Since 2001, College of the Canyons has set 197 objectives for its eleven Strategic Goals. Since then, the College has achieved 192 of these objectives, 97 percent of all the objectives identified. These accomplishments -- and 81 additional accomplishments, resulting from adaptations to changing contexts and external sources -- are listed on the following pages.
Goal #1: TEACHING AND LEARNING

College of the Canyons will provide a positive environment and necessary resources to support excellent teaching and student success.

- The Instructional area utilized academic program plans, research reports, and ad hoc reports to add, delete, and/or modify instructional programs and courses, such as course schedule development and reviews of CTV and PACE.

- Information from annual program reviews was used to assist with enrollment management, planning for new programs, curriculum review, planning for new technology, full-time faculty hiring, as well as prioritization of budget augmentation requests by faculty and instructional administrators.

- Continuous program planning enabled the District to achieve a strong utilization rate of instructional spaces (100 percent for classrooms in prime times) with few (or no) room conflicts, open additional sites in Canyon Country and the Industrial Center, move departments to be housed in the new buildings, and expand athletics.

- Several cooperative projects were undertaken such as:
  - Annual meetings were held between the high schools and COC’s English and math departments to discuss and compare programs,
  - Outreach Programs (i.e. College: Make it Happen),
  - Career Days,
  - Santa Clarita Valley College Day,
  - Utilized classrooms at Golden Valley High School for college classes and continued complete usage of the Canyon Country Educational Center,
  - Academy of the Canyons,
  - ROP classes in the Child Development Center,
  - Shared our facilities with the high school nurse aide programs.

- The College worked on several cooperative arrangements with four-year institutions, including:
  - An increase of 484 articulation agreements,
  - Annual meeting of the various segments of the Tri Valley Alliance,
  - A joint advisory committee for the CSUN Nursing program,
  - The establishment of 23 degree programs at the University Center offered from four universities.

- Cooperative arrangements were developed with business and industry to provide curriculum, materials and facility support for emerging and high-cost occupational programs, including arrangements with Henry Mayo Newhall Memorial Hospital, Providence Holy Cross Medical Center, St. Joseph Medical Center, other area hospitals, Aerospace Dynamics International, Aqua Fine, and Santa Clarita (Bowling) Lanes.
  - College of the Canyons has developed partnerships with business and industry, and secured $1,019,470 in matching dollars for projects curing 2003-04 and a grand total of $6,224,682 since 1995-96 to support economic development in the Santa Clarita Valley.

- Degree and certificate requirements were defined, published, and effectively scheduled that meet industry standards and transfer major requirements. Specifically:
  - The difference between the certificates of accomplishment and certificates of completion was clarified and a process for obtaining the certificates was established.
  - A guaranteed curriculum sequence was developed and published for all courses for certificates, transfer and/or degrees. This allowed the counselors to better assist students with matriculation and goal acquisition.
  - The schedule of classes and the catalog were redesigned and increased in accuracy and clarity.
A mentoring program was developed by Fred D’Astoli, English faculty member, for new full-time faculty to provide support for the transition to College of the Canyons and fostering of good teaching practices. This one year commitment also gives new full-time faculty members the opportunity to earn six Flex credits per semester.

With initial funding from the Chancellor’s Office and additional funding from Title III, the Institute of Teaching and Learning was established and continues to offer classes that are open to all who wish to enroll. The courses in the Institute have been created and expanded to remain relevant to the needs of faculty.

A Tenure Coordinator position was established, and this individual has worked to train and mentor evaluators, monitor the tenure process, and provide guidance to the evaluatee. Tenure improvement is an on-going process that involves all members of the campus academic community. The process is rigorous and has worked well in insuring that faculty does not automatically receive tenure. The tenure process has been viewed as another staff development activity to facilitate the growth and development of instructors. Five faculty received tenure in 2001, 11 in 2002, 29 in 2003, and 28 in 2004.

Alternative approaches to instructional delivery including online instruction, short-term classes, Weekend College, PACE, educational travel, and hybrid delivery systems that meet a variety of student learning styles and needs have been developed.

- The College increased the number of online courses from 23 to 75.
- The College increased the number of telecourses from 6 to 25.
- An online AA degree is available (since 2005).

Sufficient learning resources were available but we always strive to increase their availability and provide greater opportunities for students and faculty. Grants such as Title III have provided additional assistance in supplementing the on-going District support.

With regard to the library, 4,742 volumes were added to its collection (a 9.6% increase), 1,118 Videos/DVDs were added to its collection (a 31% increase), library faculty conducted 113 bibliographic instruction sessions in 2003-2004, serving 2,982 students (a 54% increase in the number of sessions since 2001), and circulation of Library materials increased from 49,670 in 2000-2001 to 53,936 in 2003-2004.

Since 2001, 11 new occupational programs, including biotechnology and biomedical technology, animation production, computer animation, video gaming, graphic design, fine art photography, commercial photography, medical assistant, athletic training, interior design and merchandising, radio/television/film: audio/radio production, and film/video production were developed. Nursing has partnered with other colleges and hospitals to train a greater number of students faster using shared personnel and facility resources.
Accomplishments

- The Economic Development Division, including ETI/CACT, supported the development of training programs in manufacturing technology, biotechnology, biomedical device manufacturing engineering, and supply chain management for local businesses. Since 2001, the College has held three Employment Training Panel contracts totaling $1,625,051 in training services to the local workforce as well as hosting an Aerospace Outlook Conference (2001) and an Exploring Business with China Conference.

- By utilizing the information provided by the office of Institutional Development, the Instructional areas have been able to systematically and objectively observe trends and to respond accordingly. The academic departments have been able to utilize this information in the program review process.

- Instructional offerings at off-campus locations, including Canyon Country Access, Golden Valley High School, and the industrial center were expanded. Most recently, the College received final approval to establish an Educational Center in Canyon Country.

- The number of sections offered in Canyon Country and Industrial Center sites has grown from 56 in 2001 to 75 in 2004. The number of students served for that same time period grew from 853 to 1,322.

- A strong emphasis on basic skills continues to be promoted and supported. In addition, special programs such as MESA and Quest have been initiated.

Number of Employers Served. The Employee Training Institute/Center for the Applied Competitive Technologies.

*The decrease in 02/03 and 03/04 reflects a new “single employer” format versus multiple.

Number of Employees Served. The Employee Training Institute/Center for Applied Competitive Technologies.
• A rigorous ongoing review of all courses every three years ensured articulation, relevancy and currency. In addition, the Curriculum Committee has begun the process of infusing Student Learning Outcomes and the emphasis on higher level critical thinking and problem solving skills into all courses. Implementation of WebCMS has helped track courses in the review process.

• The number of curriculum changes since 2001 were as follows:
  - 272 new courses were created,
  - 30 new programs were created,
  - 103 existing programs were revised,
  - 578 existing courses were revised,
  - 118 courses were deleted,
  - 9 programs were deleted,
  -- 68 existing courses' delivery method was changed to distance learning methods (e.g. online, CTV).

• To promote the increased use of technology in the delivery of instruction, the Teaching and Learning Institute offered classes in instructional technology, a coordinator of Distance Learning position was established, and the College supported a Technology Center for on-going training in instructional delivery.

Additional Accomplishments:

• The College developed training for first responders to terrorism through Public Safety programming to meet the needs of law enforcement and fire agencies.

• FLEX Workshops were offered to support the improvement of teaching and learning. Four workshops this year have focused on Student Learning Outcomes, responding to a need identified in the last accreditation report. The following workshops were offered in 2003/04:
  - What Do Our Students Think
  - Detecting Plagiarism Online
  - Handling the Unmotivated and Under-prepared Student
  - Improving Communication with International Students
  - Educational Opportunities Beyond the Classroom: Educational Travel
  - How Nutrition Affects the Brain and Learning
  - Thinking About Class Discussions
  - Teaching Online: What I Know Now That I Didn’t Know Then
  - Experiential Programs Improve Student Success in the Job Market
  - Re-entry and Transitional Services
  - The 10 Most Wanted Study Skills for Your Students
  - Teaching with Style
  - Critical Thinking and Higher Order Thinking Skills

• A Regional Nursing Collaborative Project was developed with five community colleges and seven hospitals to increase the number of nurses. This project creates a common first-year program and allows students to fill in vacant slots in the second year that result from attrition.

• The California Regional Consortium for Engineering Advances in Technological Educations (CREATE) Center, a collaboration between 11 colleges and universities in conjunction with industry advisory groups, continued to gain recognition and has been awarded continued funding from two sources totaling $932,994. CREATE continued to be funded as 1 of only 30 National Science Foundation Advanced Technological Centers of Excellence across the U.S.

• CREATE was selected to serve as the Cisco Academy Training Center for California, Nevada, and part of Arizona. In this role CREATE provides training to faculty on new technologies and supports current credit Cisco CCNA academies through virtual conferences, one day workshops, and site visits.
Accomplishments

• CWEE/Internship curriculum and corresponding handbook were improved making the program more flexible, sensitive to the time constraints of working students and their supervisors, while incorporating standards of academic rigor.

• The Library was a pilot member of the Library of California—Region VII interlibrary loan cooperative, Cat-a-Link Gold.

• The Library offered free Internet workshops for seniors, in conjunction with the ALIVE group. This program has proved very popular and will be expanded next year.

• PACE developed a distance learning track.

• A comprehensive training program in online teaching strategies was developed, culminating in an Online Instructor Certificate.

• The retention rate increased for students in online classes from 81% (Fall 02) to 87% (Spring 04).

• The success rate increased for students in online classes from 57% (Fall 02) to 62% (Spring 04).

• While the Associate Program did not expand, it continued to provide staff development opportunities for sixteen people per year and professional development opportunities, described previously, have been created to promote effective teaching practices.
GOAL #2 STUDENT SUPPORT

College of the Canyons will provide student support services to facilitate student success and maximize student opportunity.

- The Personal Development curriculum was expanded and renamed Counseling. Special topics courses were added and curricula were revised, particularly in the career interest area. Since 2001, two new career interest courses have been added to the curriculum (Counseling 110-Career Life Planning and Counseling 085-Career and Job Search Preparation).
- The availability of counseling sessions was expanded by the following:
  - Walk-in counseling was established in DSPS during priority registration.
  - Orientation for general studies courses was developed by DSPS.
  - Adjunct counselors were hired to provide additional counseling sessions in DSPS.
  - New student advisement sessions were developed.
  - A student success seminar was developed.
  - Same day appointment opportunities were provided for selected populations during peak periods.
  - All drop-in services are provided during peak periods.
  - Special counseling sessions were developed for athletes.
- The Early Alert system was redefined and CPR workshops were developed for students on academic probation.
- Special populations, including ISP and DSPS students were required to take Personal Development 111 to help prepare them to be successful in college.

- The Service Learning program was expanded. Community agency partners who signed an agreement to participate in the Service-Learning Program increased from 51 to over 100. The number of faculty trained to participate in the Service-Learning Program increased from 21 to 45.
- Multiple classroom workshops were presented by health center nurse practitioners and psychologist throughout the year, including the following topics:
  - Diagnosis and treatment of depression and anxiety disorders
  - Alcohol and recreational drug use and abuse
  - Prevention and screening for sexually transmitted diseases
  - Contraceptive methods, risks, benefits, and correct usage
  - Suicide prevention
  - Nutrition to maximize performance in sports and academics (HEALTH)
- Several efforts created a new student orientation experience that is meaningful and informative coupled with follow-up and research regarding new student success, including the following:
  - The International Students Program (ISP) student orientation, required of all newly arriving international students, covered a wide variety of topics, such as acculturation, the U.S. academic system, immigration rules, etc.
  - An update of the general studies orientation is performed annually by DSPS.
  - The high school outreach included an orientation for students.
  - Online orientation was implemented (completion of an orientation quiz is required for a registration appointment).
Accomplishments

- An Ed Planner was distributed to first year students in fall 2004, including an interactive CD with information about acquaintance rape, relationship violence, and stalking.
- Student Orientation Leaders were recruited and trained to participate in new student orientations in order to provide incoming students with mentors and a student’s perspective during the orientation session.
- Student Orientation Leaders (now Cougar Mentors) conducted phone surveys as a means of follow-up with new students to gauge new student success and commitment to their education during their initial college semester.

- Opportunities for student involvement (leadership, club and organizations, intramural activity, etc.) were expanded.
  - Student clubs increased from 15 to 31.
  - The Student Orientation Leader program was created.
  - The Cougar Mentor Program was created.
  - In cooperation with the Volunteer Service Learning Program, student volunteers staffed educational table presentations on breast self exam and breast cancer awareness, smoking cessation, National Depression Screening Day, Eating Disorders Screening Day, sexually transmitted disease screening, and blood pressure screening.

- The College has deployed assistive technology across campus, including Braille printers, adjustable tables, Jays and Kursweil programs that read text, and Dragon Natural Speak, in addition to assistive technology equipment in the DSPS lab.
- MESA students were provided counseling, academic advisement, tutoring, career advisement, and priority registration.
- The following online services have been created since 2002: online application for admission, online registration, online grades, online degree/enrollment verification. Furthermore, email is now used as a primary mode of communication with students.
- Additional online services developed for students include “Discover” online career assessment, career resources online at our Web page, online forms, and online Associated Student Government annual elections.
- The Internet, as well as other means of communication, was utilized to inform students and potential students of the variety and level of services.
- A full range of services were provided in the various service centers (such as Transfer Center, Career Center, Student Health & Wellness Center, DSPS, and ISP).
• The internet, as well as other means, has been utilized to inform students of services. The following are examples of specific service areas in addition to general information from the College and processes and procedures available on the College Web page:
  - The ISP has updated its website to inform potential international students of changes in tuition, immigration requirements, and F-1 visa acquisition.
  - The DSPS website informed students of services and resources.
  - Flyers and information were posted around campus and online regarding upcoming workshops, job fairs, etc.
  - An in-house database has been developed to display job opportunities.
  - The health center website link was developed to allow students to participate in on-line screening for alcohol/other drug abuse; eating disorders; depression and anxiety disorder.
  - Student Health & Wellness Center has been featured in several articles in Canyon Call to inform students of services available to them at the health center on campus.
  - A description of Student Development programs and services was placed on the College's website.
• An increased effort has been focused on at-risk student populations, including:
  - International students who are on probation received frequent counseling follow ups by both the ISP counselor and the ISP director.
  - The Student Health & Wellness Center distributed copies of "Dealing with the Distressed Student - A Faculty-Staff Guide" at Opening Day and to newly hired faculty and staff, as a guide to coping with these problems and where to refer students in need of assistance.
  - EOPS continued to provide a series of programs and services that target at-risk students.
  - Financial Aid has developed a sophisticated marketing plan to encourage traditionally underserved students to participate in the many different financial aid programs.
• The Student Health & Wellness Center assisted students at risk of dropping out for the following issues:
  - Mental health issues: alcohol/drug abuse, depression, anxiety, excess stress, chronic illness such as bipolar disorder, schizophrenia, eating disorders
  - Coping with crises including domestic violence, unplanned pregnancy, death of a friend or family member, divorce and separation, relationship issues, victims of violence and/or rape, etc.
  - Physical health problems including injuries and severe acute illness
• Research has been conducted to help develop programs, for example:
  - Research in DSPS for student equity plan,
  - Program reviews,
  - the National College Health Assessment (NCHA) survey conducted by the Student Health & Wellness Center in Spring 2004 to identify health concerns of COC students and develop programs based upon these findings,
  - New student orientation survey results lead to the Cougar Mentor Program, which is designed to assist students to be successful during their initial college semester.
• All placement tests have been validated within the last two years. Bringing multiple measures into electronic testing has ensured that assessment is a more holistic, fair and accurate process. Matriculation has worked extensively with English and chemistry on placement testing and prerequisites.
Accomplishments

- For the second year, the College sent teams of counselors and assessment staff to orient, assess, and advise more than 500 high school seniors. The College has also implemented a comprehensive 3-part program for high school seniors planning to enroll at the College. Lastly, DSPS counseling sessions were held at high schools to encourage registration at COC.

- The College has further developed relations with local school districts for the purpose of joint efforts and co-curricular activities and provided increased access and support for emerging student populations. For example:
  - The College worked with the William S. Hart Union High School District to open Academy of the Canyons, a middle college high school located on the COC campus.
  - Admissions & Records meets annually with high school principals and counselors to coordinate calendars, distribute policy and procedures regarding admission, registration, and grades and generate a platform for future networking opportunities. They consistently e-mailed each other for information and to resolve issues between the two districts.
  - COC counselors and high school counselors held joint meetings.
  - The TEACH Program, funded by the Teaching and Reading Development Partnership grant, was implemented, in conjunction with local school districts, to provide College of the Canyons students with opportunities to work in a classroom setting with a school teacher and children while providing tutoring in reading to children.
  - The College assisted with “Groundhog Job Shadow Day” during which high school students came to the campus to “shadow” departments and individuals.
  - The ISP outreach looked to find students in countries never previously recruited in by COC. ISP has been constantly looking for new, emerging populations to recruit.

- The College as a whole and individual departments, such as the Transfer Center and Institutional Development, continued to support the HITE program to ensure that there are special programs for academically talented students.

- Articulation agreements continued to be expanded with a wide variety of colleges and universities, domestically and internationally, so our students have as many opportunities as possible.

- The College improved several policies in student services, updated campus documents (such as the schedule of classes and the College catalog) and made these documents available online.

- Admissions and Records worked diligently with MIS to continuously improve data integrity and MIS data element collection for state and federal reporting requirements to ensure accurate and timely reporting of students and attendance-related data.

- To provide support to faculty and students with regard to grievance and conduct procedures, the District has:
  - Conducted regular FLEX activities to inform faculty regarding conduct and grievance policies
  - Developed a website to publish relevant policies
  - Published relevant documents in the schedule, catalog, and student handbook
  - Attended faculty orientation sessions to discuss conduct issues
  - Attended Chair’s retreat to discuss student issues
  - Processed conduct cases in a timely manner

- Through non-instructional program reviews, departments engaged in continuous program planning and review to ensure that programs and services are addressing College goals.
The Matriculation Coordinator and Persistence Committee worked to ensure successful matriculation of our students and developed a number of efforts to increase persistence. In particular EOPS and Student Development focused on efforts to increase student involvement.

- The College expanded the number of computer labs from 29 in 2001 to 33 in 2005.
- The College expanded tutoring services and improved access to information resources and computer technology.
- A full range of services has been expanded. New activities include:
  - Opened the Interim University Center in which students can enroll in 23 different degrees. In 2004, the Interim Center had 1304 students and had graduated 396 students since 2002.
  - The Transfer Center sponsored Transfer Day and supported Major Quest (a program where our students are exposed to every major and department on campus).
  - The Transfer Center has been moved to a more visible location and has increased programming and marketing.
  - Transfer students are identified through individual counseling sessions.
  - Through the “Discover” career assessment program, students planning to transfer can research different majors and potential colleges/universities.
- While the scholarship dollars awarded to COC students only increased slightly from 2001 to 2004 ($84,772 to $85,550, respectively), the total financial aid awarded to students increased 62 percent from $3,824,738 in 2001 to $6,201,068 in 2004. The number of students served increased 41 percent from 3,938 in 2001 to 5,550 in 2004.
- The College received funding from the National Science Foundation to support fifteen scholarships to first-generation, low-income students majoring in computer science, mathematics, engineering, or science.
- The College has implemented online student services that include the following: applications, transcript requests, registration, advisement, and communication. Additional information about the College and curriculum is also available online.

Additional Accomplishments:
- The ISP director has engaged in extensive outreach, traveling to over 60 countries recruiting students. As a result of increased scrutiny of student visas and the creation of the Student and Exchange Visitor Information System (SEVIS) which verifies foreign student activity in the U.S. following the events on September 11, 2001, foreign enrollments dipped slightly at COC from 222 in 2001 to 200 in 2004. Despite the challenges foreign students face in obtaining visas to attend college in the U.S., COC’s ISP director has continued to actively recruit from all over the world.
- Financial Aid has developed an outreach and in-reach program specifically to encourage students to participate in financial aid, which includes monthly Financial Aid 101 workshops, visits to local high schools, and campus in-reach through campus events, classroom presentations, and campus organizations.
- Some online tutoring was piloted. Additional tutoring is on hold as a result of restrictions from Title V and the Chancellor’s Office.
GOAL #3 CULTURAL DIVERSITY

College of the Canyons will promote cultural diversity of the community, students and staff.

- The College has developed AA/EEO training sessions for the Selection Committee Representatives. Currently, there are 35 representatives.
- Flex presentations have been developed that increase awareness and understanding of students with disabilities. Examples of workshops include:
  - Dealing with Deaf Students, Spring 2000
  - Serving Students with Disabilities, Spring 2001
  - What’s In A Sign I: Conversational Sign Language for Beginners, Fall 2001, Spring 2002
  - What’s In A Sign II: Basic Sign Language for Emergency Situations, Fall 2001
  - Students with Disabilities in the Classroom: Strategies, Tips & Techniques, Spring 2003
  - Helping Developmental Students in Your College Level Course, Fall 2003
- An understanding and appreciation of cultural diversity has been promoted through an annual, weeklong “International Festival Celebrating Culture.” The festival included food, flags, and presentations from a variety of groups.
- The Child Development Center continued to provide bilingual assistance.
  - Several of the forms and handouts for parents have been translated into Spanish. Marketing materials (Spanish) were distributed to the Spanish speaking community.
  - Child Development Center staff provided Spanish translation for parents during intact/registration and parent teacher conference.
- In addition, the Child Development Center has arranged for translators for parents that are hearing impaired, or that speak languages other than English or Spanish (i.e. Korean, Persian, Icelandic, Japanese).
- The Early Childhood Education Department has received VTEA funds to provide a bilingual tutor (Spanish) for those students needing assistance with their studies.
- Cultural diversity has been infused throughout the curriculum. A group of faculty members put together a proposal for a Diversity requirement for the associate degree, requiring students to take one course deemed to include “substantive attention, at least 50% or more of the course content, to general issues of diversity, equity, ethnocentrism, and/or ethnicity; and the relationships to problems facing contemporary society, especially those resulting from prejudice, discrimination, and cultural conflict.” In 2004, the Curriculum Committee identified 45 courses in the curriculum that met the new requirement. Since then, four more courses have been added bringing the total approved courses meeting the Diversity Requirement to 49.
- Through the Commission on Athletics (COA) Board, the President advocated for the expansion of athletic recruiting districts to enhance the diversity of the student population.
- The College has continued to support the MESA program. The program has grown from 30 historically underrepresented and/or educationally disadvantaged students in 2000 to 135 in 2004.
- The COC Heritage Committee has developed the annual “International Festival Celebrating Culture” to expand faculty, staff, and student’s understanding and appreciation of diverse cultures.
- Programs were designed to provide educational experiences to faculty and staff, engaging them in new cultural experiences including the following:
- Tour of Museum of Contemporary Art & Geffen Museum, Fall 2000
- Cultural Sensitivity, Fall 2000
- International Film Festival, Each semester
- Surviving Abyssinia, Spring 2001
- Tour of Los Angeles County Museum of Art, Spring 2001
- The Color of Fear (film): Examining Racism in Everyday Life, Fall 2001
- Shattering Silences (film), Spring 2002
- Challenges in Intercultural Education, Fall 2002
- Lessons from Little Rock: Dr. Terrence J. Roberts, Fall 2002
- Diversity in Curricula: Sharing Our Strategies, Spring 2003
- Incorporating Intergenerational Education into the Campus Community: Are You Ready for the Age Wave? Spring 2003
- Education in Other Countries, Spring 2003
- Teaching Abroad: Is It for Me? Fall 2003
- How to Help Non-Native English Speakers in Your Class, Fall 2003
- Improving Communication with International Students, Spring 2004
- Women in the Middle East: Their Past, Present and Future, Fall 2004
- Holocaust presentation/discussion by Edith Singer, Each semester
- Communicating in the Diverse Workplace (Classified Dev Day), Spring 2003
- Conversational Spanish (Classified Dev Day), Spring 2004

- Multicultural experiences have continued to be integrated into existing course curricula. The College’s new Diversity Requirement for the Associate degree has stimulated the development of new courses, in addition to existing courses meeting the requirement, appropriate for the approved list, and more departments are in the process of developing new courses, such as the Cinema department (an international film course). As of May 2005, there were 49 courses approved for the Diversity Requirement list by the Curriculum Committee.

- Policies and procedures were reviewed on an ongoing basis to ensure COC’s compliance with applicable laws and regulations and commitment to diversity.

- The College has successfully pursued external sources of financial support to stimulate underrepresented students’ access to and success in higher education, including funding for MESA and from HP for a wireless classroom.

- The College has continued to ensure that separation based on age, race, sex, ethnicity, disability, sexual orientation is not permitted while encouraging collaboration between students from different backgrounds.

- The effects of state and local policies on student access and college programs have continued to be evaluated, especially since the passing of Proposition 209. While the Proposition has created many restrictions, the College continued to monitor student success and track applicant data when they voluntarily provided it.

- The College continued to promote student and staff diversity to the extent allowable since the passing of Proposition 209. For example, the College collected information voluntarily provided by applicants to ensure that recruitment practices are effective in reaching well qualified, diverse pools of applicants. The College advertises in a variety of publications, including the following:
Accomplishments

- Affirmative Action Register
- Monster.com
- Dice.com
- ArtSearch
- NurseWeek.com
- Freshjobs.com
- Black Careers Now
- Prjjobs.com
- HireDeaf.com
- Hispanic Hotline
- Craigslist.org
- Socalherc.org (Southern California HERC)
- The Chronicle of Higher Education

- The College developed and promoted effective recruitment practices including internal and external communications designed for recruitment and retention of a diverse student population. Spanish language information has been added to portions of the schedule of classes, catalog and recruitment brochures and a set of recruitment materials developed completely in Spanish. Also, designs of marketing materials are regularly evaluated by the Public Information Office for inclusion of culturally, ethnically, and racially diverse images.

- The College continued to expand efforts to integrate multicultural and international perspectives into the curricula and programs as well as to hire faculty and staff who reflect the diversity of the student population. In an effort to ensure a fair and equitable hiring process for all applicants, the Office of Human Resources performed an analysis of hiring data for the past two years for all open positions. This analysis examined how applicants, especially minority applicants, proceed through various stages of the hiring process and which applicants are ultimately offered the open position. This research has indicated areas where we excel such as our advertising strategies which result

in a diverse and well qualified applicant pool. However, it has also revealed areas where our business practices, such as additional follow-up with applicants and diversity training could be improved.

- A summer outreach program for high school students was offered with the assistance of MESA when funding was available.

- MESA developed Academic Excellence Workshops to ensure that instruction is delivered to recognize the diverse learning styles of students, e.g., mediated learning.

- The purchase of materials to support instruction in multicultural issues and the needs of our increasing culturally, racially, and ethnically diverse student population was expanded by adding access to a database with access to multicultural viewpoints on many current issues. *Countrywatch* includes information gathered from the newswire services of many countries around the world and provides insight into the culture and politics of all regions. A series of volumes were purchased called the *New American*, consisting of one-volume explorations of the culture, politics, customs, etc. of many of the ethnic groups that make up the United States. There are eleven volumes in the series.

- Courses on race relations and multiculturalism were developed. The curriculum committee has deemed 49 courses as meeting the College’s new Diversity Requirement for an Associate degree. Specifically, the curriculum committee has deemed these 49 courses to include “attention to critical thinking skills which allow students to address cultural, racial, and/or gender issues in a sensitive and responsible manner and to evaluate their own attitudes and those of others.” Departments with one or more courses meeting this requirement include: Anthropology, Biology, Business, Communication Studies, Early Childhood Education, Education, English, Geography, History, Philosophy, Political Science, Psychology, Sign Language, and Sociology.
• The International Student Program was expanded to ensure the inclusion of all countries that represent ethnic and racial minority groups and cultural diversity through recruitment efforts in 82 countries such as Spain, Portugal, Kenya, Sweden, Korea, Mongolia, China, Hong Kong, Armenia, New Zealand, Australia, Philippines, Bulgaria, Romania, Latvia, Lithuania, Estonia, Germany, Italy, Austria, Peru, Ecuador, El Salvador, Guatemala, Belize, Kyrgyzstan, and Uzbekistan.

• Since 2001, PACE has introduced courses into its curriculum to reflect the cultural and racial/ethnic diversity of the student population (e.g., Sociology 105 – Multiculturalism in the United States).
GOAL #4 HUMAN RESOURCES

College of the Canyons will select and develop high-quality staff.

- The first job expo at College of the Canyons occurred in October 2000. The goal was to focus on adjunct recruitment and target hard to fill areas. We had great attendance and the following year in October 2001, our turnout doubled. Potential applicants were able to speak to faculty and administrators who had volunteered to be present at the job expo. These Job Expos produced many quality candidates. Since 2002, we have combined our expo efforts with the College of the Canyons Job Fair.
- In an effort to reach more applicants, especially for hard to fill positions, we have increased the number of online employment recruitment Web sites that we use. These include: artjob.org, backstagejobs.com, CASFAA.org, craigslist.org, cupahr.org, dice.com, ebizedu.com, 4entertainmentjobs.com, freshtech.com, higheredjobs.com, Hiredeaf.com, HollywoodReporter.com, iHireHR.com, intix.org, itva.org, laculture.net, NursingJobs.com, Nurseweek.com, PHRA.org, playbill.com, prngjobs.com, Showbizjobs.com, SHRM.org, tsg.org/ArtSearch and ticketlife.com.
- The selection committee process was reviewed. As a result, new and more effective rating scales were introduced into the faculty and classified screening and interview rating processes.
- Each employee group—faculty, classified, and administrators—was represented in the Professional Development program. The Faculty Development Committee, the Classified Development Committee and the Administrative Development Committee meet regularly to plan and organize workshops and training sessions that promote personal and professional development within their respective employee groups. Funding was provided by the District so that these workshops and training sessions can be implemented. Professional development program activities include, but were not limited to:
  - Fall & Spring FLEX Program for faculty
  - Individual/Group FLEX Projects
  - Individual Web Page Tutoring
  - FLEX Exchange Program
  - The Institute of Teaching and Learning
  - Books & Ideas book discussion group
  - Read & Lead book discussion group
  - Associate Program for adjunct faculty
  - Classified Development Day
  - Administrative Leadership Program
  - Professional Development Mentor Program
  - Faculty Retreat
  - Fall and Spring Technology Training workshops
  - Sexual Harassment Awareness and Prevention Training
  - Online Learning Resources workshops
  - CD-ROMs on Microsoft Office Suite
- To support expansion of various academic programs, the College hired 51 faculty members since 2001.
- The College continued to seek opportunities for faculty professional development through partnerships with industry, including formal training and instructor internships, including sponsoring:
  - Educares in Industry Conference
  - Connecting with Community Tours
Accomplishments

- Tour #1 Ultra Violet Devices Inc.
- Tour #2 Chocolates a la Carte
- Tour #3 U.S. Borax
- Tour #4 Santa Clarita Aquatic Center & Sports Complex
- Tour #5 DiFatta Graphics
- Tour #6 Valcom Studios
- Tour #7 St. Jude’s Medical Research
- Technology Briefings for Industry leaders

- College of the Canyons has implemented an Administrative Leadership Program (which is also open to faculty and staff). The program consists of the following components:
  - Leadership Development Institute (a four-day, intensive training program)
  - The Management Leadership Program (on campus workshops that focus on the nuts and bolts of management)
  - Employment Relations Consortium Workshops (on campus videoconference workshops that focus on the legal issues)
  - Read & Lead Book Discussion Group (non-fiction book discussions focused on management and leadership)
  - Leadership/Teambuilding Retreats (an annual off campus retreat)
  - Management Advisory Council Presentations (presentations from departments on campus at a monthly meeting)

- Orientation sessions were developed for full-time and adjunct faculty to prepare them to meet the needs of PACE students. Each semester during FLEX week, the PACE Director and the full-time PACE English Instructor led a two-hour workshop for instructors teaching in PACE. Topics included a profile of PACE students, teaching methods for adult students, course design strategies for an accelerated format, and use of web-based teaching tools.

- Training sessions were developed for full-time and adjunct faculty focusing on the use of online teaching tools. First, each semester during FLEX, the Distance Learning Coordinator led a workshop on some aspect of online teaching. Topics included: assessing online participation, how to know when you're ready to teach online, and steps to prepare for teaching online. Second, the Distance Learning Coordinator works with the office of Professional Development and Computer Support Services to coordinate regular series of training sessions. Recent series have included a three-part Blackboard workshop, a three-part FrontPage workshop, and an eight-part accessibility/Section 508 workshop.

- Professional development workshops and retreats focused on enhancing talents and skills. Faculty, staff, and administrators also participated in professional organizations to enhance leadership abilities.

- The College offered competitive salaries for staff and often conducts salary surveys to ensure comparability with area community colleges. Recently, salaries for a large number of classifications, e.g. custodial, maintenance, MIS, and Computer Support were reviewed and raised to be more competitive.

- The College used effective recruitment practices, including advertising through the following mediums:
  - Local and regional newspapers
  - National publications
  - Employment Web sites (i.e. monster.com and chronicle.com)
  - COC website
  - The Chancellor’s registry
  - Professional organization publications and Web sites
  - Mailing lists of college departments within California
  - Attend Chancellor’s office annual job fair
  - Host COC Job Expos both on- and off-campus
Accomplishments

- Hiring procedures and materials were reviewed and revised in 2004.
- The College encouraged and celebrated innovation and creativity among staff. A clear example of this is the Cougar Parade in which faculty and staff march around campus chanting and cheering, until they end up at a predetermined person’s work area and induct the person into the Loyal Order of the Cougar. Faculty and staff were also celebrated during the Classified Staff Appreciation Week, Scholarly Lectures, and frequently through personal notes from the Superintendent-President as well as thank you notes and recognition at Board meetings.
- The College has implemented requirements of AB 1725. The College has a guide, Decision Making at College of the Canyons, which clearly states faculty and staff roles and responsibilities related to AB1725.
- In-house expertise was cultivated and developed for all components of the professional development programs.
- All faculty and staff were provided release time to participate in professional development activities.
  - Full-time faculty members were required to participate in 41 hours of professional development through FLEX.
  - Staff members were encouraged to participate in the Classified Development Day and are encouraged to participate in additional professional development, coordinated with their supervisor. Release time is provided as needed.
- Institutional policies and practices were clear, fairly applied, and promoted institutional loyalty.
- Faculty members were evaluated by their peers and given constructive feedback regarding their performance. Full-time faculty progress through a four-year tenure process and then are evaluated every four years after tenure is granted. Classified staff are evaluated by their supervisor on an annual basis and provided feedback on their performance.
- The College’s selection processes—including advertising, minimum qualifications screening by Human Resources, initial screening by the selection committee, first interview, second interview, reference checks, and fingerprinting—for faculty and staff were rigorous in order to ensure that only highly-qualified candidates are selected who can serve as role models for students and staff.
- Staff Development utilized programs such as Flex week, the Associates Program, and the Institute of Teaching and Learning as vehicles to facilitate the accomplishment of long-range goals and improvement of the teaching process.
- Through the Educational and Facilities Master Plan, staff levels have been determined for all service areas based on current needs and projected growth. These staffing levels are based on program plans and are connected to facilities needs for the College.
- Professional development goals of AB 1725 were met through activities centered around four Professional Development committees:
  - The Faculty Development Committee
  - The Classified Development Committee
  - The Administrative Development Committee
  - The Professional Development Budget Coordinating Committee
  (These four committees consist of representation from all three employee groups, and they plan and prepare staff development programs that meet the goals of AB 1725—staff improvement, student improvement, and instructional improvement).
- A CD was developed that assists in orienting new staff to the campus.
• Our new employee luncheon has been a spirited addition to welcoming new staff to the College. Formal invitations were sent to all attendees including the Superintendent / President and Board of Trustees. During the luncheon, each new employee’s biography was circulated amongst the guests. The attendance for the past four years was quite impressive.
  - Spring 2001: 4 Luncheons with an overall total of 62 guests
  - Fall 2001: 2 Luncheons with an overall total of 33 guests
  - Spring 2002: 2 Luncheons with an overall total of 33 guests
  - Fall 2002: 1 Luncheon with 19 guests
  - Spring 2003: 1 Luncheon with 8 guests
  - Fall 2004: 1 Luncheon with 15 guests

Other accomplishments
• Onsite Live Scan fingerprinting processes were implemented, allowing the College to obtain results within 72 hours.
GOAL #5 INSTITUTIONAL ADVANCEMENT

College of the Canyons will generate support, resources, networks, and information to enhance the College’s success.

- The College has conducted several community needs and resources assessments, including annual environmental scans and surveys of local businesses, community members, and students. Specific surveys have been conducted assessing business and industry training needs, as well as, student needs. Surveys included the following:
  - University Center Community Survey
  - University Center Student Survey
  - Needs Assessment Survey: Doing Business With China
  - Business & Industry Training Survey
  - LVN-RN and RN Alumni and Employer Surveys
  - TEACH Student Survey
  - Annual Student Survey
  - Career Services Survey

- The College has engaged diverse constituencies in support of the institutional efforts by developing an ongoing stream of publications both printed and electronic.
  - The College’s website is extensive, and provides information on nearly every aspect of the institution.
  - There have been 788 press releases, primarily distributed electronically, during the last year and three well attended news conferences were held.
  - There have been 44 10-minute radio shows presented on local radio, plus 19 15-minute Senior Hour radio shows.
  - The communications department provided workshops to management staff on working with the media.
  - The public information office has established close relationships with the local media and has been able to maintain credibility through weekly phone contact. Periodic editorial boards have been held as well as in-person meetings with media during emergency situations.
  - There have been 10 Bottom Lines and 12 President’s Circle Newsletters produced.

- Information and training on project development, proposal writing, and program implementation and management were offered through FLEX workshops and the Administrative Leadership Program. Boilerplates of grants, contracts, and budgets have been developed. Also, Grant Briefs have been published to disseminate grant opportunity information.

- The College has received a significant amount of support.
  - Since 2001, the COC Foundation has received $7,008,958.44 in cash donations and $386,471.88 in in-kind contributions (excluding contributions from the District).
  - The College has received $12,175,520 in grant support since 2001.

- Networks of supports and partnerships have been expanded through the following:
  - Aerospace Conference
  - Leadership in SCV
  - Nano/Automous Technologies
  - VIA Business Bash
  - Sister City Community Forum
  - Advisory Committee
  - Business and Industry Breakfast
  - VIA In Action Breakfasts
  - Dental Training Program
  - University Center Steering Advisory Committee
  - VIA Website Contest Committee
- Regional Nursing Collaborative
- Exploring Business with China
- High Tech Business Incubator

- The College has had considerable community support as evidenced by the contributions listed above and support for the Measure C, a local general obligation bond that passed with 68 percent support.

- Weekly meetings of the College’s Institutional Advancement Team helped draw together efforts from economic development, community partnerships, fundraising, grants development, and research.

- Instructional programs have directly benefited from development activities. The following are examples of benefits:
  - REMO, Inc. donated drum kit, drum set & stands, and replacement drum heads to the Music Department.
  - Valencia Camera donated camera equipment to the Photography Department.
  - Henry Mayo Newhall Memorial Hospital donated funding to pay an additional year’s salary of a fulltime nursing faculty member to the Nursing Program.
  - QIAGEN donated $50,000 in biotech related equipment and supplies to the Biotech Program.

- The College has raised nearly $7 million for the University Center and $81,782.60 for the Performing Arts Center endowment, demonstrating the support that had been previously laid and from which campaigns were built.

- Advocacy efforts have continued to build and maintain strong relationships with local, state, and federal agencies. Specifically, the District has revised and updated its advocacy handbook, has continued to send letters, news clippings, brochures and newsletters to governmental officials, and has continued to visit them in Sacramento and to host them on campus visits. Additionally, the Superintendent-President has redirected the duties of a staff member, on a part-time basis, to institutionalize and further develop the District’s advocacy plan and activities. The Superintendent-President hosted visits by legislators and sends frequent college updates to state and federal elected officials.

- The College, in collaboration with the Hart District, held the first COC/Hart District Leadership Summit in 2004 to further expand its collaboration efforts with school districts. This group is comprised of COC and Hart District faculty, staff, and administrators who met regularly to identify ways to improve communication between the districts and better prepare students for college.

- The Regional Nursing Collaborative demonstrated how the College continues to remain open and flexible and develops new partnerships with public and private organizations. Through this collaborative, the College has brought together five colleges, seven hospitals, and $1.6 million in funding from three foundations to produce up to 100 additional nurses per year.

- The College has expanded the accessibility of instructional programs by establishing two satellite “access” centers, Canyon Country Access Center and Golden Valley Access Center. Furthermore, the College has obtained approval for an educational center in Canyon Country.

- The communications department continued to develop and produce materials directed at underserved populations, to high schools, and by providing support to the International Student’s program. Postcards, letters, brochures and online materials have been developed for outreach to these populations.
Accomplishments

Additional Accomplishments:

- The College increased its grant revenue to $4,261,515 for 2004-05, an increase of 62 percent from $2,635,967 for 2002-03

- The Workforce Development Task Force was formed to develop systems for communication of funding opportunities, partnership strategies, and an overall strategic plan for being competitive with regard to funding. The following exemplifies the economic development planning:
  - Increased contract education revenue 15%, generated with local business
  - Increased contract education revenue 30% since 2001
  - Achieved $267,500 total training revenues (including Employment Training Panel-funded offerings) in FY 2000-01
  - $502,706 in total training revenues in FY 2003-04
  - Realized $237,350 in Economic Development and CMTC Grants
  - 3 ETP contracts approved in FY 2000-01, FY 2001-02, and FY 2000-03-04
Goal #6 – INSTITUTIONAL EFFECTIVENESS

College of the Canyons will evaluate progress being made toward college goals on a continuous basis.

- The College has improved its access to high quality information to inform decision making, drawing from the following:
  - Longitudinal databases of student characteristics, program participation, and performance
  - Seventy-three (73) faculty, staff, student, and community surveys
  - Key College, department, and program documentation
  - Other external data sources such as the National Student Loan Clearinghouse, National Center for Education Statistics, California Postsecondary Education Commission, California Basic Educational Data System, Department of Finance, U.S. Department of Education, California Department of Education, Southern California Association of Governments, Claritas, Learning Assessment Listserv, Santa Clarita Valley Real Estate and Economic Outlook, The Gateway, Community College Week, California Research and Planning Group, and the Chronicle of Higher Education

- Every instructional department in the College has completed a program review each year for the past four years, analyzing enrollment, outcomes, and instructional efficiency data. Non-instructional departments complete program reviews once every four years.

- Departments have drawn together departmental planning with strategic plans, enrollment management plans, the needs study for the educational center, and the Educational and Facilities Master Plan.

- The College regularly assembled and disseminated current and projected demographic information and performance measures (retention, successful completion, graduation, transfer, and workforce development) in the Fact Book and program review documents.

- The College has conducted 6 surveys of community interests and needs.
- Surveys assessing student perceptions of the institution were conducted. Since 2001, the College has also conducted surveys assessing the perceptions of faculty, staff, administrators, and community members.
- Results of research and evaluation studies were disseminated in a timely manner and made available on the intranet and through paper copies.
- Action implications, which detail specific actions that will be taken as a result of the research results, were required after research requests were completed. These action implications were posted on the website with the research report.
- The Office of Institutional Development has completed annual reviews and includes research and evaluation objectives for the upcoming year.
- Data, especially data embedded in program reviews, were used for decision-making about hiring, budgets, program development, services, partnership potential, and community service.
- The College tracked students’ attendance at four-year institutions through the National Student Loan Clearinghouse and completed seven research briefs on student transfers.
  - Furthermore, since 2001 the College has completed 10 follow-up studies of alumni including RN, MESA, CalWORKs, TEACH, and AOC graduates.
- The College decision-making guide has been updated to continually improve the effectiveness, functioning, and efficiency of committees.
- The 2001-2003 theme of community committees has been launched and specific plans are developed by CPT annually.

Additional Accomplishments:

- A Canyon Country Education Center Needs Study was completed and approved by the Department of Finance, Chancellor’s Office, and California Postsecondary Education Commission (CPEC).
Goal #7 – FINANCIAL STABILITY

The College of the Canyons will generate support, resources, networks, and information to enhance the College’s success.

- The College has maintained a minimum 5.97 General Fund reserve for contingencies every year since 2001 (and since 1980).
- The College, especially through the Foundation and Economic Development, developed local financial and human resource to support the College, including liaisons with local business and industry.
- The College has had considerable success obtaining public and private funds from sources other than state resources including foundations, federal grants, state, and regional funding sources to support and enhance College programs and services. Grant revenue has increased to $3,161,497 for 2003/04. The College received several large awards from foundations, including $800,000 from the Annenberg Foundation, $400,000 from the Weingart Foundation, $250,000 from the Henry Mayo Newhall Foundation, and $250,000 from the Parsons Foundation.
- The College has explored ways to maximize the use of underutilized College property by exploring alternative uses, including uses by the Alfred E. Mann Foundation and University Center partners.
• The budget development process was integrated with the Strategic Plan and departmental plans as is indicated in the budget parameters.

• Facilities factors for 2001/02, 2002/03, 2003/04, 2004/05, and 2005/06 were 1.27, 8.15, 5.31, 9.60, and 3.13 (est.), respectively.

• The College has secured $36,767,687 in state funding for construction projects since 2001.

• The College advocated for and received Equalization funds from the State totaling $1,051,038 in 2004/05 and $422,838 in 2005/06.

• The College negotiated an Indirect Cost Rate with the US Department of Health and Human Services for 31% of all direct costs.

• Since 2001, the Student Business Office has successfully implemented a collection strategy that begins with a consistent approach to dropping students for non-payment of fees. This process, as well as our in-house collection process, has resulted in the collection of fee revenues that would otherwise have to be written off as bad debt which reduces the bottom line commensurately.
  - FY 2001: $100,000
  - FY 2002: $150,000
  - FY 2003: $70,000 and $740,000 out of $800,000 in fee increases
  - FY 2004: $50,000 and $700,000 out of $900,000 in fee increases

• Also, the College has developed the following processes to improve service to students:
  - Developed the automatic hold removal process
  - Implemented the Swipe Cards
  - Developed the Datatel Refund Screen to replace the inefficient offline process
  - Implemented the 1098-T process
Goal #8 – TECHNOLOGICAL ADVANCEMENT

College of the Canyons will utilize state-of-the-art technologies to enhance programs.

- The College has maintained and enhanced a data network that:
  - Provides a gigabyte Ethernet connection between major components to support streaming video/audio and fast access to large amounts of information
  - Commits to a migration toward industry standard/open systems while preserving the existing investment
  - Identifies support for legacy systems
  - Includes a data warehousing strategy
  - Provides online access to digital printers in the reprographics center

- The College has maintained and enhanced the Management Information System (CISAR), to:
  - Integrate major components (e.g., student, financial, course, and personnel databases)
  - Provide more user-friendly (faculty, staff, administrator, and student) interfaces by deploying Release 17, web interfaces, and developing over 100 new screens, such as those for parking permits and athletic eligibility
  - Develop a catalog of reports
  - Link to other databases (e.g., PeopleSoft and Web CMS) through an upload/download process

- The College’s Intranet has been further developed, including addition of District and College forms, directories, warehouse catalog, board policies, and College committee meeting minutes and agendas.

- The Technology Committee continued to:
  - Investigate and disseminate information about new technologies
  - Establish information technology standards and policy guidelines
  - Improve communications between departments through participation on the committee and expansion of online collaboration and electronic communications

- The Technology Master Plan was revised annually and now includes technical support, equipment replacement, procurement, MIS, student services, telecommunications, email, web sites, software, learning resources, assistive technology, facilities and annual reviews. Recommendations have been mindful of available resources, cost/benefit analysis, and responsive to system and industry standards.

- The College has continued to effectively and efficiently use technology to support delivery of District and College services, including but not limited to instruction (e.g., online access to class rosters, access to course information, assignments, online course discussion groups, etc.), student support services (e.g., online registration and payments, unofficial transcripts, application, creating counseling appointments, etc.), business services, research, course development and management, etc.

- Professional development opportunities have been enhanced to:
  - Encourage faculty and staff to effectively use technology for curriculum development, instruction (including both distance learning and traditional delivery models) and providing support services.
  - Attend and participate in professional development using a variety of delivery methods, including flex workshops conducted in-house and by outside facilitators, seminars, conference, and possibly retreats.
• The Professional Development Office, Computer Support Services, and MIS all worked together to develop comprehensive training opportunities for faculty and staff on the use of technology. Training on common software programs, for example Microsoft Office Products, has been provided through Professional Development. More specialized training, for example new release of Datatel components, has been provided by sending staff off-campus or bringing trainers on-campus. The in-house and off-site workshops encourage staff to use technology for curriculum development, instruction, communicating with colleagues, and using information to inform decision making.

• The student photo identification system was expanded for students and staff. The identification cards are used at various points of service across campus and can track positive attendance for students using the fitness center, tutoring services and classroom open labs.

• New mailroom equipment was purchased that enabled the College to increase the volume of mail as it grew while controlling mailing costs by qualifying for the lowest rates and removing redundancy and invalid addresses in mailing lists.

• The STAR server was replaced.

• Random Class Add codes were programmed for Web registration.
Goal #9 – PHYSICAL RESOURCES

College of the Canyons will provide facilities that are clean, efficient, safe and aesthetically pleasing to support College programs and services.

- All additional sources of funding including public and private grants, partnerships, state contracts, fee based instruction, changes in formulas, a capital campaign, a bond measure, enrollment management, enhanced foundation success, in-kind resource swaps and public/private partnerships were pursued.
  - The College was successfully awarded $250,000 from the Parsons Foundation in support of the University Center capital campaign.
  - The College successfully passed Measure C, an $82 million general obligation bond.
- The College maintained a current Facilities Master Plan and developed and submitted a Scheduled Maintenance Plan to the Chancellor’s Office annually.
- In order to fund construction projects, the College has:
  - Passed an $82 million general obligation bond, Measure C, with a 68 percent pass rate.
  - Obtained grants from private foundations, donations from individuals, and revenue from Use Tax Revenue sharing with the City.
  - Completed a Program Environmental Impact Report, which covers all projects included in the Educational and Facilities Master Plan (EFMP).
- The College has implemented energy conservation measures across campus, including:
  - Chiller replacement
  - Lighting replacement
- Energy management systems
- Room occupancy sensors
- Computerized irrigation and exterior lighting control systems
- The College has completed a Seismic Retrofit of the Instructional Resource Center.
- The College has met or exceeded all AQMD goals every year since 1996.
- The campus is a safe environment with improved interior and exterior lighting and a campus escort service.
- Through the budget development process, adequate funding, including personnel and equipment were requested to meet the needs of institutional programs.
- In order to maximize state funding opportunities, the College submitted Initial Project Proposals (IPPs) and Final Project Proposals (FPPs) to the Chancellor’s Office according to the EFMP. Recent IPPs and FPPs include:
  - High Tech Building (FPP) $17,734,984
  - Lab Expansion and Addition (FPP) $15,748,959
  - PE Expansion (FPP) $5,896,019
  - Library Expansion (IPP) $15,714,273
  - Administration/Student Services (IPP) $8,120,293
- The College has implemented a hazardous waste program that includes containment and removal.
- The College has implemented a recycling program for paper and beverage containers and has exceeded State goals for reducing waste sent to landfills.
- The College has created a more welcoming environment through the architectural barrier removal project, improved lighting, landscaping, adding gathering places, and improving signage.

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Accomplishments

- The District has developed partnerships with the William S. Hart Union High School District for use of facilities on the COC campus (such as Academy of the Canyons and Cougar Stadium) and on Hart District sites (such as at Golden Valley High School).
- Methods for increasing the efficiency of utilities have been implemented including direct access electrical purchasing through membership in the State's consortium and improved energy systems described above.
- Through the EFMP and recent projects on campus, the College has developed and began implementation of a traffic flow plan compatible with construction on campus.
- The College has deployed DS3, dedicated T1 lines for teleconferencing, air blown fiber connecting buildings, and network connections for 97 percent of classrooms and 100 percent of offices.

Additional Accomplishments:
- With regard to facilities, the College has:
  - Completed construction of a new South Parking Lot which added an additional 1,600 parking spaces
  - Completed construction of a Performing Arts Center consisting of a main theater with 926 seats and an Experimental Theater of 125 seats at a cost of $18.3 million
  - Completed construction of a Warehouse Addition as well as an addition to the T-Building for Manufacturing Technology
  - Completed construction on the Interim University Center, Archive Storage Building, and T Building expansion
  - Commenced construction of a 19,000-sq.-ft. Music/Dance Lab and a 58,000-sq.-ft. Classroom/High Tech Center
  - Obtained approval for construction of a Laboratory Expansion and PE Expansion

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<th>Local Bond</th>
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TOTALS: $81,681,829 $162,526,151 $20,578,489
Accomplishments

- The College has begun the process of adding additional sites, including:
  - Opening satellite facilities at Aerospace Dynamics International (ADI) and Henry Mayo Newhall Memorial Hospital
  - Opening a 4,500-sq.-ft. ACCESS Site in Canyon Country in 2001, consisting of three regular classrooms, one smart classroom and one computer lab
  - Opening a 9,200-sq.-ft. Golden Valley Access Center in August 2004 consisting of ten classrooms
  - Obtaining approval for a New Educational Center in Canyon Country

- Modernization projects completed include:
  - Installation of three electronic marquees
  - Installation of artificial turf of Stadium field
  - Resurfacing of athletic track
  - Renovation of stadium restrooms
  - Perimeter landscaping improvements
  - Installation of three lighted map kiosks

- The College has completed the following scheduled maintenance projects:
  - Architectural Barrier Removal program
  - Installation of data outlets and infrastructure for campus wide networking capability
  - Removal and replacement of raised concrete sidewalks
  - Removal and replacement of inoperable door hardware in the PE building
  - Installation of chilled water lines
  - Replacement of main domestic water line
  - Replacement of shower piping and valves in the PE Building
  - Replacement of pool mechanical equipment
  - Reseal HVAC ductwork
  - Replacement of urinals and water closets
  - Replacement of underground high voltage electrical cabling
Goal #10 – INNOVATION

College of the Canyons will dare to dream and make it happen!

- The College developed a “redesign” process and encouraged departments to engage in activity to move forward on such efforts.
- Existing recognition programs and celebrations on campus continued to be enhanced (Opening Day, Classified Appreciation Week, Classified Development Day, Leadership Institutes, Cougar Award, Scholarly Presentation) and involve as many people as possible.
- New instructional programs and certificates that meet the evolving needs of the community were pursued.
  - Instituted an Enrollment Management Task Force and developed a plan to improve the College’s ability to serve students and maximize its resources.
  - Pursued the creation of a “Public Safety” program with appropriate courses and curriculum which will meet the needs of public safety occupations.
- Hosted two “Meet the Grant Makers” seminars to assist local non-profit agencies in gaining access to private foundations; through collaboration with the Director of Grants Development, several areas of the College received funding for the following innovative, new programs:
  - $19,992 for the “Institute of Teaching and Learning” through the Chancellor’s Office
  - $1,022,151 for the “ADN Regional Collaborative”
    * $500,000 from the Annenberg Foundation
    * $400,000 from the Weingart Foundation
    * $121,151 from the National Student Nurses’ Association
  - $257,312 from the Chancellor’s Office for “ADN Enrollment Growth” to increase the number of students enrolled
  - $102,000 in equipment from Hewlett-Packard for MESA students
  - Developing “Life Skills and Financial Literacy” class with $63,147 award
  - Title III recipient of $1.8 million to expand online student services and enhance faculty development opportunities
  - $595,698 for development of terrorism training for first responders from the Bureau of Justice Assistance
  - $1,694,390 in support of equipment for the University Center from the U.S. Department of Education
  - $1,016,174 from the Chancellor’s Office for Industry Driven Regional Collaborative projects in Welding, Biotechnology, and Digital Manufacturing
  - $2,810,463 to support CREATE through NSF
  - $178,079 for closed captioning and teleconference courses from the Chancellor’s Office
- Innovative partnerships have been created with the City of Los Angeles, The California State Labor Agency, the SCV Chamber of Commerce, the Valley Industrial Association, the Economic Alliance of the San Fernando Valley, the Santa Clarita Valley Economic Alliance, the Los Angeles County Economic Development Corporation, the City of Santa Clarita Economic Development Department, and the Los Angeles County Business Technology Center.
  - Created a free online internship posting system for employers to quickly and easily submit internship opportunities online for COC students, resulting in benefits to employer and students
  - Created 231 employer/internship partners
  - Created a 5-minute CWEE/Internship employer/student video testimonial
Accomplishments

- Award-winning program: California Cooperative Education and Internship Association “2004 Outstanding Community College Award”
- Public/private partnerships have been explored to fund additional facilities.
  - Established Honey Mayne Newhall Memorial Hospital/COC Clinical Education Center
  - Embarked on capital campaign to build University Center
  - Developed a plan to house a Business Incubator on campus
  - Initiated a plan for an endowment campaign for the Performing Arts Center
  - Secured multi-agency partnership to finance a Performing Arts Center at COC ($2.4 million from the City of Santa Clarita)
- The Santa Clarita Higher Educational Council was formed.
  - College staff has participated in regional, statewide, and national associations and conferences in the development of new ideas that support institutional progress on goals.
    - Provided ongoing leadership to a state-wide discussion of growth funding and community college finance formulas
    - Developed major new partnerships (manufacturing, biotech, aerospace, welding) with local firms
    - Provided leadership to collaboration in LA County area community college districts as it relates to programs sharing use of facilities, acquisition of grant dollars, development of countless programs and services for students
    - Added an “Exploring Business with China” conference for regional businesses
- The College has looked beyond the rapidly changing day-to-day information to the relationships among elements and formulates strategic directions and innovations to maximize the quality of learning environments for our students.
  - Mechanisms were developed to insure that innovative ideas get a proper hearing on campus.
  - The first Educational Forum on the Future was hosted to coalesce the education community’s recommendations on teaching strategies and curriculum changes to facilitate the College’s ability to meet the educational preparedness needs of our students.
  - Communication and cooperation with the City of Santa Clarita was implemented via a “liaison” concept.
  - The Teaching and Learning Institute was initiated.
  - Online application, orientation, counseling and registration were made available for students.
  - A Weekend College program and online A.A. degree option were developed.
Goal #11 – CAMPUS CLIMATE

College of the Canyons will enhance and support a sense of community and cooperation on campus.

- Student development programming and campus activities were coordinated, facilitated and supported to foster a sense of community. For example, Student Orientation Leaders Program were added and improvements were made to the orientation process.
- Multicultural activities and celebrations were offered to encourage appreciation of diversity.
  - Funds for Upward Bound, Student Support Services, Talent Search, Puente, and other programs were pursued to expand the representation of minority students.
- Between 2000 and 2004, twenty intellectual and cultural activities and events were supported to create a student population in which poetry, drama, music, and literature are valued and celebrated. Activities and events included ABALAYE (West African Dance Troupe), Middle Eastern Extravaganza, Faculty of Color, Native American, Skin Deep, Religion, AB 540, Arts Day, Lessons of Little Rock, Japanese Cultural Festival, Martin Luther King, GLIDE (Gay and Lesbians Initiating Dialogue for Equality), Dance, Virtual Scavenger Hunt, Brown vs. Board of Education, International Festival, Dessert, Dialogue and Discovery (Race – from a societal, political, and historical perspective and “Prejudices Come in Many Ways”).
- Additional study areas on campus were created, including the Associated Student Government computer lab/student study area located in the Student Union building and the MESA Student Study Center for MESA participants.
- Opportunities and areas for students to meet and socialize were expanded.
- Recognition programs for outstanding students were expanded, including:
  - Student athletes, student academic leaders, and ASG officers
  - Student success via personal letters to academic student leaders and athletes
- A supportive environment that offers childcare and development programs and referrals for students, staff, and the community was provided.
- Internet-based communication tools were developed to continuously provide students with current information about campus events.
- The registration process was streamlined by adding online registration and demystifying the requirements and procedures for students.
- Special events were organized for various groups of students such as PACE’s graduation dinner.
- A MESA community, which is part of a larger campus community focusing on math, engineering, sciences, and related disciplines was created and supported teaching and learning at the College.
  - A presentation by retired JPL astronomer Skip Newhall was hosted on Einstein’s Theory of Relativity.
  - Educationally disadvantaged students were supported to excel in math, engineering, and sciences via MESA.
- Staff retreats were planned to enhance a sense of community and cooperation with other student services offices.
- Feedback gathered from students and College staff for program reviews was used to help refine services to the entire campus community.
- Learning Resources promoted student awareness of the Library and the TLC Lab as inviting places where caring staff will help students meet their learning needs.
Accomplishments

- Support was provided to faculty through programs such as the new faculty orientation and the Associate’s Program.
- The Teaching and Learning Institute was developed to improve instruction and opportunities for faculty to teach abroad were expanded.
- The Scholarly Presentations were expanded to twice a year.
- Cougar Award Program was developed.
- Events for new faculty and staff (luncheons and receptions) were hosted.
- Five-Year Service Award Luncheon was initiated.
- A Scholarship Donors Reception was developed.
- A picnic for faculty and staff with children under five was developed.

Additional Accomplishments:

- Human potential access and opportunity was enhanced by:
  - Developed expanded access for students via additional access at remote locations, a broadening of offering on the internet, addition of alternate schedules/delivery modes (PACE, Weekend College, intensive instruction, late-start schedules, and summer sessions).
  - Intensified efforts to provide orientation for students that have enabled them to identify with the College and figure out the maze. Examples include Freshmen Resource Center, Student Success Seminars, New Student Orientation, and Extended Orientation.
  - Encouraged intellectual and social contact between the students, staff and community via the development of over 600 internships in local businesses, 75 service-learning partners, partnerships with the City (i.e., Project Santa), partnerships with all school districts, initiatives with the older adult community, partnerships with the Michael Hoefflin Foundation and the Boys and Girls Club, and Coordinating on a Walk for the Poor.
  - Expanded outreach programs for adults and the retraining of the existing workforce via New Horizons, CalWORKS, and the 126 Corridor biotech training partnership.
  - Committed to the recruitment, support and professional development of the staff; initiated a Teaching Learning Institute for full and part-time faculty; added a training component for all staff; advocated for professional vacancies in-house to get people to take opportunities for career advancement; augmented and reorganized departments; expanded scope of responsibilities, leadership, and learning opportunities for faculty, staff, and administrators; and committed nearly $1 million of the District’s budget (2004-05) to professional development for staff.
  - Supported faculty and staff to participate in leadership positions in statewide organizations and to represent the College in community organizations and partnerships.
  - Continued to support educational incentives for classified staff and expanded scope of responsibility for administrators/managers.
- Research data was used to impact the decision-making process, the development of the College’s programs, budget, and enhancing our physical capacity. Research data were used as the College completed the following:
  - Expanded instructional access and breadth via faculty initiated changes which included 9 additional certificate programs and 6 additional majors at the College.
  - Developed a Letter of Intent and Needs Study to make the case for a permanent educational center in Canyon Country and secured approval.
• A sense of community was built and a welcoming environment by recognizing success in students and staff was created as the College completed the following:
  - Enhanced Classified Appreciation Week recognition of staff professional development.
  - Recognized staff achievement at Board meetings, in the Bottom Line newsletter, through press releases, and via personal notes of congratulations and appreciation.
  - Built on the unique talents and interests of staff to develop programs (Internal Education Programs, Travel Abroad Program, MESA Program, etc.).
  - Scheduled special celebrations for departments on campus for their efforts to go over and beyond.
  - Expanded scope of Opening Day Luncheon recognition and staff involvement in celebrations and entertainment.
  - Added kiosks, maps, and marquees to inform students, staff and community members.

• Enhanced website:
  - Converted email addresses to canyons.edu.
  - Created New Program/Idea form to submit ideas for the College electronically.
  - Created HR Benefit submission form so benefit choices could be selected online.
  - Redesigned HR website so it is easier to navigate.
  - Created an Institutional Development Report Site so reports can be centrally located.
  - Created a Computer Upgrade request form to request a computer upgrade based on configurations posted on the site.

• Improvements to the campus were made to enhance access and invite people in, including:
  - Performing Arts Center
  - Turnaround
  - Student Parking Lot
  - University Center
  - Renovated Track, Stadium, and Restrooms
  - Campus landscaping
  - Kiosks

• Additionally, the College engaged in the following to make the campus a positive environment:
  - Improved food service
  - Expanded hours in Bookstore and Cafeteria
  - Wrote President’s letters of welcome to all the staff
  - Developed alumni association for students and staff
  - Added a graduates’ breakfast
  - Added pre-commencement party in the Cougar Den for all full-time staff
  - Added 5-year Service Award luncheon in Cougar Den
  - Initiated picnic and follow-up of letters to staff with children under five years old
  - Created certificates for managers to use with staff to recognize a “Job Well Done”
How is success measured? At College of the Canyons success has multiple measures. We celebrate success every time we:

- Send students in a graduating class on to fulfill their ambitions, armed with marketable skills and the ability to think critically about the world,
- Offer new programs and services to our community,
- Use innovative instructional delivery methods to bring college courses to students who would not otherwise be able to benefit from the college experience,
- Find a new solution to an old problem, or use a time-honored solution to solve a new challenge, or
- Raise the bar another notch.

To achieve these successes, all of us (students, faculty, and staff) must commit to developing our abilities to communicate, solve problems, think critically and analytically, and view changes and challenges as a positive experience.

To achieve these successes we need to evaluate our current internal strengths and weaknesses and the external opportunities and limitations we face. We must know and value our assets, manage them well, and be aware of the political and economic climate within which we function.

To achieve these successes we must have a vision of our future and what we can do. Meaningful planning is impossible without an idea of the destination desired. As we plan, dream, and build we must always be cognizant of the needs of the communities we serve. We must solicit their input for our plan, along with the input of our campus constituencies.

Our College staff is uniquely flexible, responsive, forward-thinking, and compassionate. With a strong, coherent vision of what we want to achieve, we will continue to be the college of choice for local students, international students, returning students, workers needing retraining, and anyone who can benefit from our curriculum.

This Strategic Plan incorporates many lists, graphs, tables, and lists of accomplishments and goals. Collectively, they serve as a map directing future efforts. You can see that there were 273 accomplishments of faculty and staff. It’s impressive that 97 percent of our goals from the 2001 Strategic Plan were realized. But, our staff didn’t stop there. They even achieved an additional 81 accomplishments. Our College staff’s commitment to serving students, responsiveness, and flexibility has inspired great change. Their willingness to take risks, identifying hundreds of additional objectives, will certainly drive more. I appreciate all of the efforts of our faculty and staff and invite you to continue to provide input that will enable us to make our dreams and the dreams of our students a reality.
In early 1989, College of the Canyons designed and implemented a comprehensive planning process to help prepare for the challenges ahead. The College established the Comprehensive Planning Task Force (CPTF) to create a vision for the future and to map out the plan for making the dream come true.

The CPTF was formed as a collegial advisory group, with the charge to discuss, debate, explore, and plan for the future; and to disseminate the plan to the campus community and to all other interested parties.

In spring 1990, College of the Canyons published Vision 2000: Images of Excellence for the 21st Century, the culmination of eleven months of planning. This vision statement, with contributions from the Board of Trustees, faculty, staff, students, and administrators of the College, provided milestones and stepping stones to carry us into the next century.

In fall 1991, the College published A Direction Toward the Year 2000: Strategic Plan, September, 1991. That comprehensive plan established the goals and action priorities which would begin to make the strategic vision a reality. In 1993, The Comprehensive Planning Task Force revisited the plan and updated the College’s goals and the action priorities arising from those goals. The result was A Direction Toward the Year 2000: College of the Canyons Strategic Plan, September 1993.

A vision that is truly dynamic must change, by its nature, along with the changing world. The strategic plan, after four years, was due to reflect new realities and dreams. In 1995, CPTF revised the goals and action priorities that are the heart of the strategic plan. In 1996, the President’s Office, in conjunction with the Office of Institutional Development, assembled pertinent materials to be used with the strategic plan to provide a more comprehensive context for planning the future. The new document, Toward the Year 2000: College of the Canyons Strategic Plan, Fall, 1996, was the culmination of this important step in the evolution of the planning process.

The College community continued to work through its comprehensive planning process during the next four years. During this time period, the CPTF was renamed the College Planning Team (CPT), a shift that emphasized its continuing role as an integral part of the planning process at College of the Canyons. The College Planning Team’s continued activities were reflected in the revised plan, Beyond the Year 2000: College of the Canyons Strategic Plan Notebook, August 2002. A variety of the supporting materials necessary to the planning process were included in the new planning binder, and new materials were distributed for inclusion along the way. In addition, hundreds of the College documents that are used to inform planning on all levels were made available on the Intranet, ensuring that all college staff could access timely information.

In Fall 2004 the CPT once again started the process of aligning the strategic plan with the changes we see around us, which are far ranging and affect every aspect of what we do. Once again, we have consulted with the campus community to determine what action priorities have been completed and what new goals and priorities are in place. Now, the results of our efforts are ready to share with the campus and community, as we present Developing the District: College of the Canyons 2005 Strategic Plan.

We continue to view this document as a mirror of an institution that successfully and continually evolves and changes; encouraged by an atmosphere of innovation, flexibility, and cooperation.

The College Planning Team,
Co-Chairs Dianne Van Hook, Floyd Moos, and Leslie Bretall
EXTERNAL FACTORS

The Economy

- Although the economy has remained in a stable position, consumer confidence has slipped partly due to rising oil prices. In addition, the Presidential election and the war in Iraq have likely contributed to lower consumer confidence.

- California’s future with trading partners should be strong, but rising energy prices (crude oil and natural gas) could slow economic growth.

- Nationally, the unemployment rate decreased to 5.2 percent in March 2005. California added 244,100 nonfarm jobs over the year and lowered unemployment rates to 5.4 percent (March 2005) from 6.4 percent (March 2004). In Los Angeles County, nonfarm job growth is expected to be .8 percent in 2005 and 1 percent each year for three years.

- Budget cutbacks at the state level over the past two years have impacted education and public sectors for the past two years and the state will likely see additional cuts for the next two years.

- Inflation is inching upward. In 2004/05, the Consumer Price Index is forecasted to be 2.8 percent nationally, 3.1 percent in California, and 3.7 percent in Los Angeles County.

- Foreign trade is a vital component to California’s economy. California is the nation’s second largest producer of exported goods. Exports in California increased 8.4 percent in 2004 to $123 billion. Imports in California were up 13.4 percent to $27.4 billion. The People’s Republic of China is California’s top Asian trading partner and is also the world’s fastest growing major economy.

Santa Clarita


- The price of new homes in the Santa Clarita Valley continued to increase through the late 1990s and into the 2000s. The average price of a new detached home has reached $570,000 in 2004. This increase reflects the continued demand for housing in Santa Clarita and the strong market, given desirability and lower prices compared to neighboring communities. These data also support projections of a positive net migration to Santa Clarita. The flow of people to the area should continue to increase the number of people interested in attending college.

- Home sales increased 35 percent in 2004 as of September. New home sales have exceeded 3,000 each year for the past three years.

- The demand for housing evidenced by the increase in prices coupled with building permit activity should ensure continued growth in the number of people enrolling at College of the Canyons. The majority of residential building activity is in unincorporated areas of the Santa Clarita Valley.

- Construction in Santa Clarita is expected to remain strong, with more than 27,032 housing units planned and approved. Of these homes, 20,885 are planned for Newhall Ranch, a new community west of the freeway. Total construction time is expected to be 25 years.

- Industrial space continues to grow rapidly. The increased industrial space and the resulting net absorption, 2.4 million square feet in three years, of the space into the market reflect the growth of local business. Vacancy rates have dropped to below 8 percent in 2004.

- Unemployment, 3.7 percent as of February 2005, for Santa Clarita has remained low since 1994.
Planning Impacts

- The largest employment sectors in Santa Clarita Valley are: manufacturing (9,910 jobs); retail trade (9,488 jobs); administrative support (8,814 jobs); lodging and food service (8,056 jobs); local government (7,764 jobs); construction (5,978 jobs); healthcare and social assistance (4,494 jobs); and professional, scientific, and technical (4,019 jobs).

- Santa Clarita created more than 5,000 new jobs in 2004 and is expected to create 4,500 jobs in 2005 and 4,000 in 2006.

- While the number of jobs created locally has continued to increase, the total workforce of wage and salaried, and self-employed workers represented 35 percent of all residents in the Santa Clarita Valley. This implies that many of the residents are commuting to work in the San Fernando Valley and other areas outside the Santa Clarita Valley.

- Santa Clarita is consistently rated low in crime and was ranked the 5th safest city among cities in California of at least 100,000 in population (FBI, June 2003) and also ranks among the safest in the nation for cities with a population of at least 150,000.

- Office space in Santa Clarita is estimated at 2.4 million square feet. Vacancy rates have dropped to below 5 percent in 2004.

The Future of Community Colleges

- During the next decade, over 460,000 more students --- or about 79 percent of all new students expected to enter California's higher education system, will attend community colleges.

- Community colleges educate over 50 percent of new nurses and 85 percent of first-responders (firefighters, law enforcement, and EMTs).

- Community colleges have an opportunity for growth in the senior market. The retirement of baby boomers and the steadily increasing life expectancy will result in a significant increase in the size of the retirement-age population.

- The current White House administration has publicly acknowledged the pivotal role of community colleges in providing the trained workforce needed in today's economy.

- Community colleges serve half of the undergraduates nationwide, but remain under-funded compared to their four-year counterparts.

- Budget cutbacks have greatly impacted access for many low-income students. As many as 250,000 prospective students were impacted in 2003-04. These cutbacks come at a time when there is an increased demand for community college programs, which are known for their flexibility and ability to meet the needs of the community and businesses.

- The California Community College System, the largest higher education system in the world, serving over 1.6 million students, will continue to grow and respond to an increasingly complex set of demands.

- Across the nation, tuition rose 9 percent at two-year public colleges in 2004-05.
• The California Community College system experienced a 64 percent increase in fees from 2002-03 to 2003-04 and the UC and CSU systems experienced an increase of 42 and 23 percent, respectively for the same time period.

• UC and CSU caps on enrollment will have a substantial impact on access to both systems.

• CSUs are dismissing students who do not master their basic skills math and English courses within one year, which will result in an increase in enrollments at California Community Colleges.

• A recent report indicates that only 22 percent of the 1.2 million high schools students who took the ACT in 2003-04 were ready for college-level math, English, and science courses. Furthermore, minority students are even less prepared for college.

• The system’s role as the point of access to higher education for the majority of Californians is reflected by the student diversity.

• Continuing high demands for community college programs will likely result in a 40 percent increase in enrollment by 2015.

• Following the events on September 11, 2001, Homeland Security increased its scrutiny of student visas and created the Student and Exchange Visitor Information System (SEVIS) to verify foreign student activity in the United States. There are perceived and real difficulties in obtaining a student visa, which has been reflected in a drop in foreign enrollments.

• Foreign enrollments declined by 2.4 percent in 2003-04, which is the first drop since 1971-72. Other countries such as Australia, Britain, and Canada are vigorously recruiting international students. Officials expect foreign enrollments to continue to decline for the next several years.

• A recent survey of student engagement found that 40 percent of students surveyed indicated they have never discussed ideas or readings from their classes with faculty members outside of class. Furthermore, this same survey found a large discrepancy between students’ and faculty members’ perceptions of the timeliness of feedback on their academic performance (58%- Students indicated receiving prompt feedback often or very often compared to 91%-faculty members).
INTERNAL FACTORS: COLLEGE OF THE CANYONS

Teaching and Learning

- As the student population grows and evolves, increasing to over 22,000 by 2010, the number of courses, programs, and services will need to expand and adapt to meet student needs within a context of tight fiscal, human, and physical resources.
- Curriculum will need to be examined critically in light of needed skills, employment trends, and changing transfer requirements.
- As the ethnic, cultural, socioeconomic, and age diversity of the campus increases, teaching methods and delivery systems should be examined to determine their effectiveness.
- COC will need to implement Student Learning Outcomes assessment and use assessment data to improve instruction, which is a requirement of the new accreditation standards imposed by WASC.

- Barriers to students transferring to CSU and UC continue (transfer requirements for UC and CSU schools, enrollment caps, changing eligibility requirements, fee increase, etc). Our goal must be to remove these barriers as much as possible.
- Most students need developmental classes or financial aid. The College may need to provide more or different support services to enable these students to be successful.
- Data on enrollments, staffing, student success, and satisfaction with services are increasingly available to inform specific departments’ academic and non-instructional program reviews.
- Given the challenging state budgets, an important strategy for meeting FTES funded capacity is to improve the College’s efficiency.
- The majority of full-time faculty members are tenured, reducing the number of full-time faculty members serving on tenure committees.
- New facilities including the Canyon Country Educational Center, Vital Express Center for the Performing Arts, University Center, and additional new buildings on campus will impact instruction and planning for instructional programs.

Student Services

- As the number of students attending COC increases, the College will need to address increases in staffing, efficiency of service, and advances in technology that impact service delivery.
- EOPS, DSP&S, PACE, and MESA continue to expand services for “at-risk” students. While program services in these areas continue to increase, further assessment may be needed to determine the effectiveness of support for all groups of students. This will be especially important for the Student Equity Plan Committee to consider as the plan is revised annually.
• The fact that 28 percent of students in Fall 2004 selected “undecided” as their educational goal underscores the important role the College plays in assisting students in developing career plans.

**Human Resources**

• The number of faculty and staff who will be needed to meet the increase in the number of students will place significant demands on Human Resources and other current staff.

• While progress has been made in the diversity of faculty, staff, and administrators at the College, more diversity is still needed and efforts should be directed toward this goal.

• The workplace will continue to evolve as changes are realized in technology, labor markets continue to be tight and change, and legislative mandates and resources evolve.

**Partnerships**

• All recently hired staff members are expected to develop partnerships within the community. The faculty, staff, and administrators as a whole can be considerable resources for the community and a great diversity of partnerships will be developed.

• The number of concurrently enrolled students will continue to increase, but at a moderate rate as a result of recent policy changes for concurrently enrolled students.

• The demand for higher education and advanced training in the Santa Clarita Valley will continue as the population grows. To provide the needed access to higher education, the College will need to continue to develop articulation agreements with four-year institutions and also partnership agreements with four-year institutions for advanced degree programs offered through the Interim University Center.

• Although the unemployment rate continues to be low, 5.2 percent in March 2005, there is continuing need for workforce training. With the rising cost of traditional training programs, the Employee Training Institute continues to offer local businesses a cost-effective means of providing customized training.

• The Center for Applied Competitive Technologies and Employee Training Institute provide workforce development and technical assistance to manufacturing enterprises in the region and customized training to companies within the District, respectively.

**Financial**

• The College’s revenue from state sources will likely be more constrained in the next couple of years due to a sluggish economy, large state deficit, and increased costs associated with energy.

• The College’s revenue will continue to increase as the number of students served increases. Additional resources are also expected for economic development, outreach and access.

• Enrollment management efforts will continue to examine enrollment patterns, section offerings, and demand to maximize realized growth and efficiency.
Planning Impacts

- To augment the resources available to the College for program development, the College pursues grant revenue from state, federal government, and private foundations.
- The COC Foundation is an important source of resources for the College.
Goal #1: TEACHING & LEARNING

College of the Canyons will provide a positive environment and necessary resources to support excellent teaching and student success.

1. Utilize the available institutional research to:
   - Affirm/develop alternative methods/venues of providing instruction
   - Plan curricula for the Canyon Country site.

2. Ensure appropriate allocation and/or development of resources for the success of programs by conducting and utilizing program reviews.

3. Pursue cooperative arrangements with business and industry to provide curricula, materials, and facility support for desirable, emerging and/or high-cost occupational programs and to meet regional workforce training needs in a timely manner, e.g., nursing, homeland security, paralegal, welding, auto repair.

4. Build from and expand activities that promote effective teaching, such as Institute of Teaching and Learning, professional development Flex Activities, Mentoring new faculty, and the Associates’ Program.

5. Ensure the continued excellence of instruction by effectively utilizing evaluation tools, including the tenure process, permanent faculty evaluations, adjunct evaluations, and supplementary data.

6. Infuse student learning outcomes throughout the instruction, including:
   - Course outlines
   - Program planning
   - Program reviews

7. Work cooperatively and strategically with other areas of the College to coordinate and complement efforts.
   - Increase participation rates from the local high schools
   - Increase the opportunities and ease of transfer for students
   - Promote interdisciplinary educational opportunities. E.g., Educational travel seminars in which instructors teach across the curriculum
   - Enhance student retention
   - Support enrollment management efforts

8. Continue to develop and emphasize basic skills and readiness programs and delivery methods appropriate to under-prepared students.

9. Review instructional programs for relevance and effectiveness including currency, effectiveness and demand, informed from a variety of sources such as community advisory groups, surveys and focus groups.

10. Plan for new educational programs to meet emerging careers.

11. Schedule and disseminate degree and certificate requirements in a manner that facilitates the completion of degree, transfer, major and/or industry requirements.

12. Expand the methods of instructional delivery to meet students’ needs and learning styles
   - Alternative calendars
   - Hybrid delivery
   - On-line courses
   - Distance education
   - Educational travel
   - Weekend College
13. Expand access to learning resources necessary to complement and enhance scholarship.
14. Conduct timely reviews of curricula for quality, relevance, student learning outcomes, and the development of higher-order critical thinking and problem-solving skills.
15. Expand access to higher education through:
   - Canyon Country sites
   - Partnerships
   - Alternative delivery and methods
   - Weekend college
16. Use technology to enhance teaching and learning.
17. Schedule classes at times and locations to increase efficiency in course offerings.
18. Convert the CTV telecast programs from reliance on broadcast to the flexibility of DVDs.
19. Launch online AA degree program.
20. Expand training for online faculty.
21. Continue to increase success rate of online students.
22. Continue to increase retention rate of online students.
23. Develop mechanism to evaluate online courses.
24. Develop public safety program.
25. Provide access to current, academic level-appropriate library information, in a variety of formats, to support instruction in all academic programs offered at the College.
26. Provide training in a variety of formats (one-on-one, online classes, workshops, etc.), for both students and faculty, in the effective use of the Internet as a tool supporting college-level research.
27. Develop a Writing Center to provide one-on-one instructional support to students on all aspects of writing, from simple grammar to well-developed research papers.
28. Provide quick turn-around for instructional materials production.
29. Develop and implement innovative programs designed to enhance the placement of College of the Canyons students in workplace learning activities.
30. Expand customized training programs to business and industry.
31. Encourage greater integration of economic and workforce development programs with the College’s occupational programs.
32. Support the integration of advanced technology in local industry, along with the development and implementation of advanced curriculum to prepare students for emerging occupations and career opportunities.
33. Implement a process for reviewing the congruence of occupational programs with the needs of businesses in the region.
34. Develop an Educational and Facilities Master Plan for the Canyon Country site.
35. Build a permanent University Center on campus to provide a comprehensive array of transfer opportunities for College of the Canyons’ students.
36. Revise the District’s Educational and Facilities Master Plan.
Goal #2: STUDENT SERVICES

College of the Canyons will provide student support services to facilitate student success and maximize student opportunity.

1. Provide for on-line Financial Aid services that allow students to complete the whole variety of financial aid requirements.
2. Expand online services to remove barriers to student’s support and improve customer service.
3. Create, review, and modify academic and service policy to ensure consistent communications with students.
4. Utilize a wide variety of media to inform students, staff and community members about available student services.
5. Expand Personnel Development classes to assist students in being successful in their other college courses.
6. Develop counseling and advising strategies that inform and prepare students to be self-sufficient learners.
7. Develop accessible orientation programs that provide for full academic information, information related to academic life, and encourage campus involvement.
8. Conduct an exit survey for all students who withdraw from classes from all instructional modalities (online, telephone and in-person survey) and use results to increase student persistence.
9. Form a student success and persistence committee to analyze enrollment practices and increase student persistence.
10. Provide recognition for student achievement (graduation, transfer, scholarships, leaderships, etc.).
11. Provide priority registration for at-risk students as well as students in leadership roles.
12. Fund and administer an active college assistant program.
13. Expand the opportunities for participation in student life and campus activities.
14. Support students to be successful during their initial semester of college and beyond by providing resources, seminars and extended orientation activities.
15. Develop co-curricular activities such as Service Learning, internships, volunteerism, and work study to assist students in both campus involvement and life preparation.
16. Establish an annual “college day” held at College of the Canyons for all high schools in our service area.
17. Hold an annual counselors’ day for Hart District and College of the Canyons counselors.
18. Expand collaborations with faculty to provide administrative information and improve service.
19. Improve outreach efforts in the high schools and the community at large (including the international community).
20. Establish Individual advisory board meetings with specific departments.
21. Develop resources, programs and services aimed at helping students to be successful during their initial college semester and beyond.
22. Develop and implement project-based activities with community-based partners.
23. Improve access to library resources and services through expansion of library hours and availability of an increasing number of subscription online resources that are accessible off-campus.
24. Expand the on-line tutoring to assist students in all applicable subjects and courses.
25. Engage students in lifelong learning and academic empowerment and provide opportunities for personal growth and leadership development through co-curricular activities and student support programs.

26. Offer quality and efficient service and support to students, staff, and faculty through application of continuous improvement strategies, whenever appropriate, to improve customer service and internal operations.

27. Support students in a variety of programming, advocacy, technological, and socially-interactive ways beyond the classroom that enhance student success and persistence and that support the College's enrollment strategy.

28. Systematically conduct periodic assessments of the student services through non-instructional program reviews using student surveys and student learning outcomes.

29. Document new directions taken as a result of program reviews.

30. Develop a system for collecting and using student learning outcomes.

31. Embrace the development of new opportunities for collaboration and the expansion of existing partnerships among student support services and instruction, administrative departments and the community. The synergistic thinking of such collaborative teams of students, staff, faculty and community partners will generate new models and approaches for the delivery of programs and services, and will enhance participation and support of new initiatives.
**Goal #3 CULTURAL DIVERSITY**

College of the Canyons will promote cultural diversity of the community, students and staff.

1. Develop and implement the District EEO plan and the included activities designed to recruit, hire, and promote diverse employees.

2. Reconvene the Faculty and Staff EEO Advisory Committee to oversee the development and annual review of the EEO plan.

3. Update all District policies to reflect EEO plan changes.

4. Create a Selection Committee Representative Committee that determines representation on hiring committees provides input on diversity training needs and receives legal updates and training from Human Resources.

5. Increase the number of Selection Committee Representatives for both faculty and classified committees.

6. Update and standardize training for Selection Committee Representatives including information about the new diversity plan.

7. Improve the diversity of college faculty and staff to more closely reflect the diversity of our student population.

8. Establish a recruitment program that will increase the number of diverse applicants for District employment.

9. Analyze past recruitment practices to identify effective practices as well as establish new recruitment sources that reach out to diverse populations.

10. Increase advertising in regional publications throughout Southern California to encourage applicants of diverse backgrounds to work for the District.

11. Continue to offer presentations for faculty and staff to increase awareness and achieve an understanding of the needs of students and employees with disabilities.

12. Increase the number of offerings of workshops and presentations of culturally diverse topics.

13. Purchase library materials, in a variety of formats, to appeal to students with diverse learning styles, ethnicities, age groups, and abilities. Additionally, the Library will develop its collection of books in languages other than English, to support the reading needs of our students, faculty, and staff.

14. Provide basic information about library collections and services in languages other than English.

15. Monitor and increase the diversity of images presented in college marketing materials and publications.
Goal #4: HUMAN RESOURCES

College of the Canyons will select and develop high-quality staff.

1. Develop online employment applications.
2. Investigate the possibility of establishing a Santa Clarita Valley employment advertising consortium including large employers within our region.
3. Analyze effective recruitment sources and revise advertisement plans accordingly.
4. Continue to effectively recruit quality candidates through a variety of communication mediums (i.e.) newspapers, publications, Web site, professional organizations and job fairs.
5. Increase the use of Web site for advertising positions as a cost effective alternative to print ads.
6. Join SoCalHERC.com consortium, which is an internet recruitment website specifically for jobs in higher education in the Southern California area.
7. Create clearly structured and well-developed staffing plan for all areas campus-wide.
8. Hire the appropriate number of faculty and staff annually in order to support new and existing programs at an optimal level.
9. Streamline hiring practices to make them effective in selecting the most qualified applicants for open positions.
10. Review and revise all hiring procedures as necessary.
11. Update board policies that refer to Human Resources.
12. Continue to meet the requirements of AB 1725.
13. Communicate District policy changes to appropriate groups through workshops.
14. Provide all District hiring policies on the Intranet.
15. Perform salary, job description and benefits surveys with similar districts across the state on an annual basis to ensure that our salary structure is fair and competitive.
16. Create orientation sessions for full-time and adjunct faculty.
17. Develop a more systematic tracking method for evaluations of classified staff.
18. Give newly hired employees a campus tour, including introductions to key personnel on campus.
19. Investigate the viability of a formal mentoring program.
20. Review employee recognition and rewards programs and revise as needed.
21. Provide manager workshops on appropriate discipline, effective evaluation techniques, contract compliance, recognition and Human Resources procedures and Collective Bargaining Agreement revisions.
22. Provide timely reports and data regarding applicants and District employees.
Goal #5: INSTITUTIONAL ADVANCEMENT

College of the Canyons will generate support, resources, networks, and information to enhance the College’s success.

1. Collect, analyze, and disseminate information that:
   a. Informs department and college-wide planning efforts
   b. Informs the development of instructional and non-instructional programs
   c. Informs enrollment management efforts, including marketing, instructional planning, and student retention
   d. Supports the development of grants
   e. Further the development and use of student learning outcomes

2. Conduct labor market analysis to establish programs using economic development data.

3. Implement an Institutional Review Board to ensure high-quality research, adherence to research standards, and to support grant activities as we become more involved in both state and federal grant funding opportunities.

4. Develop regional community college collaborations to further advocacy efforts.

5. Develop grants that advance the College’s Strategic Plan and other needs identified from planning efforts.

6. Increase awareness of grant opportunities among faculty, staff, and administrators through regular grants briefs and presentations at department and college-wide meetings.

7. Provide support and training for faculty, staff, and administrators on grants development.

8. Attempt to develop relationships with regional and statewide media so that the District receives increased positive coverage.

9. Continue to provide high quality marketing materials to support fund-raising and friend-raising efforts.

10. Develop marketing plans and materials for the Canyon Country site.

11. Through marketing efforts, engage residents of Santa Clarita to make College of the Canyons the college of choice for recent high school graduates and returning students.

12. Expand endowments for instructional programs (i.e. performing arts programs).

13. Develop a support group that raises money for the performing arts instructional program.

14. Complete the University Center capital campaign.

15. Engage external constituencies, such as businesses in the region with credit and contract education programs.
Goal #6: INSTITUTIONAL EFFECTIVENESS

College of the Canyons will evaluate progress being made toward College goals on a continuous basis.

1. Develop student learning outcomes for instructional programs and students services at multiple levels.
2. Use student learning outcomes to inform program planning and improvement efforts.
3. Implement systems that support and document the use of outcome data in program planning and improvement efforts.
4. Assess the degree to which instructional programs, especially occupational programs are meeting regional business needs.
5. Review the instructional and noninstructional program reviews and revise as needed.
6. Complement internal College data with rich data on external factors affecting instructional and non-instructional program planning.
7. Assist all departments in completing instructional and non-instructional program reviews.
8. Provide training to faculty and staff on project monitoring to educate faculty and staff on the responsibilities of project management, especially for externally-funded projects.
9. Build leadership skills that support institutional effectiveness and encourage faculty and staff to aspire to positions of greater responsibility.
10. Update the College of the Canyons Decision Making Guide.
Goal #7: FINANCIAL STABILITY

College of the Canyons will provide and develop financial resources to maintain and improve programs and services consistent with institutional commitments (mission, goals, and objectives).

1. Develop new processes and procedures to facilitate budget responsibility and accountability as well as improved fiscal stability for the college.

2. Develop enrollment targets and cost estimates of enrollment management activities.

3. Implement procedures that ensure successful completion of grant awards through effective fiscal monitoring and reporting.

4. Pursue process improvement to provide greater service to students and increased cash flow from enrollment fees as students are able to enroll more quickly and efficiently.

5. Maintain federally negotiated indirect cost rate and revise as necessary to reflect current direct costs for grants and contracts.

6. Participate in Community College District Collaborative to provide purchasing discounts and other savings through shared contracts.

7. Maintain a six percent fund balance.

8. Pursue public and private resources for College programs and services.

9. Develop institutional structures and processes that support the financial integrity of auxiliary efforts, such as the foundation, presenting arts productions, and the University Center.

10. Implement processes and procedures to minimize unpaid enrollment fees.
Strategic Goals

Goal #8: TECHNOLOGICAL ADVANCEMENT

College of the Canyons will utilize state-of-the-art technologies to enhance programs.

1. Implement wireless Internet access in all buildings on-campus.
2. Provide the connectivity to allow videoconferencing in all rooms on-campus instead of limiting that access to 1110 and the library.
3. Redesign the College’s web site to be more informative, user friendly and interactive.
4. Maintain currency with operating systems (both server and workstation) and application software.
5. Work with the counseling office to deploy the ability for students to make counseling appointments online.
6. Ensure that the campus technology resources are accessible by persons with disabilities.
7. Support the effective use of technology in the classroom.
8. Continue to revise the Technology Master Plan to adequately address the technology needs of the District.
9. Prepare for the opening of the Canyon Country Education Center in order to provide access at the center to all the technical resources of the District.
10. Implement additional measures to protect the campus network from security threats.
11. Continue to advocate for adequate ongoing funding to ensure the technology remains current and that our class offerings are inline with industry standards.
12. Expand online services that support students, staff, faculty, and administrators.
13. Increase the efficiency of use of Datatel by conducting process analyses and modifying the system as needed.
14. Maintain and enhance the campus enterprise hardware and software and maintain the data integrity of all databases.
15. Develop a staff certification process for Datatel and MIS procedures.
16. Improve system security with latest technological advances.
18. Train additional back-up staff to use the smart-mailer technology system.
19. Provide mailing/telecommunications and duplicating support for the Canyon Country site.
20. Provide faculty and staff development opportunities designed to improve technology skills.
21. Review campus compliance with ADA and Section 508.
Goal #9 PHYSICAL RESOURCES

College of the Canyons will provide facilities that are clean, efficient, safe and aesthetically pleasing to support College programs and services.

1. Develop an Educational and Facilities Master Plan for the Canyon Country site.
2. Update the District-wide Educational and Facilities Master Plan.
3. Develop physical plant of the Valencia and Canyon Country sites within the framework of the Educational and Facilities Master Plans.
4. Pursue all additional sources of funding including public and private grants, partnerships, state contracts, etc. in-kind resource swaps and public/private partnerships.
5. Leverage local funding (e.g. Measure C resources) with state funding.
Goal #10: INNOVATION

College of the Canyons will dare to dream and make it happen!

1. Implement a program to enable businesses the opportunity to sponsor students enrollment at COC.
2. Initiate "invitational" events to showcase local accomplishments of K-12 students in music and visual arts (in the new Fine Arts complex).
3. Establish Emeritus Institute for Lifelong Learning at COC.
4. Complete the University Center campaign and break ground in 2006.
5. Develop at least three new collaborative training options with businesses, other districts, and/or community based organizations.
6. Develop "schedules within schedules," and initiate winter intersession and self-paced courses to provide as many options to access as possible.
7. Develop community arts program plan to enhance K-12 involvement in PAC and get arts out into the community.
8. Work with California Institute of the Arts (CalArts) to develop projects of mutual interest.
9. Develop and offer a Leadership Development Institute to train regional community college professionals.
10. Become a National Science Foundation national site for providing leadership in manufacturing and technology training areas.
11. Further develop the College’s role as the West Coast center for anti-terrorism training.

12. Add seven new instructional programs that meet local workforce training needs.
13. Play a key role in supporting the development of the Women’s Small Business Center in the Santa Clarita Valley.
14. Work with the Chamber of Commerce to establish a community based alliance to advocate in Sacramento and at the federal level.
15. Explore opportunities to develop community based programs in the arts (dance, music, and theater).
16. Explore the development of a joint use educational center in northern Los Angeles County with neighboring community college districts (Tejon Ranch).
17. Develop a plan and timeline to activate Patrons of the Arts group for performing arts center and related departments.
18. Cultivate and develop an Advisory Board of local film professionals to enhance KTVF programs and use of COC facilities by filming organizations.
19. Add short-term training institutes in subjects where demand is evident (languages, business plan development, management institute, strategic planning, teacher preparation, welding, nanotechnology, instructional aids, and film and entertainment).
20. Refine, articulate, and market the unique ways COC can contribute to the economic development of the region.
21. Initiate a Business Partners Group composed of local CEOs.
22. Raise funds to initiate and support a President's Scholars program at College of the Canyons benefiting valedictorians from local high schools.
23. Develop a Student Ambassadors program (outreach to local community).
24. Develop a “Student Experts” program to assist community based organizations on a volunteer basis.

25. Redesign the Community Extension department so that it becomes more flexible and responsive to local needs.

26. Identify and/or develop financial support for innovative new programs.

27. Provide community leadership in developing an advanced technology business incubator designed to encourage job growth and economic development in the Santa Clarita Valley region and beyond.

28. Facilitate and support new regional initiatives in professional development as well as workforce and economic development.

29. To encourage new ideas, an electronic and in-person suggestion box will be installed.

30. Provide professional development that encourages innovation.
Strategic Goals

Goal #11: CAMPUS CLIMATE

College of the Canyons will enhance and support a sense of community and cooperation on campus.

1. Develop new awards and recognition programs for staff and students.

2. Encourage all managers to develop systems of celebration, recognition, and tradition among those they supervise.

3. Encourage civility on campus, an appreciation of others’ efforts, manners, and thank you for good deeds large and small.

4. Promote and recognize publicly the achievements of faculty and staff in our local community and at the statewide level.

5. Continue to support the involvement of faculty, staff, and administrators in statewide leadership roles and organizations.

6. Support, enhance and celebrate efforts to take risks and try new things.

7. Institute celebrations and recognition of departments for the ad hoc or Herculean efforts at critical junctures in their workplaces.

8. Provide training for college committee members so they can participate fully on district wide and operational committees as needed.

9. Enhance student orientation and buddy programs for other students.

10. Provide ongoing opportunities for staff to enhance communication skills and build cooperation across the campus.

11. Fly the “College Pride” regularly throughout the year in honor of collective or specific departmental efforts.

12. Support professional development plans of administrators, faculty and staff to the degree resources allow. Phase-in over multiple years if need be.

13. Build pride in staff by inviting them to be part of the “College Ambassadors” program and get out in the community.

14. Revamp the annual program planning process and assist and support staff in providing leadership to the development of the departments and programs in which they serve.

15. Afford faculty and staff opportunities to benefit from events held in the Vital Express Center for the Performing Arts.

16. Promote the use of the library as a gathering place for students, faculty, and staff.

17. Expand outreach activities to increase public awareness of the College library as a resource for community members.