with the opening of newly constructed buildings which has necessitated the need to move to a larger location which will be taking place in Spring 2023.

## ACCOMPLISHMENTS AND OUTCOMES

Campus Life & Student Engagement has achieved several accomplishments including:

- Increased in-person activities resulting in strong participation including CougarFest, weekly ASG activities, and collaboration with Athletics on a successful Homecoming Tailgate event.
- Increased ASG efforts to increase voter engagement through multiple candidate forums.
- Increased efforts to collaborate with multiple departments on student recruitment, retention, and engagement events including CougarFest, Discover Day, and Welcome Day with 500+ students & guests in attendance at each event.
- Increased efforts to market department programs, activities, services, and benefits to students through weekly student email newsletters, Canvas announcements, social media posts, District campus event calendar, online department event calendar, and use of the Student Center monitors.
- Supported COC's DEI efforts by working with ASG to develop additional student leadership positions focused on student equity, coordinating student representation on 20+ district committees including the Institutional Effectiveness and Inclusive Excellence Committee, & Multicultural Center-related committees, support for student alliances, collaborations on multicultural events, advocacy for gender-neutral restrooms and chosen name options on student records, and implementing chosen name recognition on student ID cards and badges.

## FUTURE PLANS

Future plans for the department will be directly impacted by the remodel of the Student Center at the Valencia campus and also the relocation of the department's office at the Canyon Country campus.

### **Canyon Country Campus:**

- Plans are currently underway to move the Canyon Country campus office into a larger space which will accommodate a separate space for Campus Life & Student Engagement and another space for the ASG Computer Lab and ASG Office in Spring 2023. This will allow for private office space for the full-time staff members, a workroom, storage, ASG office space, and a larger computer lab space. The larger space is needed to accommodate more students as the student population continues to grow at the Canyon Country campus.
- Additional permanent staff will be needed to provide oversight/supervision of the ASG Computer Lab and ASG office space.
- Additional computers/monitors for the student workstations in the ASG Computer Lab at CCC as well as Computer and office equipment for additional staff will be needed.

### **Valencia Campus:**

- Ensure that adequate space is allocated to accommodate all of the department's programs, staff, and activities in the new Student Center, including the Campus Life & Student Engagement Office, ASG Office, ASG Computer Lab, and club meeting rooms.
- Ensure that the new Campus Life & Student Engagement Office will have the same features that exist in the current office including individual office space for each permanent staff member, workspace for students and support staff, conference room, poster room w/sink, large storage space, front counter, and larger lobby space.
- Additional department needs for the new Student Center would also include:
  - Study rooms added to the ASG Computer Lab
  - Creating two hybrid club meeting rooms with the ability to open the wall between the rooms to create a larger meeting space for clubs and ICC.
  - Placing ASG Office, Campus Life & Student Engagement, ASG Computer Lab, club meeting space all next to/near to each other for ease of supervision, staffing, and access and ensuring that there is interior access for staff to access all offices within each office.
  - Dedicated indoor programming space for both large and smaller events.
  - The ASG Computer Lab will need computers and monitors for both the student computer workstations and for staff work stations along with a card reader, copying machine, printer, printer carousels, and study tables.
  - The ASG Office will need computers and monitors, and a printer for the ASG student leaders and work cubicles.
  - The Campus Life & Student Engagement Office will need office equipment for staff, a card reader, printers, and copying machine.
  - Updated ASG and Cheddar-U monitors may be needed for the Student Center in the future too.

- Other Needs for the Student Center:
  - Lactation Room designated for students, including compliance with ADA requirements
  - Prayer Room/Meditation Space for students
  - Lounge space & furniture for students
  - Charging ports
  - Workstations, genius bars, study space pods for students
  - Space for students to eat indoors when it's raining, hot, windy, cold, etc.
  - Colorful interior to create a warm inviting atmosphere for students
  - Indoor space to accommodate larger events
  
- Additional Campus Life & Student Engagement future plans include:
  - Implementation of a student mentor program focused on student retention activities and programs
  - Implementation of student checkpoint/engagement activities throughout the year
  - Implementation of digital student ID cards
  - Hiring an additional classified staff member for the Canyon Country campus
  - Create ongoing training for club officers and advisors on club policies and procedures
  - Implementing drop-in club clinics for club officers & advisors needed assistance and guidance on club matters

# CAMPUS SAFETY

## DESCRIPTION

The Department of Campus Safety is committed to providing and maintaining a safe and secure instructional environment while respecting the rights and dignity of individuals utilizing the programs and facilities of College of the Canyons. This mission is accomplished within the constraints of federal, state, local laws, and ordinances.

To ensure the department is fully prepared to execute its mission, the Director and Campus Safety officers have completed the state mandated training for certification as a police officer (Peace Officers Standards and Training) and have extensive prior law enforcement experience. All full-time Campus Safety personnel receive CPR/first aid, pepper spray, taser training and certification.

In addition to reliance on their training and prior law enforcement experience, department personnel are guided by the following values in the performance of their duties:

- Provide high quality student service
- Maintain peace and harmony within the campus
- Treat people with respect and sensitivity
- Perform its duties without regard to race, color, national or ethnic origin, religion, age, gender, or differing abilities
- Maintain its position as an integral part of the campus community; a department that is widely respected and trusted.

Campus Safety personnel have authority to arrest in some circumstances and to detain individuals until local law enforcement arrives. The Department of Campus Safety has an ongoing working relationship with local law enforcement agencies in providing dual programs and cross training and conducting joint investigations.

Campus Safety also provides other services to reinforce the safety of the campus community. This begins with the online orientation for students by the College of the Canyons informing them of services offered by the offices of Campus Safety and Health Center. Crime Prevention Programs and Sexual Assault Prevention Programs are offered on a continual basis. Semiannually, Campus Safety in cooperation with the Health Center, present crime prevention awareness sessions on sexual assault, Rohypnol abuse, theft, and vandalism, as well as educational sessions on personal safety. A common theme of all awareness and crime prevention programs is to encourage students and employees to be aware of their responsibility for their own safety and the safety of others.

## GROWTH TRENDS

In the aftermath of the COVID-19 pandemic, the number of students returning to both campuses and those starting their college careers is increasing. As the on-campus population increases, maintaining campus safety and security becomes even more of a priority for the Campus Safety department. It directly affects the number of calls for service received by the department every day, and also in growing demands for public safety workshops, training classes, and similar programs.

## ACCOMPLISHMENTS AND OUTCOMES

During the past two fiscal years, Campus Safety has successfully performed its mission within its allotted budget, in contrast with the six previous years when it had gone into deficit. This was accomplished through proper scheduling, better use of available personnel available, and without having to ask for additional funding to cover budget shortcomings in the 2021 and 2022 fiscal years.

The campus escort program has proven to be a success. In response, Campus Safety has also expanded the escort program by increasing the number of student employees involved in this program from two to five. It has hired a very diverse group of students, including international students, who traditionally have a hard time obtaining a student job at most other colleges and universities.

Campus Safety has also succeeded in providing workshops and training classes for both students and staff to promote safety and support for the campus community. These include CPR, first aid classes, active shooter training, and direct engagements with a variety of other departments. For example, working with the International Student Program, Campus Safety assisted Afghani refugees that were being settled in the city of Santa Clarita by providing them with access to classes at the College of the Canyons. Campus Safety has also assisted students from other countries, such as Bangladesh, who are starting their academic careers by taking classes at COC and explaining to them the rules and regulations which they will encounter both inside and outside of COC.

## FUTURE PLANS

In the short term, the department needs to operate effectively with the number of currently available personnel and within its existing allocated budget. In the long term as the campus population continues to increase, the department will need to return to staffing levels that had been allocated to it prior to the pandemic.

To respond to future growth and other anticipated changes, a highly knowledgeable and effective workforce is required. For this critical reason, Campus Safety will provide regular monthly training sessions for staff to update their current skills and to renew existing licenses as required in order to perform their campus safety officer tasks.

## COUNSELING OFFICE

### DESCRIPTION

The mission of the non-instructional Counseling Office is to provide educational, career, and personal counseling. Its purpose is to empower students by providing academic, career, and transfer program information and by counseling students to establish SMART goals, evaluate options, develop an educational plan, and learn to study effectively so they may reach their educational and career goals.

Counseling faculty are trained to meet with students individually in one-on-one counseling appointments, express drop-in, and in group workshops for educational, career, and personal counseling. Counselors assist students in developing educational plans, facilitate group counseling workshops, and teach credit and non-credit Counseling courses. Counseling involves teaching student's self-awareness, establishing goals, exploring alternative plans of action and possible consequences, considering possible challenges and how to overcome them, establishing a support network, and evaluating actions.

Through individual counseling appointments, express drop-in counseling, and workshops, the Counseling Office provides students with the skills necessary to develop educational plans and apply effective learning strategies to become successful students. Counseling strives to create and increase access for all students through in-person and online services. The faculty and staff of the Counseling Office work tirelessly to create innovative ways to deliver counseling services to as many students as possible. Counseling works closely with Instruction and Non-Credit offices to collaborate on campus-wide initiatives that foster student success, embraces the use of technology to connect students to counseling services, and is a regular contributor to the professional development of the college community. Regardless of educational goals, students benefit from the counseling's commitment to providing exceptional academic, career, and personal counseling.

### GROWTH TRENDS

With the onset of the COVID-19 pandemic, the Counseling Office shifted all services online, including counseling appointments, express drop-in counseling, and workshops. With the return to in-person services, there is still a need to continue providing counseling services online, thus resulting in what is in effect a third counseling location (Valencia Campus, Canyon Country Campus, and now Online). The addition of an online location for counseling services, specifically for express drop-in counseling, has created a need for additional College Graduate Assistants (CGA) to serve as online front counter staff.

In 2021-2022, the Counseling Office counselors met with 10,696 students (unduplicated) and had a total of 24,806 student contacts between the Valencia and Online locations: 4,025 students in individual appointments, 5,466 students in workshops, and 15,315 students for express drop-in. At the Canyon Country location, counselors met with 697 students (unduplicated) and had a total of 1,577 student contacts: 256 students in individual appointments, 922 students in workshops, and 399 students for express drop-in.

## ACCOMPLISHMENTS AND OUTCOMES

Recent accomplishments by the Counseling Office include:

- For Spring 2022, Counseling Office counselors contributed to the awarding of 2,167 associate degrees (including 1,134 which were Honors), 1,494 Certificates of Achievement, and 76 Certificates of Specialization.
- In Summer 2020, moved the HUB into the Counseling Office, with the Office absorbing all career counseling services for undecided and indecisive students, thus the Counseling Office becoming a centralized location for academic, career, and transfer counseling.
- The creation of Counseling Graduate Assistants (CGA's) has allowed the office to move student workers (college assistants) to the back office, where they answer phones and complete clerical duties. CGA's are graduate students enrolled in a master's in counseling program. The CGA's have the educational counseling experience to fully unpack student questions. They are able to practice hands on counseling skills, such as active listening skills. CGA's are future counselors and the CGA position is a platform to tap into their counseling style and learn how to dig deeper into student needs. CGA's run degree audits and can clear prerequisites.
- A new appointment type was created for incoming students with external transcripts that need to be evaluated. These appointments are not available to the general student population and addressed the immediate need for students to obtain a counseling appointment that focuses on their transcript evaluation.

## FUTURE PLANS

The Counseling Office is challenged to provide services in response to rising requests for assistance from a growing student population. Counseling staff are challenged to field the large volume of phone calls that the Office receives and also to provide services to the large numbers of students visiting the Office in person hoping to schedule a counseling appointment or to speak to a counselor in person. In response the Counseling Office has updated its website to field as much information as possible. In addition, counseling staff continue to reorganize and streamline the website to ease navigation and enhance information availability.

In fall 2020 the unduplicated student headcount was 24,752. One year later the 2021-22 unduplicated headcount had grown to 33,914. This difference has significantly increased our counselor to student ratio, especially since Counseling Office counselors are to be available to all students regardless of whether a student is part of a specialized program. The Counseling Office must be ready to respond with Express Drop-in counseling, full-hour individual counseling appointments, and counseling workshops, while also maintaining involvement in campus and statewide initiatives.

Counseling is expecting to see continued growth as the college grows. COC's own institutional initiatives and the development of future programs, like Diagnostic Medical Sonography, Physical Therapy Assistant, and Pharmacy Technician will bring additional students to the college, and more specifically to Counseling. It will be very important that Counseling be ready for these students with more counselor positions. Additionally, the buildout of the CCC science building and student services building will draw more students to the Canyon Country Counseling Office location.



In addition to recruiting additional full-time and adjunct counseling staff to handle rising demand from students, there are also specific facility needs:

- Additional private offices at both campuses with appropriately sized desks, ergonomic chairs, filing cabinets, and a bookcase in each office.
- Counseling also needs at least eight computer/stand-up desks to support body circulation and reduce the amount of time sitting.
- Given increasing demand for online services, all offices, including express drop-in counselor desks, need dual monitors, webcams, and speakers.

Valencia Campus Counseling Office has specific facility needs:

- The front desk of the Counseling Office at the Valencia Campus presents a series of challenges. It is too close to the main entrance. And the circular design of the desk orients the counter staff in such a way that it is difficult to hear the student being helped when more than one staff member is present, and the office is busy. This also presents privacy issues.
- Given COVID19 health restrictions, the front desk does not accommodate the ability to meet with more than one student at a time while adhering to health guidelines. There is ample space to complete front desk modifications in the lobby area as detailed below in the final bullet.
- New/updated floor wiring is needed to better support the new check-in/express drop-counseling desks and to support the increase in the number of express drop-in stations. The current horseshoe only accommodates 2 express drop-in counseling desks.
- The current computers located at the front desk do not allow for monitor sharing when meeting with students. We need to be able to share the computer screen with students.
- The circular desk needs to be removed and replaced with a new, more functional check-in desk area. This will allow for multiple check-in points to accommodate the different programs operating out of Counseling, such as Canyons Promise, and also provide space for more Express Drop-in counselor desks that are needed for a growing office.
- Renovate what was once the “Transfer Center” (room 213) into a larger conference room with glass walls to create a “fishbowl” conference room similar to the Deannery in Bonelli Hall 240. This room will be used for student workshops, counseling meetings, etc. This room will need to be equipped with a projector, Smart Board, and moveable whiteboard tables.

Facility needs at the Canyon Country Campus Counseling Office include:

- Insufficient space for counseling offices at CCC poses a challenge. The two offices for the Counseling Faculty at CCC are too small to be ADA compliant and are unable to support students with mobility issues. These offices are unable to comfortably accommodate both a counselor and a student, let alone an additional person such as a parent, friend, or child. People attending an appointment with a student must wait in the hallway or in a doorway to be part of the conversation.
- While the Counseling Office is excited that the new Student Services building on the CCC campus will be completed soon, Counseling was not allocated more office space in the new building and will continue to only have four offices - two for full-time counselors, one for a program advisor, and one office for an adjunct counselor. This reduces the ability for career, transfer, student success teams, or allied health to simultaneously support CCC students in conjunction with general counseling.

Short-term goals for the Counseling Office:

- Continue to advocate for the hiring of additional adjunct counselors to support Counseling services to students.
- Develop and implement workshops focused on the transfer experience for students planning on transfer to public, private, and out-of-state colleges and universities.
- Create a video to effectively market counseling services to students and the campus community.
- Increase participation in the Counseling Intern program. Develop a paid internship program to attract graduate students willing to commit to a year of service. Utilize these interns as primary advisement staff at the Counseling Office front desk at both the Valencia and Canyon Country campuses.
- Maintain the supplies and equipment of both the Valencia and Canyon Country offices in order to fully serve our student population.
- Modify the counseling website to increase access points for information.
- Advocate for the hiring of a Counseling Technician to provide technical support to the Counseling Office.

Long-term goals for the Counseling Office:

- Develop a regular training program for full-time and part-time Counseling Faculty focused on assessment and referral of students in personal and emotional crisis. This will be done In conjunction with the Health Center and the Behavioral Intervention Team,
- Advocate for the hire of new full-time and permanent part-time Program Advisors through proposals submitted to the Assistant Superintendent Vice President of Student Services and presentations to the Classified Staffing Committee. These positions are for both the Valencia and Canyon Country campuses.
- Build a better working relationship with Counselors in the Hart District.
- Advocate for the implementation of counseling services at the Pitchess Detention Center (PDC).

## EMPOWERMENT PROGRAMS

### DESCRIPTION

The College of the Canyons Empowerment Programs consists of four equity-driven programs with one united vision of putting students and their needs first by providing extra support and resources while also fostering a sense of community and belonging to ensure their academic success.

- California Work Opportunity and Responsibility for Kids (CalWORKs) serves students with dependent children who are receiving government assistance.
- Extended Opportunity Programs & Services (EOPS) assists students who demonstrate both academic and financial need.
- Inspiring Students Promoting Independence and Resilience in Education (Inspire Scholars) is designed for current and former foster youth.
- Undocumented Resource Center (URC) provides assistance to all **undocumented, AB540/2000, DACA, TPS, out-of-status, asylum-seeking, and immigrant students** at College of the Canyons.

Through these four programs, the Empowerment Programs Department is expanding its capacity to onboard students in a holistic wrap-around, student-centered manner that strengthens each student's sense of belonging and their identity as a scholar. Our overall objective is to increase the term-to-term persistence and course completion rates based on the cohort model and being intentional and mindful of the process and procedures.

### GROWTH TRENDS

All our programs are growing. Inspire Scholars grew by 35 students during the 2020-21 academic year to a total of 75 students. CalWORKs is also growing, and URC is a new recently opened program.

### ACCOMPLISHMENTS AND OUTCOMES

Through the new Undocumented Resource Center (URC), the Empowerment Department has increased the number of undocumented students served. The URC now serves more than 45 students, including both credit and non-credit. Other department programs are also succeeding in providing needed services to students. EOPS/CARE is currently working with 245 students, and CalWORK with 75 students.

The Empowerment Department has enabled COC students to participate in local community events sponsored by the Santa Clarita Assistance League including 11 of its students in Operation School Bell and 22 with Harvest Time Grocery Distribution.

To extend outreach to students who could qualify for one of its programs, the Empowerment Department is relying on social media to increase student awareness through the Empowerment Programs Collaborative, Instagram, and a semester newsletter. For in-person contacts it offered an opportunity to draw.

Twenty-five students participated in the SFVSM Cal State University Northridge tour.

The Empowerment Department recently began offering Uber cards to students in addition to gas cards and the transportation center.

## FUTURE PLANS

The Department expects it will continue to see more students in need that will benefit from its services, including parenting students, undocumented students, and former foster youth. Services for the latter group are even now expanding.

Although COC has been experiencing an overall decline in enrollment, CalWORKS, URC, and the Inspire Scholars program continue to grow. In general, however, growth of Empowerment Department programs is expected to parallel overall projected growth of COC.

In order to respond effectively to continued growth, the Empowerment Department needs a larger space in which to operate. Also, this larger space should include access to a restroom/lactation room in the same building or be in close proximity (but not in a bungalow).

A short-term goal is to increase the number of permanent Classified staff. Long-term the Department needs full-time tenure track counselors, especially for URC and Inspire Scholars but also for CalWORKS and EOPS/CARE.

## FINANCIAL AID

### DESCRIPTION

The Financial Aid Office (FAO) offers a complete array of financial support services which are designed to help students with the educational related expenses involved in obtaining their educational goals. The purpose is to provide students with the appropriate financial resources, based on their financial need, to ensure successful completion of their educational program.

These financial support services are available to College of the Canyons students who establish their financial need by completing the financial aid process and meeting all program eligibility criteria.

Eligible students are awarded financial aid through a variety of types of programs on a first-come, first-serve basis as funding is available. These programs include federal and state grants, Federal Direct loans, fee waivers, and scholarships to support student success.

### GROWTH TRENDS

Financial aid participation has been in a decline. In the past, financial aid participation has been directly related to the state of the economy and labor market. Typically, increases in unemployment and downturns in the economy will send students back to community college for additional training, new training, or new job skills – resulting in an increase in financial aid participation. For this reason, due to the potential for a recession in 2023, an increase in financial aid participation is anticipated. However, even if enrollment at COC remains flat or increases only slightly, participation in financial aid could still increase as more and more current students become eligible due to changes in their household income.

### ACCOMPLISHMENTS AND OUTCOMES

The Financial Aid Office implemented digital forms for online submission. It has also increased its online presence with appointments and counseling and is conducting more community outreach to increase awareness of available financial assistance services among prospective and current students.

### FUTURE PLANS

Financial aid participation relies on students completing the application process. Dedicated facilities and space for financial aid applicants will assist with successful completion. Financial Aid Department staff will need access to computer labs and office space.

In the short term, the Financial Aid Office is preparing for an increase in student financial aid participation and is working to increase awareness of financial aid resources among students. This effort includes working with special populations and Student Success Teams. Long term, the FAO wants to expand existing programs, add new programs, and remove barriers for special population students.

## INTERNATIONAL SERVICES AND PROGRAMS (ISP)

### DESCRIPTION

The primary purpose of the ISP department is to recruit and retain International Students. To fulfill this purpose, ISP manages a comprehensive internationalization effort, including the promotion and management of the Education Abroad and student exchange programs. ISP also coordinates a faculty/staff lecture abroad program, and promotes, staffs, and operates an English Language school.

Services undertaken by ISP include the following:

- Engage International Student stakeholders.
- Support student application process.
- Manage student visa compliance.
- Provide acclimation support.
- Provide academic planning.
- Support transfer process.
- Coordinate dozens of campus wide events on international issues and ecological sustainability issues.
- Operate the Intensive English Language Program (IELP), and the Education Abroad, and Faculty Lecture Abroad programs.

### GROWTH TRENDS

The ISP growth goal is 10% per year for the next three years. This is measured by the number of units taken by international students at COC.

ISP experienced a 40% reduction in the number of students due to geopolitical issues, COVID restrictions, and the failure of the U.S. government to support the export market. A lack of State level cooperation amongst community colleges in California also contributed to the reduction. However, requests for service were steady even with a reduced student population and when the market returns service requests for the ISP are expected to double.

### ACCOMPLISHMENTS AND OUTCOMES

In an effort to be strategically well-positioned when the market rebounds, ISP successfully engaged stakeholders throughout the severe export recession.

## FUTURE PLANS

ISP is expected to benefit from the continued global interest in studying abroad. This positive impact is being reinforced by the growing recognition in California of community college as a legitimate academic pathway to bachelor's degree programs through 2+2-degree programs. As this occurs, ISP will need a second part time counselor, a retention specialist/housing coordinator, and an additional admissions coordinator.

Revenue growth of \$1 million is expected over the next five years.

At the same time no significant growth in terms of FTE is expected. This is due to local demographics and higher education demand reductions, which will temper overall FTE growth for the college. In contrast, ISP growth could still significantly increase.

A short-term growth of the ISP is an increase of 100 students within three years and long term a stable population of 500 students enrolled per semester in five years, and ultimately generating a consistent \$1,000,000 to the district each fiscal year.

To support this growth and expansion ISP needs digital applications, data and outcomes storage methods.

## PPL (NON-CREDIT) ENROLLMENT SERVICES

### DESCRIPTION

Noncredit Enrollment Services provides high-touch services to the non-traditional, adult/reentry student population. Our students are homemakers, retired adults, working adults, and non-English speakers interested in enrolling in the following free programs: ESL, GED Prep, Career Skills, Basic Computers, Basic Math, and Vocational Education.

The Enrollment Services office supports students through the admission, registration, award processes, as well as transition to credit. We use both paper forms and online services to assist students in meeting their educational, personal and career goals. We rely on bilingual staff, our phone system, Zoom meetings and the use of a student computer lab to walk students through a variety of processes. The program is successful when students learn to navigate the enrollment process regardless of their English proficiency, computer proficiency, educational experience, or age.

Enrollment numbers are strong because we exercise patience, cultural competence, and consideration of personal circumstances. We encourage our students to earn certificates and digital badges in one subject area, and then move on to other subject areas within our free program. Some students transition to credit classes, and others continue to thrive taking classes and earning certificate without ever paying tuition fees.

### GROWTH TRENDS

The program has grown tremendously between 2016 and 2021. Enrollment numbers have increased by 400%

### ACCOMPLISHMENTS AND OUTCOMES

Noncredit Enrollment Services recently assisted a large cohort of Afghan refugees through the enrollment process and connected them with supportive services on campus. We have a permanent employee who speaks Farsi, so we were able to work through the language, technology and cultural barriers that might have otherwise prevented this population from enrolling into valuable ESL classes.

### FUTURE PLANS

The PPL Instruction Division has greatly expanded the number of across a variety of eligible categories, thus increasing the community's interest in taking free courses. With our enrollment numbers increasing by 400% since 2017, there is a need to move into a larger space to accommodate the growing number of interested students. Our space is currently very small. It was sufficient enough in 2016, but now that the program has grown so much larger, more space is needed to assist students with online services in our computer lab, host orientations, and display marketing materials related to certificate requirements and support services on campus.

With the opening of the new Canyon Country student services site, we will have a constant presence to serve students. Space to hold classes and offices to serve our student population came just in time; however, we have outgrown our space on the Valencia campus. We need a larger computer lab to assist students with accessing online services. We could also use more space to hold orientations for new students and as well as resource workshops for our continuing students. Our long-term goal is to gain a larger space on the Valencia campus, either by taking over the suite of office that we currently share with the Instruction side of our program, or by moving our operation to a larger space elsewhere on the Valencia campus.



## OUTREACH, ENGAGEMENT & ONBOARDING SERVICES

### DESCRIPTION

The mission of the Student Outreach, Engagement & Onboarding (SOE&O) Services is to inform prospective students and their support units, K-12 partners, and the community on the educational opportunities offered by the college; provide opportunities for high school students to participate in an early college program; and facilitate the onboarding process for all new, incoming students. It plays an essential role in supporting the enrollment goals of the college.

The SOE&O services unit carries out this mission through recruitment and outreach activities/events both on and off campus and virtually by:

- Providing pre-enrollment advice for the admission process, academic programs, and support services and resources.
- Offering support with completing the online college application, assessment, academic advising, and online orientation, both on and off campus. This includes high school students participating in early college programs and all new, incoming students.
- Delivering in-person student support through Student “Ask Me” stations around campus and virtually through online chat.

It continues to refine and/or craft new service models to increase the overall percentage of students who apply and register for classes.

### GROWTH TRENDS

Over the past five years (2016/17-2020/21), SOE&O services has experienced growth both in the number of students served and the support services they need to be successful. It currently has seven full-time employees, one short-term employee, and ten college assistants.

The growth of SOE&O services is expected to be in line with the college’s overall enrollment trends. However, the program does expect to see growth in both the high school population which will impact the early college programs and growth in the number of new, incoming students. Even if growth trends were to remain flat, the support students need from application to registration has increased.

### ACCOMPLISHMENTS AND OUTCOMES

Among its accomplishments, the SOE&O program has successfully provided the following:

- Pre-enrollment and onboarding are supported both in-person and online.
- Onboarding support off campus at local high schools.
- Overall support and guidance to prospective students, new and current students, and community members through the Student Ask Me Stations and Canyons Chat (online chat and messaging services).

## FUTURE PLANS

The delivery of our services will be the greatest change for our department. We are currently supporting students both in-person, off-campus, and online. Looking ahead, the department is refining onboarding services to increase the overall completion of applicants who enroll.

Delivery of services would be enhanced with a change in facility location and configuration. Department staff are currently situated in two different locations on the Valencia campus. Although staff are able to work together to facilitate department services, having one large office/center centrally located near other core student services would best serve the students, and allow the department to leverage resources more effectively. Currently, the Welcome Center (onboarding services) is located at the south end of campus, away from A&R, Financial Aid, Student Business Office, and Counseling. Although the Center was reconfigured (previously the assessment center) there are many challenges with student privacy when meeting with an academic advisor and the overall noise level when students are in the Center receiving help. The Center also needs additional student stations for applications, assessment, and orientation and space to conduct pre-enrollment advising.

For these reasons the key long-term goal is to secure space on the Valencia campus for a Welcome Center that can house all Student Outreach, Engagement & Onboarding Services staff and provide adequate space to deliver services for prospective and new students. A space in the Canyons Hall first floor would be ideal.

In terms of technology, the full-time staff need to be equipped with laptops to support on and off campus work that is outside of their workstations. The part-time staff also needs to be equipped with laptops/surfaces for use at the student information desks and to provide chat support during non-traditional operating hours. Staff approved to work remotely need full functionality (i.e., phones, laptops, monitors, etc.).

## STUDENT BUSINESS OFFICE

### DESCRIPTION

It is the mission of the Student Business Office to deliver accurate, efficient, accessible financial counseling in the collection and disbursement of funds while providing a collaborative and efficient atmosphere where all departments embrace equity, scholarly inquiry, creative partnerships, and dedication to meaningful programming that meets our student's diverse interests and provide a pathway to success.

The Student Business Office is responsible for all student-related billing and payments. Staff are responsible for providing financial counseling and payment arrangements to assist students with paying balances. We work closely with several outside agencies, local business, and campus programs, processing third-party billing for over 4,000 students each year. We continually review accounts and balances to quickly process student refunds, assuring that students receive their needed money quickly. We review procedures and process student tax related documents to assist with calculations of possible tax credits.

### GROWTH TRENDS

With new regulations, grants and programs, the Student Business Office has experienced a large increase in workload and responsibilities. Each new program requires new processes and increases staff responsibilities. Each one of these has an impact on student billing, payment arrangements and program calculations. There is a huge demand for processing third party billing including military agencies, California Promise, Department of Rehabilitation, RISE, Insurance agreements and employment benefits. These changes have led to restructuring to accommodate the increased workload.

Students are continually in search of assistance to cover school expenses. This has led to an increase in financial counseling, establishing payment arrangements, dealing with sensitive information, supplying resources to help students achieve their goals, collection, recovery actions and fraud prevention. The Student Business Office has stopped dropping for non-payment, have established payment arrangements, and allowed additional time to pay.

Refunds are in high demand, and we are now issuing all unrequested refunds at the end of the semester. Applying financial aid to the student account was needed to assist students with the cost of education. This has also greatly increased staff responsibilities with researching all refund statuses, processing financial aid payments, reviewing account balances, issuing notifications, conducting refund audits, processing returned payments, financial aid related write-offs, balancing and financial aid collections.

Following the pandemic there continues to be a need for online and virtual services. There is a greater need for assistance while navigating through the online system.

## ACCOMPLISHMENTS AND OUTCOMES

The Student Business Office has made several improvements to assist students with balances and payments.

- Processed covid withdrawals
- Over \$948K ins student debt forgiveness removing balances and holds for more than 3700 students, implemented installment payments,
- Set up a payment drop box.
- Established Flywire Payment Services for International Money Wires and are continually increasing or third-party sponsorship population.
- Established 4000+ third-party sponsorship billing accounts while working closely with the student and their sponsor. Each sponsor has a unique set of requirements and covered items.
- Moved the student billing details, billing and registration statements and payments over to self-service.
- Designed new billing statements, established an online refund deadline date search, set up Touch Net payments, and added related fee related, allowing for students to make an easier transition from registration to billing and payments.

Additional related accomplishments include:

- Moved the 1098T Student Tax Forms to self-service. This allows for easy access and viewing of any available forms and the option for students to update their delivery status.
- Remain current with new laws and regulations and have updated practices.
- Organized a refund team. As students were in desperate need for their refunds, this team made refunds their top priority while drastically reducing our refund timeline from 4-6 weeks to 2-3 weeks.
- Established billing processes so that non-credit students could pay for their Red Cross Certification online.
- Effectively updated account set-up, billing tables, collection, refund, sponsorship, and payment process to accommodate early registration.
- Worked closely with new vendor to set up virtual parking passes.

## FUTURE PLANS

Over the past five years the Student Business Office (SBO) has experienced drastic changes and anticipates more such changes in coming years. Students (and their parents) used to feel uncomfortable with making payments online. As a result, the cashier's office would often have long lines and it was not unusual for staff to process 100-200 payments a day. Especially following the pandemic, students are now more comfortable in using online services and a majority of class payments are made online.

Most students at SBO counters are now here for reasons other than just making payments. They have questions on billing, payment options, processes, or need assistance to navigate the online system. Staff now require additional level skill sets. They spend more time on financial counseling, offering information on available options, troubleshooting billing questions, interpreting the online billing and financial aid payments and refunds, troubleshooting online processes, walking them through registration, finding needed information or assisting with finding online class information.

Even the sales of parking passes have changed. Now that passes are online most student visits are not about making cash payments but instead have questions related to accessing or updating parking information, finding out why they are not seeing the correct pass information, why their account is not being carried over correctly, or walking the student through the process. We have added several new responsibilities to the new parking process.

Refunds are in high demand. This is a top priority. Staff are continually auditing balances for accuracy and processing needed refunds. SBO has added several new payment processes, increasing its level of responsibility. We have contracted with Flywire to process international money wires. This makes it easier for international students to transfer funds out of their home country.

Before these changes occurred, the cashier process used to be more routine. Now the staff need to switch focus with each student at the window and be knowledgeable in multiple areas. They have to trouble shoot and figure out why billing, payments or parking is not working correctly. They assist students with installment payments and calculate the required payments – dates and times to be paid on time and not impact future registration.

Even though the cashier counters are slower, other areas of our operation have continued to grow and are very busy. It is expected that the workload will continue growing. With the economy, there is an increased need for assistance in covering the cost of education. Students will need additional assistance with payment processes. As each new Federal, State or College Program is implemented, there are billing or regulation changes involved. As students seek assistance in paying for education, it is also expected that the number of third-party billing accounts will continue to increase.

## STUDENT HEALTH AND WELLNESS CENTER

### DESCRIPTION

The mission of the Student Health & Wellness Center (SHWC) is to keep students physically and emotionally healthy so that they can succeed in school and life. The SHWC does this by providing clinical services, innovative mental health promotion, training and outreach and linkage services, and by helping students secure affordable insurance. Through these services the program enables students, faculty, and staff to improve the quality of student's lives, which empowers students to achieve their academic career and social goals including transfer, persistence, good grades, positive relationships, and mental and medical health wellbeing.

Multiple modalities are utilized by the SHWC including the use of Nurse Practitioners, Registered Nurses, Medical Assistants, Licensed Mental Health professionals, Case managers, peer counselors and front office staff all of whom provide clinical and case management and support services individually or in groups as well as training and outreach programs. In addition, interns and practicum students provide clinical services and multiple agencies collocate in the SHWC requiring additional space. The Team contracts with licensed mental health specialists to provide additional mental health services. In addition, the team recruits' specialists and local providers and programs to provide additional training to students, staff and faculty and has a robust community outreach and organizational presence in the community. The staff also act as advisors to Alliances and Clubs and attend key community and college meetings.

### GROWTH TRENDS

The program has grown over the past several years although with COVID-19 and a loss of staff, it has experienced a decline over the past year, losing a significant number of contracted therapy hours. Now, however, the number of and severity of students requesting mental health services has increased significantly. At the same time the number of health service hours requested has decreased due in part to the implementation of the Affordable Care Act.

While a major mental health grant will sunset this December 2022, a significant ongoing mental health grant has been awarded affording the center the means to increase mental health services significantly. With an increase in mental health hours, the additional need for administration and support staff, the demands of the grant, and the reentry of collocated programs, additional space will be required. Before COVID-19, the plan had been to expand space due to the need for more office space. The Center is back in that position now.

### ACCOMPLISHMENTS AND OUTCOMES

The Center has taken the lead on the campus and in the community in presenting a host of suicide prevention trainings including the Mental Health First Aide in partnership with the COC School of Personal and Professional Training (noncredit) and SPIRT (Suicide Prevention, Intervention and Response Training), a two-hour training developed by Center staff. SPIRT Trainings have been presented to students, student groups, the college community, faculty, the community of Santa Clarita and by request to classes, and community organizations. SPIRT classes have often been presented in collaboration with the Henry Mayo Fitness and Health Center, a division of Henry Mayo Hospital.

The Center Assistant Director chairs the Santa Clarita Valley Suicide Prevention Postvention and Wellness Committee that is composed of multiple community providers, meeting monthly and presents multiple events every semester, tracks suicide numbers, methods and demographics and target populations e.g., seniors, high school and college students, females, firearms owners etc.

Through the college's mental health staff's leadership in collaboration with the committee, survivors of suicide, and the City of Santa Clarita, a 988 (the nationwide Suicide and Crisis Lifeline) sign was designed and developed. The 988 sign is being placed at all railroad Crossings and key bridges in the area, was the subject of several media stories, has been distributed and posted in schools and community centers across the valley, is posted throughout the college and appears regularly on monitors that are seen around the college campus.

A highly developed website for the Santa Clarita Valley area has been developed and updated monthly, along with a pocket-sized fold out card that is distributed regularly to the sheriff, schools, faculty, students, etc. Sheriff officers carry them in their front pocket. The foldout and website have up to date information on available resources, including those for mental health, veterans, LGBTQIA+, domestic violence, sexual assault, coping strategies, etc.

The Center has links from the main college website and now has developed a website of its own that has a host of resources, information about how to make an appointment, crisis numbers, upcoming events, and general information. The Center has TV monitors outside its office that students can see when they walk by, as well as a giant cork board, where information and events are posted. All events are also posted on the dozens of official sites around the campus and flash up on the college monitors and electronic billboards.

The Center participates in student orientation. The peer guides bring student tours by the Center and staff have a "5-minute Orientation" check list to review services. The Center's services are described in The Student Online Orientation program as well. The Center participates with a booth or break out room at all club fests with Active Minds and with mental health staff during Flex Week and Welcome Back Weeks. Notes to student emails are regularly sent to remind them of the services available and events that are upcoming. There have been no suicides at the College of the Canyons for the past 5 five calendar years.

The Center has implemented an afterhours 24/7, including holidays, mental health line staffed by trained specialists (ProtoCalls), The Center is conducting a Healthy Minds Survey, and stages a daily (M-Th) support group usually attended by at least 80 participants. In addition, a well-attended weekly support group has been implemented in conjunction with the COC Learning Center, an Athletes Mental Health Support Program has been implemented in collaboration with the Athletics Department and The Learning Center, and a weekly nursing student support group was implemented.

The Center staff have conducted multiple other trainings for staff including Interpersonal and Intimate Partner Violence, Human Trafficking, SAFE Zone Trainings, Music for Minds, Mindfulness, Art with Impact, classroom, faculty, department, sheriff, clergy trainings, etc.

The Assistant Director is a Commissioner on the LA County Mental Health Commission and is on the California Community Colleges (CCC) Mental Health & Wellness Association's (MHWA) Executive Committee and from those platforms has had a significant impact on state and local mental health policy e.g., successful advocacy for major CCC mental health grants and improved services to local providers.

## FUTURE PLANS

The Center will grow as the mental health needs of students continue to grow and as students feel more comfortable accessing these services. With the advent of youth mental health and trauma specialties, the decrease of stigma associated with mental health issues, stresses of society in general, and the needs of veterans, reentry students, students of underserved cultural communities, athletes, and others, the demand for mental health services is expected to explode.

It is not as clear what the trends in other medical health services will be. With the advent of the Affordable Health Care Act (ACA) many students can access their parent's health plans or are eligible for MediCal or Covered California, and can access services at, for example, Federally Qualified Health Centers (FQHCs). If the ACA is rescinded or cut back, it's expected that the need for medical services will again be in demand at a very high rate.

The Student Health & Wellness Center (SHWC) needs a facility that has ample space for multiple private, soundproof offices to meet with student clients, as well as offices for administrators, support staff, labs, and conference rooms. Storage for medical, outreach, and office materials is necessary, along with medical and regular refrigerators, comfortable wait room and reception area, staff lounge and eating area, and exam rooms. For certain, more offices than are presently available are a requirement. Offices that have at least some windows are needed to offset the stress and mental health needs of students and to improve the wellbeing of staff who are under constant pressure to see students with significant mental health needs.

The immediate short-term goal is to hire a sufficient number of qualified mental health staff and contact workers to respond to the current caseload. Ultimately, the long-term goal is to expand the capacity of the Student Health & Wellness Center to serve student's mental health needs and to improve access in order to:

- See students in a more timely manner.
- Meet with students in a crisis situation without the need to cancel previously scheduled appointments,
- Respond in a timely manner to faculty requests for consultation and linkage of their students to services.
- Maintain an afterhours mental health line that can respond to students 24/7 and on holidays with skilled telephone consultation and linkage.
- Develop and implement a host of on-campus training and outreach programs, designed to prevent mental health issues from interfering with student's college goals,
- Inform students, faculty, staff, and administration of available services,
- Teach about key mental health issues such as suicide prevention, intimate interpersonal violence, mindfulness, stress management, Veterans wellness, SAFE Zone concepts, stigma, and mental health issues related to housing and food insecurity, cultural diversity, Dreamers, and undocumented family members.
- Intensify the college's efforts to link with, inform, collaborate with community partners. These include local private/public providers of services, the department of mental health, the local behavioral health unit, the City of Santa Clarita, and County of Los Angeles, key state representatives, other colleges/schools, law enforcement, and health providers.
- Make an impact on the local community with key initiatives addressing suicide prevention, lethal means prevention, stigma reduction, domestic and intimate partner violence, human trafficking, holiday blues, homeless services, clergy training, and gaps in services.

With the program's outreach initiatives the goal is to utilize multiple modalities including traditional lecture format, expert panels, art, music and film events, tabling, attending and chairing committees, as well as class and service club appearances, individual and group meetings with key stakeholders and community leaders both elected and appointed, and connect using social media outreach, appearing on college and community radio and TV stations and working with other local media outlets.



## VETERANS RESOURCE CENTER

### DESCRIPTION

The primary purpose of the Veterans Resource Center (VRC) is to offer military-connected students' access to significant military education benefits and provide these veteran students with accurate/reliable information for their academic success.

The Center operates through a dynamic network of support services provided by a highly trained staff, student veteran advisers, community partners, and campus faculty who have received veteran specific training. Students who benefit from these services develop the essential academic skills they will need for transfer education, workforce-skills development, and the attainment of learning outcomes corresponding to their educational goals. By working with VRC staff, veteran students are able to develop and navigate a clear path forward for accomplishing their academic goals. Specific services offered include:

- Student services advisement
- VA education/vocational benefits general information
- VA education/vocational benefits advisement and orientation
- Processing requests for payment for VA education/vocational benefits (*Valencia Campus*)
- Academic counseling services
- Free tutoring and supplemental learning services
- Scholarship programs
- PAVE (Peer Advisors Veterans Education) on-campus services and support
- VPAN (Veteran Peer Access Network) noneducation veteran benefits, resources and service support

### GROWTH TRENDS

The Veterans Resource Center has undertaken a five-year plan for maintaining sustainable initiatives that align with the California Community Colleges Chancellor's Office (CCCCO's) Veteran Services vision. The overarching goal is to increase access for veterans by continually enhancing existing services. Student veteran enrollments grow in proportion with enrollment levels of the general college population. During the pandemic there was a decrease in student veteran enrollments as there was for the college as a whole:

- During the last AY 2020/21, 496 student veterans and dependents were enrolled at the College of the Canyons. Enrollment decreased by 17 percent compared to AY 2019/20 (596 student veterans).
- During the 2nd Cycle AY 2019/2020, 596 student veterans and dependents were enrolled at College of the Canyons. This is an 8 percent decrease in enrollment. 76% or 451 students were using their VA Education Benefits is a 2 percent increase.
- During the 1st AY 2018/2019, 648 student veterans and dependents were enrolled at the College of the Canyons. 74 percent or 477 students were using their VA Education Benefits.

The VRC is implementing a three-year evaluation plan to increase enrollment levels. During the first year the plan aims to stop the decline. In the second and third years of the evaluation period, the VRC will increase enrollment by 5 percent yearly.

## ACCOMPLISHMENTS AND OUTCOMES

- In the past year, VRC reach on Instagram has grown by 645.8%. The following increased about 22% (from 313 to 409).
- Approved for a grant to offer the Peer Advisors for Veteran Education (PAVE) program on campus. PAVE is designed to pair veterans and military students with trained current veteran students. PAVE advisors support veteran students throughout their academic journey, sharing their experiences and identifying resources that facilitate the transition from the military to college. In addition to the regular PAVE training, College of the Canyons (COC) PAVE peer advisors will receive in-depth training in areas critical to academic success, including tutoring, academic accommodation, basic needs, financial aid, MESA, personal & professional learning, and employment.
- Established a partnership with VPAN (Veteran Peer Access Network) to provide services on campus. VPAN is a community-driven, peer outreach program that aims to alleviate pervasive issues such as homelessness, unemployment, substance abuse, incarceration and suicide that too often afflict service members transitioning to civilian life. The Network deploys trained Veteran and Military Family Peers throughout LA County to proactively find veterans before a potential moment of crisis and connect them to earned benefits and services.

## FUTURE PLANS

Thanks to its strategic position, COC attracts students coming not only from Santa Clarita but also from the surrounding valleys, which includes a significant number of veterans. The U.S. Census Bureau 2019 American Community Survey reported that 68,751 veterans reside in Santa Clarita Valley, San Fernando Valley, and Antelope Valley. In the last academic year (2020/21), 39% of the COC veteran population consists of students mainly from Santa Clarita Valley (39%), Antelope Valley (22%), and San Fernando Valley (17%).

Data indicates that 40 to 48 percent of veterans in the area have attended some college courses or completed an associate degree. Considering veterans' interest in obtaining a college degree, the COC Veterans Resource Center is committed to removing any barriers that prevent veterans in the area from accessing postsecondary education by providing additional academic services tailored to veterans' needs. For this reason, the VRC staff believe it is imperative to better understand the impact of the pandemic, social justice issues, and other barriers impacting student veterans that caused a decline in enrollment and to then adjust its services based on that understanding. As it will remain difficult to predict future enrollment, the VRC is focused on providing access to services in-person on both campuses and online so that all student veterans can receive exceptional service and the support they need to succeed.

To facilitate this process, the Veterans Resource Center (VRC) will maintain an effective student veteran engagement online strategy, develop an online veteran's education benefits orientation, establish, and staff a new Canyon Country VRC, and then reorganize into three areas of operation:

- Valencia, Canyon Country, and Online VRC services will each have a coordinator assigned and provide the same level of services in each area of operation.
- Each area of operation will have unique functions and activities that promote access, engagement, and success accordingly.
- This structure also allows for flexibility to react to external and institutional changes. Some of the primary objectives serve to reduce the decline in enrollment and increase enrollment by 25% (on average, 650 students per year), improving services and access in each area of operation based on the needs of the student population.

## VOLUNTEER BUREAU AND STUDENT EMPLOYMENT

### DESCRIPTION

The Volunteer Bureau and Student Employment Department (VBSE) is a collaborative campus unit that mobilizes students, staff, and community members to promote student success, campus involvement, and community engagement. The Department supports this mission by:

- Promoting volunteerism on campus through the Volunteer Bureau
- Encouraging student success and retention through Student Employment
- Assessing and connecting students with campus departments through the Federal Work-Study Program.

VBSE is in charge of all personnel functions of volunteerism and student employment on campus, including recruiting, processing, placement, compensation, and maintenance of personnel processes. The Department is a one-stop destination for the student population and community members wanting to be involved and engaged on campus. Under Student Services, VBSE provides our constituents services that are similar to one provided by the Human Resources Office to other classifications, but we take it another step by engaging our student population, gauging their needs, identifying student employment and volunteer opportunities, and connecting them with partnering departments on campus.

To expand student employment opportunities on and off campus, VBSE utilizes various methods to increase opportunities for connections between department supervisors and students eligible for student employment. It also creates partnerships with outside organizations and expands Federal Work-Study student employment to off campus sites.

In addition to expanding volunteerism on and off campus VBSE is striving to increase the presence and support of the Volunteer Bureau across departments, programs, and events.

Student employment and on-campus volunteerism play a critical role in student retention. A fact that has been substantiated in many studies and research. As the college continues to bring more classes on-campus, VBSE plays an integral role in engaging students to stay enrolled and be successful.

### GROWTH TRENDS

Despite the pandemic that affected all on-campus activities without exception, VBSE numbers have recovered, and are now comparable to pre-pandemic numbers. Between 400 and 500 student employees are hired each year, and over a thousand serve in terms of walk-in inquiries, potential applicants, screening interviews, new hires, and existing student employees. VBSE also conducts outreach and brings in 150 to 200 new volunteers each year, bringing our current total of active volunteers to over 1200.

## ACCOMPLISHMENTS AND OUTCOMES

VBSE has played a significant role in reengaging our student population and reintroducing our students to our campus. A large number of students enrolled in on-campus classes are active student employees that have restarted student and campus life on campus. VBSE helped to achieve this through outreach efforts designed to bring student and community volunteers back on campus in . to engage them in event volunteering and providing services within various programs and departments.

In addition to helping bring students back to campus other recent VBSE accomplishments include:

- Initiated programs to encourage and support diversity and inclusion on campus, such as “Diversity Spoken.”
- Completed termination and close out process of 2021-22 student employee data in Datatel in preparation for the new fiscal year. Executed mass hire/rehire for 2021-22 season in conjunction with Business Services and HR.
- Populated new and rehire data for student employees hired for 2022-23 fiscal year in Datatel.
- Completed close out process of 2021-22 Federal Work Study employee data in Federal Work-Study (FWS) database in preparation for new fiscal year.
- Launched plan for determining eligibility and hire/rehire of Federal Work Study workers for 2022-23 in conjunction with the Financial Aid Office.
- Populated new and rehire data for Federal Work Study employees hired for 2022-23 fiscal year in the FWS database.
- Completed annual updated volunteer database by adding new volunteers and confirming inactive volunteers and removing names. This includes adding new volunteers and terminations to the board agenda.

## FUTURE PLANS

In the near future, VBSE staff anticipate further expansion of our operations as more students are looking to work on campus, and more students and community members are wanting to volunteer their time in our increasingly diverse operations. As demand for VBSE services continues to grow, additional staffing and space will be needed to sustain current efficiency and the ability to handle further growth. With only part-time student employees in our office, there is a constant recruitment and training mode as students graduate and move on after 1-2 years. For this reason, there is a need to secure full-time staff to support and maintain program success and efficiency.

Additional office space is needed to conduct confidential business and to maintain our student employees’ and volunteers’ privacy, while also protecting private personnel records. Such space will allow VBSE staff access to computer desks and counter space where student applicants, candidates, or new hires can conduct their office documents/applications/new hire packets/Volunteer forms/interviewing with hiring departments’ sessions.



# IV

## INTRO TO FACILITIES PLANNING

## IV. INTRO TO FACILITIES PLANNING

The 2022 - 2027 Educational and Facilities Master Plan (EFMP) provides a comprehensive guide towards the future of the College of the Canyons. The educational and facilities components of the plan were developed concurrently, through an integrated and collaborative process, allowing for broad participation from the College community. The educational component of the plan utilizes a comprehensive data set to identify long-term demographic and labor market trends that may impact future enrollments at both the Canyon Country and the Valencia Campus Facilities and identifies potential future opportunities to mitigate those challenges. This data analysis is then used by the College to establish clear directions for the future of its academic and academic support programs, student support programs and services, and its institutional support services. This analysis then informs the long-term facilities plan for the Santa Clarita Community College District, by quantifying the amount and type of space needed to deliver quality academic and support programs in the future. Thus, the educational component of the Master Plan provides the basis for planning and decision-making in the key areas of campus facilities development, while the facilities component of the plan translates these goals and needs into a holistic and implementable vision of the future Santa Clarita Community College District/Campuses.

### METHODOLOGY

This section describes the process and planning guidelines followed by the Westberg White Architecture (WWA) facilities master planning development team in preparation of the facilities portion of the College of the Canyons 2022-2027 EFMP. The WWA team employed a variety of methods of analysis utilizing data provided by the State Chancellor's Office and College of the Canyons, and by conducting a comprehensive physical assessment of existing facilities and infrastructure on the campus.

### PROCESS

#### FACILITY CONDITION INDEX (FCI)

A Facilities Condition Index (FCI) is a percentage value that is calculated using the projected cost of repairs needed to bring the facility back to its original condition vs. the cost to replace the entire facility. WWA uses this index and other factors to determine whether replacement of a particular building is warranted, in comparison to renovation. Buildings with a high FCI (higher level of physical deficiencies and high cost to renovate) are more likely to be recommended for replacement while buildings with a moderate FCI (moderate level of physical deficiencies and reasonable cost to renovate) are recommended for renovation.

#### ADA TRANSITION PLAN

The College of the Canyon's ADA Transition Plan identifies requirements for upgrading campus buildings to current building code standards. WWA recommends that buildings with reasonable and cost-effective ADA upgrades (per the Transition Plan) be renovated to meet current code requirements. In contrast, buildings requiring significant or major ADA upgrades (per the Transition Plan) will be recommended for more extensive upgrades and restoration that could include structural code upgrades.

#### WWA PHYSICAL ASSESSMENT

WWA conducted a physical assessment and analysis for every building on both the Canyon Country and the Valencia campuses. Through observation and photographic evidence, WWA noted physical deficiencies as well as physical limitations for programmatic efficiencies, as identified through the educational component of the master plan. Some buildings may require extensive improvements that could trigger full/complete seismic structural code upgrades.

## EDUCATIONAL MASTER PLAN

The data gathered via the educational component of the master plan presents opportunities to improve facilities in support of the College's future, long-term programmatic needs. The Educational Master Plan consultant, MIG Inc., identified changing demographics, shifting programmatic needs and opportunities to create an improved campus environment. Subsequently, WWA incorporated these opportunities into its facilities plan development, whereby recommending improvements to academic and academic support programs, student support services, institutional support services and the overall campus environment in order to provide a more comprehensive and dynamic college experience.

## PLANNING

To determine the amount of space required to support the programmatic needs of College of the Canyons, enrollment and program forecasts are applied to a set of standards for each type of building space.

The required utilization and space standards for classrooms, laboratories, offices, libraries and audio-visual spaces are obtained from the California Code of Regulations (CCR), Title 5, Chapter 8, and Sections 57020 - 57032. These standards refer to the California Community Colleges' Board of Governors Policy on Utilization and Space Standards, which were updated in September 2020.

Applying these standards to the weekly student contact hours (WSCH), the average number of hours of student instruction conducted in a week in a primary term of an academic year, produces total capacity requirements that are expressed in assignable square feet (ASF), allocated on a per-student or per-faculty member basis.

A capacity-to-load ratio (Cap/Load ratio) is used by the California Community Colleges Chancellor's Office (CCCCO) to determine qualification for state funding for capital construction projects. Capacity is determined by a formula, using WSCH/projected enrollment as the critical variable in the determination of maximum allowable assignable square feet per space type. Each space type uses a unique formula, resulting in a maximum allowable capacity for that space type, Load is calculated as the current/projected total assignable square footage per space type, identified by how the room is actually being used at the time of the calculations.

California Title 5 regulations define the Cap/Load ratio as a measure of a college's space utilization efficiency. This ratio, expressed as a percentage, is the dividend product of the computed capacity of the space category divided by the actual or projected usage of the space. Ratios above 100% indicate an excess of space, while ratios below 100% indicate a deficiency of space and thus help qualify a district for State Capital Outlay funding. Cap/Load ratios are quantified separately by space: lecture, lab, office, library and AV/TV.

Valencia Campus (660) STATE CHANCELLOR'S OFFICE WSCH PROJECTIONS

WSCH	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Lecture	128,352	129,757	131,148	132,534	133,841	134,703	135,763
Capacity/Load Ratio	115%	113%	112%	111%	110%	109%	106%
Lab	64,473	65,670	66,946	68,259	69,554	70,694	71,722
Capacity/Load Ratio	122%	123%	120%	118%	116%	114%	113%

FTE	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Office	553	561	569	577	585	590	595
Capacity/Load Ratio	95%	106%	105%	103%	102%	101%	101%

Projected FTES	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Library	65,304	65,792	66,285	66,783	67,285	67,791	68,303
Capacity/Load Ratio	125%	137%	136%	135%	134%	133%	135%
AV/TV	18,202	18,243	18,284	18,327	18,369	18,412	18,456
Capacity/Load Ratio	66%	83%	83%	83%	82%	82%	82%



Canyon Country Campus (661) STATE CHANCELLOR'S OFFICE WSCH PROJECTIONS

WSCH	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Lecture	90,791	91,531	92,264	93,000	93,668	94,194	95,161
Capacity/Load Ratio	124%	123%	122%	121%	120%	119%	111%
Lab	54,083	54,554	55,022	55,491	55,906	56,235	56,844
Capacity/Load Ratio	125%	124%	123%	122%	121%	120%	121%

FTE	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Office	426	430	433	437	440	443	447
Capacity/Load Ratio	112%	111%	110%	109%	109%	108%	106%

Projected FTES	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Library	48,978	49,344	49,714	50,087	50,464	50,843	51,227
Capacity/Load Ratio	156%	155%	153%	152%	151%	150%	149%
AV/TV	13,651	13,682	13,713	13,745	13,777	13,809	13,842
Capacity/Load Ratio	88%	87%	87%	87%	87%	87%	86%

# EDUCATIONAL MASTER PLAN GROWTH PROJECTIONS AND METHODOLOGY

The California Community Colleges Chancellor’s Office develops WSCH projections for each community college based upon regional population projections, K-12 enrollment trends and historic college enrollment patterns. The EFMP consulting team expanded this methodology to include a broader set of data points which may influence future enrollment-growth patterns for the Santa Clarita Community College District. Such data points included labor market growth among middle-skill occupations, unemployment rate trends, and projected population growth among older and younger population groups. The team determined that looking at historical enrollments would give us the best sense of what might happen in the coming years. MIG created a set of logarithmic trend lines for each set of data looking at the pattern of enrollments and headcounts from 2016/17 through 2021/22. Each trend line was a line of best fit for the data that could be used to forecast enrollments and headcount for the next five years.

The analysis of the data indicates current and expected declines among college-age residents in Los Angeles County and in high school graduation rates in the surrounding area. Enrollment at the college has been 30,000 or more students each year. In the 2018/19 academic year, the College reached a peak of 35,182 students. The number of full-time equivalent students (FTES) has been as high as 16,715, in 2017/18. In the last three academic years, overall student headcount has declined by 7.9 percent and FTES by 14.6 percent.

Data for the current academic year (2021/22) illustrates a continued decline in FTES experienced by College of the Canyons and other community colleges. Data reflects 15,706 students enrolled at the College in the fall of 2021, 1,200 fewer than in the fall of 2017. This rate was used to determine the relative growth of each program at College of the Canyons, along with a set of metrics developed to measure program performance, including enrollment, fill rate, and award outcomes and related program job growth, where applicable.

Although the estimated enrollment growth projection for College of the Canyons is expected to decline over the next five years, there is a significant number of programs and disciplines that are projecting growth as shown on the chart below.

## Programs/Disciplines Projecting Growth

Architecture	+2.73%	Fire Technology	+0.52%
Administration of Justice	+1.21%	Geology	+2.27%
Astronomy	+0.60%	Graphic and Multimedia Design	+1.54%
Biological Sciences	+0.61%	Health Science	+0.59%
Business	+0.9%	History	+0.07%
Chemistry	+1.33%	Hotel Restaurant Management	+3.02%
Communications Studies	+0.53%	Interior Design	+0.58%
Computer Applications & Web Technologies	+0.48%	Land Surveying	+2.04%
Computer Science	+1.69%	Medical Laboratory Technician	+0.01%
Construction Management & Technology	+3.96%	Modern Language & Cultures	+0.40%
Dance	+0.29	Noncredit	+6.26%
Early Childhood Education	+1.41%	Paralegal Studies	+2.5%
Economics	+1.98%	Physics	+1.44%
Education	+0.45%	Psychology	+0.29%
Engineering	+0.19%	Real Estate	+1.4%
Environmental Sciences	+3.85%	Water Systems Technology	+1.16%

## ROOM USE CATEGORY

The California Community Colleges Chancellor's Office (CCCCO) designated inventory for assignable space is divided into 10 general categories:

000s - Inactive, under conversion or unfinished

100s - Classroom (including any lecture room)

200s - Laboratory

300s - Office

400s - Library and reading/study

500s - Athletics, AV/TV, clinic, demonstration, animal quarters, greenhouse

600s - Assembly, exhibition, food, merchandise, meeting, locker (nonathletic), recreation

700s - IT, shop (as in Facilities), central storage (serving several areas), central utility

800s - Health services

900s - Dormitory facilities

## SPACE PLANNING

Due to the projected enrolment declines and teaching modalities changes (Online/OnlineLIVE, hybrid and many others that don't require students to be on campus to receive their instruction), there is less need for more lecture space and a growing need for flexible lecture space that can be used for multiple instructional delivery modes and lab space. There are several facilities improvements recommendations in this plan to address the most immediate needs as well as more long-term upgrades and modifications. The Santa Clarita Community College District has already embarked on, and is in various stages of improvements from programming, conceptual analysis, design, state review cycles, preparation of construction documentation, DSA approval, and construction to accommodate some of these and other program needs at both the Valencia and Canyon Country Campuses, including the following.

- Boykin Hall Renovation, Valencia Campus – A current renovation in construction of the existing laboratory outdated facilities to meet today's and future needs.
- Bonelli Hall Ground Floor Renovation, Valencia Campus – To enclose and create a central campus facility to accommodate a Campus Intercultural Center gathering space for the student body. Currently in construction.
- Student Center Renovation, Valencia Campus – Conversion to create a centralized Student Union gathering facility with relocation of decentralized student services to a consolidated central location. Currently in the design phase.
- Advanced Technology Center – Canyon Country – A new 30,000 sf. facility located between the Valencia and Canyon Country campuses, that will house manufacturing tech, robotics, welding, and other leading-edge technology programs that serve the high demands of the defense, aerospace and industrial manufacturing industries. Additionally, there is room to expand the 30,000 sqft facility to 48,000 sqft to most programmatic demand.
- A significant change from the previous plan to this plan will be the revision of the previous plans programming for the Instructional Building #3 at the Canyon Country Campus. The revised plan for this building now includes expanded Health Science programming, including all-new instructional programs, which will include creating more laboratory space in order to meet the growing demands and needs of the Health Science programs. This project is also in the design phase.

In addition, there are many other proposed recommendations that will increase the efficiency, flexibility, and creation of collaborative spaces along with the creation or reconfiguration of lecture space to lab space and more Hyflex Classrooms. The future renovation/restoration of the older buildings will also significantly improve the efficiency and flexibility of the college's instructional spaces.



**V**

# HISTORY OF CAMPUS DEVELOPMENT

# V. HISTORY OF CAMPUS DEVELOPMENT

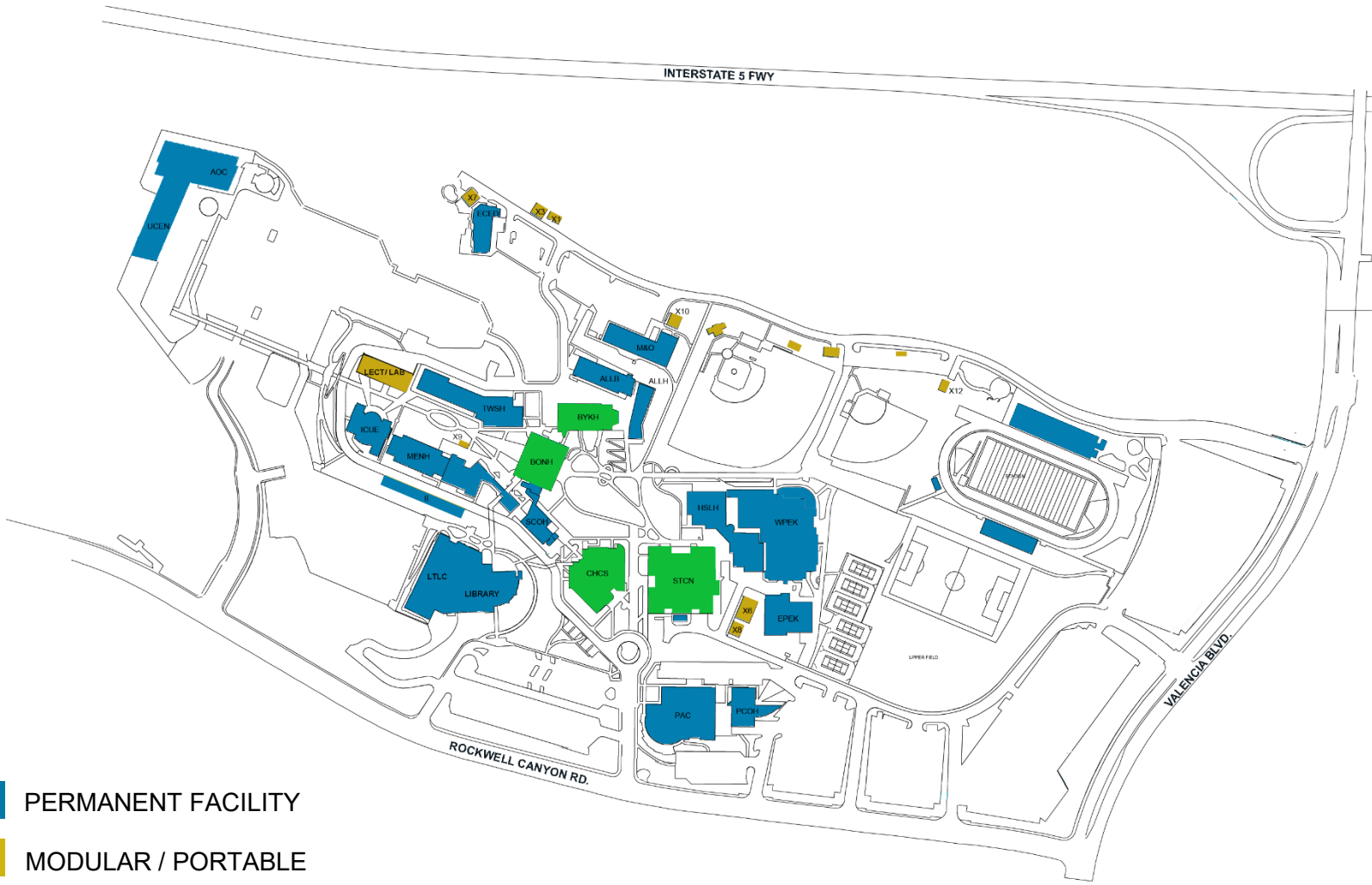
## EXISTING CAMPUS FACILITIES – COLLEGE OF THE CANYONS, VALENCIA CAMPUS

The existing College of the Canyons Valencia Campus Site Plan shown in Exhibit 5.1A illustrates the 153-acre campus bounded by Interstate 5 Freeway on the East, Valencia Boulevard on the South and Rockwell Canyon Road on the West. It includes 825,423 square feet of dedicated learning space. The graphic provides a legend indicating each building’s respective structure as a permanent facility, portable building, modular building, or if the building is currently in a design or construction phase of development. The North end of the Campus is anchored by its University Center facility, which sits remotely and at a higher plateau from the main campus, creating a weak pedestrian link to its core. The majority of the academic facilities are clustered toward the northern end of the campus in a linear configuration from the North to the Campus center South, surrounding a very large linear open-to-air central landscape quad. Anchoring the Core is one of the original multi-story Educational Buildings, Bonelli Hall. South of this location is a large open core landscape Quad which leads further south towards additional educational facilities, indoor athletic facilities and fields. The Administration and Student Services are located at the campus core and main campus entry drive off Rockwell Canyon Road, on the East side, along with the adjacent Performing Arts Center and Library/Learning Center. This site configuration renders most of the student parking at the northern and southern edges of the property, and staff and visitor parking to the East side. Maintenance facilities are located along the West side of the Campus.



# COLLEGE OF THE CANYONS – VALENCIA CAMPUS

## EXISTING CAMPUS SITE PLAN



- PERMANENT FACILITY
- MODULAR / PORTABLE
- NEW IN-DESIGN / UNDER CONSTRUCTION

Exhibit 5.1A



## DEVELOPMENT HISTORY – COLLEGE OF THE CANYONS, VALENCIA CAMPUS

Much of the history of constructed facilities on the College of the Canyons, Valencia Campus, originates back to the 1970’s, with the majority of the core buildings constructed during that same decade. Major additions were subsequently completed in the 1990’s and since the year 2000. The following Development History Timeline Table and subsequent Exhibit 5.1B Valencia Campus Development – Site Plan, provide detailed and graphic explanation of the development history of this Campus.

### DEVELOPMENT HISTORY TIMELINE TABLE

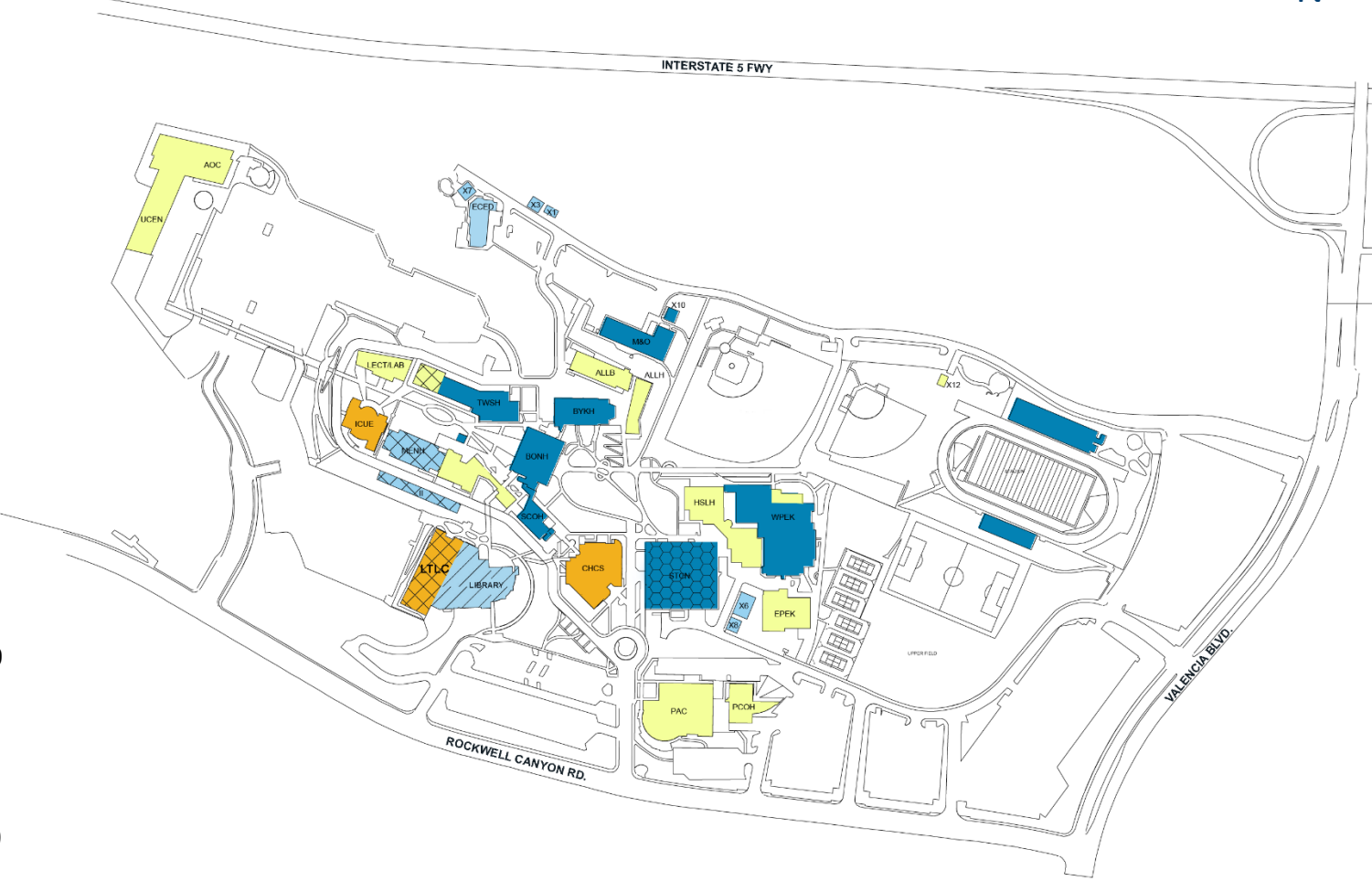
#### COLLEGE OF THE CANYONS – VALENCIA CAMPUS -PERMANENT BUILDINGS:

	Building Name	Year Built	ASF	GSF	Refurbished
BONH	Bonelli Hall	1973	33,547	57,276	Multiple Renovations since 1992
SCOH	Seco Hall	1975	14,000	23,526	
BYKH	Boykin Hall	1975	25,654	37,705	2021/2022 in Construction (complete Modernization)
STCN	Student Center	1975	28,124	40,130	Complete Modernization, in design 2022/23
TWSH	Towsley Hall	1975	19,913	24,606	2002 South Half Mod/Expanded
WPEK	Physical Education West	1976	54,970	80,834	Complete Mod 2019-2000
CHCS	Student Services/Admin	2014	25,717	46,370	Counseling office pod remodel 2023
LIBR/LTLC	Library/Learning Center	1996	63,025	86,606	
MENH	Mentry Hall	1996	46,058	78,237	New Addition in 2010
M&O	Corporation Yard	1972	18,921	21,156	
ECED	Child Development	1994	6,583	10,088	
I	North Central Plant	2007	6,538	7,814	
	Stadium Concession	1970	1,795	3,342	
PAC	Performing Arts Center	2004	26,886	44,478	
PCOH	Pico Hall	2004	11,838	19,401	Music Studio Conv.2022
HSLH	Hasley Hall	2007	42,750	43,650	
ALLH	Aliso Hall	2007	4,700	7,599	
ALLB	Aliso Lab	2007	25,558	35,864	
PEK	Physical Education East	2007	14,567	15,353	
II	South Central Plant	1996	2,900	3,021	Expanded in 2007
UCEN	University Center	2009	61,258	100,077	
ICUE	Culinary Arts	2014	9,400	12,017	
SSC	Student Support Center	2001	6,465	7,680	

**COLLEGE OF THE CANYONS – VALENCIA CAMPUS – MODULAR AND PORTABLE BUILDINGS:**

	Modular Building Name	Year Built	ASF	GSF	Refurbished
X7	Child Development FS/ECE	1998	1,298	1,575	
X1	Family Study 1/ECE	1994	700	960	
X3	Family Study 2/ECE	1994	1,292	1,440	
X6	Employment Center	1998	2,257	3,888	Modernized in 2018
	Field Storage 1	1970	673	710	
	Field Storage 2	1970	92	96	
	Ticket Sales 1	1970	57	70	
	Ticket Sales	1970	57	70	
X9	Faculty Office Building x 9	1999	1,310	1,440	2017 Converted to Staff Offices
X10	Facilities Office	1999	1,151	1,440	
X8	Campus Safety	1999	1,290	1,440	
	Field storage 3	1999	155	160	
	Archive Storage	2002	1,686	1,800	
	Restroom Building	2002	444	480	
X12	Public Safety Academy	2005	2,101	2,160	
	Academy Shed A	2006	144	144	
	Academy Shed B	2006	144	144	
	Coffee Kiosk	2007	510	576	
SB Mod	Softball				
BB Mod	Baseball				

# COLLEGE OF THE CANYONS – VALENCIA CAMPUS DEVELOPMENT TIMELINE



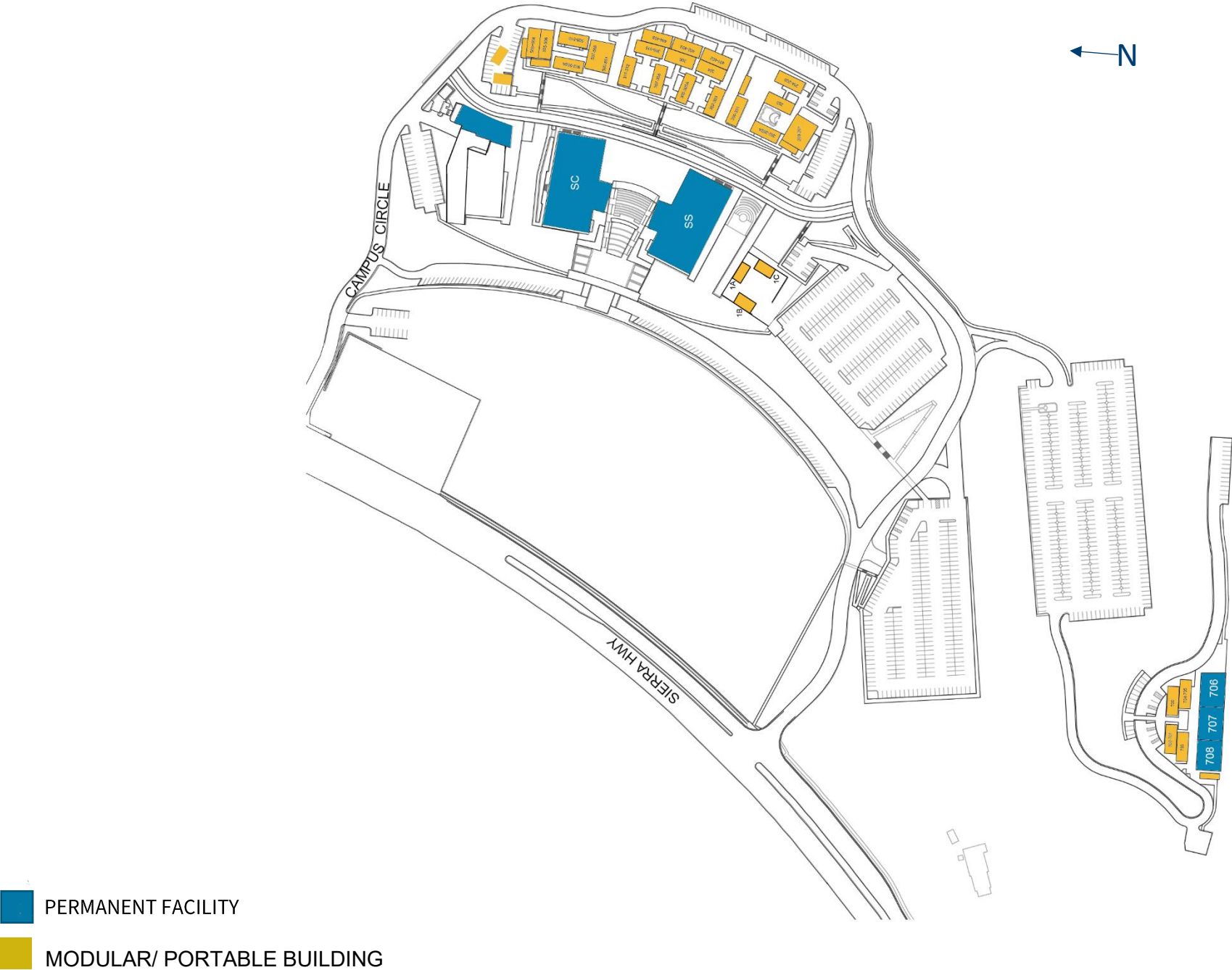
- 2010 - 2019
- 2000 - 2009
- 1990 - 1999
- 1970 - 1979
- UNDER DESIGN
- RENOVATED
- EXPANSION

## EXISTING CAMPUS FACILITIES – COLLEGE OF THE CANYONS, CANYON COUNTRY CAMPUS

In November of 2006, permanent infrastructure, site development and several modular buildings were purchased along with a new 70-acre site in Canyon Country for the College of the Canyons, Canyon Country Campus. Exhibit 5.1C provides a graphic image of the site plan of the campus. The site currently consists of 170,832 square feet of space, 4 permanent buildings and 6 “Quads” of modular buildings. The Campus was opened in 2007 as a modular campus with permanent buildings added since that time. A new Science and Lecture permanent 55,000 square foot building was completed in 2020 along with the campus Central Plant. The most recent new facility is the Student Services/Learning Resources 55,000 square foot Building which opened in December 2022. The Campus is configured on two main plateaus with its initial development locating the clusters of modular structures on the upper level, and lower level occupied by portable student services facilities, along with the permanent Science and Lecture multi-story facility located on the lower level, with similar permanent Student Services facility flanking the central plaza and amphitheater core of the campus. A Central Plant is located to the North side of the campus, and a separate permanent Applied Technology facility with modular office and classrooms are located to the South side of the campus on a distant remote upper-level plateau. Student parking is in several terraced parking lots to the South side of the campus, with staff parking spread out around its perimeter. Primary access to the campus is provided at a single point along Sierra Highway as a one-way circulation to a single point of egress.



# COLLEGE OF THE CANYONS - CANYON COUNTRY CAMPUS EXISTING CAMPUS SITE PLAN



## DEVELOPMENT HISTORY – COLLEGE OF THE CANYONS, CANYON COUNTRY CAMPUS

In November of 2006, permanent infrastructure, site development and several modular buildings were purchased along with a new 70-acre site in Canyon Country for the College of the Canyons, Canyon Country Campus. This Campus was opened in 2007 as a modular campus with permanent buildings added since that time. The site currently consists of 170,832 square feet of space, 4 permanent buildings (including a central plant), and 6 “Quads” of modular buildings as indicated in the following table.

### DEVELOPMENT HISTORY TIMELINE TABLE

#### COLLEGE OF THE CANYONS – CANYON COUNTRY CAMPUS – PERMANENT BUILDINGS:

	Building Name	Year Built	ASF	GSF	Refurbished
SCI CHT	Science & Lecture Building	2020	35,120	55,000	
708,707,706	Applied Technology ATEC	2011	9,631	10,315	
	Central Plant	2020	4,204	4,400	
SS/LRC	Student Services/Learning Resource Center	2022	32,544	55,000	

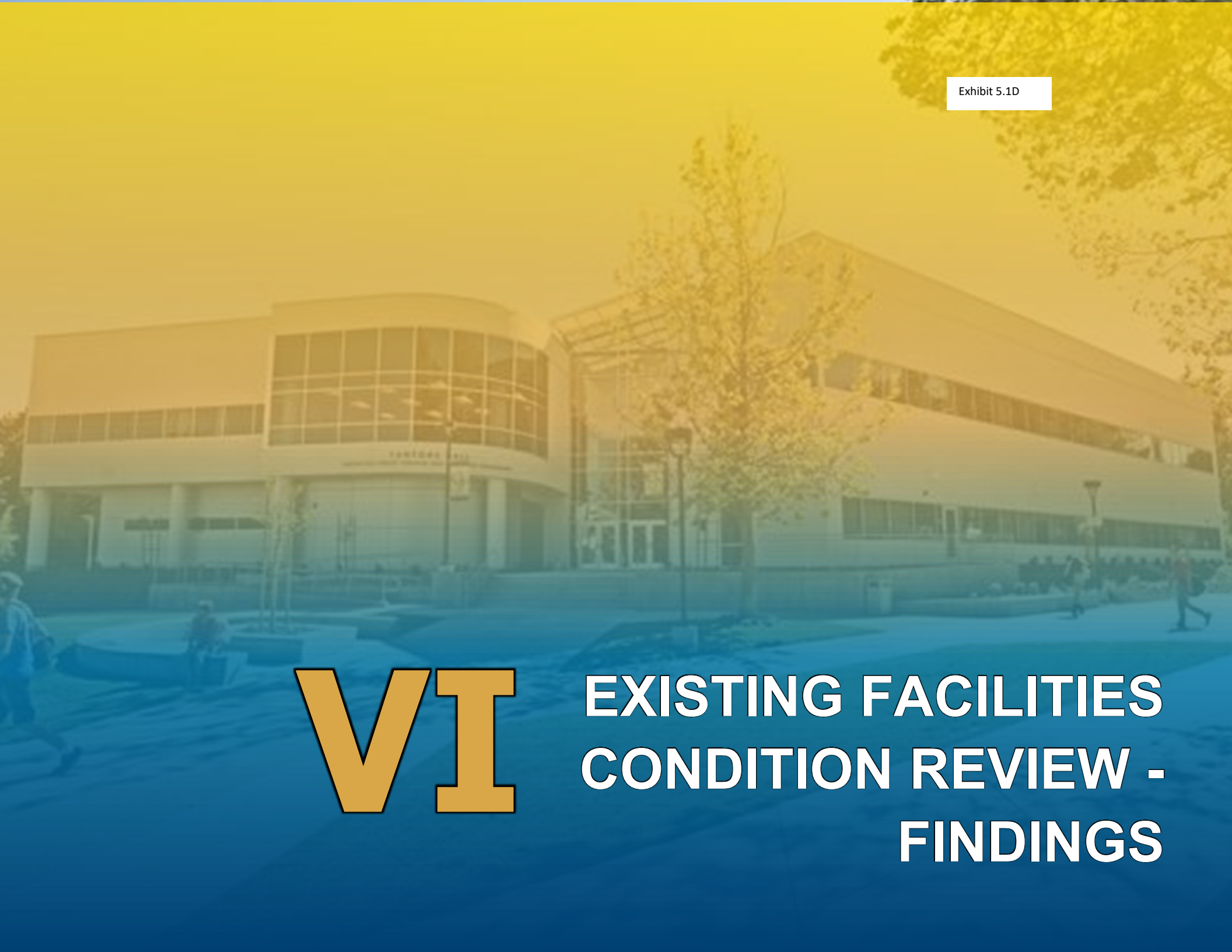
**COLLEGE OF THE CANYONS – CANYON COUNTRY CAMPUS –MODULAR AND PORTABLE BUILDINGS:**

	Modular Building Name	Year Built	ASF	GSF	Refurbished
1A	Interim Student Services 1A	2007	1,042	1,440	
1B	Interim Student Services 1B	2007	1,012	1,440	
1C	Interim Student Services 1C	2007	1,307	1,440	
	Restroom 1	2007		480	
	Interim Child Care 2A	2007	2,521	2,880	
	Modular LG. Classroom 2B	2007	1,374	1,440	
	Interim Fitness Center CTR 2C	2007	1,277	1,440	
	Lounge/tech Support 2D	2007	1,378	1,440	
	Restroom 2	2007		480	
	Classroom Portable 3A	2007	1,376	1,440	
	Interim Bookstore/food Service	2007	1,328	1,440	Food Service Remodel 2022
	Modular Computer Lab 3C	2007	1,314	1,440	
	Modular Computer Lab 3D	2007	1,364	1,440	
	Modular Learning Center 3E	2007	1,392	1,440	
	Library Portable 3F	2007	1,358	1,440	
	Modular Biology Lab 3G	2007	1,360	1,440	
	Modular Chemistry Lab 3H	2007	1,357	1,440	
	Restroom 3	2007		480	
	Modular Classroom 4A	2007	1,375	1,440	
	Modular Classroom 4B	2007	1,364	1,440	
	Classroom Portable 4C	2007	1,375	1,440	
	Classroom Portable 5A	2007	1,374	1,440	
	Modular Classroom 5B	2007	1,350	1,440	
	Classroom Portable 5C	2007	1,371	1,440	
	Classroom Portable 5D	2007	1,368	1,440	
	Modular Classroom 5E	2007	1,366	1,440	
	Classroom Portable 5F	2007	1,354	1,440	
	Restroom 5	2007		480	
	Office Portable 6A	2011	897	960	
	Office Portable 6	2011	800	960	
	Modular 700	2011	863	1,421	
	Modular 701-702	2011	1,360	1,421	
	Modular 703	2011	1,360	1,421	
	Modular 704-705	2011	1,360	1,421	
	Restroom 7	2011		473	
	Canyon Cafe	2011	106	120	Demolished for SS/LRC in 2019

# COLLEGE OF THE CANYONS – CANYON COUNTRY CAMPUS DEVELOPMENT TIMELINE







# VI

## EXISTING FACILITIES CONDITION REVIEW - FINDINGS

# VI. EXISTING FACILITIES CONDITION REVIEW

## EXISTING FACILITIES CONDITION REVIEW - FINDINGS

Throughout the course of developing this Educational and Facilities Master Plan, the WWA consulting team and its team of engineers, conducted multiple site visits to both the Valencia and Canyon Country campuses to conduct a walk-through and observe existing physical conditions for all major campus buildings, facilities and supporting infrastructure, and equipment. During these visits, observations were documented pertaining to code conformance and access compliance, while also noting observations of potential physical conditions requiring modifications. Additionally, the team participated in meetings with College of the Canyons maintenance and operations staff to discuss campus-wide utility systems and specific building functionality. The WWA team also gathered pertinent information from management and other district personnel.

In addition to conducting the physical analysis and interview with district personnel, WWA utilized data from the California Community Colleges Chancellor's Office (CCCCO), the College's ADA Transition Plan, and the information gathered from the educational planning component of this comprehensive master planning effort. Please refer to Chapter 4: Methodology for a more details explanation of the process and methodology used in the development of this Educational and Facilities Master Plan.

### COLLEGE OF THE CANYONS BUILDING ASSESSMENT: VALENCIA CAMPUS

During the spring of 2022 the State Chancellor's office conducted their required (every three years) Facilities Conditions Assessment of the district's facilities. The State FUSION database was updated with this recent thorough evaluation of the district's facilities. The FUSION report provided the FMP consulting team with another opportunity to verify/confirm and update the Facilities Condition Index (FCI) review that had been previously conducted by the team. The assessment effort incorporates the following considerations.

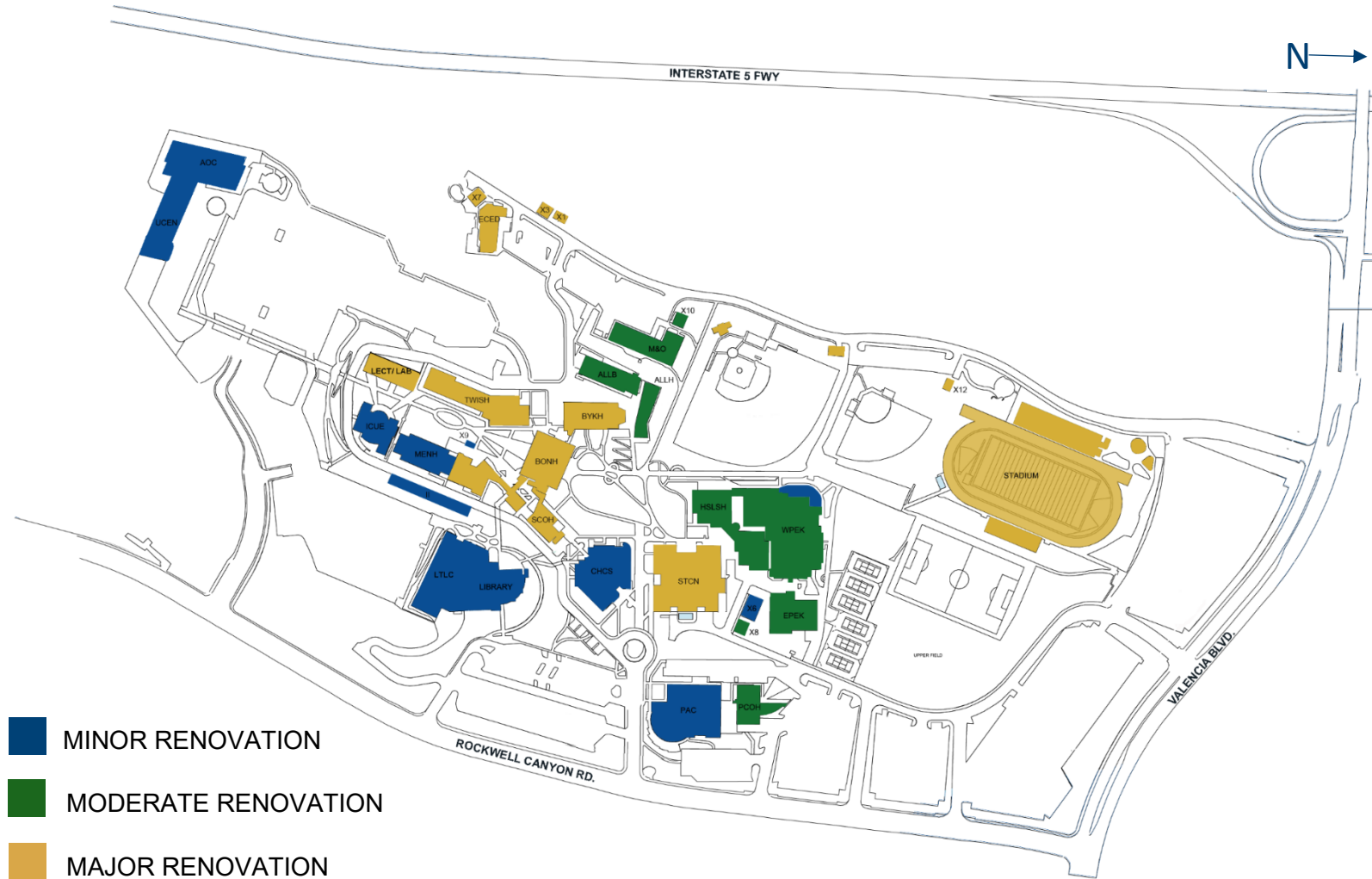
- A physical visit and visual condition evaluation (structural integrity and observed damage),
- Research of building age/history of renovation or modification,
- Observed hazards,
- Security considerations,
- A visual inspection for ADA compliance (including access and safety issues),
- An infrastructure connectivity evaluation,
- An internal building systems evaluation,
- Other observed code compliance issues,
- And documentation of expressed user cosmetic, functional and operational issues.

From this input an FCI was calculated for each facility assessed and was referenced during the planning process. The FCI is used to quantify a facility's physical condition at a specific point in time and is calculated using the estimated cost of maintenance/repair requirements, and the Current Replacement Value (CRV) of the building. For example, if a building's replacement value is \$10,000,000 and the cost of correcting its existing deficiencies is \$3,000,000, the building's FCI is  $\$3,000,000 \div \$10,000,000 = 0.30$  or 30%. The larger the FCI indicates a greater decrease in a facilities condition.

## ASSESSMENT CATEGORIES

Minor Renovation	Low FCI	=	Good to Excellent Condition
Moderate Renovation	Average FCI	=	Satisfactory/Fair condition
Major Renovation	High FCI	=	Poor Condition

## COMPREHENSIVE FACILITY ASSESSMENT CATEGORIES



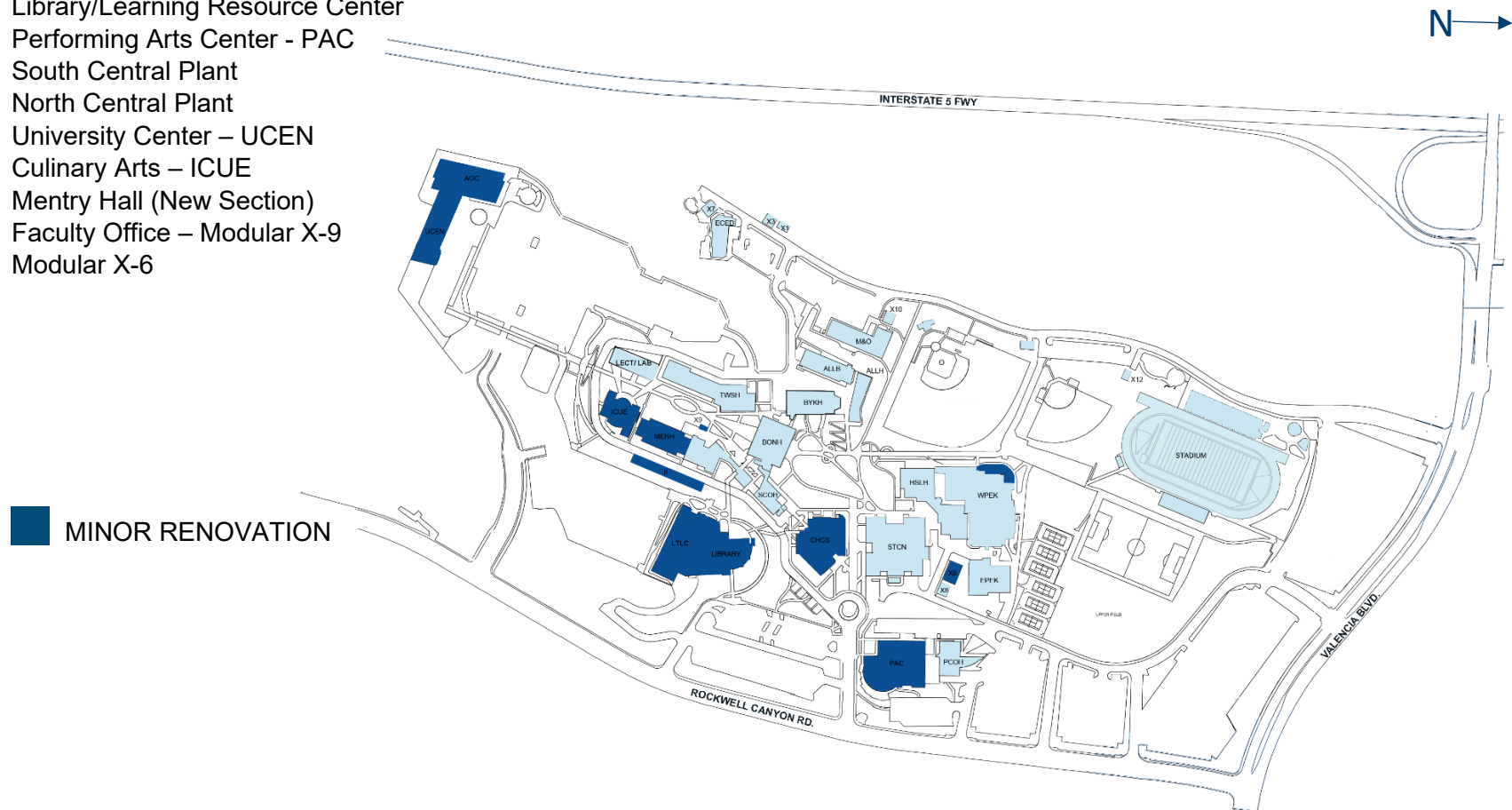
## MINOR RENOVATION

The following buildings/facilities were constructed and/or modernized more recently and are thus in need of only minor renovations, including the following:

- To bring them up to current code requirements
- To address items identified in the college's ADA Transition Plan
- To address technology and utilities infrastructure upgrades
- And to enhance functionality

## FACILITIES IN GOOD TO EXCELLENT CONDITIONS (NEEDING ONLY MINOR RENOVATION)

Canyons Hall – CHCS  
Library/Learning Resource Center  
Performing Arts Center - PAC  
South Central Plant  
North Central Plant  
University Center – UCEN  
Culinary Arts – ICUE  
Mentry Hall (New Section)  
Faculty Office – Modular X-9  
Modular X-6



## MODERATE RENOVATIONS

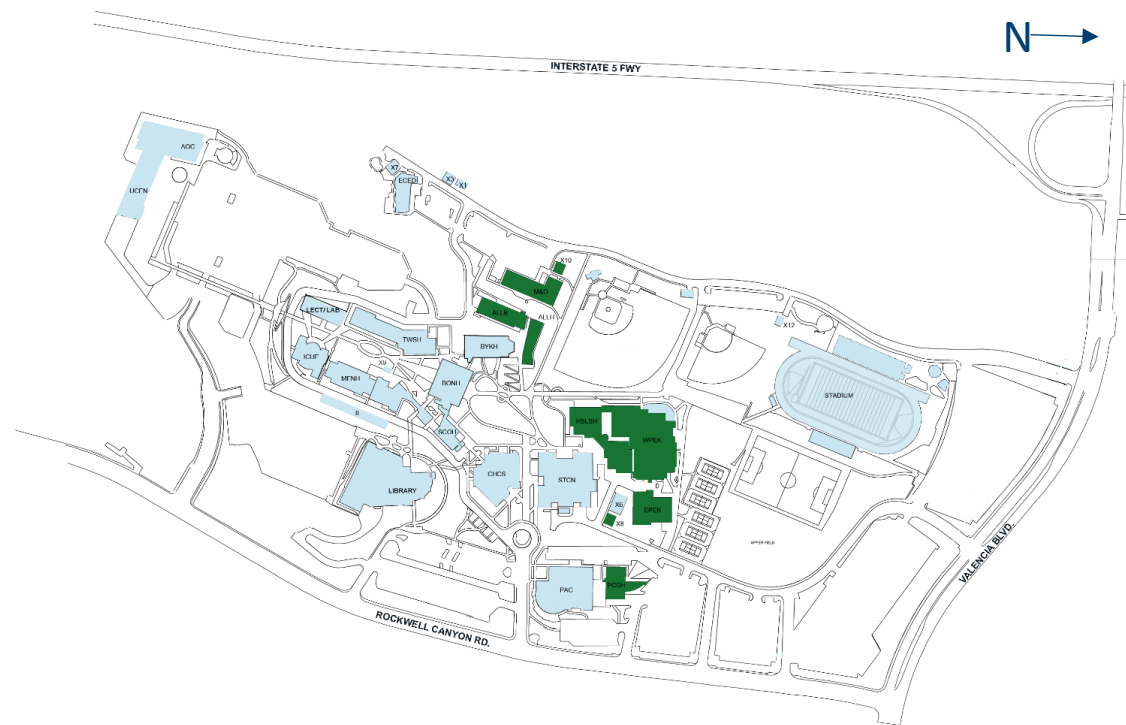
The buildings/facilities listed below may need moderate renovations to address the following items:

- Facilities to be brought up to current code compliance.
- Improvements are needed to address building security.
- The quantity and infrastructure of restrooms do not support current and/or proposed building capacities.
- Technology improvements are needed to support current needs, adapt to future needs, and to remain flexible and adaptable to future technological changes.
- Building access and fenestration requirements based on functional changes require external modifications.
- Buildings need a more cohesive aesthetic relationship and/or integration with their surroundings.
- Moderate renovations are needed to address items in College of the Canyon’s ADA Transition Plan
- Moderate enhancements are needed to address functionality and to meet programmatic needs.
- External affiliated functions require accommodation and connectivity/enclosure.

## FACILITIES IN SATISFACTORY / FAIR CONDITIONS (NEEDING ONLY MODERATE RENOVATIONS)

- Aliso Hall
- Aliso Lab
- Pico Hall
- Hasley Hall
- Facilities Office – Modular X-10
- Physical Education East
- Physical Education West
- Modular X-8
- Corporation Yard

 MODERATE RENOVATION



## MAJOR RENOVATION

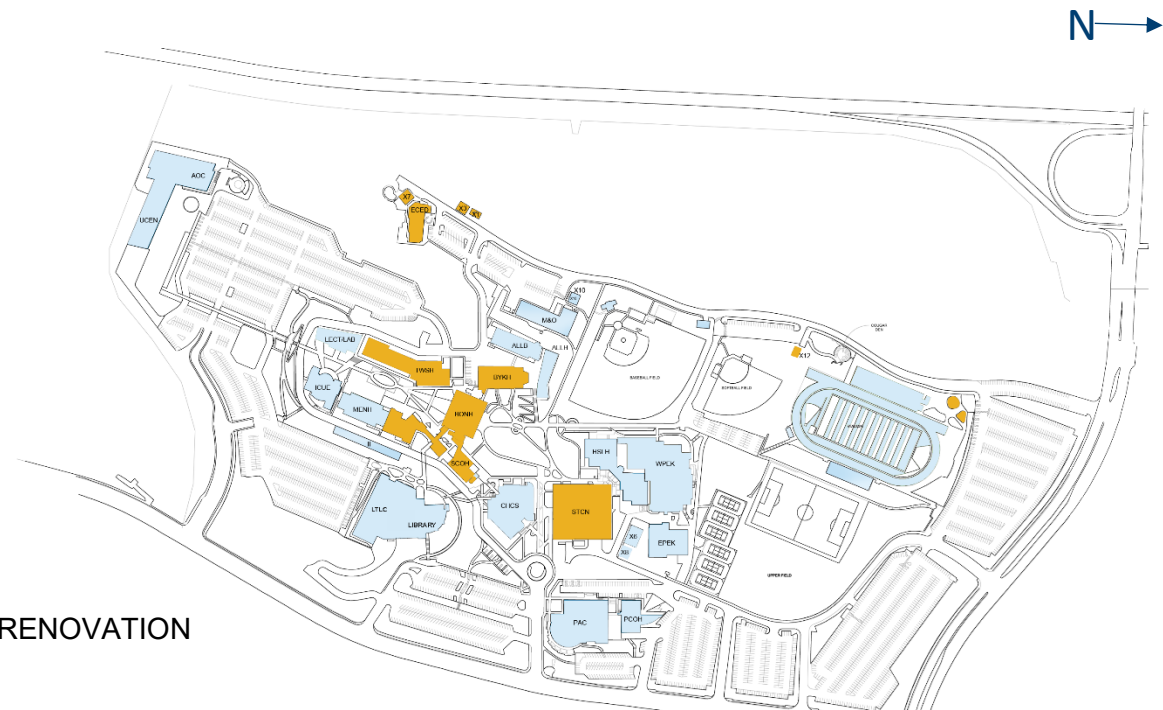
The buildings/facilities listed below are in need of major renovations to address the following items:

- Observation of major building material failures, i.e., roofing and deck leaks, concrete deterioration, missing materials, etc.
- Improvements are needed to address building security
- Building structure and materials require seismic evaluation for current code compliance, safety and connectivity to adjacent attached facilities
- Building construction type/materials make it difficult and costly to renovate for better flexible space utilization and to achieve energy efficiency
- Restrooms and/or food service facilities do not meet current code and/or health department compliance requirements
- Requires substantial ADA upgrades, or inability to accommodate requirements
- Classrooms have outdated lighting and internal environment is void of natural light
- Building electrical equipment components have reached the end of useful life, or not capable to meeting current or future load demands
- Interior building finishes have reached the end of their useful life and are past due for replacement
- Interior existing casework, including Lab equipment and stations, do not meet accessibility quantities and requirements
- Building mechanical equipment components have reached the end of their useful life and are past due for replacement
- Current physical conditions of facilities inhibit the ability for technological implementation and flexibility
- The age of plumbing system components have reached the end of their useful life, and require replacement

## FACILITIES IN NEED OF SIGNIFICANT IMPROVEMENTS / UPGRADES

- Towsley Hall - TWSH
- Seco Hall
- Boykin Hall
- Student Center
- Bonelli Hall
- Mentry Hall (Old Section)
- Early Childhood Education
- Public Safety Academy - Modular Building
- Academy Sheds A & B
- Family Study 1- Modular Building
- Family Study 2- Modular Building
- Family Study 3- Modular Building
- Field Storage 1
- Field Storage 2
- Ticket Sales 1
- Ticket Sales 2

 MAJOR RENOVATION



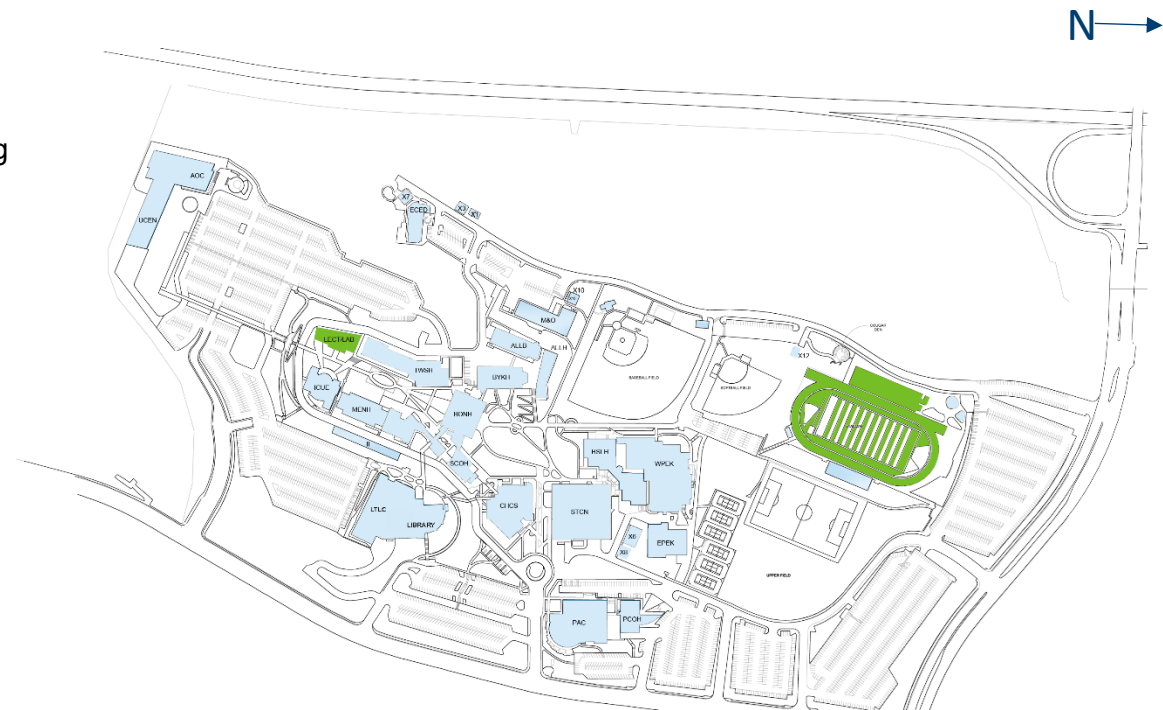
## FACILITIES REPLACEMENT

The buildings/facilities listed below should be considered as a replacement to address the listed below. The cost to renovate these facilities will exceed the cost to replace them.

- Observation of major building material failures, i.e., roofing and deck leaks, concrete deterioration, missing materials, etc.
- Improvements are needed to address building security
- Building structure and materials require seismic evaluation for current code compliance, safety and connectivity to adjacent attached facilities
- Building construction type/materials make it difficult and costly to renovate for better flexible space utilization and to achieve energy efficiency
- Restrooms and/or food service facilities do not meet current code and/or health department compliance requirements
- Requires substantial ADA upgrades, or inability to accommodate requirements
- Classrooms have outdated lighting and internal environment is void of natural light
- Building electrical equipment components have reached the end of useful life, or not capable to meeting current or future load demands
- Interior building finishes have reached the end of their useful life and are past due for replacement
- Interior existing casework, including Lab equipment and stations, do not meet accessibility quantities and requirements
- Building mechanical equipment components have reached the end of their useful life and are past due for replacement
- Current physical conditions of facilities inhibit the ability for technological implementation and flexibility
- The age of plumbing system components have reached the end of their useful life, and require replacement

## FACILITIES CONSIDERED FOR REPLACEMENT

Cougar Stadium  
 Stadium Concessions  
 Student Support Center – Modular Building



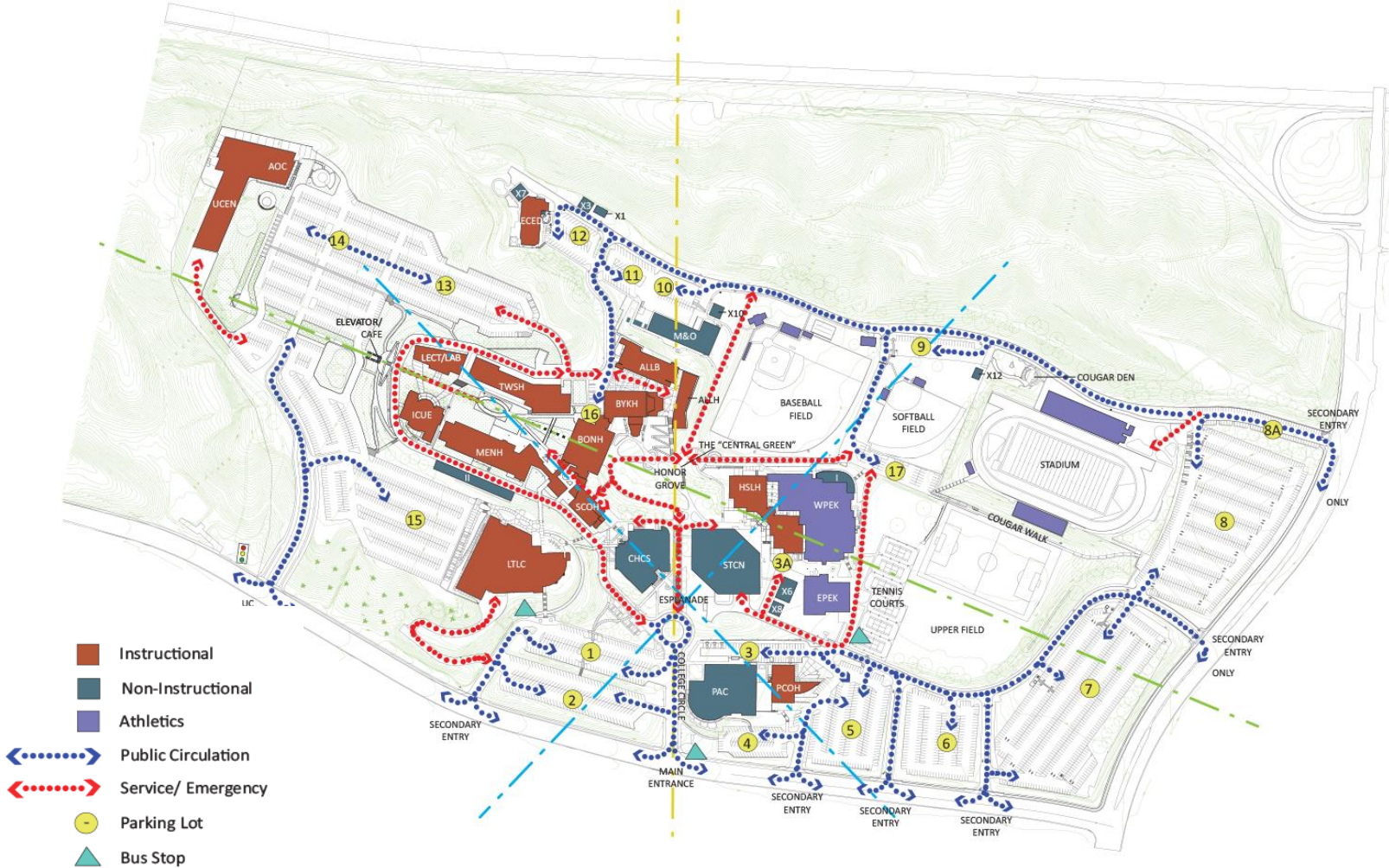
FACILITIES REPLACEMENT





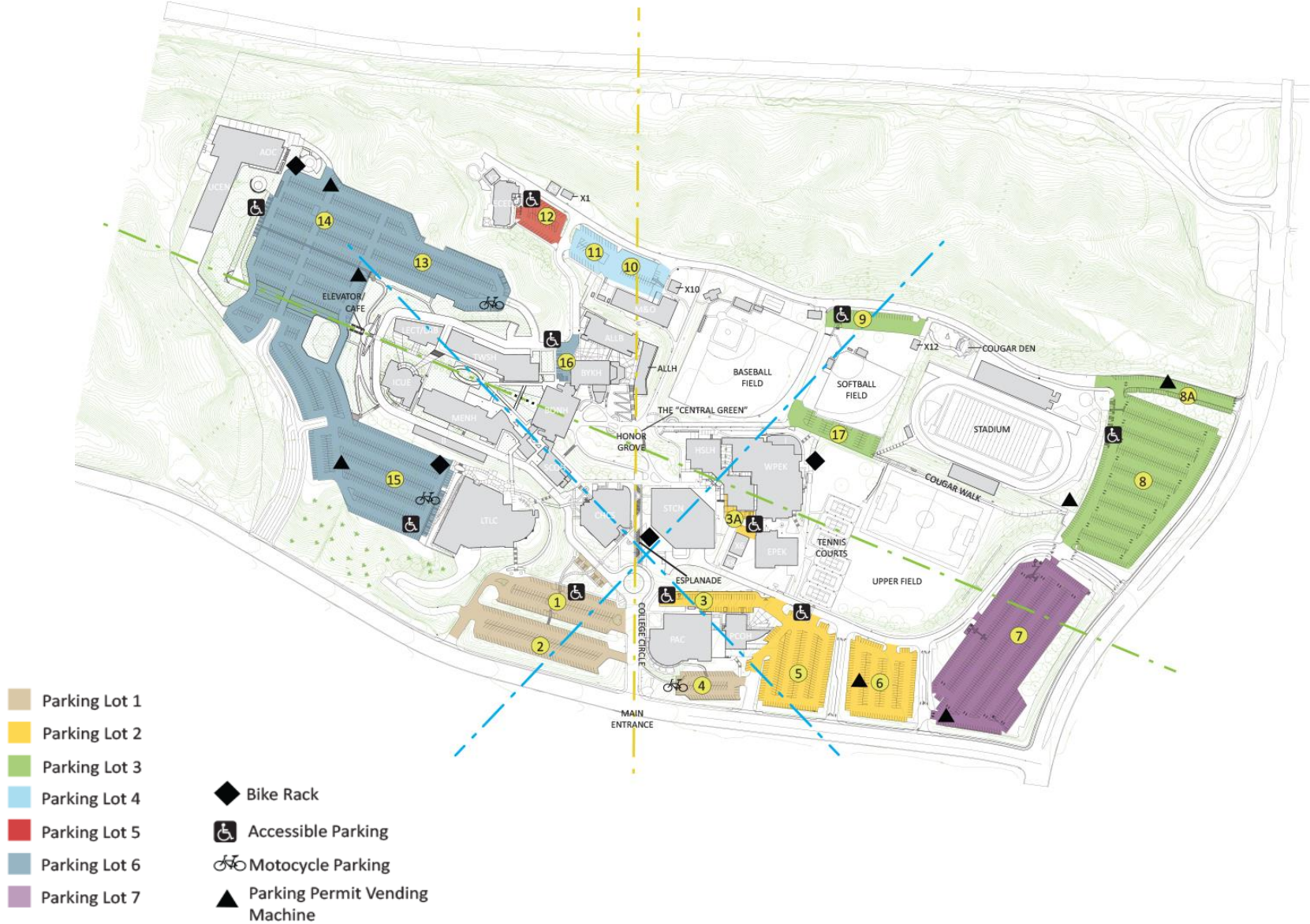
# VEHICULAR CIRCULATION AT VALENCIA CAMPUS

The recently completed parking structure in Lot #7 has contributed greatly to parking and traffic flow improvement at the Valencia campus. There is well-balanced and convenient access to student and staff parking throughout the campus.



KBZ graphic image

# PARKING LOT DESIGN AT VALENCIA CAMPUS



KBZ graphic image

# PARKING TABULATION AT VALENCIA CAMPUS

LOT #	USER	CAPACITY	# OF ACC PROVIDED	# OF VAN ACC PROVIDED
1 2 4	STAFF ONLY STAFF + VISITORS STUDENTS	369	16	0
3 3A 5 6	STAFF ONLY ACC STUDENTS + VISITORS STUDENTS	493	10	0
8 8A 9 17	STUDENTS STUDENTS STU ENTS STAFF ONLY	784	13	4
10 11	STAFF + VISITOR STAFF ONLY	56	1	0
12	ECED ONLY	52	0	2
13 14 15 16	STUDENTS + STAFF STUDENTS + STAFF STUDENTS + STAFF + VISITORS ACC	1411	42	0
7	STUDENTS	1659	21	3
		4824	103	9

# COLLEGE OF THE CANYONS BUILDING ASSESSMENT CANYON COUNTRY CAMPUS

A comprehensive Facility Condition Assessment was conducted by the 2022 – 2027 EFMP Consulting Group to assess the current status of each building/facility on the College of the Canyons District Canyon Country Campus. This assessment effort incorporates the following considerations.

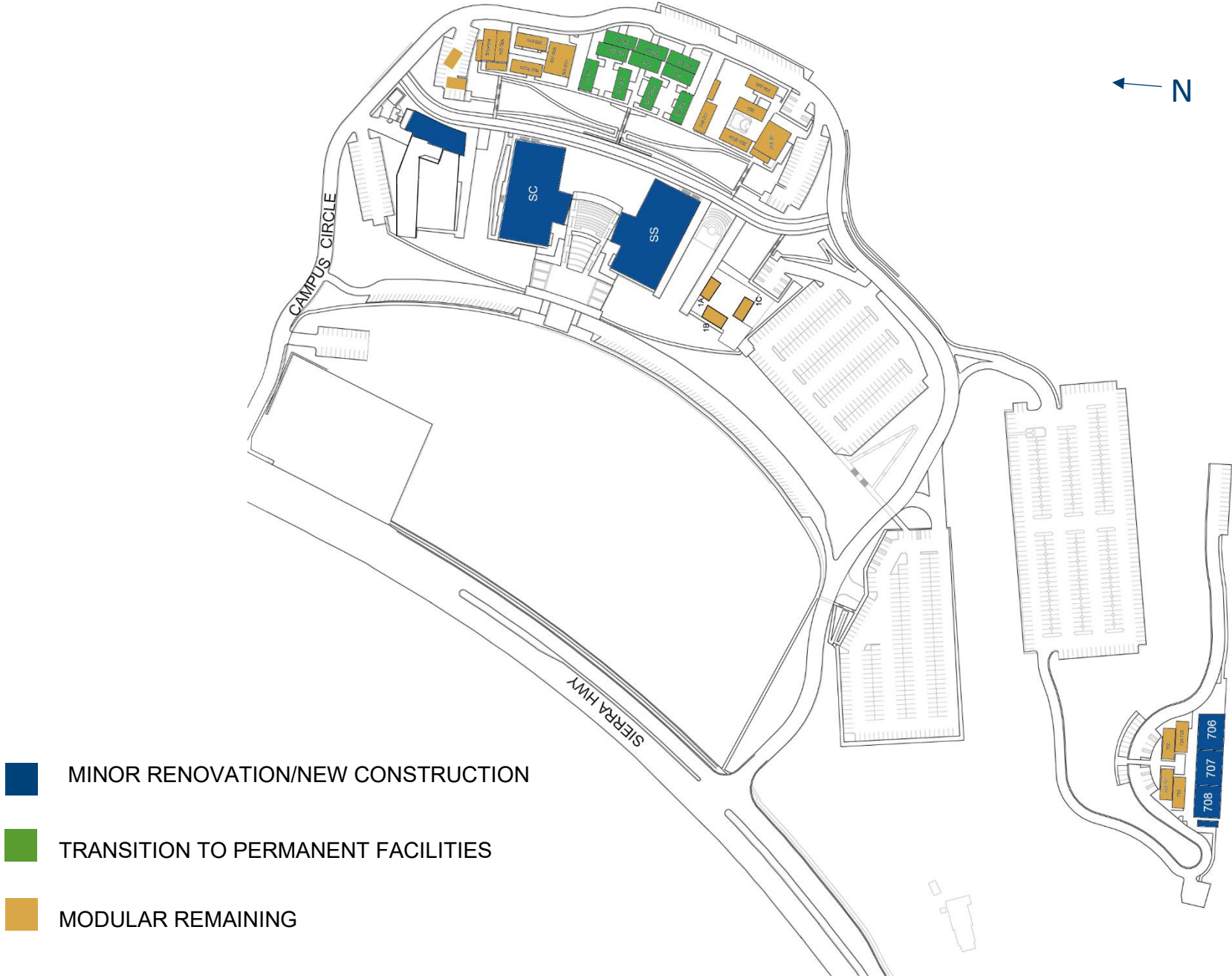
- A physical visit and visual condition evaluation (structural integrity and observed damage)
- Research of building age/history of renovation or modification
- Observed hazards
- Security considerations
- An ADA compliance assessment (including access and safety issues)
- An infrastructure connectivity evaluation
- An internal building systems evaluation
- Other observed code compliance issues
- Current Master Plan and Strategic Plan intension for replacement of existing modular structures with permanent facilities
- And documentation of expressed user cosmetic, functional and operational issues

From this input a Facility Condition Index (FCI) was calculated for each facility assessed and was referenced during the planning process. The FCI is used to quantify a facility’s physical condition at a specific point in time and is calculated using the estimated cost of maintenance/repair requirements, and the Current Replacement Value (CRV) of the building. For example, if a building’s replacement value is \$10,000,000 and the cost of correcting its existing deficiencies is \$3,000,000, the building’s FCI is  $\$3,000,000 \div \$10,000,000 = 0.30$  or 30%. The larger the FCI indicates a greater decrease in a facilities condition.

## ASSESSMENT CATEGORIES

Minor Renovation	Low FCI	=	Good to Excellent Condition (Blue)
Moderate Renovation	Average FCI	=	Satisfactory/Fair condition (Green)
Major Renovation	High FCI	=	Poor Condition (Gold/Yellow)

# COMPREHENSIVE FACILITIES ASSESSMENT CATEGORIES

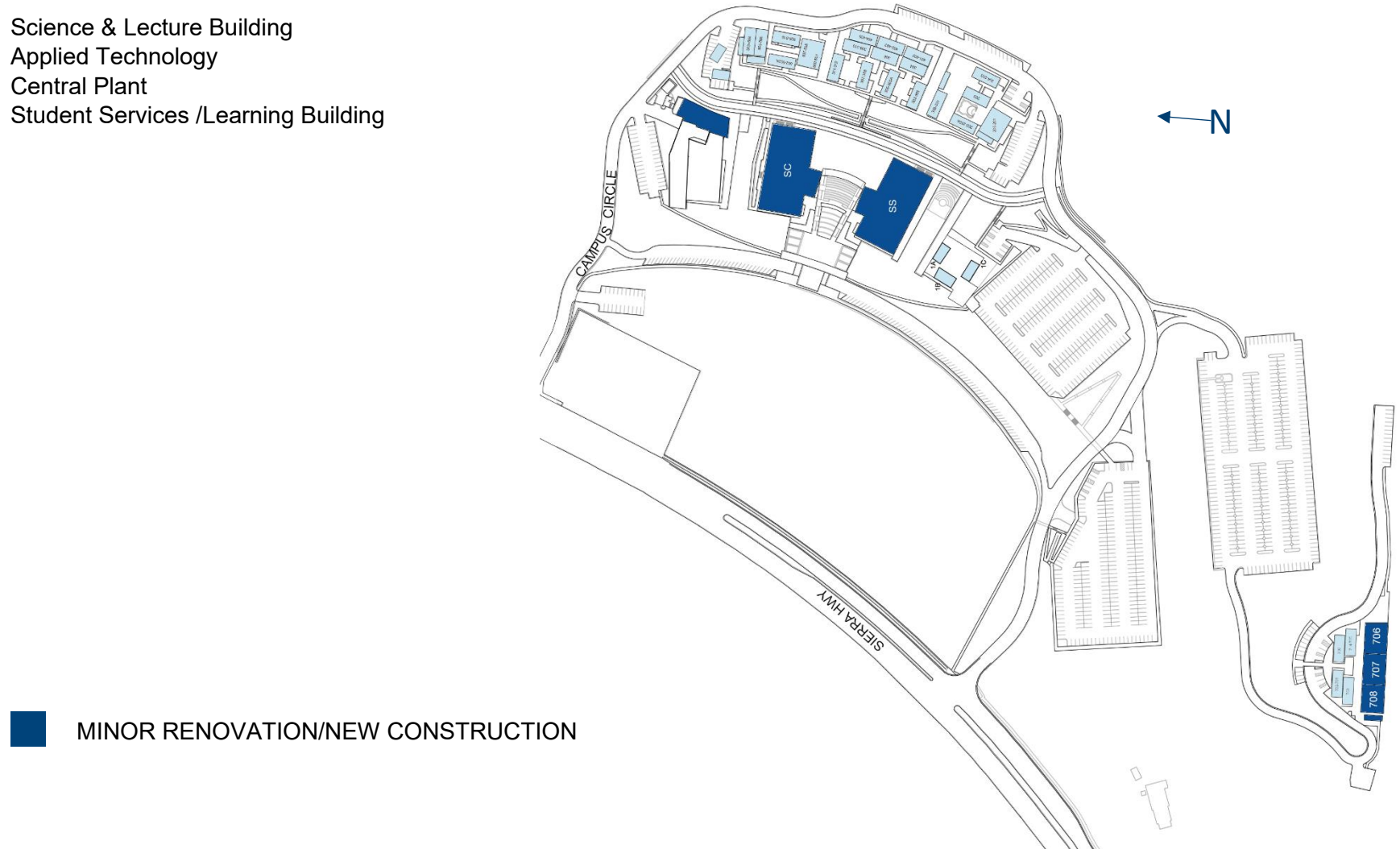


## MINOR RENOVATION

The following buildings/facilities were constructed and/or modernized more recently, or are currently under construction, and are thus in need of only minor renovations to bring them up to current code requirements, to address items identified in the college's ADA Transition Plan, to address technology and utilities infrastructure upgrades and to enhance functionality:

## FACILITIES IN GOOD TO EXCELLENT CONDITIONS (NEEDING ONLY MINOR RENOVATION)

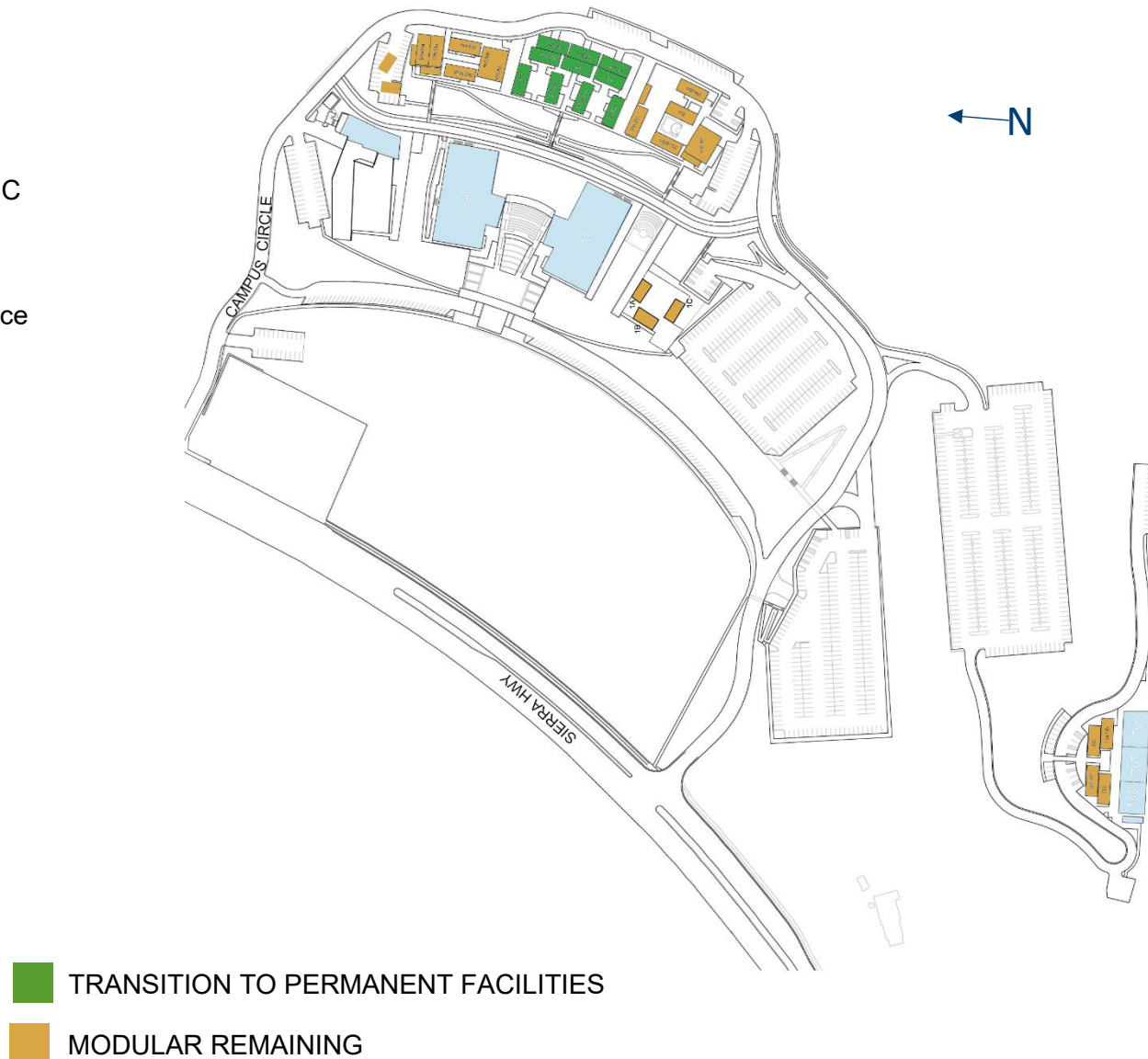
- Science & Lecture Building
- Applied Technology
- Central Plant
- Student Services / Learning Building



## TRANSITION TO PERMANENT FACILITIES

The modular buildings highlighted in green are scheduled to be removed to make room for the new Health Science building (building #3). Some of the remainder of existing buildings, which are modular type structures, may be removed or demolished in the future to allow for the planned construction of permanent facilities.

- Interim Student Services 1A
- Interim Student Services 1B
- Interim Student Services 1C
- Restroom 1
- Interim Child Care 2A
- Modular LG. Classroom 2B
- Interim Fitness Center CTR 2C
- Lounge/Tech Support 2D
- Restroom 2
- Classroom Portable 3A
- Interim Bookstore/Food Service
- Modular Computer Lab 3C
- Modular Computer Lab 3D
- Modular Learning Center 3E
- Library Portable 3F
- Modular Biology Lab 3G
- Modular Chemistry Lab 3H
- Restroom 3
- Modular Classroom 4A
- Modular Classroom 4B
- Classroom Portable 4C
- Classroom Portable 5A
- Modular Classroom 5B
- Classroom Portable 5C
- Classroom Portable 5D
- Modular Classroom 5E
- Classroom Potable 5F
- Restroom 5
- Office Portable 6A
- Office Portable 6
- Modular 700
- Modular 701-702
- Modular 703
- Modular 704-705



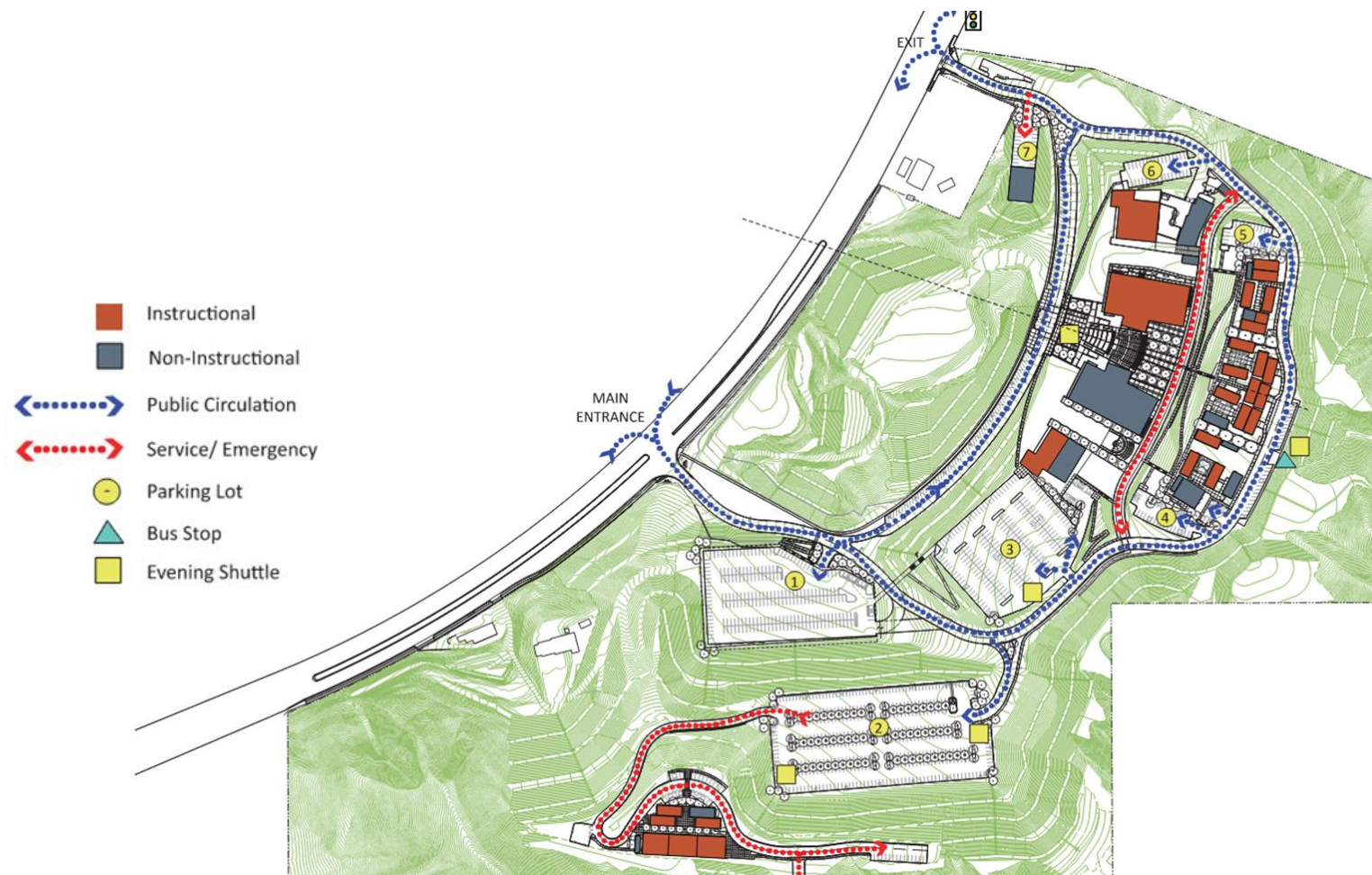
# CAMPUS ENVIRONMENT

This section is dedicated to identifying the components of the campus environment that limit current functionality, access, organization, safety, sustainability, and character. Combined, these variables contribute to the college identity, branding and social characteristics of the environment.

The following sections provide an evaluation of each component leading to conclusions that inspire opportunities for campus improvement.

## PEDESTRIAN CIRCULATION/FLOW AT CANYON COUNTRY CAMPUS

The pedestrian circulation originally created by the previous Master Plan has worked well. There's no need to alter or modify the existing plan.

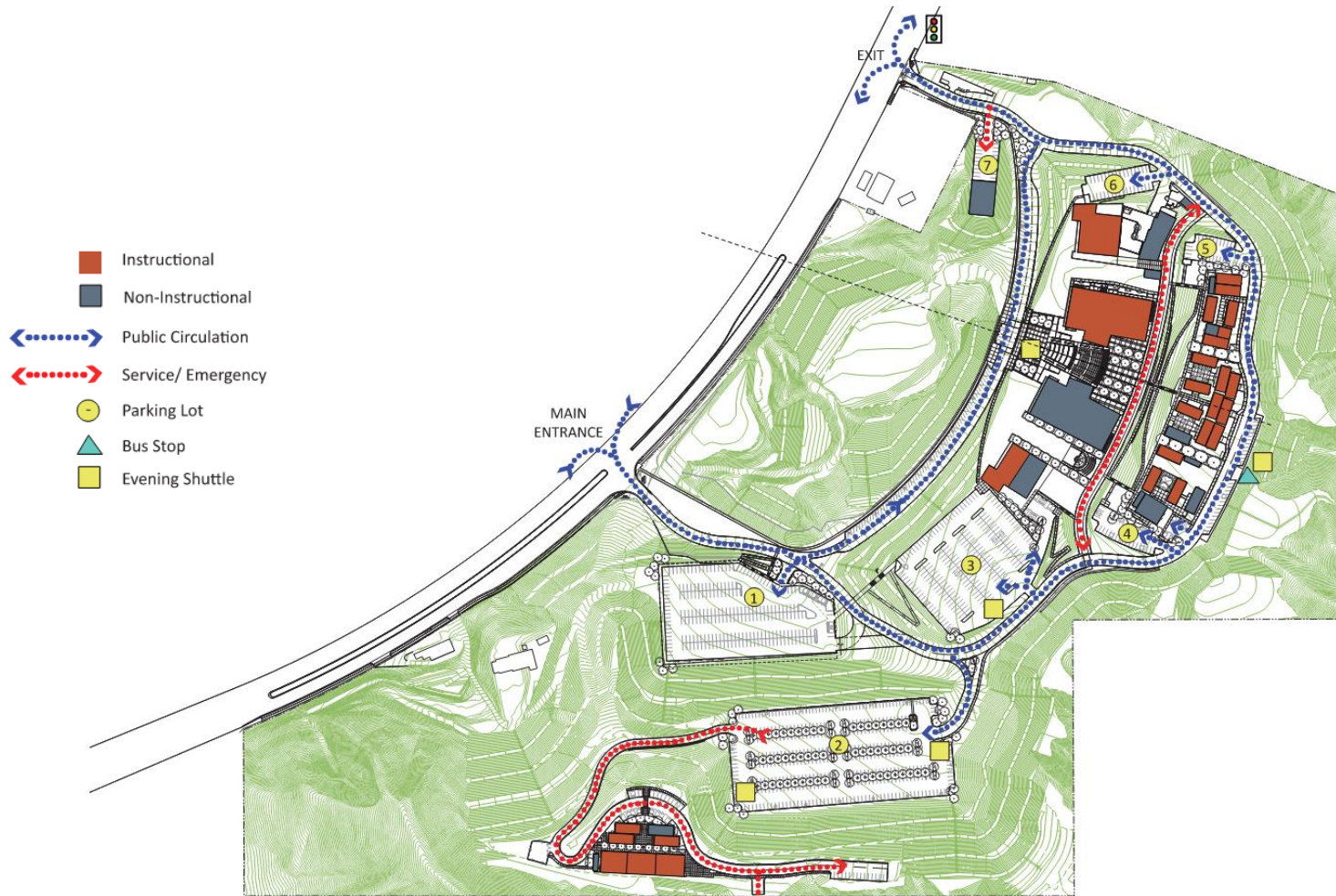


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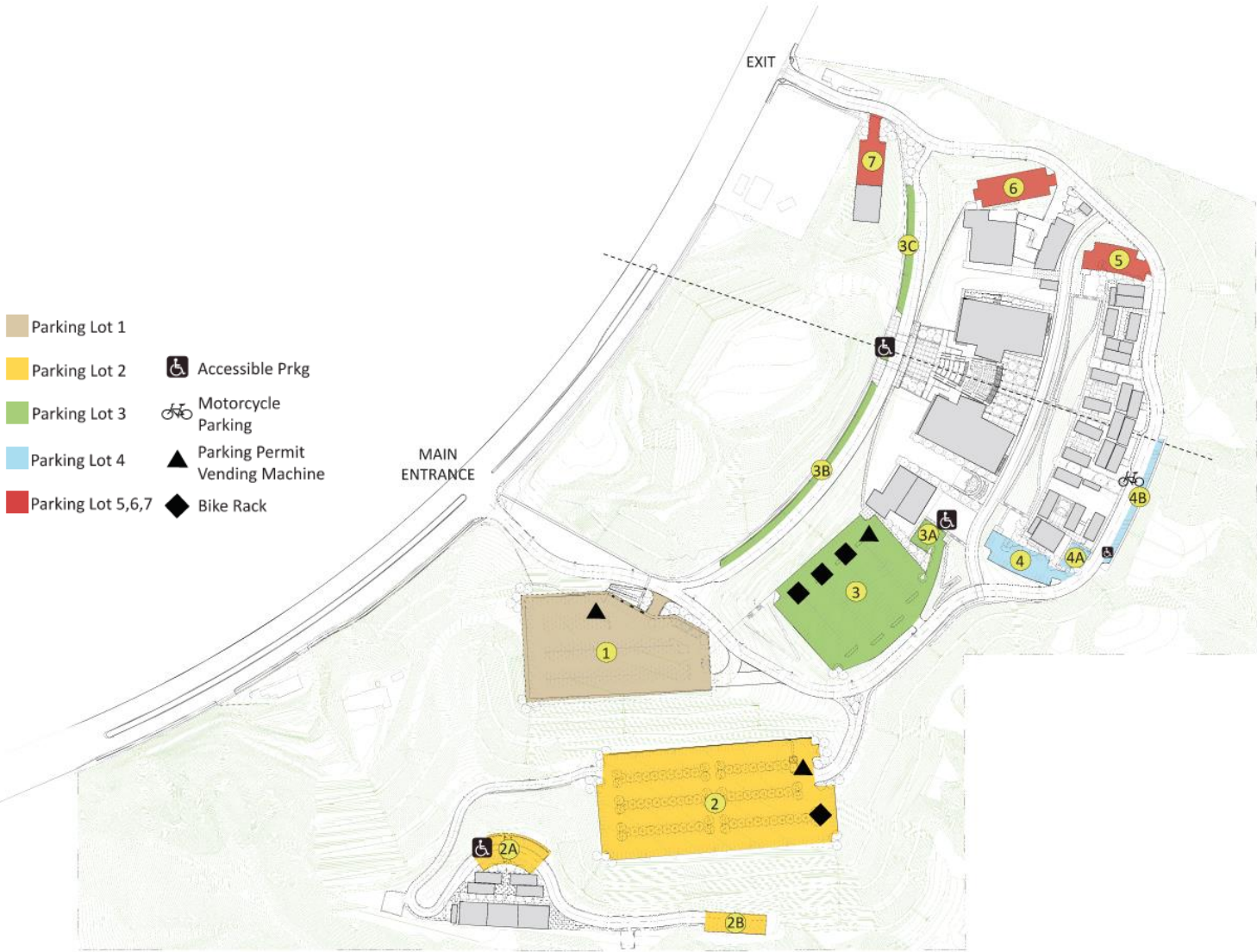


# VEHICULAR CIRCULATION AT CANYON COUNTRY CAMPUS

The original vehicular circulation designed by the previous Master Plan has worked well. There's no need to alter or modify the existing vehicular circulation.



# PARKING LOT DESIGN AT CANYON COUNTRY CAMPUS



# PARKING TABULATION AT CANYON COUNTRY CAMPUS

LOT #	USER	CAPACITY	# OF ACC PROVIDED	# OF VAN ACC PROVIDED
1	STUDENTS	231	7	2
		250	7	2
2 2A 2B	STUDENTS STAFF ONLY 15 MIN. LOAD/UNLOAD	417	7	2
3 3A 3B 3C	STUDENTS/ STAFF ACCESSIBLE STUDENTS/ VISITORS STUDENTS/ VISITORS	335	8	1
4 4A 4B	STAFF ONLY ACCESSIBLE/ECE ACCESSIBLE/ STAFF	66	5	1
5	STAFF	27	1	1
6	STUDENTS	34	1	1
7	FACILITIES	22	-	1
		1382	36	11

KBZ graphic image

## WAYFINDING | SIGNAGE & BRANDING

Wayfinding refers to information systems that guide people through a physical environment and help them to better understand the experience of space. Wayfinding signage on campuses identifies key locations and helps visitors, students, and faculty to navigate each campus. Due to the expanded size of the College of the Canyons' campuses, some additional signage to supplement the existing signage can emphasize branding and directions similar to the existing images shown here. Significant additions could include campus static and/or electronic directories at strategic circulation points.



## LIGHTING & UTILITIES

As the master plan development considers demographic and operational changes required for the future, it must also review impacts to existing lighting and utilities to enhance safety, security and sustainability through energy conservation measures. College of the Canyons has already made significant improvements to enhance structures and people gathering locations on their two campuses, some examples of these exterior building and student gathering images are reflected here. Other lighting improvements implemented including added motion sensors, electronic dimming, efficient lighting retrofits, and computer-controlled lighting. The district should continue to expand energy conservation concepts already implemented, including central plant connectivity, technological advancements, photovoltaic installations, as well as water conservation and sustainability efforts.





**VII**

**RECOMMENDATION**

# VII. RECOMMENDATION

## MASTER PLAN PROJECTS

The recommendations provided in this section address the overall facilities planning goals which include: providing 21st century learning facilities; creating a welcoming and inviting campus; and finding solutions for spaces that are currently over- or under-utilized to be flexible and adaptable to evolving educational programs and industry career paths.

As online delivery modalities remain a substantial part of the overall instructional offerings, combined with the over-cap/load ratios of lecture and lab space, it is incumbent upon the district to closely analyze, schedule and monitor existing lecture space to maximize space utilization. The re-allocated areas identified during the space utilization effort could then be used to address the demands created by the secondary effects of planned modernizations, combined with the growth of both instructional and non-instructional departments that require additional space to meet the needs of both current and expanded services and offerings.

This plan recommends the renovation and modernization of several existing facilities in order to renew their functional purpose and extend their life as an existing valuable asset. Renovation projects provide opportunities to update key academic, academic support and student services programs to meet the growing demands of a shifting pedagogy, changing methodologies for delivery of services, and the need to comply with evolving building code requirements such as fire and life safety, accessibility, and sustainability. The master plan encourages the continuous implementation of energy conservation strategies that will guide COC in the pursuit toward becoming a Zero Net Energy (ZNE) campus.

# Recommended 2022-2027 Master Plan

Immediate needs being addressed with remaining bond funds, local and other State funds:

## VALENCIA CAMPUS

**Intercultural Center:** The Lower Level of The Bonelli Hall is being renovated and will be turned into the New Intercultural Center that will provide a centralized facility for the College of the Canyons. The Intercultural Center (ICC) will serve as:

- A resource for the campus community while placing the experiences of diverse and historically minoritized and marginalized groups at the center.
- A dynamic learning space with deliberate programming and opportunities to support all members of COC with the goal of increased diversity, equity, and inclusion.
- A place to meet, build community, and serve as another access point/bridge to existing resources.

In collaboration with constituents across the district, the Intercultural Center will be home to many alliance groups, the Undocumented Center, group workshops, events, meeting rooms, open study space, college and community trainings.



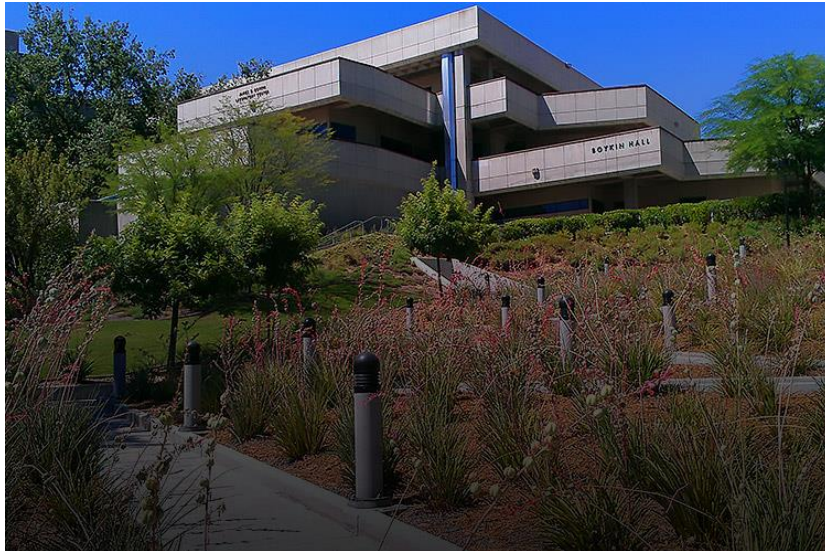
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**ADA Transition Plan:** Phase II of the ADA Transition Plan is also under construction, with Phase III in Design Development. This campus wide project will address many of the ADA improvements that had been identified in that plan. Phase I of the Plan included the Door and Hardware Remediation/Replacement at the Valencia Campus. That project has been completed and Certified by the Division of the State Architect (DSA). In addition, Phase II of the Plan - Site Improvements and Path of Travel, includes improving all site conditions - parking, asphalt, and stairs, ramps, and railings, accessible signage - to meet the current ADA Code. Phase III of the Plan includes all interior modifications, the majority of which apply to restrooms.

**Boykin Building Renovation Project:** The renovation project of the Boykin Building is currently under construction and is scheduled to be completed in the fall of 2023. The project will convert / upgrade the previous lecture, lab and lab service spaces to allow instruction to be provided in state-of-the-art facilities using state of the art equipment.



**Student Center Renovation:** The Student Center Building is in the planning /schematic design process to upgrade the facilities. The Student Center was originally built in 1973 and completed in 1975, under the design premise that the building should be designed and equipped to serve a maximum student population of 5,000. The 40,130sf building was remodeled in 1999, which updated the architecture and enclosed formerly exterior spaces. Beyond minor interior reallocation of spaces for improved department functionality, it has remained virtually unchanged since then.

By recapturing large amounts of underutilized space in the current footprint of the cafeteria/kitchen, moving food services to a more visible and convenient location, adding offices for Student Services departments currently housed at various locations throughout campus, and adding meeting and social spaces, this project will serve to transform the current building into an active, vibrant area for serving and meeting the needs of the student population.



**Student Housing:** The state has approved and allocated funding for the development of Student Housing for College of the Canyons. The project is the planning and schematic design stage. The need for student housing has been brought up on many occasions throughout the EFMP process. Fortunately, this has been a statewide initiative that has full support from the state Chancellor's office. The planned facility will provide 100 multi-bedroom units, lobbies, study spaces, lounges, gaming room, offices, laundry facilities, and a student support space. The project will be centrally located and will be constructed on the current site of Parking Lot 6.



# CANYON COUNTRY CAMPUS

## Canyon Country Student Services/Learning Resource Building

The new Building was completed and occupied in December 2022. The new building provides an integrated location for student support functions, library and tutoring services, along with new classrooms and workshop rooms adjacent to the Science Center. This resource center provides a one-stop location for student support and learning. Like the Science Center, the Student Services & Learning Resources Center is a four-story, 55,000 square-foot project and stands alongside the new central amphitheater and plaza spaces. These two facilities together form a dynamic, state-of-the-art heart of the campus facilitating excellence and COC's overall strategic goals of access, engagement, and success in a beautiful environment.



## Canyon Country Health & Natural Science Building

The planned proposed Instructional Building at Canyon Country was changed to a Health Science Facility to meet the needs and growth of various Health Science Programs. This project is in the planning and schematic design stage. This new facility will house Biology and Environmental Science, Astronomy, Medical Lab Tech, Physical and Occupational Therapy, Anthropology, Chemistry and Diagnostic Medical Sonography, and provide state of the art technology labs/skill labs, simulation labs and Hyflex classrooms for the various Health Science disciplines. The CNA program is relocating from the Valencia Campus to the Canyon country campus occupying space in this building. This move will also create much needed space at the Valencia Campus for other Health Science programs such as Nursing.

## Advanced Technology Center (ATC)

A temporary location for the Advanced Technology Center has been approved by the city and will commence construction in January, 2023. The completed project will provide advanced training and instruction in the fields of machining, milling, grinding and CNC. A permanent ATC site is currently in the planning stages and will effectively triple the opportunities of the interim location, while adding welding programs and, potentially, construction technology programs at that location. Construction on the permanent site is scheduled to begin in the spring of 2024.

# INSPIRATIONAL CONCEPTS

## PEOPLE SPACES

College of the Canyons two campuses currently have significantly different environmental characteristics. The Valencia Campus is nestled in a canyon configuration with lush mature landscape integrated throughout the center of the campus flanked by structures on each linear side. With a large landscape buffer between the college grounds and adjacent Freeway frontage. This provides the perfect foundation for expanding people's spaces throughout.

Canyon Country campus was constructed on terraced hillsides set behind a large frontage natural hill buffering it from the main vehicular access leading to the campus. This newer campus incorporates existing natural landscape into its core extending from the adjacent hillside surrounding. Between the structures are pedestrian plazas, courts, and accessible pathways which navigate the hillside terrain. Here introduction of sustainable environmental protection could expand utilization of external environments.

Currently there are minimal environmentally protected outdoor learning and social gathering spaces at both locations. Outdoor spaces such as inspirational images shown here can be functional and serve as collaborative space for non-traditional study. The opportunity to create outdoor spaces of these types can enhance the educational and social development of students, staff and community. Existing and new natural shade elements and installation of other forms of structured shade elements both proposed, and future are encouraged.



## Sustainability

College of The Canyons has a long history of embracing sustainable technologies that are friendly to the environment as well as cost and energy efficient. There is still a strong desire to enhance sustainability practices that will incorporate sustainable designs into all campus projects, reduce building energy use, increase onsite renewable energy to offset energy use and continue planning efforts and landscape improvements to reduce maintenance and improve water conservation efforts. Other improvements include the creation of opportunities for outdoor classrooms, increasing the use of environmentally sustainable outdoor seating elements and the incorporation of ZNE practice and engineering for future ZNE opportunities. The images shown here represent renewable energy efforts, implementation of central plants at both campuses, and sustainable landscaping adaptation.





# FACILITIES - SUMMARY OF FINDINGS AND RECOMMENDATIONS

The Facilities recommendations contained in this Plan result from three factors:

- Existing Space Inventory, including projects in progress (planning, construction, near-occupancy)
- The physical condition of the existing Facilities
- The forecast demands of Instructional Programs affecting Facilities, derived from the Educational Planning chapter of this Plan.

## Existing and In-Progress Space Inventory

Annually, the district completes a summary of existing space types, locations and areas for submittal to the State Chancellor's Office. The 2022 Space Inventory Report was used as the baseline for current capacity calculations. Additionally, the district is in the late planning stages for three projects that were recommended in the 2017-22 Educational and Facilities Master Plan: Student Center Modernization; permanent Advanced Technology Center, and Health and Natural Sciences building at the Canyon Country Campus. Since these projects were included in the previous EFMP and are currently underway, the space type, size and allocations contained in these buildings was considered existing and was added to the baseline Space Inventory when analyzing new space requests emanating from the educational planning process.

## Facilities Assessment

As part of the physical facilities assessment process, the EFMP consultant team visited and inspected all buildings and facilities at both Campuses. During the Spring of 2022 the State Chancellor's Office also conducted an assessment of the district facilities, which resulted in a Facilities Condition Index (FCI) "score" for each building. The conclusion of the combined assessments is that the facilities throughout the district are in, generally, good condition. Some of the newer facilities indicated needing some minor renovation improvements to keep up with technology developments, programmatic changes, and code requirements. Many of the older facilities may need more significant amounts of work to bring the buildings up to code, extend the life of the buildings and make the necessary changes and improvements to meet programmatic needs of the Educational Plan and other future developments. The following graphics illustrate the result of the assessment findings and recommendations for future long-term planning of the various buildings and facilities at both the Valencia and Canyon Country campuses.

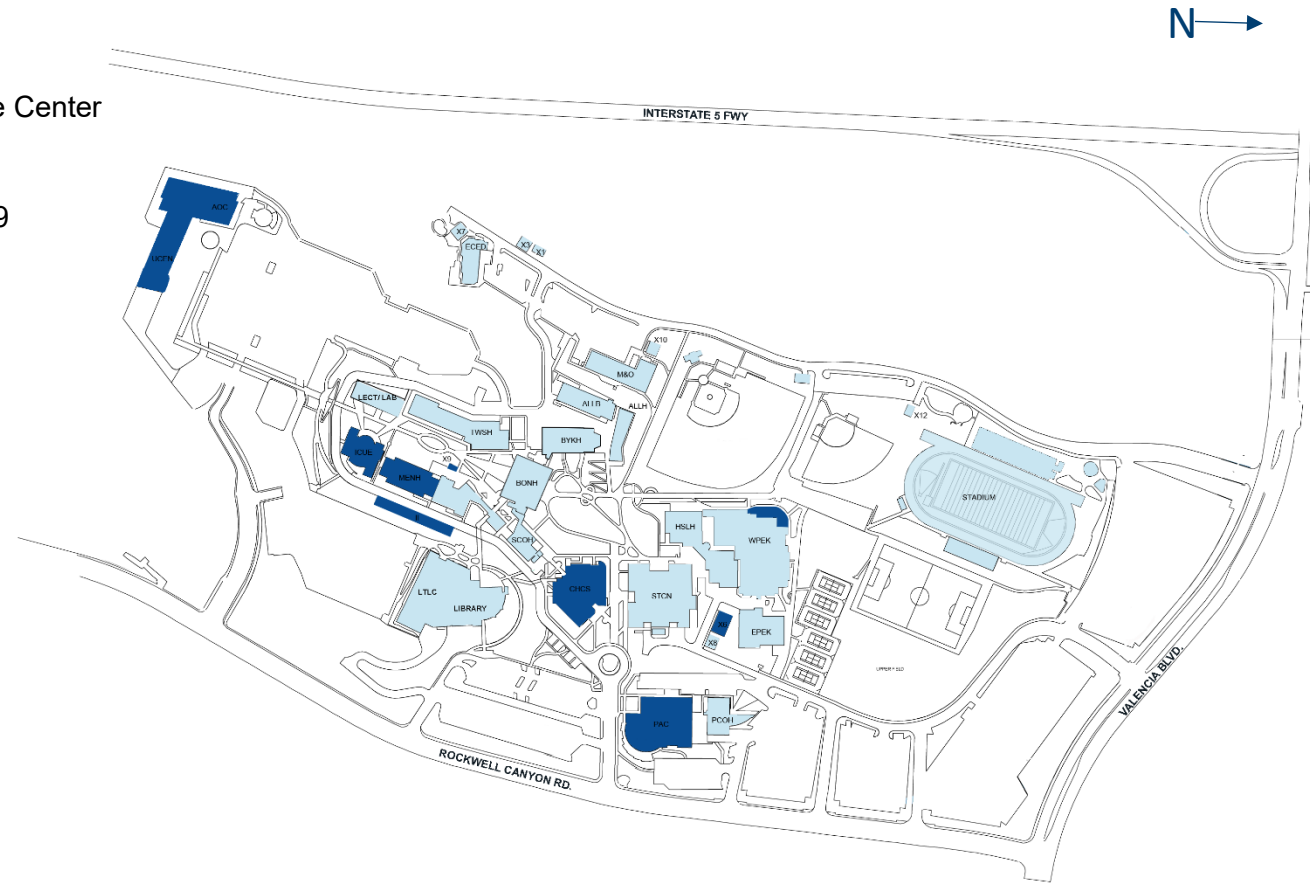
## Results of the Educational Master Planning Process

The process and procedures resulting in facility recommendations from Instructional planning and forecasts is delineated in chapter 3 of this Plan. In addition to Instruction, many meetings and discussions took place during the process involving non-instructional programs and departments. Recommendations noted within this chapter include input from the entire campus community and are not limited to purely Instructional planning.

# Long Term Plans that may require State Funding / Potential Local Bond

## Minor Renovation and upgrades to the following Building Facilities

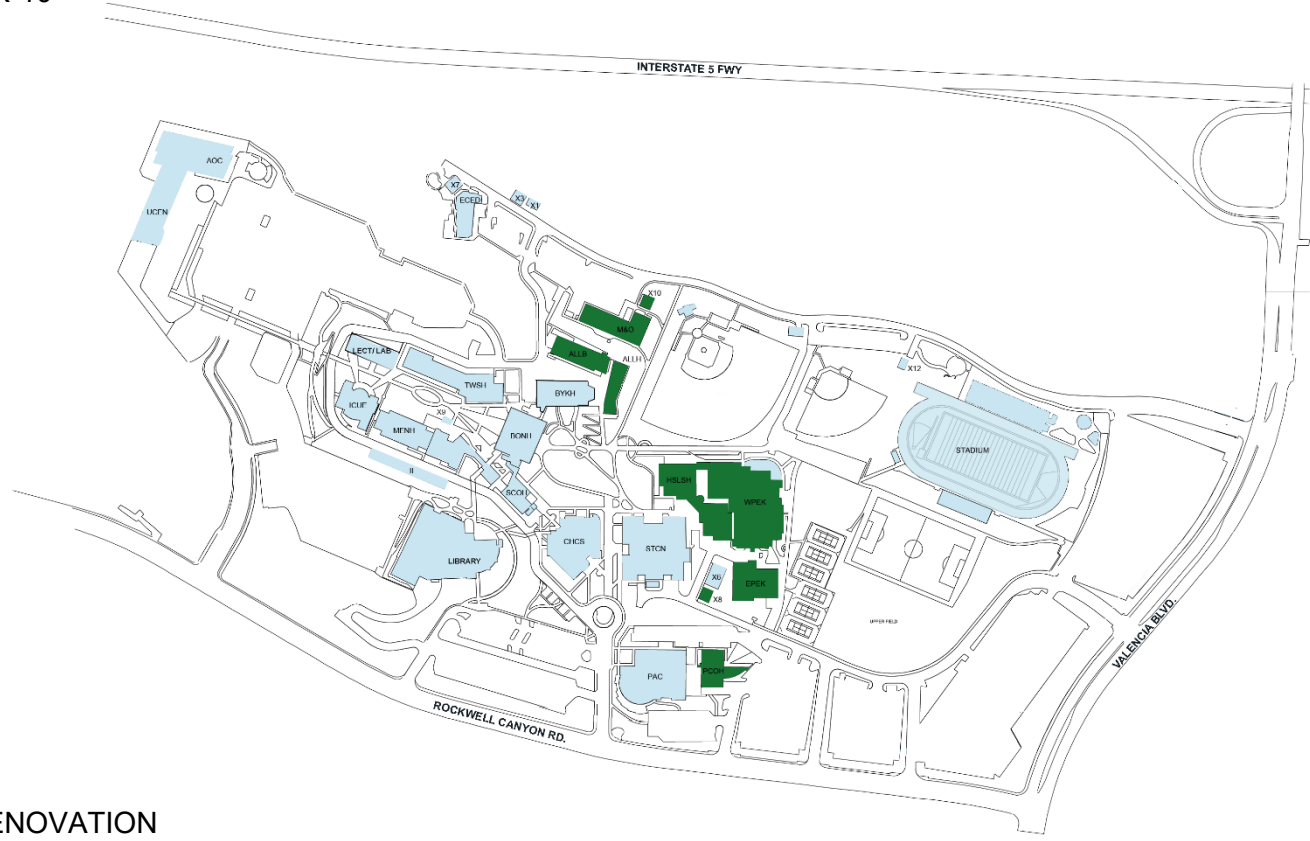
- Canyons Hall
- Performing Arts Center
- South Central Plant
- North Central Plan
- University Center
- Library/Learning Resource Center
- Culinary Arts
- Mentry Hall (New Section)
- Faculty Office-Modular X-9
- Modular X-6



 MINOR RENOVATION/CONSTRUCTION

## Moderate Renovation and Upgrades to the Following Building Facilities

- Aliso Hall
- Aliso Lab
- Pico Hall
- Hasley Hall
- Physical Education East
- Physical Education West
- Facilities Office Modular X-10
- Corporation Yard
- Modular X- 8



MODERATE RENOVATION

# Major Renovation and Upgrades of the Following Building Facilities

- Towsley Hall
- Seco Hall
- Mentry Hall (Old Section)
- Bonelli Hall
- Boykin Hall
- Student Center
- Early Childhood Education
- Cougar Stadium
- Stadium Concession

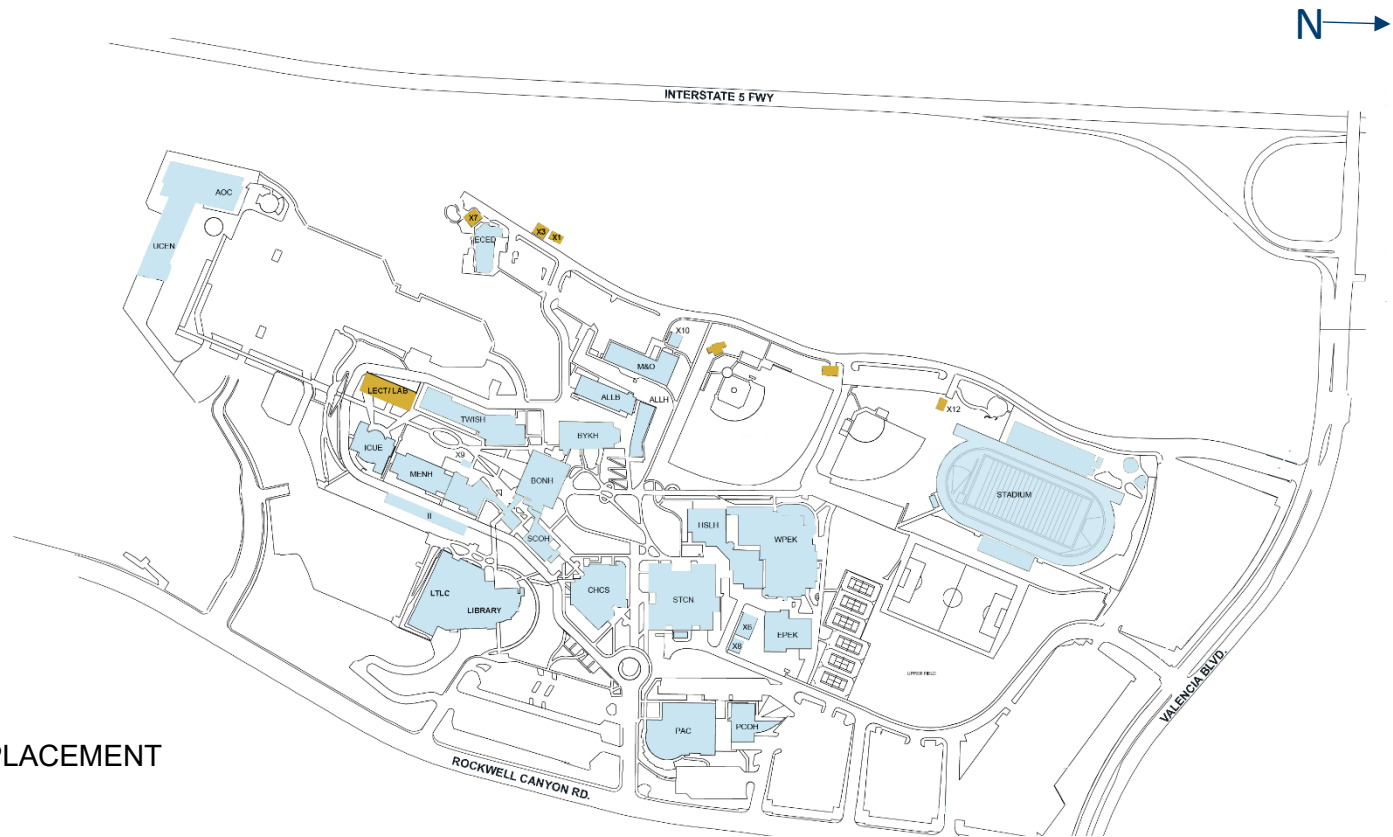


MAJOR RENOVATION

## Removal / Replacement of the following Modular / Temporary Building Facilities:

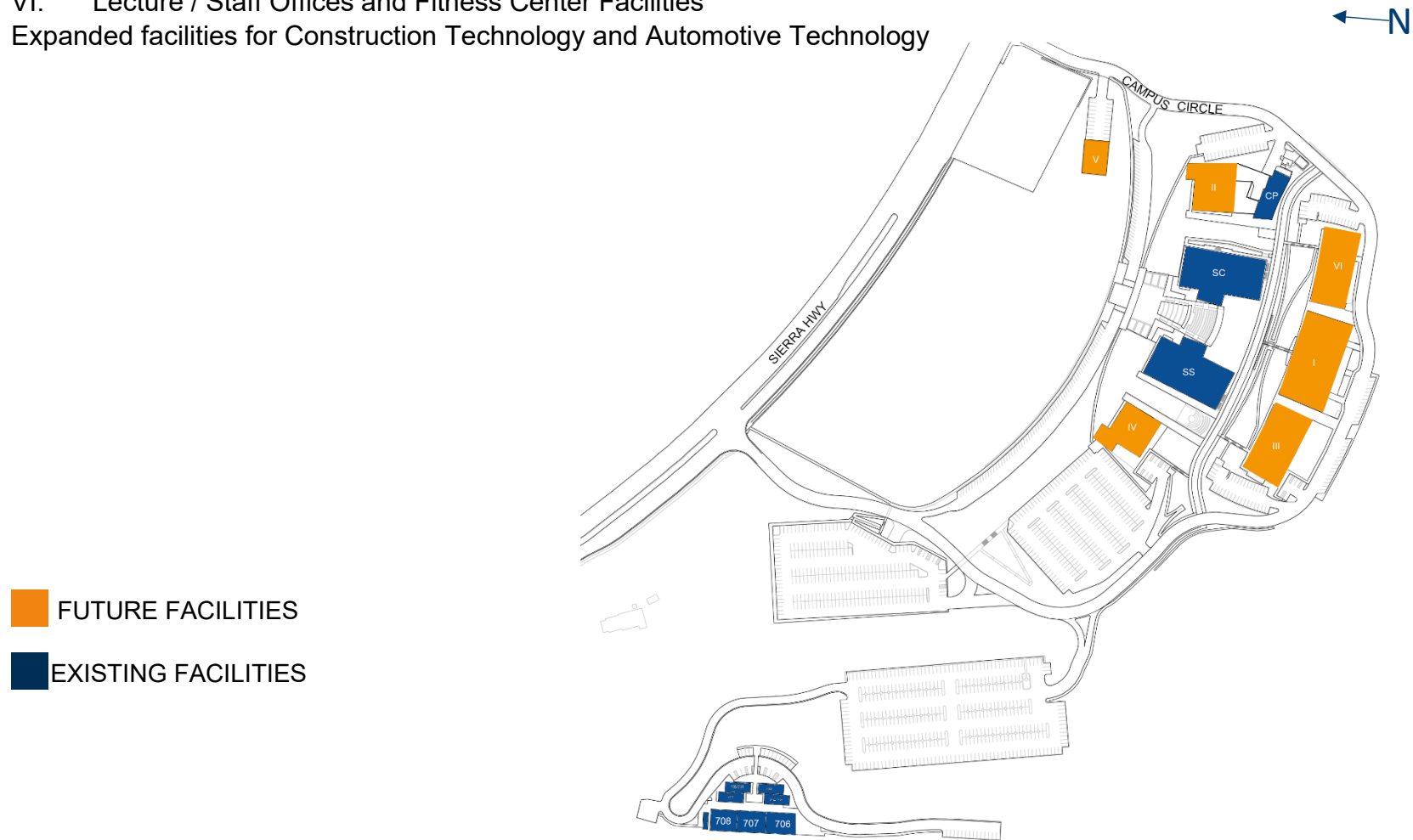
- Student Support Center
- Coffee Kiosk
- Public Safety Academy
- Academy Shed A
- Academy Shed B
- Family Study 1
- Family Study 2
- Family Study 3
- Field Storage 1
- Field Storage 2
- Field Storage 3

 REMOVAL / REPLACEMENT



## Future Canyon Country Campus Facilities include:

- I. Health Science Building (kinesiology and Astronomy space)
  - II. Theater Arts Facilities
  - III. Early Childhood Education Building
  - IV. Student Commons and Food Service Facilities
  - V. Maintenance/Facilities/Warehouse Building
  - VI. Lecture / Staff Offices and Fitness Center Facilities
- Expanded facilities for Construction Technology and Automotive Technology







**SANTA CLARITA COMMUNITY COLLEGE DISTRICT • COLLEGE OF THE CANYONS**

[www.canyons.edu](http://www.canyons.edu)

**VALCENCIA CAMPUS**

**26455 Rockwell Canyons Road, Santa Clarita, CA 91355**

**CANYON COUNTRY CAMPUS**

**17200 Sierra Highway, Santa Clarita, CA 91351**

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