planning for success

2008-2012 and beyond

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CHANCELLOR’S MESSAGE

‘Good plans shape good decisions. That’s why good planning helps to make elusive dreams come true.’

– LESTER ROBERT BITTEL

Ambitious. Bold. Creative. Far-reaching. As I review the list of goals we have set for ourselves at College of the Canyons for the next three years, it is a list that might cause others to pause. They might ask, “Can we really accomplish all that we intend to?”

Absolutely!

This collection of goals promises to force us to stretch, reach, link, partner, and grow beyond where we are now in order for us to be successful in accomplishing them. And, I have every confidence we will do just that.

Why? Because this list of goals reflects the culture and spirit of our institution. As a collection of talented, dedicated individuals, we create a capable team that is ambitious, bold, creative, far-reaching, and inspiring. College of the Canyons is unique among institutions of higher education. We are a community of dreamers and doers who strive to make the most of every opportunity, partner with passion, and say “Yes!” whenever we can.

At the same time, we are committed to looking ahead and planning. We are able to dream and pursue audacious goals because we put ourselves in the position to be able to do so. We invest in our people, work to identify and acquire new resources, and do whatever we can to be ready when opportunities – expected and otherwise – arise.

We have a two-decade-plus history of weaving planning systems into the fabric of our college culture. Our planning reflects the input of both internal and external factors. We
review and incorporate our data on teaching and learning, student services, human resources, and financial dynamics. At the same time, we examine the economy, the community of Santa Clarita, state funding, federal trends, keep our eyes open for opportunities, and allow our findings to influence our planning outcomes.

Our process clearly works. A review of the accompanying Strategic Plan Accomplishments bears testimony to the success of our strategies and our ability to achieve our goals. Our accomplishments also testify to the power of partnerships. As we plan, dream, and build, we are always cognizant of the needs of the communities we serve. What I believe distinguishes us from others is our willingness to admit that we can do more with others than we could do on our own, and our willingness to seek out partners to enhance the impact of what we do.

We work together and succeed because, like our partners, we care a great deal for our students, our community and about the value and power of education. We do it because we believe in what we do and we know that through our efforts we will move our students, our community, our state and our nation forward. Looking ahead, we anticipate continued growth and success as we strive to expand our service to students, and the community at large, as we add new programs and initiatives designed to address the evolving needs of our service area.

It is important to note that because of the climate and “can-do” spirit that exists at College of the Canyons, we recognize the need to be flexible. We can’t always accurately predict what external variables might present themselves. As we look at what needs to be accomplished at College of the Canyons in the next three years, we will continue to acknowledge, preserve and expand the outstanding learning environment that exists here. As we strive to create plans that are relevant, timely, efficient, flexible, cost effective, and durable, we also need to be mindful of the continuing climate of change in the world, the continuing rapid rate of technological advances that are shaping our society, the increasing awareness of the need to preserve natural resources against a backdrop of increased energy and building material costs, and the potential for fundamental paradigm shifts in transportation, housing and personal finance that are likely to affect the lives of average Californians.

That college climate incorporates a “can do” spirit that has traditionally positioned the college to create new programs and curriculum needed by important segments of our community, participate in partnerships designed to accomplish more together than we can alone, and to “think outside the box” when it comes to providing enterprising and unique solutions to challenges, seen and unforeseen, that lie ahead. Such enthusiasm is inspired by a commitment to entrepreneurialism shared by the college’s faculty, staff, and administration. As a result, we are well-regarded in the community, and sought out for advice, guidance, and support for new ideas from other organizations in our service area.

To ensure that we continue to respond to emerging needs, the goals and planning agendas will also continue to evolve, adding and modifying goals through annual updates. Our goals are living, dynamic, and responsive to the needs of our community. 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.
I am grateful to the many dedicated people who have contributed in ways, large and small, to the development of these goals: faculty, administrators, staff, students and community members, to those who researched, analyzed, reflected, innovated, brainstormed and, in general, helped to produce this planning tool in so many ways.

To achieve these goals, all of us at College of the Canyons commit to developing our abilities to communicate, to solve problems, to think critically and analytically, to view changes and challenges as opportunities to create, to open doors, to develop our vision of what we hope to be and to become the best we are capable of being.

We will be ambitious, bold, creative, far-reaching, and inclusive. And, we pledge to continue pursuing our dreams and transforming them into reality, to open new doors, and to enable our students and the community we serve to be forever changed for the better.

Dr. Dianne G. Van Hook
Chancellor
PREFACE

The College of the Canyons Strategic Plan describes the strategic directions we will pursue over the next several years. The plan highlights the college’s key priorities, identifies implications to our planning efforts, and incorporates accomplishments that have been achieved since the last strategic plan in 2009. It is presented within the context of a dynamic, rapidly evolving educational and economic environment.

The plan is the result of numerous meetings and collection of data from all constituent groups. The College Planning Team led the effort, with instructional and non-instructional departments providing input. Accomplishments and priorities were drawn directly from departmental program reviews. The plan will play a significant role in determining future budget priorities.

This Executive Summary is intended to provide an overview of our strategic planning efforts. Certain information and data have been condensed or summarized in the interest of presenting a document that is manageable and to-the-point. Several accompanying documents provide additional breadth and detail. They, as well as this document, are all available online.

STRATEGIC PLAN DOCUMENTS ONLINE
Please visit www.canyons.edu/pio/publications.html
- Strategic Plan Highlighted Goals, 2012-15 (56 pages)
- Strategic Plan Highlighted Accomplishments, 2009-12 (26 pages)
- Strategic Plan Accomplishments, 2009-12 (204 pages)
PURPOSE

The Strategic Plan serves as a roadmap to provide clear direction for the college to implement its goals and revise them as necessary, with the ultimate objective of best serving the educational and training needs of those who live and work in our service area.

College of the Canyons operates under the jurisdiction of the Santa Clarita Community College District, which covers 367 square miles in the northwest portion of Los Angeles County. The district stretches eastward from the Ventura County line to encompass the greater Santa Clarita Valley, which includes some small communities and one big city, Santa Clarita. With a 2011 population of 176,971, Santa Clarita is the fourth largest city in L.A. County.

The college district also covers substantial unincorporated areas outside the city and bordered roughly by the Sierra Pelona mountain range to the north, and the San Gabriel and Santa Susana ranges to the south and east. In all, an estimated 263,973 people make their homes here. Projections indicate the district’s population will grow to 286,986 in 2015. That projected increase – 8.7 percent – is more than double the growth rate the rest of L.A. County is expected to experience during the same period.

This plan is a snapshot of how we will meet the district’s educational and training needs within the context of economic and demographic trends. We have utilized an abundance of research, such as unemployment data, employment needs and career trends, in formulating this plan. We have taken into account the significant financial challenges facing California and the community we serve. It is our intent to deliver exceptional and relevant educational and training programs while continuing to improve student access and success – despite economic and budgetary adversity. It’s during difficult times such as these that a community college can become the engine that drives reinvigoration and reinvention. We will adapt, innovate and embrace new ways of thinking to deliver the programs that are vital to educating our students – and putting our community, region and state on the path to economic recovery.
The library will more than double in size when the expansion project is completed in late 2012.
College of the Canyons has a long history of planning for the future. Our planning systems take into account a number of internal and external factors. They include data that we’ve collected in the course of teaching and learning, as well as the economic and cultural dynamics of our community, state and nation. Planning has become ingrained in our campus culture for at least 20 years, primarily because it keeps us moving forward and it works. Planning has been a key factor in our many successes. We also understand that this plan is not set in stone. We leave room for the inevitable adjustments and revisions that are necessary to keep pace with an ever-changing socioeconomic-economic environment. We keep our eyes open for new opportunities, emerging trends and potential innovation.

We have a track record of achieving our goals largely because of our success in strategic planning. Doing so allows us to dream, build and grow so that we don’t merely meet the needs of our community. We routinely exceed them.

All college departments participate in our strategic planning. They play a key role in developing programs, services and budgets. Departmental plans are influenced by college-wide plans, reflecting our shared goals and priorities. Every academic department completes a program review annually, while non-instructional programs complete them at least once every three years.

OUR PLANNING EFFORTS:
• Utilize research and external information, such as outcomes information, self-studies, research reports, program review data, enrollment patterns and workforce trends.
• Consider the implications of state policies and funding opportunities.
• Assess changes within the community that impact our programs and services.
• Explore opportunities for mutually beneficial partnerships.
• Identify potential opportunities to develop resources.
• Evaluate results.
• Adjust and realign as new information, trends and opportunities present themselves.
BUDGET CONSIDERATIONS

Our planning strategy is driven by the college’s mission, values and philosophy (see Chapter 3). During challenging times of limited financial resources, it’s more important than ever that available funding supports well-planned activities and programs. To offset the unpredictable nature of state funding, the college also pursues other resources to move our strategic planning efforts forward.

Operational planning, which relies heavily on effective budgeting, is driven by the Strategic Plan, which is revised every three years. It incorporates our strategic goals and is utilized – as well as influenced – by all divisions, departments and work units to develop objectives that help determine short-term directions and long-range plans.
College of the Canyons is dedicated to enhancing our reputation as a leading two-year college, recognized locally, regionally and statewide for technical advancement, institutional effectiveness, student support, model academic and professional programs, excellence in teaching and learning, and the sense of community that we provide to our students and staff.

**MISSION**

College of the Canyons is a learning-centered community college that provides academic education and workforce training at the lower-division level, to all capable of profiting from instruction. The faculty and staff promote substantive personal growth and intellectual progress of learners, by combining time-proven concepts with the latest technological advances.
PHILOSOPHY

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

RESPECT FOR ALL PEOPLE
We foster a campus climate characterized by civility, collegiality, and tolerance. We encourage honesty, integrity, and social responsibility.

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

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

CREATIVITY AND INNOVATION
We provide an environment conducive to innovation and creativity. We encourage members of the College community to embrace changes that will enhance the College's mission.
STRATEGIC GOALS

TEACHING AND LEARNING
College of the Canyons will provide a positive environment and necessary resources to support excellent teaching, student learning, and the completion of students’ goals including attaining degrees and certificates.

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

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

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

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

INSTITUTIONAL EFFECTIVENESS
College of the Canyons will use outcomes data on progress being made towards college goals – including student learning outcomes, administrative unit outcomes, and other accountability measures – on a regular basis to inform planning and decisions.

FINANCIAL STABILITY
College of the Canyons will provide support, direction and oversight for all District financial Resources to ensure fiscal compliance, proper accounting and positive audits and develop financial resources to maintain and improve programs and services consistent with institutional commitments (mission, goals, and objectives) and in alignment with our enrollment management plans.

TECHNOLOGICAL ADVANCEMENT
College of the Canyons will utilize state-of-the-art technologies to enhance programs, services and operations.

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

INNOVATION
College of the Canyons will dare to dream and make it happen!
CAMPUS CLIMATE
College of the Canyons will enhance and support a sense of community and cooperation on campus.

LEADERSHIP
College of the Canyons will assert its leadership to increase educational, economic, and cultural opportunities for the community including businesses, industry, arts groups, and community-based organizations in the region.
College of the Canyons was created in 1967, when voters decided it was time the Santa Clarita Valley had its own public college. Taking the helm of the fledgling and as-yet-unnamed institution was Dr. Robert Rockwell, who left the top post at Santa Barbara City College to make history as the first superintendent-president of what would become College of the Canyons. The college officially opened in temporary quarters at William S. Hart High School in Newhall in 1969, with all classes scheduled after high school students had left for the day. The college purchased 153 acres of land along the east side of Interstate 5, south of Valencia Boulevard and north of McBean Parkway, in 1970. It was here that the college relocated, moving into a collection of modular buildings as permanent facilities were built.

Fast-forward 43 years, and College of the Canyons has been transformed from a small junior college serving several hundred students into one of the nation’s fastest-growing, large community colleges. Since holding its first classes in makeshift quarters in 1969, the college has been propelled forward by a combination of the community’s rapid growth and an unwavering vision and commitment to create the best community college in the country.
The college has grown quickly – at a pace that has consistently surpassed enrollment projections (see Chapter 5, Enrollment). This rapid growth has demanded flexibility and innovation. It also has created demands for new academic, occupational and athletic programs, training partnerships with business and industry – and the facilities to house them.

College of the Canyons today occupies two physical campuses: the original campus in Valencia and another that opened in Canyon Country in 2007. The Valencia campus is marked by a considerable number of new buildings and continuing construction activity; the Canyon Country campus, too, has moved forward on the facilities front during its relatively short history, receiving its first permanent building in the Applied Technology Education Center (ATEC) in 2011. These facilities – and the ones that will be completed in the future – are stark evidence of the highest level of construction and preparation for the future since the original campus was built in the early 1970s.

Most of the college’s physical expansion has occurred over the past 24 years. It is no coincidence that this period of growth and development has occurred during the tenure of Dr. Dianne G. Van Hook, who has served as superintendent-president since 1988. In 2008, she was named chancellor of the district. Her vision and determination are responsible for radically changing the Valencia campus, as well as creating the Canyon Country campus, not only to keep up with the community’s demands, but to anticipate the educational and training programs that will be in demand in the future.
When Dr. Van Hook arrived in 1988, she spearheaded a major update of the master plan. The result was a seemingly non-stop series of construction projects that has dramatically changed the college’s face and character. The college was housed in eight major buildings in 1988, including Cougar Stadium; by 2012, another dozen major structures had been built, among them the Performing Arts Center, the Dr. Dianne G. Van Hook University Center, the East Physical Education Building, the Library, the original Mentry Hall and a later expansion, the Family Studies & Early Childhood Education Center, Aliso Hall, Aliso Lab, Pico Canyon Hall and Hasley Hall, as well as the Canyon Country campus and the ATEC building mentioned earlier. As of early 2012, a major expansion of the Valencia campus Library was well under way, with plans to build new Student Services and Administration building and a permanent culinary arts training center.

During this period, academic and occupational offerings also have been vastly expanded (see Chapter 5, Programs). Helping meet students’ needs has been a historically supportive and generous community, which has consistently approved requests for bond fund-
ing for capital construction projects. The most recent bond measure, Measure M, was approved by voters in November 2006, providing $160 million in general-obligation bond funding to allow for expansion and modernization.

The college participates in many innovative partnerships that have redefined the traditional role of community colleges. For example, the college hosts programs that promote arts education for K-12 students, provide opportunities for high school students to attend the college concurrently, help businesses become more competitive, provide technology and manufacturing training, and train nurses to help alleviate the nursing shortage.

College of the Canyons serves as a gateway to higher education, professional training and, by extension, opportunity for the community. Approximately 200,000 people have attended the college since it opened in 1969. Thousands have graduated. The college's commitment to excellence is a tradition reflected by its innovative, results-oriented leadership. As the next chapters of the college's history are written, the outstanding foundation that has been laid will be further built upon and the institution will continue to uphold the ideals of education and contribute to the development of our vibrant, thriving community for generations to come.
ECONOMIC OUTLOOK

As a publicly funded educational institution, College of the Canyons’ ability to operate and plan for the future is impacted by the overall economy and California’s ability to meet its funding obligations. A combination of healthy budget reserves and prudent financial planning has allowed College of the Canyons to adapt to shrinking and erratic state budgets and funding. Although the so-called “Great Recession” officially ended in June of 2009, some leading indicators point to continued economic distress. Prolonged high unemployment, low housing values and fewer home sales, for example, continue to cause concern.

EMPLOYMENT

Unemployment rates differ across the country, throughout the state, even within counties. But it’s fair to say that large numbers of people are out of work and finding it difficult to find jobs. Some areas are more adaptable to the ever-changing economic landscape. The silver lining is that the Santa Clarita Valley is faring better than most.
The Santa Clarita Valley has historically enjoyed lower unemployment rates than California, the nation and neighboring cities. That trend has continued. The unemployment rate for Santa Clarita, which represents the bulk of the valley’s population, was 7.3 percent in October of 2011. By comparison, unemployment stood at 11.4 percent statewide, and 14.7 percent and 17.1 percent for neighboring cities Palmdale and Lancaster, respectively.

For California, unemployment continues to cause concern. With an unemployment rate of 11.4 percent in October 2011, California has an unemployment rate that eclipses the nation. The rate improved from the 12.5 percent reported in December of 2010, which ranks as California’s worst. The best was a decade ago, in June 2001, when unemployment stood at 4.7 percent.

Nationally, unemployment was 9.2 percent in June 2011. While this is an improvement over the 10.1 percent reported in late 2009, it’s still a historically high number. By comparison, the unemployment rate nationally was 4.7 percent just four years ago.
Despite the economy’s poor performance, it’s important not to lose perspective. While many people are indeed out of work, there are jobs out there. Job seekers increase their odds significantly when they have up-to-date skills and training – which is where College of the Canyons comes in. We continually monitor the types of positions that are in demand, as well as the education, skills and training employers prefer. Collecting this data allows us to tailor our educational and training programs to reflect employers’ needs, thereby giving students the knowledge they need to secure gainful employment and advance their careers.

It’s also important to stay ahead of the curve. Our program development efforts focus on emerging industry and career trends, so that we can offer instruction and training for industries that will most likely seek qualified candidates in the near future.

Hiring research reveals a wide variety of consistently in-demand positions that require some postsecondary training or an associate degree. Real estate, health care, education, automotive, computer and other service industries dominate the field of those seeking qualified workers.

For more detailed information about the labor market, the accompanying documents that augment this report are available at www.canyons.edu/pio/publications.html
HOUSING MARKET

Housing values and sales across the Santa Clarita Valley have declined sharply in recent years, mirroring the housing slump nationally. The median home price in Santa Clarita has fallen from a high of $513,000 in October 2005 to $341,800 in May 2011. The story is very much the same for California and the nation. But relief may be on the way. A recent projection from a credible economic research firm calls for the median home price in Santa Clarita to rise 7.3 percent per year for the next six years.

COMMUNITY DEMOGRAPHICS

POPULATION
The population for Santa Clarita is expected to grow from 263,973 in 2010 to 286,986 in 2015, an increase of 8.7 percent. This growth is higher than both Los Angeles County and California, whose populations are expected to increase by 4 percent and 6 percent, respectively.

HOUSEHOLD INCOME
Santa Clarita is more affluent than the state average. The median household income of $92,702 is approximately 32 percent higher than California’s $62,401. It’s a similar story when it comes to those living at the poverty level, with 4 percent of Santa Clarita families at that level compared to 10 percent statewide.

EDUCATIONAL LEVELS
Santa Clarita residents are somewhat more educated than the population statewide. Ten percent of local residents 25 years and older have associate degrees, and 34 percent have bachelor’s degrees or higher. By comparison on a statewide basis, 8 percent have associate degrees and 30 percent have bachelor’s degrees or higher.
ENROLLMENT COSTS

Enrollment costs for California community college students remain relatively low compared to other states, even with recent fee increases. The 2009-10 enrollment fee of $26 per unit meant that a student carrying 30 units paid $780 a year. The Legislature’s passage of a fee hike to $36 per unit in July 2011 meant the cost for those same 30 units rose to $1,080. Additional increases are possible in the near future. The state has passed legislation that will increase the enrollment fee to $46 per unit – $1,380 annually – in the event voters fail to approve a package of tax increases that will appear on the November 2012 ballot.

While this is a significant increase that would likely restrict access for some students, California community college enrollment is still significantly less expensive than proprietary educational institutions. Charter College, which offers classes locally, charges $15,500 annually. ICDC charges $14,895 a year. DeVry College, whose annual costs of $8,100 make it the least expensive of the proprietary colleges, is still more than five times more expensive than California community colleges at the potential $46-per-unit enrollment cost. Even at the higher enrollment fee, California community colleges would be the second least expensive in the nation. Only New Mexico would have lower enrollment costs.
College of the Canyons is expected to experience considerable enrollment growth over the next six years. Enrollment is projected to increase from 22,968 students as of fall 2010 to 37,360 students in 2018. That’s the official projection, at least, from the California Community College Chancellor’s Office. Although the college has historically been one of the nation’s fastest-growing colleges, future enrollment is difficult to predict given the state’s ongoing budget problems. It’s likely that prolonged state funding shortfalls could hamper enrollment growth. To put the budget’s impact in perspective, enrollment has fallen from a high of 23,662 in 2009. With adequate state funding in place, enrollment would have continued to grow in 2010 and 2011.

The number of concurrently enrolled students – high school students taking college courses – has dropped dramatically, a result of budget-induced space limitations, changes in Title 5 registration priorities, and priority registration given to traditional students. Concurrently enrolled students grew to 1,375 in 2008 but fell to 735 two years later. An exception is Academy of the Canyons, whose students continue to receive priority registration.
As of early 2012, College of the Canyons had 46 certificate programs, 68 degree programs, 32 career specialization certificates, and seven non-credit competency certificates. The number of programs has grown considerably as enrollment has risen. For example, a decade earlier the college offered 35 certificate and 49 degree programs.

**EDUCATIONAL PROGRAMS**

As of early 2012, College of the Canyons had 46 certificate programs, 68 degree programs, 32 career specialization certificates, and seven non-credit competency certificates. The number of programs has grown considerably as enrollment has risen. For example, a decade earlier the college offered 35 certificate and 49 degree programs.

**A SAMPLING OF NEW PROGRAMS**

- Insurance-Property and Casualty – Certificate of Achievement
- International Trade-Finance – Certificate of Specialization
- Electromechanical Systems – A.S. Degree
- ESL/Beginning Level – Certificate of Competency
- ESL/Intermediate Level – Certificate of Competency
- Hotel Restaurant Entrepreneurship – Certificate of Specialization
- Energy Management – Certificate of Specialization
- Human Services-Gerontology Option – Certificate of Achievement
- Medical Laboratory Technician – A.A. Degree
- Skills for Healthy Aging Resources & Programs (SHARP) – Certificate of Specialization
- Web Publishing and Design – Certificate of Specialization
- Web Development – Certificate of Achievement
- Plumbing and Electrical (in development)
Several programs are unique to College of the Canyons, both within the state and across the country. Among them are the SHARP (Skills for Healthy Aging Resources and Programs) certificate program, the Medical Laboratory Technician degree program, and a wide variety of programs within the Welding Department, which is one of just a handful of nationally accredited testing facilities in California.

**STUDENT INFORMATION**

**DEMOGRAPHICS**
The ethnic profile of students has shifted. While the college has historically had a high percentage of white students, that percentage is now much closer to Latino students. Specifically, 44 percent of students indicate they are white, while 36 percent identify themselves as Latino. The median age is 20. The age group that is growing in size are those who are 20 to 24 years old, and 25 to 29.

**EDUCATIONAL GOALS**
The most common educational goal among students is to update job skills, which is likely a reflection of public safety/in-service training and the retraining needs of unemployed residents. The second most common goal is to obtain an associate degree and transfer to a four-year university.

**COLLEGE AFFORDABILITY**
The number of students receiving Board of Governors waivers has increased significantly, from 3,589 in 2006-07 to 6,392 in 2009-10 – a trend that most likely reflects difficult economic conditions statewide. Should enrollment fees rise to $46 per unit, the number of students pursuing such waivers and other financial assistance is expected to increase substantially. While 68 percent of students have jobs that help them pay for college, most of them work only part-time.
A major component of California’s Master Plan for Higher Education is for students to be able to begin their college education at a community college and transfer to a four-year university. For College of the Canyons, the number of transfers to both California State University (CSU) and University of California (UC) has grown from 1999-2000 to 2007-08. In the past two years, however, the college has experienced a sharp decline in transfers to CSU, from 697 to 459. This is likely the result of reduced admissions at the CSU level because of state budget cuts. This decrease in transfers underscores the importance of model programs such as the Dr. Dianne G. Van Hook University Center, which operates without state support and is not subject to enrollment caps.

MEASURES OF SUCCESS

TRANSFER RATES

A major component of California’s Master Plan for Higher Education is for students to be able to begin their college education at a community college and transfer to a four-year university. For College of the Canyons, the number of transfers to both California State University (CSU) and University of California (UC) has grown from 1999-2000 to 2007-08. In the past two years, however, the college has experienced a sharp decline in transfers to CSU, from 697 to 459. This is likely the result of reduced admissions at the CSU level because of state budget cuts. This decrease in transfers underscores the importance of model programs such as the Dr. Dianne G. Van Hook University Center, which operates without state support and is not subject to enrollment caps.
TOP TRANSFER INSTITUTIONS
The top UC transfer institutions for College of the Canyons students in 2009-10 were UCLA and UC San Diego. The top three CSU transfer institutions were CSU Northridge, CSU Bakersfield and CSU Long Beach. College of the Canyons’ combined completion and transfer rate of 44 percent is higher than the state average of 39 percent.

SATISFACTION RATES
Satisfaction with College of the Canyons is high overall, with a vast majority of students giving high marks to both the Valencia and Canyon Country campuses. However, students give low marks to course availability, which has suffered recently due to budget constraints. They also cite limited course availability and the high cost of books and supplies as significant barriers to achieving their educational goals. Students’ top reasons for attending College of the Canyons are location, cost and transferability of courses to four-year universities.

COMPLETION BY DEPARTMENT
The English and Math departments are the largest in terms of the number of students, most of whom take English and math courses to complete general education requirements. The departments awarding the greatest number of degrees are Nursing and Biological Sciences, each awarding more than 100 degrees. The department awarding the greatest number of certificates is Early Childhood Education.

RETENTION AND SUCCESS RATES
Retention and success rates have increased in recent years. Retention rates increased from 88 percent in 2007 to 91 percent in 2010. Similarly, success rates increased from 67 percent to 72 percent in the same period.
INNOVATION AND LEADERSHIP

College of the Canyons is a leading innovator in higher education nationwide, in terms of both operational practices and educational programs. We practice what we preach, so to speak. For example, recently added educational and training programs include Sustainable Development and Environmental Design, Solar Energy Technology, Environmental Science, and Water Quality and Supply. These and other college programs, business alliances and community partnerships mirror the college’s own efforts.

A SAMPLING OF SUSTAINABILITY EFFORTS

- The Valencia campus generates nearly half of its own electrical power via cogeneration plants, with the by-products of this process used to heat and cool the entire campus.
- The campus environment is controlled using an energy management system, and all lighting and controls are the most energy efficient available.
- The district’s master plan for landscaping includes all drought-resistant planting and computer-controlled irrigation systems.
- The district consistently exceeds the 50 percent waste-reduction goals set by the state.
College of the Canyons understands and embraces the vital role it plays in the community. That role has redefined “community college” to encompass myriad responsibilities and efforts that move College of the Canyons far beyond the traditional definition. The college aggressively fulfills its role of education and training, but it also takes the lead by embracing innovation, developing new ways to deliver education and training, and establishing mutually beneficial partnerships that further its mission to improve the quality of life for all residents.
Unique and innovative partnerships set College of the Canyons apart from the traditional community college. Partnerships have allowed the college to reach out and positively impact the lives of virtually everyone in our community – young and old alike. They play a significant role in both the college and community’s success. Partnerships run the gamut, from providing arts education programs to K-12 students to offering advanced degrees from a variety of institutions at the University Center. While most of the college’s partnerships have high profiles, many are specialized and exist under most people’s radars. Every occupational program, for example, has an advisory committee composed of businesses that provide feedback and ensure that training remains relevant. College teams work closely with community partners such as Henry Mayo Newhall Memorial Hospital’s Behavioral Health Unit, the City of Santa Clarita, the Santa Clarita Valley Chamber of Commerce, the Santa Clarita Valley Nonprofit Leadership Council and many more. The college holds regular job fairs and resume rallies, and provides a state-of-the-art venue for numerous performing arts organizations throughout the community. Many of our partnerships are with organizations, but the ultimate beneficiaries are always people, whether they work for those organizations or benefit because they exist and thrive.
Thousands of donors have contributed to the College of the Canyons Foundation, and many more have been recipients of foundation grants and scholarships. The foundation takes an active role supporting the college and its students via major fundraising drives and events such as the annual Silver Spur Community Service Award Dinner, the annual Chancellor’s Circle Dinner, the Athletic Hall of Fame Dinner, and others. The foundation was instrumental in helping raise capital to build the Dr. Dianne G. Van Hook University Center. One of the major projects it is focused on now is the campaign to build a permanent Culinary Arts Education Center. The foundation has raised more than $14 million over a 10-year period.

**K-12 INITIATIVES AND PARTNERSHIPS**

The college has many innovative partnerships with K-12 schools. They include the top-ranked Academy of the Canyons, as well as efforts to align English and math, stimulate interest in science and technology, offer greater levels of arts education, and provide relevant career/technical education.

- **Academy of the Canyons** – Academy of the Canyons (AOC) is a truly unique high school. Located on the college’s Valencia campus, AOC allows its students to take a combination of high school and college classes. By the time they complete high school, AOC students will have completed a minimum of one year of college, with some even receiving their associate degrees before their high school diplomas. Students’ academic performance is higher than any other high school in the Hart District. In fact, student success rates – the ability to complete college courses without withdrawing, as well as passing college courses with a “C” or better – propelled AOC into the highest ranks of U.S. high schools. It was named one of America’s best high schools by U.S. News & World Report in 2010.

- **Santa Clarita Valley Learning Consortium** – Established in partnership with the William S. Hart Union High School District, the consortium works to better align curriculum outcomes and delivery
methods. Math and English faculty from College of the Canyons and the Hart District meet monthly, with the ultimate goal of improving students’ transition from high school to college.

• Science Outreach – College of the Canyons has developed a partnership with the Newhall School District to stimulate interest in electronics and physics among third- through fifth-grade students. Starting in early 2012, college faculty, staff and students will work with elementary school classrooms to create hands-on learning activities. The college hopes to expand the program to include all local elementary schools by the 2012-13 academic year.

• Performing Arts Center K-12 Arts Education Outreach Program – This unique arts outreach effort utilizes the college’s cultural and community resources to expose students to the visual and performing arts. A collaborative effort among College of the Canyons and elementary school districts throughout the Santa Clarita Valley, the program develops enhanced arts education curriculum and unique educational opportunities for all K-12 students in the Santa Clarita Valley. The program also offers professional performances at the Santa Clarita Performing Arts Center at College of the Canyons, professional development for K-12 teachers, artists in residency programs and school assemblies. The program has experienced considerable growth, benefiting more than 18,000 K-12 students during the 2010-11 school year.
Career Technical Education – College of the Canyons and the Hart District have refocused career and technical education efforts through the SB70 Community Collaborative Grant. Career Technical Education (CTE) focuses on college and career readiness through rigorous and relevant academic content, experiential learning, career awareness, supportive relationships and demonstrated skill-based outcomes. These programs prepare students for ongoing education and life skills, as well as entry into the workplace. CTE provides seamless pathways that bridge secondary education, post-secondary education and workforce placement.

DR. DIANNE G. VAN HOOK UNIVERSITY CENTER
The Dr. Dianne G. Van Hook University Center offers bachelor’s, masters, and advanced credential programs from a variety of public and private universities. The center eliminates the need to commute to distant campuses – a significant barrier to higher education – and allows students to complete their first two years at College of the Canyons, then transfer to their degree program of choice without ever leaving the Valencia campus. Since opening in an interim facility in 2002, 1,604 students have graduated from University Center degree programs. The current 110,000-square-foot facility opened in 2009. The center offers 36 programs from a variety of university partners.

ECONOMIC DEVELOPMENT
The Economic Development Division provides support to businesses to help them grow and develop the workforce through a variety of specialized programs, including the Centers for Applied Competitive Technologies, Employee Training Institute, Small Business Development Center, and i3, a high-impact incubator for technology-based startups. These programs provide a wide range of services that complement the college’s occupational programs, ranging from customized contract training to workshops and consulting services. In total, the Economic Development Division has served more than 500 employers and more than 2,700 employees annually for the past three years. Some of the initiatives currently under way within the Economic Development Division include:

CENTERS FOR APPLIED COMPETITIVE TECHNOLOGIES (CACT)
Centers for Applied Competitive Technologies (CACT) – An advanced manufacturing training grant will allow CACT to work with aerospace companies to identify skill gaps and develop customized programs. CACT also is in the process of upgrading the college’s entire CNC machine tool complement using funds from a combination of manufacturing grants.
EMPLOYEE TRAINING INSTITUTE (ETI)
Employee Training Institute (ETI) – A training grant will allow ETI to upgrade Boston Scientific employees’ skills in SolidWorks (CAD) and project management. Another grant will allow ETI to train up to 50 unemployed or underemployed participants for entry-level positions in biomedical and aerospace precision assembly.

SMALL BUSINESS DEVELOPMENT CENTER (SBDC)
A grant will allow the Small Business Development Center hosted by College of the Canyons to establish a specialized arts and entertainment initiative focusing on the needs of small businesses and independent contractors in arts and entertainment. The SBDC also will host the kickoff for the next event for Goldman Sachs 10,000 Small Businesses, which provides small business owners greater access to business education, capital and support services.

i3 BUSINESS INCUBATOR
i3 is sponsoring specialized workshops for startups seeking seed money and capital infusion.

FAST TRACK INSTITUTE
The Fast Track Institute completed two fast-track programs in CNC machining and precision assembly, using grant funds to offset program costs. It is launching several new programs in allied health, CAD and welding, as well as creating a preparatory math class for electricians entering alternative-energy fields.

To support these initiatives, the Economic Development Division generates resources from many sources, including contract education and grants. The division has generated more than $1 million in support resources every year since 2006 and is on track to bring in nearly $2 million in 2011/12.
College of the Canyons has a significant impact on the local economy, primarily via:

- Local purchases, including wages paid to faculty and staff
- Students from outside the region who spend dollars locally
- An increase in the skill base of the local workforce.

College of the Canyons has identified 584 completed objectives relative to the college’s strategic goals, and college departments have identified an additional 745 accomplishments.

We have also developed two additional reports. One highlights the college’s accomplishments. The other identifies college accomplishments relative to action priorities established in 2008.

For each strategic goal, college departments identify objectives or action priorities. Departments have identified 786 objectives from previous plans to focus on during the next three years, as well as 279 new objectives.

All of these reports are available online at:

canyons.edu/pio/publications.html