Strategic Plan

College of the Canyons 2005-2008

ACCOMPLISHMENTS
In 2005, College of the Canyons set 212 objectives for its 11 Strategic Goals. Since then, the College has achieved 202, or 95 percent, of the objectives identified. The accomplishments -- and 205 additional accomplishments resulting from adaptations to changing contexts and external sources -- are summarized on the following pages.
Goal #1: TEACHING & LEARNING

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

Action Priorities and Status:

1. Utilize the available institutional research to:
   - Affirm/develop alternative methods/venues of providing instruction.
     - Utilizing available institutional research, programs/departments have developed hybrid and 100 percent online courses, interdisciplinary educational opportunities, and appropriate methods of evaluating and assessing new learning modalities to ensure student success.
   - Plan curricula for the Canyon Country site.
     - Using available institutional research, including analysis of enrollment patterns, community focus groups and surveys, the enrollment management team, along with individual programs/departments, has developed a successful mix of on-ground, hybrid, and 100 percent online classes for the Canyon Country campus. Their efforts have resulted in a first-year enrollment at the new campus that exceeded estimates and expectations.

2. Ensure appropriate allocation and/or development of resources for the success of programs by conducting and utilizing program reviews.
   - Using the approved annual program review process, programs/departments have successfully secured new staffing, made appropriate adjustments to curriculum and course offerings, and added equipment and facilities to enhance the educational environment.
   - The academic program review process has been studied and renewed recently to place increased emphasis on the tie between planning and budget requests, the inclusion of SLOs, and the consideration of internal and external planning factors during plan development.
Strategic Plan Goal #1: Teaching & Learning

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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.

   - Academic programs/departments, the Employee Training Institute and the Center for Applied and Competitive Technologies (CACT) have used business/industry connections to develop curriculum and provide superior facilities and equipment for high-cost occupational programs and cutting-edge employee training courses. Successes include:
     - Customized Training for manufacturing and engineering-based companies;
     - Training for displaced aerospace engineers and skilled assemblers for the biotech/biomed industry;
     - Training in bioinformatics software in partnership with Henry Mayo Newhall Memorial Hospital;
     - Robotics training to spark interest in engineering for middle school and high school students;
     - Training for at-risk youth to create fast-tracks to highly paid CNC machine setup jobs in local companies.

   - New academic programs that were developed include Automotive Technology, Biotechnology, Culinary Arts and Speech Language Pathology Assistant.

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

   - The College offered an award-winning, comprehensive program of professional development for faculty, administrators and classified staff. The Faculty Development Committee provided input that guides a steadily growing and evolving range of FLEX activities offered during FLEX weeks in August and January, and at other times throughout the academic year.

   - Adjunct faculty are encouraged to participate in the innovative Associates Program through departmental support and salary advancement.

   - The Institute for Teaching and Learning continued to offer classes for adjunct and full-time faculty and has added new courses (EDUC 090, Introduction to Online Teaching and Learning and EDUC 094, Intermediate Online Teaching and Learning).

   - Faculty have also been encouraged to develop their leadership and administrative skills through the new LEAP (Leadership Education in Action Program) workshop series initiated in Spring 2008.

   - New faculty orientation and mentoring programs have also been recently revised and expanded.

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

   - Instructional and non-instructional contract and adjunct faculty are evaluated on a regular basis using College-approved directions, tools and procedures. The results of evaluation are used to improve instruction and commend excellent instruction.

   - A new tool has been developed to evaluate online instructors. The tenure process for new faculty is followed using College-approved directions, tools and procedures.

   - The tenure process allows for commendation of excellent instruction, redirection and improvement, when necessary, and the introduction of new faculty to appropriate college committees and activities.

6. Infuse student learning outcomes throughout instruction, including course outlines, program planning, and program reviews.

   - Under the guidance of the Student Learning Outcomes Committee and the Curriculum Committee, student learning outcomes have been developed and assessed for most courses. SLO development at the program/department level is also well-underway. SLOs are now a required part of the annual academic review process as well as the non-instructional program review process.
2005-08 Accomplishments

Strategic Plan Goal #1: Teaching & Learning

• The Student Learning Outcomes Committee has developed a website with many resources and links to assist academic and non-instructional departments in the development and assessment of SLOs.

• In addition, the Committee has offered numerous FLEX workshops dealing with SLOs and assessment techniques.

• To date, SLOs have been completed for 67 percent of the courses, 60 percent of certificate and degree programs, and the institutional SLOs are complete.

7. Work cooperatively and strategically with other areas of the College to coordinate and complement efforts.

• Increased participation rates from the local high schools.
  ✓ Participation rates have increased due to a variety of outreach efforts and educational partnerships. SCV College Day, the Major Fair, and better articulation and coordination between the Hart District and College of the Canyons’ CTE programs are key to this success. Currently, 60 percent of the William S. Hart Union High School District graduates enrolled at College of the Canyons within four years of graduating high school.
  ✓ Individual faculty members have made connections with Hart District faculty to coordinate curriculum and expectations.

• Increased the opportunities and ease of transfer for students.
  ✓ The creation of new majors (e.g. Sociology and Psychology) and the revision of degree and certificate requirements and articulation agreements have created new opportunities for students to transfer.

• Promoted interdisciplinary educational opportunities. (e.g. educational travel seminars in which instructors teach across the curriculum).
  ✓ The College has increased the number and variety of educational travel experiences available to students. Most educational travel experiences are also opportunities for interdisciplinary cooperation (i.e. A trip to South America offered by the Spanish and Biology departments and a trip to France offered by the French and Art departments).

• Supported enrollment management efforts.
  ✓ Course schedules were developed to maximize enrollment efficiency while also providing for the schedules of working and non-working students.
  ✓ Course and section offerings were developed to allow for enrollment growth, new delivery modalities, student enrollment demand based on trend analysis, and geographic convenience.
  ✓ An Enrollment Management Plan strategy was developed by a “LEAP” team, and now enrollment management is before each college committee and on everyone’s desk (and radar).

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

• The Dean, Developing Programs and Community Extension lead a campus task force with the charge of developing and implementing a campus plan to address the needs of under-prepared students.

• Academic programs/departments and support services have developed a variety of creative responses to the need to provide basic skills/remediation for these students. Efforts include:
  ✓ New basic skills curriculum (now called college skills);
  ✓ The inclusion of basic skills units in existing curriculum;
  ✓ Student retention has been addressed through the efforts of the COC Basic Skills Task Force, which is implementing the Basic Skills Initiative from the Chancellor’s Office.
  ✓ Basic skills classes have been added in several departments and individual remediation programs have been developed for programs such as Nursing.
  ✓ Retention is also addressed through across the board efforts to increase student access and success by improving instructional programs and offering new instructional modalities, improving student services processes, improving facilities and offering instruction in new locations (i.e. the Canyon Country campus).
Strategic Plan Goal #1: Teaching & Learning

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- An individual remediation program in Nursing;
- The opening of the new Zone Center (a tutorial space for student athletes);
- The launch of the PAL and Go programs (geared to accelerated and focused basic skills learning in short-term classes).

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.
   - Academic programs/departments have used input from advisory boards, local businesses, focus groups, and personal contact with relevant industry professionals to revise existing curriculum and create new courses and programs.
   - Input was incorporated as part of the regular academic program review process.
   - Sign Language Interpreting courses and the Paralegal program are examples of curriculum based on external input.

10. **Plan for new educational programs to meet emerging careers.**
    - New courses, certificates, programs, and majors have been developed to respond to emerging career fields.
    - American Sign Language Interpreter Needs Assessment
    - Automotive Technology Needs Assessment
    - Culinary Arts Program Needs Assessment
    - Land Surveyor Program Needs Assessment
    - Paralegal Program Needs Assessment
    - HVAC Program Needs Assessment
    - Electrical Program Needs Assessment
    - Energy Management Needs Assessment
    - Insurance Certificate
    - Carpentry Program Needs Assessment
    - Recreational Management Program Needs Assessment
    - Older Adults: Belcaro Survey
    - Older Adults: Course Interest Age 50 and Older

11. **Schedule and disseminate degree and certificate requirements in a manner that facilitates the completion of degree, transfer, major and/or industry requirements.**
    - Division deans, department chairs, and the Office of Instruction were actively involved in promoting the degree and certificate programs that are offered here at COC, working with the Public Information Office, and advisory boards to publish and disseminate the required information to the community at large.
    - Academic programs/departments, with the support of the Enrollment Management Committee, have worked to schedule classes at convenient times, locations, and through alternative delivery methods to enable students to complete their educational goals.

12. **Expand the methods of instructional delivery to meet students’ needs and learning styles.**
    - Alternative calendars were developed:
      - Courses were offered in a variety of lengths, including traditional semester-long classes, short-term (including late-start) classes, and open entry-exit classes.
2005-08 Accomplishments

Strategic Plan Goal #1: Teaching & Learning

- Classes were offered during the daytime, in the evening, and on weekends to accommodate our students’ schedules.
- Multiple sessions were scheduled during the summer to accommodate high school students and traditional students.
- The College also made the move from a traditional to a condensed (sixteen week) semester in 2005. This allowed for the addition of a five-week Winter Session (2006).

- Distance Learning and Hybrid delivery was expanded:
  - Course delivery in hybrid and 100 percent on-line modes has grown by more than 100 percent in the past two years. A high percentage of programs/departments at the college now offer curriculum in these formats.
  - The Distance Learning department and the Computer Support and MIS departments offered support to on-line instructors.
  - Instructors also had a variety of training options available if they wish to teach on-line and had access to the rich toolkits offered through the Blackboard and CCC course management systems.

- Educational travel was expanded:
  - Educational travel opportunities have grown dramatically and provide a forum for interdisciplinary cooperation and an enhanced educational experience.

- Weekend College was expanded:
  - A number of weekend classes (Saturday and Sunday) were offered as an attractive option for many working students.

13. Expand access to learning resources necessary to complement and enhance scholarship.
- Students have benefited from the incredible growth of learning resources at the college. For example:
  - The number of student computer labs has grown dramatically, as have the services of the TLC Lab and the electronic and print resources available through the library.

- Programs in the MSET and Allied Health divisions have also opened new lab spaces equipped with state of the art computer simulation programs and other tools such as human patient simulators.
- The college also operated a “clean room” for biotechnology students located off-campus at the Al Mann business campus.

14. Conduct timely reviews of curricula for quality, relevance, student learning outcomes, and the development of higher-order critical thinking and problem-solving skills.
- With the guidance of the Instruction Office, Curriculum Committee, SLO Committee and external input, Department Chairs have completed most necessary revisions of course outlines to include updated content, course and program SLOs and other needed revisions.

15. Expand access to higher education.
- Completed the Canyon Country campus:
  - The Canyon Country campus opened in Fall 2007, offering a carefully-chosen variety of on-ground, hybrid and 100 percent online courses.
Strategic Plan Goal #1: Teaching & Learning

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16. Use technology to enhance teaching and learning.
   - The use of technology to enhance teaching and learning has expanded in many ways.
     - New buildings featuring smart classrooms and technology-rich skills labs have opened (Hasley Hall, Aliso Hall and Aliso Lab) and classrooms and lecture halls in older buildings have been refitted with smart technology.
     - Most classrooms are now equipped with DVD players and wall-mounted TV monitors.
     - Faculty routinely used computer software (PowerPoint, CAI, etc.) to enrich instruction. Distance learning offerings have increased dramatically, assisted by the Blackboard and CCC course management systems, and new training opportunities for faculty who want to teach online. Wireless access to the Internet is now available in most buildings on the Valencia campus and is available throughout the Canyon Country campus.

17. Schedule classes at times and locations to increase efficiency in course offerings.
   - Academic programs/departments used data provided by Institutional Research and the guidance of the Enrollment Management team to schedule classes efficiently in order to maximize enrollment.

18. Convert the CTV telecast programs from reliance on broadcast to the flexibility of DVDs.
   - To the extent that demand for CTV programs remains, they have been purchased in DVD format and made available to students in that format and through online telecourse content sites.

19. Launch online AA degree program.
   - In conjunction with hybrid classes offered at Canyon Country and Valencia campuses, students can earn an online Associate Degree in Social Science, General Studies, Psychology, English, and Sociology.

20. Expand training for online faculty.
   - More than 100 full-time and adjunct faculty have completed training through the Institute of Teaching and Learning. Course offerings include EDUC 090, Introduction to Online Teaching and Learning and EDUC 094, Intermediate Online Teaching and Learning. Since 2005, the former course has been offered four times, the latter course two times.
   - The District hired an Instructional Design Coordinator in 2007 to:
     - Develop and deliver a calendar of training opportunities for faculty;
     - Design and deliver training for faculty on distance learning applications and teaching strategies;
     - Provide technical and pedagogical assistance to faculty in the development and implementation of distance learning and web-enhanced courses;
     - Identify, develop, and maintain tools necessary to support teaching and learning as technology evolves. In Spring 2008 over 300 participants took part in over 60 workshops.
24. Develop the Public Safety leadership and program.

- The District hired a Director of Public Safety to coordinate the development of public safety courses and serve as the liaison for affiliated training with the L.A. Police Department, L.A. County Sheriff, L.A. County Lifeguard, L.A. County Fire, and the L.A. County DA’s office. In addition, the L.A. County Sheriff’s North Academy training is located on the Valencia Campus.

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- The public safety program has grown dramatically in the past three years increasing from 2603 FTES in 2005-06 to 3680 FTES in 2006-07.

- We have also created partnerships with two new agencies in that time period, Beverly Hills Police Department and the Los Angeles Police Department. We have added hundreds of new training sections and are training most of the policeman, firefighters and lifeguards in Los Angeles County. Because of our stellar reputation of effective management and support in working with our current agencies, Beverly Hills Police Department, Los Angeles City Police Department, Los Angeles County Firefighters & Lifeguards, and Los Angeles County Sheriff’s Department, the Los Angeles District Attorneys Office approached us this summer to create a new partnership, which was approved by the Board of Trustees.

- After years of having only one Sheriff’s Academy in Whittier, California, we worked closely with LACO Sheriff’s to establish the first North Academy in 2005. The North Academy facility is located near Cougar Stadium and since its inception in 2005, 344 Sheriffs have graduated.
In 2006, the Custody Assistant program began using the North Academy to train its officers to work in jails across Los Angeles County. Custody Assistant and Sheriff’s Academy classes alternate, one following the other in the North Academy facility. To date we have had 76 officers graduate to become Custody Assistants.

In 2008, we hired our first Director of Public Safety, Steve McLean, who has 30 years with the Los Angeles Sheriff’s Department. Steve has worked diligently as a liaison between college administration and the individual agencies. He has established a conduit of information and good will to ensure these successful partnerships will continue to grow. College of the Canyons is proud to partner with our public service agencies to ensure we have the best trained public servants in the State.

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.

- The Library has responded to student and faculty needs by opening a library at the new Canyon Country campus, purchasing materials in print, audiovisual and electronic formats in response to faculty and student needs and requests; and working closely with the Distance Learning Department to serve our distance learning students (eg. The purchase of the NetLibrary collection of 2000+ ebooks).
- The Library also strived to support new programs of instruction by working with the Dean, Program Development & Community Education and lead faculty to identify and purchase resources crucial to student success (eg. Paralegal, Surveying/Engineering, and Construction Management programs).

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.

- The Library offered training to students in one-on-one and group settings to ensure their effective use of the Internet for research. LMTECH 100, which focused on the use of online resources, offered in a 100 percent online format, which has boosted enrollment in the class significantly. Librarians offer group instruction to 100+ classes each year. Librarians also offer two faculty workshops on online research through the Professional Development Office each semester.

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.

- The TLC Lab Program Director has worked closely with English faculty to plan and implement the new Center, which is staffed by the TLC Lab and offers assistance to students in basic skills English classes.
28. Provide quick turn-around for instructional materials production.
   - The Reprographics Office has been outfitted with a new suite of copiers/printers as well as with folding, stapling, collating, and binding machines that, along with new staff, has resulted in quick and efficient turn around time for instructional materials.
   - The position of Director, District Publications and Reprographics was created and filled.
   - The Director has instructed Reprographics staff on Federal Copyright law and brought the Reprographic Office, and the college, into compliance with applicable laws.

29. Develop and implement innovative programs designed to enhance the placement of College of the Canyons students in workplace learning activities.
   - Cooperative Work Experience Education has enhanced placement of students in workplace learning activities through its innovative internship program and Website.
   - The Website and the program brought employers and College interns together (625 employers have posted internship positions to the CWEE website since 2002; 111 interns were placed in 2007/2008).
   - The Service Learning Center has developed many opportunities for students to add a public service component to their educations through service to local non-profit organizations.

30. Expand customized training programs to business and industry.
   - The Business Department worked directly and indirectly with the small business program to expand customized training programs to business and industry.

31. Encourage greater integration of economic and workforce development programs with the College’s occupational programs.
   - Integration of economic and workforce development programs with the College’s occupational programs has been realized through the Cooperative Work Experience Education Website. One hundred and seven new internship partners posted internships in 40 different majors/disciplines between April 1, 2007 and March 31, 2008.

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.
   - The Nursing program has purchased patient simulators providing students with real-life nursing scenarios.
   - The nursing program made progress in developing a regional simulation center to be located on the campus.
   - An online second year program was offered for SEIU members for LVN to RN.
   - Many of these students are from clinics, so program adjustments have been made to the bridge class to help compensate for their lack of hospital experience.
33. Implement a process for reviewing the congruence of occupational programs with the needs of businesses in the region.
   - Representatives from industry served on occupational program advisory committees to ensure that program offerings are meeting the needs of businesses in the region.

34. Develop an Educational and Facilities Master Plan for the Canyon Country site.
   - The Educational and Facilities Master Plan for the Canyon Country campus was completed in 2008.

35. Build a permanent University Center on campus to provide a comprehensive array of transfer opportunities for College of the Canyons’ students.
   - The permanent University Center has been under construction. The project’s planned completion date is Summer 2009.

36. Revise the District’s Educational and Facilities Master Plan.
   - The District’s Educational and Facilities Master Plan was revised in 2008.

**Goal #1: TEACHING AND LEARNING (other)**

- The Student Services Lab in the Career Center was opened, allowing students expanded access to 20 computers for student services related use.
- A College Career Advisor Internship Program was developed offering students increased opportunities to receive career assistance and preparation.
- Credit and noncredit courses were developed through the Career Center to reach more students.
- Regular non-instructional program reviews were completed in DSP&S.
- DSP&S coordinated outreach with the special education departments at the local high schools.
- DSP&S offered tutoring through General Studies classes for students with disabilities.
- DSP&S offered counseling services at the CCC for students with disabilities.
- DSP&S utilized assistive technology for students with disabilities.
- DSP&S offered a pilot GS 093 as a tutorial for blackboard for students taking online classes.
- CACT Director participated in planning for manufacturing classes.
- SBDC Director taught a Small Business Entrepreneurship class as an adjunct for the business department and integrated SBDC services with class. SBDC offered its services to all business department instructors for students to utilize.
- ETI offered around-the-calendar contract ed training to employees of local businesses in CAD/CAM (MasterCam X, Solidworks).
- CACT participated in showcasing emerging technology initiatives (Tech Week presentation on virtual reality at the PAC), consulting with individual businesses, and community fairs and presentations.
2005-08 Accomplishments

Strategic Plan Goal #1: Teaching & Learning

The Hotel/Restaurant program helped launch and continues to support a Culinary Arts program. The Hotel/Restaurant program assisted in composing the application to the State, the design of the curricula, the initial oversight of culinary faculty, separated classes from the hotel/restaurant program and transferred them to the Culinary Arts department and continues to actively support the program.

The Hotel Restaurant program, in conjunction with the Biology and Foreign Languages departments developed an educational travel program to Argentina and Costa Rica for 2009. This program is being funded by a grant from the Department of State.

All course and program criteria have been updated within the last two years with Single Learning Objectives criteria and evaluation methods.

The Department Chair conducted a seminar in Tblisi in the Republic of Georgia on developing tourism products in emerging economies.

We grew from two different classes: Cinema 120 Film Aesthetics and Cinema 122 History of Film — to Cinema 120, Cinema 121 History of American Film, Cinema 122, Cinema 123 Crossing Culture in American Cinema, Cinema 127 Classic Film Genre, Cinema 129 Classic Filmmakers, and Cinema 131 History of International Cinema.

Cinema grew from 8 sections to 18 sections with at least 3 sections being Hybrid classes.

The Center for Early Childhood Education received reaccreditation through the National Association for the Education of Young Children, validating that the Center is a quality program for young children and a exemplary model for training Early Childhood Educators.

The Sociology Department implemented an informal mentor program where new adjunct faculty work with full-time faculty members.

The Sociology Department maintained its extensive Website.

All of our (Sociology) online faculty members completed the three-part training sequence of Blackboard, Section 508 compliance, and online teaching pedagogy. The department encouraged participation in continuing education in online teaching and learning. We hired new online faculty: Lindsay Hoffman, Dominic Little. Some in-person faculty members are being trained for online teaching: Natalie Buriel, Tyler Haugen. Some faculty members use Blackboard to supplement their in-person classes.

The Sociology Department converted 098 courses to 198 courses so they can be transferred to the CSU system.

The Sociology Department has gotten students involved in professional events—two of our students are presenting research projects at the annual state conference at a session hosted by one of our faculty members.

One of our Sociology faculty members advised an interdisciplinary student club, Progressive Student Alliance.

We have started a Sociology Student Club.

We have created a Sociology Department.

Sociology Department faculty participated in FLEX activities in order to enhance teaching skills as well as to foster relationships with people in other departments and offices, for example Teaching Topics, Books and Ideas.

The Sociology Department continued to host two lecture series: The Sociology Lecture Series and Fridays with the Professors (formerly Tuesdays with the Professors).

The Sociology Department worked with Jim Temple to obtain SPSS licenses for SOCI135.

The Interior Design Department cross-listed interior design portfolio with architecture and succeeded in providing students with the skills to create a strong portfolio.

Some flexibility in time block was permitted in the Interior Design Department during 2006-2007 semesters.

Approximately 2,000 images were placed on a new Interior Design Department Website link dedicated to teaching the ID 114 and ID 115 course.
Goal #2: STUDENT SERVICES

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

Action Priorities and Status:

1. Provide for on-line Financial Aid services that allow students to complete the whole variety of financial aid requirements.
   - Most financial aid services were made available on-line, including student loan applications, financial aid award forms, the BOG waiver, Cash for College, and many other forms. Students also have access to the Career Center Student Lab, which offers assistance to students that need to complete/print/send financial aid forms.
   - Specific examples of online Financial Aid Services include:
     - Online Student Loan Applications;
     - Financial Aid Award & Forms Information;
     - Online BOGW with Automated Upload to Student;
     - Expansion of PLUS Loan Program;
     - Outreach to Financial Aid Students via the web;
     - Use of the Career Center Student Lab for those who do not have a home computer.

2. Expand online services to remove barriers to student’s support and improve customer service.
   - A majority of student support services on campus have developed convenient on-line access to their services. EOPS/CARE, Disabled Students Programs & Services, Community Education and Admissions and Records, Counseling (and many other departments) make it possible for students to apply, enroll, get information, etc. through a comprehensive suite of online services and forms.
     - The college developed a creative and easy-to-use online orientation to acquaint students with campus life and academic departments.
4. Utilize a wide variety of media to inform students, staff and community members about available student services.

   - Cross-department, coordinated efforts were very successful in communicating key messages to the college’s constituent audiences.
     - Key information about the changes in technology as well as how different generational groups acquire information important to them was provided to college leaders on a continuing basis.
     - Communicating college messages to the college’s broadly defined target audience shifted dramatically from traditional mass media (print and electronic) and postal mailings to strategically-timed email blasts; postings on social Websites such as MySpace; better use of the college’s own Website with the addition of online electronic orientation, registration and application; blog entries; Web-based information sites; downloadable information for podcasts; text messaging on cell phones; and other uses of “new” media. Examples include:

   - The “My Canyons” link on the college Website was developed to offer students a complete array of enrollment links, online student services, tutorials, fun on campus, study resources, etc.
   - The Distance Learning department Website expanded to include more information about student services;
   - The TLC Lab continually provided support to students by offering Blackboard support and online English tutoring. The TLC Lab provided computer tutorials for many classes so that students may practice with a self-paced tutorial as well as seek assistance from lab tutors when needed. With tutoring available days, evenings, and weekends, both online and traditional students were able to study longer and more effectively;
   - We have redesigned the Community Education Website to make it easier to use;
   - We have implemented an online job database to increase access to students and alumni seeking employment.

3. Create, review, and modify academic and service policy to ensure consistent communications with students.

   - All campus departments worked to ensure effective communication with students.
     - Student Services departments sent necessary communications by email and class schedules are constantly updated online.
     - The Student Services Innovation Team played a major role in developing, implementing and communicating these new communication modalities.
     - Drop-in counseling sessions ensured that students received immediate attention, with a personal touch, when needed.
     - Additionally:
       - We developed new athletic orientations and drop-in counseling sessions;
       - New online catalogs and schedules were developed;
       - We emailed to deaf/hard of hearing students.
Strategic Plan Goal #2: Student Services

2005-08 Accomplishments

- Sent email rather than postcards regarding student registration appointments and other correspondence;
- Created online Orientation in both English & Spanish;
- Developed Financial Aid TV;
- Established the Student Services Electronic Marquee;
- Laptop computers added to Admissions and Records lobby for student use;
- Developed a systematic student email outreach process to inform students of current internship opportunities.

5. Expand Personal Development classes to assist students in being successful in their other college courses.
   - The Counseling Department offered a full slate of personal development courses leading to college success.
     - Classes were offered on-ground and online.
     - The new Steps to Success program was modified to include COUNS 090 (New Student Advisement) to orient new students to the college environment and assist them with course selection and registration.
     - The Matriculation Department offered .5 unit courses called “Intensives” to provide extra support for students that are at-risk academically.
     - Additional developments included:
       - Math for nursing students;
       - Mandatory Counseling 111 classes for student athletes;
       - Building Math Confidence Class (COUNS 075).

6. Develop counseling and advising strategies that inform and prepare students to be self-sufficient learners.
   - Counseling developed a number of new programs and services designed to move students into an active learning and participation phase in their higher education. Examples Include:
     - Developed “How to Choose My Classes” workshops;
     - Developed “Academic CPR” for at risk students;
     - Newly designed DSP&S High School Orientation;
     - “Step Up” program developed to ensure the success of EOPS/CARE probation students.

7. Develop accessible orientation programs that provide for full academic information, information related to academic life, and encourage campus involvement.
   - The Matriculation and Counseling departments have developed and implemented a new online student orientation. Many individual departments, including MESA, the International Students Program, DSP&S and EOPS offered orientation activities for their student groups. Some highlights include:
     - A newly developed Concurrent Enrollment Orientation;
     - EOPS Alumni and Family Night;
     - The International Students Program (ISP) student orientation was further expanded to include presentations from local banking institutions, as well as an expanded variety of topics related to meeting U.S. State Department and Homeland Security requirements for all newly arriving international students.

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.
   - We conducted spot surveys using Cougar Mentors.
     - The results revealed that there was a variety of reasons for student attrition with no single factor emerging as a variable that could be addressed.
     - We will conduct further surveys via e-mail in the near future.

9. Form a student success and persistence committee to analyze enrollment practices and increase student persistence.
   - The Student Equity Committee, formed in 2004, used a variety of data, including input from student focus groups, to create a Student Equity Plan.
2005-08 Accomplishments

That plan is regularly updated (last in March 2008).

Many of the Plan’s stated goals, such as reaching previously untapped groups of potential students, have been achieved.

Many Hispanic and senior community members were drawn into the college community through the addition of an active noncredit education program featuring ESL courses and lifelong-learning opportunities.

Cougar Mentors, a program developed by the Student Development Office engaged in a variety of efforts designed to increase student persistence. Programs include noon time tutorials, special events, and sponsoring instructors to provide special assistance.

Provide recognition for student achievement (graduation, transfer, scholarships, leaderships, etc.).

The college has a long history of honoring student achievement through activities such as the Scholarship and Service Award ceremony, annual graduation and honors ceremony, and annual HITE banquet.

New activities have been added, including the Graduates Breakfast (breakfast served by faculty members), the EOPS/CARE Step-Up Awards, and EOPS/CARE Wall of Fame.

In addition, many individual academic departments held special graduation events for their students. For example:

Gamma Beta Phi membership is listed on student academic transcripts;
Graduation and honors ceremony for graduates;
Graduation, Honors Breakfast;
DSP&S Graduation Luncheon;
EOPS/CARE Honor Luncheon;
EOPS/CARE Student Success Grants.

Provide priority registration for at-risk students as well as students in leadership roles.

Priority registration was made available for DSP&S, MESA, AOC, ECHS, EOPS/CARE, and veteran (armed forces) students. In addition, student athletes received priority registration.

Fund and administer an active college assistant program.

The HR and the Career Services Departments coordinated an active and successful program to offer employment to students in many campus departments.

A recently created Student Employment Eligibility Pool streamlined the process for campus employers.

Some areas where students played a vital role were:
Campus Escorts Program;
EOPS/CARE Peer Advisors.

Expand the opportunities for participation in student life and campus activities.

The Student Development Office, Associated Student Government, and many other campus departments provided avenues and opportunities for students to be involved in campus life through student government, student clubs and organizations, the Student Ambassador program, Emerging Leaders program, and campus social activities.

Attention was given to developing attractive gathering spaces for students on both the Valencia and Canyon Country campuses.

Some participation activities include:
Established a chapter of Gamma Beta Phi, a national honor and service society for 2 and 4 year colleges and universities, in the Spring of 2006.
Developed Student Success Club Scholarships.
Encouraged and supported the development of student activities at the Canyon Country campus, including:
Strategic Plan Goal #2: Student Services

2005-08 Accomplishments

- Cougar Mentor services;
- Creation of a Student Lounge;
- Fall Festival event;
- Final Days Frenzy events;
- ASG elections;
- American Red Cross Blood Drives;
- Student community events.

14. Support students to be successful during their initial semester of college and beyond by providing resources, seminars and extended orientation activities.
   - Ensuring student success is a major focus of efforts for all college departments. Departments responded to the challenge by providing workshops on college-success topics, as well as the development of a credit curriculum through the Counseling Department.
   - In addition:
     - Nursing developed orientation classes for entering students. These will be expanded using the retention specialists. Orientation sessions are held each semester for students interested in nursing. EMT now has the pre-EMT class.
     - The college established a mandatory student education plan by the end of the first semester for athletes.
     - The college created an orientation for noncredit students in ESL program.
     - The college conducted outreach activities with Golden Valley and Canyon High Schools by:
       - Participated in the 4th of July parade;
       - Presented the Canyon Country campus program offerings at the Canyon High School Teacher In-Service Day;
       - Hosted campus tours for counseling staff from Canyon High School and Golden Valley High School;
       - Presented information on the Canyon Country Campus to the Hart High School parent organization.

15. Develop co-curricular activities such as Service Learning, internships, volunteerism, and work study to assist students in both campus involvement and life preparation.
   - The CWEE/Internship programs, Service Learning Center, and CALWORKS Work Study program provided numerous opportunities for student to explore career options and opportunities, worked with local non profit organizations to provide service to the community, and became more involved with campus life.
   - Students participated in several campus-wide charitable efforts, such as the Michael Hoefflin Wish Granted annual program.
   - Other activities include:
     - Formed the Military Club
     - Participated in the Wish Granted program through the Michael Hoefflin Foundation
     - Hosted Voter Registration Drives
2005-08 Accomplishments

16. Establish an annual “college day” held at College of the Canyons for all high schools in our service area.
   • The SCV College Day (on October 11, 2008) gave local students a chance to learn about dozens of colleges and universities, campus academic departments, and attend a series of workshops on college issues.

17. Hold an annual counselors’ day for Hart District and College of the Canyons counselors.
   • This day was scheduled every fall semester.

18. Expand collaborations with faculty to provide administrative information and improve service.
   • Student Services departments developed and implemented many new ways of doing business online that have speeded communication with faculty and made it easier for faculty to send needed information to Admissions and Records. New methods were communicated to faculty through workshops and information that is emailed to faculty and posted on Web Advisor. Examples include:
     ✓ Online Instructor Evaluations;
     ✓ Online Grading Workshops for Faculty;
     ✓ Admissions and Records forms available on Web Advisor;
     ✓ Processing faculty drops via Web Advisor;
     ✓ Faculty can now email students directly from Web Advisor;
     ✓ Faculty can submit their grades online;
     ✓ Faculty can download rosters and email rosters from Web Advisor.

19. Improve outreach efforts in the high schools and the community at large (including the international community).
   • The Outreach Coordinator has expanded the menu of outreach events and venues. The College: Making it Happen Program is a centerpiece of these efforts, reaching a large number of local middle school and high school students. Non-credit courses also reached new audiences and introduced them to the programs at the College.

Strategic Plan Goal #2: Student Services

• Highlights of the Outreach program included:
  ✓ Hosted Senior Seminars (at all local high schools);
  ✓ Expanded outreach to DSP&S Students in Santa Clarita Valley and San Fernando Valley;
  ✓ Offered workshops at the California WorkSource Center;
  ✓ Conducted Assessment Testing at high schools;
  ✓ Scheduled Financial Aid Night at local high schools.

20. Establish Individual advisory board meetings with specific departments.
   • Advisory boards have been established for several departments operating in both the campus and the general community. Additionally, internal advisory boards have been established for departments working on primarily academic matters. Examples include the Transfer Center Advisory Board, and the Matriculation Advisory Board. External Advisory Boards include:
     ✓ EOPS/CARE Advisory Board;
     ✓ DSP&S Advisory Board;
     ✓ Canyon Country Campus Advisory Board.

21. Develop resources, programs and services aimed at helping students to be successful during their initial college semester and beyond.
   • There are several accomplishments in this area. Many were related to helping students experience real world working environments which will, in turn, help students develop educational goals.
   • Some highlights included:
     ✓ The Cooperative Work Experience Education program that helped students make a seamless transition from “College to Careers” through internship development and placement;
     ✓ The Creation of The Zone (new tutoring facility for student athletes);
     ✓ Provided noncredit ESL and basic skills students with planners including information about goal-setting and other college success skills.
22. Develop and implement project-based activities with community-based partners.
   - Three programs focused on providing community-based activities.
     ✓ Service Learning provided a link between academic requirements and specific curriculum elements to external service agencies.
     ✓ CWEE developed and monitored internship opportunities related to the programs of study and provided unit credit.
     ✓ Finally, the Career Center connected employers with students through job placement, advertising of openings and a series of workshops designed to help students enter the workforce.

23. Improve access to library resources and services through expansion of library hours and availability of an increased number of subscription online resources that are accessible off-campus.
   - The Library increased access to students by opening a library facility at the Canyon Country campus in Fall 2007 and by increasing access to electronic resources that can be used off-campus (at home or workplace).
   - The Library subscribed to 12 databases and purchased a collection of 2000+ electronic books from Netlibrary.
   - The Library also ensured access to its resources for disabled students through assistive technology available at several workstations at the Valencia campus building.
   - More Specifically:
     ✓ The Library purchased the NetLibrary collection of ebooks for 2006, offering off-campus 24/7 access to 2000+ current, academic titles. Almost all of our subscription databases are available off-campus now, through the EZ-Proxy server, which allows students and staff to log in to all databases with one user name and password;
     ✓ The Library subscribed to a total of 12 databases now, and receives one (Country Watch) free from the Community College Library Consortium;
     ✓ Assistive Technology was made available to students with disabilities through library services.

24. Expand on-line tutoring to assist students in all applicable subjects and courses.
   - Online tutoring was made available through the TLC Lab and through other campus departments such as Counseling and Matriculation, which offers an extensive menu of online tutorials.
   - Additionally:
     ✓ The MSET Division cooperated with TLC, MESA, and the Counseling Office to provide and share information about tutoring available to students taking classes in mathematics, sciences, and technology related subjects;
     ✓ Online tutoring was made available through the TLC;
     ✓ Pilot DSP&S online tutorials were developed and are beginning in Spring 2009.
2005-08 Accomplishments

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.
   • The college offered a broad spectrum of possibilities for students to achieve personal growth and gain leadership skills.
     ✓ The Student Development Office and Associated Student Government offered many opportunities to participate in student government and numerous campus clubs and organizations.
     ✓ Recent innovations included the Student Ambassadors program, the Perfect Interview program offered through Career Services, and a series of Personal Safety/Self Defense workshops offered by the Campus Safety Department.

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.
   • The Student Services Department offered an ever-evolving and improving suite of services to students, staff and faculty. The recent conversion to online services was undertaken with consideration for the input of the end-users. The Student Services Innovation Team played a major role in developing, implementing and assessing new services.
   • Accomplishments included:
     ✓ All transcripts are now able to be viewed on the desktop;
     ✓ All online applications are now able to be viewed on the desktop;
     ✓ The online grade submission by faculty;
     ✓ Online faculty rosters in PDF format;
     ✓ Online positive attendance forms.

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.
   • All student services departments participated in this effort, through support offered in the area of health and wellness, counseling (academic and personal), academic skills, and financial assistance (through EOPS, CalWORKs, and the Financial Aid department).
   • Other supportive activities included:
     ✓ Student computers in Admissions & Records;
     ✓ The development and distribution of the Advocacy Guidebook;
     ✓ The BMW (Body-Mind-Wellness) Challenge;

✓ Additional Accomplishments included:
   • The Career & Job Search Preparation Class (COUNS 085);
   • The Online Mock Interview program.
Strategic Plan Goal #2: Student Services

- The drive-through flu clinic;
- Partnership with the Samuel Dixon Family Health Center at COC;
- SNAC Peer Educators, Best Byte Program, Campus Walk Map;
- Vaccines for Children program;
- Student Support Fee program;
- Student Handbook (spiral bound calendar and workbook).

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

- Student Services departments and other non-instructional departments conducted non-instructional program reviews at regular intervals, utilizing data gathered by Institutional Research in student surveys and data gathered internally through the development and assessment of SLOs.

- Additional activities included:
  - Categorical Program Review – EOPS, DSP&S, Matriculation, CalWORKs;
  - Annual Student Survey;
  - Separate Annual Student Survey created for the Canyon Country campus.

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

- Student Services departments documented changes to their services through the development and assessment of AUOs and SLOs, through contributions to the Strategic Plan, non-instructional program reviews, and contributions to the Access and Success documents on the College Planning Team Website.

- Recent changes as a result of program reviews included:
  - Admissions and Records, Counseling and Student Business Office are opened on Saturdays;
  - EOPS developed the Step Up program.

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

- All Student Services/non-instructional departments have created SLOs and completed at least one assessment cycle.
  - Most departments are engaged in their second or third SLO cycle.
  - In addition, all administrative units have created and assessed AUOs (Administrative Unit 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.

- The Division made it a priority to work closely with the academic departments and instructional administration. Additionally, partnerships with community agencies have increased and our relationship with the local secondary school district strengthened through a series of co-sponsored events.

- Accomplishments included:
  - CalWORKs participated in a Consortium of Santa Clarity Valley Agencies;
  - CalWORKs became a member of LAC5 Consortium;
  - EOPS/CARE *CalWORKs created a partnership with Child and Family Center;
  - Created a partnership with Goodwill Industries that resulted in a Job Developer on campus at the Career Center two days per week;
  - Added new sponsors for our Job & Career Fairs, allowing us to increase advertisement and grow the events;
  - Conducted the first ever Job & Career Fair at the Canyon Country campus.
2005-08 Accomplishments

Goal #2: STUDENT SERVICES (other)

- The CACT participated in showcasing emerging technology careers ('07 and '08).
- The CACT used WIRED grant to provide robotics competition to Hart School District students, and developed 8-week manufacturing summer high program.
- The SBDC used the Young Entrepreneurs Program (Y.E.P.) grant to recruit high school students for a summer program. Thirty local students graduated from the four-week Summer Y.E.P. program.
- The SBDC Director was invited to be a member of the Business Department advisory board.
- The SBDC used a state transportation grant to offer free training and counseling to enhance local business owners’ ability to bid for and win government contracts. The program is a partnership between the State of California Caltrans, the California Community College Economic and Workforce Development Program, and College of the Canyon’s SBDC program.
- The ISP has further updated its Website to inform potential and current ISP students of changes in tuition, immigration requirements and F-1 visa issues.
- The ISP Director continued his extensive outreach, traveling to more than 80 countries to recruit students. As a result of increased scrutiny of student visas, and the establishment of the Student and Exchange Visitor Information System (SEVIS), international students have to be continually updated on U.S. government requirements. Through recruitment and informing students, the ISP has grown considerably since 2006.
- The ISP hosted a forum with 26 Chinese educators to discuss potential academic cooperation between COC and Chinese institutions of higher education.
- The college scheduled a workshop with SciARC 50 students attended, and two students transferred.

Strategic Plan Goal #2: Student Services

- Business and industry donations provided materials for students at no expense to the college. Centex Homes donated more than $17,500 in models to be shared between architectural drafting and interior design.
- Students met individually with their department chairs to plan their upcoming semester classes. Students received three planning tools:
  - An Excel spreadsheet showed upcoming semester classes and time blocks. Department chairs worked with students to identify the appropriate classes, the appropriate units, and the appropriate days/evenings.
  - A brochure showing all courses in each certificate or degree.
  - A sheet with semester course sequence to help students identify which classes are offered within a two year period.
- Some students participated in workshops and lecture opportunities offered by ASID Los Angeles by becoming a student member at a nominal yearly fee.
- Articulated all interior design courses with The Art Institute in Los Angeles in preparation for their program to be offered in the University Center. The program failed because AIC would not permit concurrent enrollment.
- Worked with CSU Fresno to provide a third and fourth year interior design program in the University Center. Due to state budget problems, CSU Fresno’s program is delayed.
Goal #3: CULTURAL DIVERSITY

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

Action Priorities and Status:

1. **Developed and implemented the District EEO plan and the included activities designed to recruit, hire, and promote diverse employees.**
   * Human Resources, in cooperation with the EEO Advisory Committee, began developing the district EEO plan. This plan is part of the system-wide effort by all districts to comply with the requirements of the Chancellor’s Office Model Plan. While a majority of the plan can be completed at this time, finalization of the remainder of the plan is contingent on the system-wide development of gender and ethnicity data on availability of qualified candidates for positions.

2. **Reconvene the Faculty and Staff EEO Advisory Committee to oversee the development and annual review of the EEO plan.**
   * The district convened the newly-formed EEO Advisory Committee in late Spring 2008. The committee is tasked to work with the Human Resources Department to develop and implement the district’s EEO plan. The committee will review the EEO plan on an annual basis and provide input on EEO and diversity training needs.

3. **Update all District policies to reflect EEO plan changes.**
   * District Human Resources, policies, and procedures have been updated. Once the EEO plan has been finalized all district policies will be updated accordingly.

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.**
   * The district has re-evaluated the need for a Selection Committee Representative Committee and determined that rather than establish another committee, the desired input on diversity and EEO issues could be achieved through the EEO Advisory Committee. HR continues to maintain a large pool of well-trained selection committee representatives for each of our hiring committees and works to ensure diverse hiring committee composition.
5. Increase the number of Selection Committee Representatives for both faculty and classified committees.
   • The district held regular EEO and diversity training sessions for Selection Committee Representatives (SCRs) increasing the number of trained SCRs from 35 in 2005 to 61 in 2008.

6. Update and standardize training for Selection Committee Representatives including information about the new diversity plan.
   • Selection Committee Representative Training is updated continually to meet the needs of hiring committees. This training was standardized in 2006 and all Selection Committee Representatives receive the same training. This training will include the new Diversity and EEO plan when it is finalized.

7. Improve the diversity of college faculty and staff to more closely reflect the diversity of our student population.
   • Progress was made in diversifying our staff, having gone from 24 percent ethnic minority employees in 2001 to 28 percent ethnic minority employees in 2007.

8. Establish a recruitment program that will increase the number of diverse applicants for District employment.
   • In an effort to maximize the diversity of the pool of qualified applicants for each position, the district conducted extensive advertising campaigns for all open positions including standard postings in major online advertising venues, the Chronicle of Higher Education, InsideHigherEd.com, the CCC Registry, diversity specific and position specific venues. A good example of this effort is in our hard-to-fill Nursing positions. We worked closely with the department in placing ads in minority nursing magazines as well as expanded national recruitment sources. Other areas on-campus, like the TLC lab, made an effort to recruit from the Federal Work Study pool and International Students Program to increase diversity of qualified applicants for their student tutor positions.

9. Analyze past recruitment practices to identify effective practices as well as establish new recruitment sources that reach out to diverse populations.
   • The district maintained and analyzed data on applicants from each of its advertising venues and modified its advertising plan as appropriate. We are seeing that many more applicants are coming from online sources than traditional print ads. This has cost implications for future advertising needs. The district also analyzes and maintains data on the diversity of applicants and new hires as they move through the recruitment process.

10. Increase advertising in regional publications throughout Southern California to encourage applicants of diverse backgrounds to work for the District.
    • HR advertised specific positions regionally in both the Signal and Daily News. Other regional advertising sources such as SoCal HERC (Higher Education Regional Consortium) were found not to be cost effective and was subsequently removed from our recruitment process. Recently a local Website was started called SCVjobs.com. We advertised with them and will monitor the responses we receive from that Website.

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.
    • The district presented a variety of workshops on student and employee disability and access issues including:
      ✓ Assisting Students with Disabilities in the Classroom;
      ✓ Sick and Disabled Employees;
      ✓ Disability Discrimination: State Law v. Federal Law;
      ✓ Disability Discrimination;
      ✓ Disability Interactive Process;
      ✓ Section 508: Website Accessibility Workshops.
12. Increase the number of offerings of workshops and presentations of culturally diverse topics.

   - The district has presented a variety of offerings of culturally diverse topics including:

     √ Performing Arts Center offerings included:
       - Three Irish Tenors;
       - Halley’s Comet;
       - Vienna Boys Choir;
       - The Temptations;
       - Marcus Belgrave;
       - Soweto Gospel Choir;
       - ODC Ballet;
       - Tango Fire;
       - Ailey II;
       - Poncho Sanchez;
       - Noche Flamenca;
       - Sweet Honey in the Rock;
       - Shidara;
       - Diavolo.

     √ Planned offerings include:
       - LA Opera - Figaro’s American Adventure;
       - Giordano Jazz Dance Chicago;
       - Literature to Life - The Kite Runner;
       - Los Lobos.

     √ Art Gallery Exhibitions included:
       - Francisco Goya Los Caprichos;
       - Ruth Gruber Photographs as Witness;
       - Cuba Oriente;
       - Gil Garcetti: Photographer.

   - Professional Development Offerings included:
     - Sociology Lecture Series: Defining the Concept of Deviance: Can Norm Violations Maintain Social Order Within a Society?
     - Sociology Lecture Series: The Criminal Injustice System: Reflections on Juvenile (In)Justice;
     - Sociology Lecture Series: Art, Sexuality and Censorship;
     - Sociology Lecture Series: The National Fear of Child Molesters: Is It Legitimate?
     - Sociology Lecture Series: It Could Happen to You: One Woman’s Struggle with MS;
     - Sociology Lecture Series: Deep as City’s Ache: Poems About the Lebanese Civil Conflict;
     - Sociology Lecture Series: The Social Security Rip-Off;
     - Sociology Lecture Series: Terrorists- Modern Day Robin Hoods?
     - Sociology Lecture Series: Women, Deviants, and Islam;
     - Sociology Lecture Series: Conformity of the Classroom Experience and the Dominant Culture.

   - Other culturally diverse topics included:
     - The Multi-Culturally Diverse Classroom: Its Effects on Students;
     - Lebanon: Its People and Culture;
     - Understanding Russian Character Through Works of Art;
     - ERC: Embracing Diversity;
     - Lecture on Cuban Culture;
     - Cultural Heritage Film Festival;
     - Cultural Proficiency: Transforming Systems to Meet Needs;
     - Teaching the Generations of Today;
     - Armenian Genocide;
2005-08 Accomplishments

- ERC: Hiring the EEO Way;
- Sociology Lecture Series;
- Working with the Elderly (Online Training);
- Got Privilege?
- EEO Plan Update/Application Research;
- Hiring and Retaining a Diverse Faculty – Roundtable – A Review of Best Practices;
- Marketing to a Multi-Generational Audience (Dr. Cox-Otto);
- Teaching to a Multi-Generational Classroom (Dr. Cox-Otto).

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 to our students, faculty, and staff.

• The Library increased the numbers of books available in Spanish, French, German and Japanese to a total of 242 (26 titles purchased in the last three years). We added a number of language dictionaries (Arab/English, Vietnamese/English, etc.) to accommodate our increasingly international student population. Our foreign language literature collection now includes materials in French, German, Spanish, Italian, Japanese, and Russian. We now have 57 foreign language films in DVD and videocassette formats.

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

• The Library prepared, duplicated, and distributed its basic information sheet in a Spanish language version.

15. Monitor and increase the diversity of images presented in college marketing materials and publications.

• A concerted effort was made during the past three years to reflect the vast diversity found in our community and on our college campus in the publications (both print and electronic) produced by the campus. From new publications like the Breaking News newsletter, to the Bottom Line magazine, to reports to the community such as the Economic Impact report, to campus Webpages and MySpace information, to the many ways we represent our 16 intercollegiate sports team, a concerted effort is made to reflect the ethnic, cultural, racial and gender richness of our campuses. The addition of the Performing Arts Center and the opportunities it provides to showcase the richness of the world in which we live has vastly enriched our community. All of our promotional materials for the Center reflect the variety of cultures showcased during a season and serve to broaden understanding and acceptance.

• The college recently received a first-place statewide award for its Breaking News publication and a third-place award for the Bottom Line magazine. Judging criteria in the awards competition include how well diversity is represented.

Goal #3: CULTURAL DIVERSITY (other)

- The DSP&S office offered FLEX activities for faculty & staff on disability related issues.
- The SBDC used diverse images and art in its advertising and worked with Community and Continuing Education to advertise in its diverse publication to reach home-based businesses and women entrepreneurs.
- 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 94 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.
- The Italy study tour was completed in spring 2008 with 29 students participating in the trip (Florence, Rome, Sorrento).
Goal #4: HUMAN RESOURCES

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

Action Priorities and Status:

1. Develop online employment applications.
   - The district launched its online employment application in January, 2007.

2. Investigate the possibility of establishing a Santa Clarita Valley employment advertising consortium including large employers within our region.
   - The district re-evaluated this goal as a result of the launching of SCVJobs.com. SCVJobs.com is a local online job posting board allowing the district to reach out to the local community when recruiting for open positions.

3. Analyze effective recruitment sources and revise advertisement plans accordingly.
   - The district maintained and analyzed data on applicants from each of its advertising venues and modified its advertising plan as appropriate.

4. Continue to effectively recruit quality candidates through a variety of communication mediums (i.e.) newspapers, publications, Website, professional organizations and job fairs.
   - The district utilized a variety of media to advertise open positions including print, online job boards, position related Websites, professional organizations, listservs and job fairs.

5. Increase the use of Website for advertising positions as a cost-effective alternative to print ads.
   - Most of the district’s employment advertising is done through online advertising venues. Analysis of applicant advertising data indicated that online advertising is typically more cost effective than print ads and reached more applicants. From time to time, the district advertised in local print media and/or print venues specific to higher education in an effort to attract a more diverse and qualified pool of applicants.
6. Join SoCalHERC.com consortium, which is an internet recruitment Website specifically for jobs in higher education in the Southern California area.

- The district joined SoCalHERC (Southern California Higher Education Recruitment Consortium) in 2006. Based on analysis of applications received from postings on their Website, it was determined that other advertising venues were more cost-effective.

7. Create clearly structured and well-developed staffing plan for all areas campus wide.

- The district hired a Human Resources Analyst to spearhead the development of the campuswide staffing plan. The comprehensive staffing plan continues to be a priority for the Human Resources department and is part of our current 3-5 year plan.

- Many academic divisions achieved staffing goals listed in their individual program reviews within the last few years. Areas such as nursing continue to strive to meet the demand of the growing number of students in their program while maintaining the required faculty to student ratios.

- Human Resources formalized the process for requesting approval for new positions and reclassification of existing positions through use of the Personnel Requisition Form.

8. Hire the appropriate number of faculty and staff annually in order to support new and existing programs at an optimal level.

- Human Resources, working through the various staffing committees and processes provided sufficient faculty and staff to support the district’s new and existing programs and services. In fact, for the past few years we exceeded the fulltime faculty obligation as defined by the State Chancellor’s office. The number of administrative and classified positions has increased proportionally to the growth of the district. In addition, we continuously recruit for part-time instructors in order to respond quickly to increases in enrollment growth and the launching of new program areas. This allowed the district to provide optimal service to our students and community.

The figures below denote the hiring accomplished over the past 3 years and represents 25 percent of the total full-time employees at the College.

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<th>YEAR</th>
<th>NEW FACULTY POSITIONS</th>
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<th>NEW CLASSIFIED POSITIONS</th>
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* Includes replacement positions

9. Streamline hiring practices to make them effective in selecting the most qualified applicants for open positions.

- The district streamlined hiring practices for both faculty and classified recruitments.

  √ For faculty hires, we accomplished this by establishing interview timelines before positions were advertised and placed the timeline on the position announcement.

  √ This managed the expectations of the candidate and reserved time on busy calendars much earlier. Committee orientations were held before the position closed so that the faculty hiring committees could begin their screening of candidates sooner.

  √ The District goal is to hire faculty positions within 6 weeks following the position closing date whenever possible. For classified hiring, we added an expedited process to the hiring procedure.

  √ This expedited process allowed for screening by an objective selection committee and one level of interviews with the hiring manager, instead of the traditional two-level interview approach. Managers have ultimate flexibility in deciding which process will work best for their specific position and timeline.
10. Review and revise all hiring procedures as necessary.
   • All hiring procedures were reviewed and revised in an effort to streamline and increase effectiveness of processes.

11. Update board policies that refer to Human Resources.
   • Human Resources updated all of the Human Resources related Board Policies and Administrative Procedures in the 200, 300 and 400 series:
     ✓ This undertaking involved taking our existing Human Resources related board policies in the Management, Academic, and Classified sections and revising them to be in accordance with the Community College League of California’s model policies as well as make them more current.
     ✓ There were a total of 73 existing board policies that are now a streamlined 31 board policies and 19 administrative procedures.

12. Continue to meet the requirements of AB 1725.
   • The district continued to meet the requirements of AB 1725.
   • The Decision Making Guide was reviewed and updated every 3 years (most recently in Fall 2008). The roles of Committees and Collegial Consultation team members’ rights and responsibilities are reviewed annually by the Academic Senate and the collegial college committees themselves.

13. Communicate District policy changes to appropriate groups through workshops.
   • Now that the revised board policies have received board approval, we are scheduling workshops and presentations to communicate the new policies and their impact on the campus. In addition, all newly revised board policies and administrative procedures posted on the district intranet by October 1, 2008.

14. Provide all District hiring policies on the Intranet.
   • The most up-to-date hiring policies and procedures were posted on the intranet as part of the Decision Making Guide.

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.
   • The human resources department has developed plans for conducting a comprehensive salary, job description and benefits survey to be completed in the 2008/2009 year and on a bi-annual basis thereafter.
   • We participated in and reviewed salary surveys performed by external groups (i.e. ACCCA, CSEA and CUPA-HR (Faculty)) on an annual basis for all employee groups on campus and reviewing our competitiveness and equity.

16. Create orientation sessions for full-time and adjunct faculty.
   • The Human Resources Office held an orientation and welcome luncheon for all new full-time district employees on a quarterly basis. This orientation consisted of a general employee session in the morning, a luncheon with the Chancellor and then an afternoon breakout session by employee group for more position-specific information. This successful new format was started in the spring of 2008 and has been very well received by our new employees.
     ✓ New this fall, the Synergy program revamped and expanded our new faculty orientation to go from a two day orientation to meetings through the first year. This provides excellent support and resources for our new employees.
     ✓ A new hire orientation for new adjunct instructors was held each fall. In addition, each division and department provides informal orientations and informational sessions for new full and part time faculty.

17. Develop a more systematic tracking method for evaluations of classified staff.
   • The district developed and implemented a systematic method for tracking all evaluations. The Instruction Office notifies all faculty that are due for evaluation and the division deans follow-up to ensure completion. For classified evaluations, reminders are automatically sent to the employee’s immediate supervisor twice,
beginning two months before the evaluation is due. If they are not submitted in a timely manner, notifications are sent to the manager’s supervisor.

18. Give newly hired employees a campus tour, including introductions to key personnel on campus.
   • The district included a campus tour and presentations by key personnel at each new employee orientation. At the last major orientation, we even included a scavenger hunt where new employees paired up to collect vital information at key points around campus.

19. Investigate the viability of a formal mentoring program.
   • Three mentoring programs were developed for faculty and staff, and are offered every semester:
     ✓ Professional Development Mentor Program;
     ✓ New Faculty Mentor Program;
     ✓ New Online Faculty Mentor Program.

20. Review employee recognition and rewards programs and revise as needed.
   • In 2007-2008 the district brought back the Cougar Awards program to recognize excellent employees in the following categories: full-time faculty, classified staff, administration and part-time staff. In addition, one department is recognized for excellence each year.
   • This is in addition to other current recognition events such as the employee service recognition each year on opening day and classified staff awards during Classified Appreciation Week.
   • The District recognized outstanding faculty through the annual Scholarly Presentation invitation. The district will continue to review its employee recognition program on an on-going basis.
   • Awards are created spontaneously, as needed.

21. Provide manager workshops on appropriate discipline, effective evaluation techniques, contract compliance, recognition and Human Resources procedures and Collective Bargaining Agreement revisions.
   • Human Resources offered the following manager workshops:
     ✓ Employee Classification, Reclassification, Promotions, Demotions;
     ✓ Harassment Awareness & Prevention for Supervisors;
     ✓ Designing the Diverse Future of Our Campus;
     ✓ Faculty Hiring Process Roundtable;
     ✓ Writing Effective Performance Evaluations.
   • The following were offered through Professional Development:
     ✓ Human Resources Roundtable 8/25/06;
     ✓ Performance Management 9/22/06;
     ✓ Legal Issues Regarding Hiring 9/22/06;
     ✓ Disability Discrimination 11/3/06;
     ✓ Absenteeism & Abuse of Leave 2/9/07;
     ✓ Checking References 2/9/07;
     ✓ Discipline 3/16/07;
     ✓ Intro to FLSA 5/18/07;
     ✓ Employee Due Process 5/18/07;
     ✓ How HR Can Assist You In Operationalizing Your Ideas 2/28/07;
     ✓ Harassment Awareness & Prevention 2/1/07;
     ✓ HR Roundtable 8/24/07;
     ✓ Advanced Labor Negotiation Roundtable 8/24/07;
     ✓ Hiring the EEO Way 9/21/07;
     ✓ Performance Management: Evaluation, Documentation, Disc. 9/21/07;
     ✓ ERC: Preventing Harassment and Discrimination 11/8/07;
Strategic Plan Goal #4: Human Resources

2005-08 Accomplishments

√ Preventing Harassment in the Academic Setting/Workplace 5/11/06;
√ Embracing Diversity 5/11/06;
√ A FLEX workshop titled Legal Issues Facing Community College Faculty Today was offered 8/11/05.

22. Provide timely reports and data regarding applicants and District employees.
   • A thorough report on applicant data was completed in August 2006 and covered the time period from 7/1/02 to 6/30/06. This report was submitted to the Chancellor and the Board of Trustees and has been the subject of three different workshops provided to the campus community during FLEX week.
   • Recommendations from these reports were included in the strategic goals for the HR department. Human Resources is currently working on updating this report to include data from 7/1/06 to 7/1/08.

Additional Accomplishments:

• Human Resources rolled out Workers’ Compensation Medical Provider Network Program to provide excellent employee care in the event of a work-related illness or accident while managing district workers’ compensation costs.
• Human Resources implemented retirement incentive programs for all employee groups.
• Human Resources implemented an on-going, in-person and online anti-harassment training program for supervisors and other lead employees.
Goal #5: INSTITUTIONAL ADVANCEMENT

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

Action priorities and status:

1. Collect, analyze, and disseminate information that:
   
   - Informed department and college-wide planning efforts.
     
     ✓ The Office of Institutional Research supported department and college-wide planning efforts through 53 research reports, 22 ad hoc reports, 5 research briefs, and 10 evaluation briefs.
   
   - Informed the development of instructional and non-instructional programs.
     
     ✓ Academic program reviews and non-instructional program reviews utilized a variety of data including data on student outcomes, enrollment trends, and satisfaction with services.
   
   - Informed enrollment management efforts, including marketing, instructional planning, and student retention.
     
     ✓ The Enrollment Management Team utilized weekly FTES updates and 7 numbered and ad hoc reports to inform enrollment management efforts, including marketing, instructional planning, and student retention.
   
   - Supported the development of grants.
     
     ✓ Data were used to inform the development of grants, especially related to needs statements.
   
   - Furthered the development and use of student learning outcomes.
     
     ✓ The College conducted retreats that completed Administrative Unit Outcomes for all non-instructional areas, a retreat that completed Institutional Student Learning Outcomes, established a Student Learning Outcomes Website, published Student Learning Outcomes research briefs, and integrated program and course student learning outcomes in Academic Program Reviews.
2. Conduct labor market analysis to establish programs using economic development data.
   - Six labor market analyses were conducted for new instructional programs, including American Sign Language, Automotive Technology, Culinary Arts, Land Surveyor, Paralegal, and Recreational Management.

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.
   - The College implemented the first California Community College Institutional Review Board, including professional development training and an online submission and review process.

4. Develop regional community college collaborations to further advocacy efforts.
   - The Office of Institutional Research developed a regional research collaborative called C.A.M.P. Research.

5. Develop grants that advance the College’s Strategic Plan and other needs identified from planning efforts.
   - The College secured $15,536,469 (05/06 to 07/08) or $16,375,661 (06/07 to date for 08/09) in grants over the past three years, including grants for: Nursing, Child Development, Emerging Technologies, Employee Training, Small Business Development Center, Automotive Technology, Scholarships and new program development.

6. Increase awareness of grant opportunities among faculty, staff, and administrators through regular grants briefs and presentations at department and college-wide meetings.
   - The Grants Development Office initiated a program of sending bi-weekly updates on potential grant sources to increase awareness of grant opportunities.

7. Provide support and training for faculty, staff, and administrators on grants development.
   - The Grants Development Office conducted workshops on grants development for faculty, staff and administrators.

8. Attempt to develop relationships with regional and statewide media so that the District receives increased positive coverage.
   - The Public Information Office issued 374 unique press releases (each release distributed to an average of 10 media outlets per release) resulting in 1746 stories in local magazines and newspapers since 2005.

9. Continue to provide high quality marketing materials to support fund-raising and friend-raising efforts.
   - The Public Information Office consistently developed creative, thoughtful and high impact marketing materials in support of programs, events and fundraising activities winning both statewide and national awards. Since 2005, the staff has won one national award (2008) for catalog design through the National Council for Marketing and Public Relations (NCMPR); as well as 7 first place, 4 second place, and 5 third place awards for the development of a wide range of marketing materials through the Community College Public Relations Organization (CCPRO).

10. Develop marketing plans and materials for the Canyon Country site.
    - Effective marketing plans and materials were developed and implemented for the Canyon Country Campus, with 3,410 students enrolling the first semester.

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.
    - Marketing efforts engaged residents of Santa Clarita to make College of the Canyons the choice for high school graduates, with 60 percent of local high school graduates attending the College.

12. Expand endowments for instructional programs (i.e. performing arts programs).
    - The Foundation expanded endowments for instructional programs to $424,702.
13. Develop a support group that raises money for the performing arts instructional program.
   • The Patrons of the Performing Arts was established to support arts programs.

14. Complete the University Center capital campaign.
   • The University Center Campaign was completed, raising $3,813,000 million dollars.

15. Engage external constituencies, such as businesses in the region with credit and contract education programs.
   • The Economic Development Division engaged external constituents with credit and contract education programs, serving 382 businesses through contract training alone.

Goal #5: INSTITUTIONAL ADVANCEMENT (other)

- The COC Foundation expanded endowments for scholarships to $645,608.
- The college developed an academic support Mini Grant Program for Innovation.
- Voters passed 2 bond measures totalling $246 million.
- The college worked to provide leadership in the areas of advocacy, community collaboration, non-profit organizational development and economic development.
- The college revitalized the Advocacy Team and updated the Advocacy Handbook. The Advocacy Team:
  - Sent communications and had interaction with elected officials on the following topics:
    - AB2277 – Property Tax Backfill;
    - AB2995 – Field Act;
    - AB1409 – Concurrent Enrollment;
    - State budget development of SB361 formula;
    - Pell Grant Tuition Sensitivity;
    - AB1305 – 75 percent Full-time Faculty;
    - Income Protection Allowance;
    - SB823 – Accreditation Disclosure;
    - AB668 – Financial Aid Awareness;
    - SB588 – Field Act;
    - AB2261 – Open Educational Resources.

- Secured support of the local Chamber of Commerce, VIA, the ASG and local labor unions (COCFA, CSEA and AFT) for Proposition 92.
- Hosted the following individuals on campus:
  - Assemblyman Anthony Portantino, former chair, Assembly Higher Education Committee;
  - Assemblyman Cameron Smyth;
  - Congressman Buck McKeon;
  - Assistant Secretary of Commerce Sandy Baruah;
  - Secretary of Education Margaret Spellings.
- Scheduled new Speaker of the Assembly, Karen Bass, to visit COC in July.
- Reconstituted, itself (20+ people) with representatives from all groups on campus, key community leaders, the COC Foundation and the City of Santa Clarita, and developed a creative action plan with dates, assignments.
- Prepared materials for trustees and college representatives to use with legislators in conjunction with CCCT Legislative Conference, ACCT Legislative Conference in Washington, DC.
- Developed talking points for the Santa Clarita bus trip to Sacramento and Chamber trip to Washington, DC.
- Worked with local press outlets to get accurate information out to the community on what is new, different and exciting at the college.
- Hosted events on campus that brought people to campus and helped build relationships between our staff and the community.
## Strategic Plan Goal #5: Institutional Advancement

### 2005-08 Accomplishments

<table>
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<tr>
<th>Event (Title)</th>
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<tr>
<td>SCV Chamber of Commerce Quarterly Luncheon</td>
<td>March 8, 2007</td>
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<td>University Center Cocktail Reception</td>
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<td>South Coast Regional Consortium</td>
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<td>Secretary of Education Visit</td>
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<td>Colors Run Breakfast – L.A. County Sheriff’s Academy</td>
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<td>President’s Circle Luncheon</td>
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<td>Nurses Pinning Ceremony</td>
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<td>Graduation</td>
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<td>PAC Volunteer Recognition Potluck</td>
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<td>AOC Graduation</td>
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<td>Measure M Committee</td>
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<td>Aliso Ribbon Cutting</td>
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<td>Assemblmenbers Portantino and Smyth</td>
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<td>Open Educational Resources Consortium</td>
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<td>Advanced Tech Incubator Entrepreneurs Breakfast</td>
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<td>University Center Open House</td>
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<td>School and Business Alliance Stakeholders Meeting</td>
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<td>Library Associates Wine &amp; Cheese Pairing</td>
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<td>Entrepreneurs Breakfast</td>
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<td>Law Appreciation Day</td>
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<td>President’s Circle Dinner and Show</td>
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<td>Emergency Preparedness Workshop</td>
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<td>Hasley Hall Ribbon Cutting</td>
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<td>Sheriff’s Academy Graduation</td>
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<td>AT&amp;T Luncheon</td>
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<td>Reception for Adam Phillipson</td>
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<td>Nathalie Gosset Luncheon</td>
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<td>Dr. Vincent Tinto: Student Success / Basic Skills Initiative</td>
<td>February 8, 2008</td>
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<tr>
<td>Drum Circle Reception</td>
<td>March 8, 2008</td>
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<tr>
<td>College Making It Happen (Event with SCV Junior High Schools)</td>
<td>March 28, 2008</td>
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- Provided leadership in collaborating with other organizations via committee involvement and hosting events:
  - AT&T Champions Classic Gala Dinner and Concert;
  - Small Business Development Center;
  - Zonta;
  - Santa Clarita Valley Chamber of Commerce Education Foundation;
  - Santa Clarita Valley Historical Society;
  - Santa Clarita Valley Youth Orchestra;
  - Santa Clarita Valley Ballet;
  - Valley Industrial Association;
  - “ELITE” Magazine;
  - The Signal;
  - Boy Scouts of America;
  - Santa Clarita Valley Chamber of Commerce;
  - Princess Cruises;
  - Sulphur Springs School District;
  - Santa Clarita Valley Symphony;
  - Michael Hoefflin Foundation;
2005-08 Accomplishments

Strategic Plan Goal #5: Institutional Advancement

- Chamber of Commerce Education Committee – Teacher Tribute;
- Betty Ferguson Foundation Mentor Project;
- LETMESAIL Organization;
- SCV Disaster Coalition;
- Local YMCA.

- Participated, promoted and supported staff to build partnerships by individual participation in groups in the community, including those with:
  - Local Agencies Public Information Officers Group;
  - Community Emergency Services Group (part of PIO Group);
  - SCV Youth Orchestra Foundation;
  - SCV Wine Classic;
  - SCV Disaster Coalition;
  - Belcaro Homeowners’ Association;
  - Arts Alliance;
  - City Arts Commission;
  - School to Business Alliance;
  - College of the Canyons Foundation Board;
  - CSUN Doctoral Program;
  - Assistant Superintendents Association of Santa Clarita;
  - Historical Society;
  - Friends of the Library;
  - Canyon Country Advisory Committee;
  - Henry Mayo Newhall Memorial Hospital Finance Committee;
  - College of the Canyons Foundation Golf Committee;
  - College of the Canyons Foundation Silver Spur Committee;
  - Canyon Country Advisory Committee;
  - Castaic Education Foundation Board;
  - Valley Industrial Association;
  - Santa Clarita Valley Jaycees;
  - Boys & Girls Club;
  - Zonta;
  - SCV Rotary;
  - Elks Lodge;
  - Santa Clarita Valley Food Pantry;
  - Santa Clarita Chamber of Commerce Education Foundation Board of Directors;
  - Valencia Industrial Association Advocacy Committee;
  - Santa Clarita Valley Economic Alliance;
  - Santa Clarita Valley School and Business Alliance;
  - Santa Clarita Valley Chamber of Commerce;
  - Women Entrepreneurs of the Santa Clarita Valley;
  - City of Santa Clarita Cemex Committee;
  - Santa Clarita Valley Chamber of Commerce Traffic Committee;
  - I-5 Improvement Consortium;
  - Santa Clarita Valley Sheriff’s Station Advisory Board;
  - Sulphur Springs School District;
  - Betty Ferguson Foundation;
  - LETMESAIL;
  - Numerous businesses.
Goal #6: INSTITUTIONAL EFFECTIVENESS

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

Action priorities and status:

1. Develop student learning outcomes for instructional programs and students’ services at multiple levels.
   - College faculty developed student learning outcomes for 462 courses and all instructional programs. Also, the College developed Administrative Unit Outcomes for all non-instructional areas and Institutional Student Learning Outcomes. Student Services developed both Student Learning Outcomes and Administrative Unit Outcomes.

2. Use student learning outcomes to inform program planning and improvement efforts.
   - Student Learning Outcomes were used to inform program planning and improvement by embedding the Nichols five-column model in the Academic Program Review.

3. Implement systems that support and document the use of outcome data in program planning and improvement efforts.
   - Action implications were completed for all research reports and document the use of outcome data. The action implications are always posted on the intranet with the research report.

4. Assess the degree to which instructional programs, especially occupational programs are meeting regional business needs.
   - Employer surveys were completed for nursing and CWEE programs to assess the degree to which these instructional programs are meeting the business and employers’ needs. In addition, survey data from local businesses was used to inform the development of new programs, including: American Sign Language, Automotive Technology, Culinary Arts, Land Surveyor, Paralegal, and Recreational Management.
5. **Review the instructional and non-instructional program reviews and revise as needed.**
   - The College revised the Academic Program Review Process, making it an online process. In addition, the College revised the non-instructional program review template and expanded it to include student learning outcomes and administrative unit outcomes.

6. **Complement internal College data with rich data on external factors affecting instructional and non-instructional program planning.**
   - Labor market data and data on the economy were used to complement internal College data in identifying factors affecting instructional and non-instructional program planning. These data are published in the Fact Book, ad hoc reports, numbered reports, academic program reviews, non-instructional program reviews, master plans and strategic plans.

7. **Assist all departments in completing instructional and non-instructional program reviews.**
   - The Office of Institutional Research assisted departments in completing Academic Program reviews for each of the last three years and 12 non-instructional program reviews, including conducting workshops on writing program reviews, discrepancy analysis, environmental scanning and using focus groups.

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.**
   - The District hired a Grant and Categorical Accounting Manager to assist project managers in understanding their responsibilities and assisting in the implementation and reporting of grant funded programs.

9. **Build leadership skills that support institutional effectiveness and encourage faculty and staff to aspire to positions of greater responsibility.**
   - The LEAP program was implemented in Spring 2008 to build leadership skills of faculty and staff, thus supporting institutional effectiveness.

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).

Action priorities and status:

1. Develop new processes and procedures to facilitate budget responsibility and accountability as well as improved fiscal stability.
   - The college enhanced Position Control processes; coordinating hiring with Human Resources and Payroll;
   - Policies and procedures for Business Services, including; travel, fiscal services, procurement, risk management, contracts, etc., were updated.

2. Develop enrollment targets and cost estimates of enrollment management activities by establishing a formula driven productivity report.
   - FTES (Full Time Equivalent Student) targets were projected for each department;
   - WSCH (Weekly Student Contact Hours) targets were projected for each department;
   - FTEF (Full Time Equivalent Faculty) targets were projected for each department allocated between FT Faculty and Adjunct;
   - These projections were directed by the co-chairs of the Enrollment Management Committee; the VP of Instructional Programs, VP of Institutional Research, Grants and Technology, and VP Business Services.

3. Implement procedures that ensure successful completion of grant awards through effective fiscal monitoring and reporting by:
   - A Grant and Categorical Accounting Manager was hired who will perform fiscal monitoring and reporting functions and act as a liaison between grant and categorical program managers, grant award agencies and other campus departments such as Grants Development, Fiscal, Facilities, Purchasing, Payroll, Human Resources, etc.
2005-08 Accomplishments

Strategic Plan Goal #7: Financial Stability

- A Grants Implementation Team was established that receives pre-award information regarding the specific of the grant and then by receiving regular updates on grant requirements that are reviewed in monthly meetings.

4. Pursue a 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.
   - The college developed an automatic refund mechanism of student fees to student credit cards;
   - The Web payment system was supported by reconciling credit card payments quickly and efficiently and depositing payments to LACOE.

5. Maintain a federally negotiated indirect cost rate, revised as necessary to reflect current direct costs for grants and contracts.
   - The college renewed the federal indirect cost rate of 31 percent and applied for and received an offsite, Federal indirect cost rate of 19 percent for the SBDC.

6. Participate in the Community College District Collaborative to provide purchasing discounts and other savings through shared contracts.
   - We researched and utilized existing “piggybackable” contracts whenever possible while meeting state mandated bid requirements and expediting the purchasing process.

7. Maintain a 6 percent fund balance, at a minimum.
   - We responsibly estimated revenues based on reasonable growth estimates and established a system of checks and balances that held departments to their allocated expense budgets.

8. Pursue public and private resources for College programs and services.
   - We refunded Measure ‘C’ GO Bond funds in 2005;
   - We refinanced previously issued Lease Revenue Bonds and COPs and issued new COPs for our Central Plant Project;
   - We successfully passed Measure ‘M’ (by 63 percent in 147 of 150 precincts) and issued GO Bonds for facilities projects;
   - We supported the Foundation in its pursuit of donations that have been granted back to the college;
   - We obtained public and private funds of $6,773,646 in 2007-2008 from sources including foundations, federal grants, state grants and regional funding sources to support and enhance college programs and services;
   - We supported the grants process with sufficient staff and resources to coordinate the successful implementation and compliance of each grant;
   - We provided fiscal resources to ensure complete and accurate reporting and appropriate expenditures associated with grants.

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.
   - We converted the Foundation’s financial system to the District’s Datatel financial system;
   - We assisted in the development of the Fund 58 Performing Arts Center budget by generating reasonable projections for expenditures and evaluating revenues;
   - We provided fiscal analysis and contractual review of agreements to ensure fiscal and risk management safeguards.
   - We provided fiscal support to funding for various State and Federal grants and categorical programs such as: Teacher Preparation Pipeline Grant; Careers in Education; Title III; Faculty Innovation and Student Services; Center for ECE – Campus Children’s Center; State Department of Ed – Child Development Division; State Preschool Funding; General Child Care Funding.
10. Implement processes and procedures to minimize unpaid enrollment fees.

- We submitted a list of unpaid accounts to the State COTOP system;
- We hired collection agencies that are student friendly.

**Goal #7 FINANCIAL STABILITY (other)**

- Enrollment Growth Rate
  - The college maintained the highest growth factor by ensuring that the facilities factor was updated and included in the growth rate.
  - We communicated with the Chancellor’s Office to ensure growth formula methodology was appropriately followed and included most up-to-date adult population and high school grad data.
- SB361
  - We advocated with Chancellor’s Office to include more accurate language that ensured Center funding in the year FTES were achieved.
  - We provided feedback to the Chancellor’s Office to develop a new formula that ultimately protected the district from a severe decline in growth revenue.
- Health and Welfare Provider
  - We facilitated the RFP process to select a new H&W vendor with the selection made after proposals were made to, and evaluated by, the district’s H&W Committee.
  - We reduced overall H&W Costs by approximately $500,000.
- The district was consistent with its support and we raised funds for extra equipment and supplies. We also used data from growth reports and program reviews.

- The College has had considerable success obtaining public and private funds from sources other than state resources including foundations, federal grants, state grants and regional funding sources to support and enhance College programs and services. Grant revenue increased to $6,773,646 for 2007-2008. The College received several large awards including $1,380,000 from the Department of Commerce, $346,027 from the Department of State and $1,000,000 from the Small Business Administration.
- The Economic Development Department developed a partnership with Cerritos College and El Proyecto del Barrio to deliver CNC bootcamps that resulted in significant new income to division.
- The SBDC Director secured required cash and an in-kind match from external sources and was awarded an increase in Federal funds by 17 percent ($250K to $300K).
- We developed enrollment targets and cost estimates of enrollment management activities.
- The SBDC Director secured public and private match grant funds from 15 funding sources.
- The SBDC assisted small business owners in obtaining more than $3 million in financing through the most appropriate funding resources for business needs.
- The interior design program’s operational costs to the college were low as compared to many programs despite the fact that it is a supply and equipment heavy program.
  - It received no funds for equipment, supplies, or materials through the general fund.
  - VTEA funds pay for computer monitors, scanning equipment, Adobe Photoshop and Illustrator software, some drawing and drafting supplies, and an instructional college assistant. Monitors were purchased in small numbers for several years before the classroom was fully equipped with monitors that permitted students to see over the computers. Faculty purchased supplies from their personal funds when necessary.
Goal #8: TECHNOLOGICAL ADVANCEMENT

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

Action Priorities and Status:

1. Implement wireless Internet access in all buildings on-campus.
   - Wireless Internet services were deployed in all instructional buildings at the Canyon Country Campus and nearly all buildings at the Valencia Campus.

2. Provide the connectivity to allow videoconferencing in all rooms on-campus instead of limiting that access to I-110 and the library.
   - Videoconferencing is now available in nearly all rooms on both campuses.

3. Redesign the College’s Website to be more informative, user friendly and interactive.
   - The College’s Website was redesigned in 2007, the college’s web server was upgraded, and is updated on an ongoing basis.

4. Maintain currency with operating systems (both server and workstation) and application software.
   - The Information Technology office maintained the currency of operating systems and application software, including beginning the deployment of Windows Vista and Office 2008.

5. Work with the Counseling Office to deploy the ability for students to make counseling appointments online.
   - Online counseling appointment scheduling and online counseling appointments were implemented.

6. Ensure that the campus technology resources are accessible by persons with disabilities.
   - Campus resources were evaluated to ensure that they are accessible, deploying the following assistive technology: electric computer tables, software that reads, scanners and programs to dictate documents using a microphone.

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<tr>
<td><strong>Computers</strong></td>
<td>325 Stand Alone Computers</td>
<td>1,100 Networked Computers</td>
<td>Approximately 1,337 Networked Computers</td>
<td>Approximately 1,486 Networked Computers</td>
<td>Approximately 1,500 Networked Computers</td>
<td>Approximately 1,600 Networked Computers</td>
<td>Approximately 1,800 Networked Computers</td>
<td>Approximately 1,900 Networked Computers</td>
<td>Approximately 2,546 Networked Computers</td>
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<tr>
<td><strong>Servers</strong></td>
<td>12 Terminals</td>
<td>24 Administrative/Instructional Servers</td>
<td>30 Administrative/Instructional Servers</td>
<td>31 Administrative/Instructional Servers</td>
<td>34 Administrative/Instructional Servers</td>
<td>38 Administrative/Instructional Servers</td>
<td>60 Administrative/Instructional Servers</td>
<td>60 Administrative/Instructional Servers</td>
<td>60 Administrative/Instructional Servers</td>
</tr>
<tr>
<td><strong>Computer Labs</strong></td>
<td>9 Computer Labs</td>
<td>29 Computer Labs</td>
<td>31 Computer Labs</td>
<td>33 Computer Labs</td>
<td>33 Computer Labs</td>
<td>34 Computer Labs</td>
<td>34 Computer Labs</td>
<td>34 Computer Labs</td>
<td>50 Computer Labs</td>
</tr>
<tr>
<td><strong>Internet</strong></td>
<td>T1 Line for Internet Access for Administration Buildings</td>
<td>Two T1 Lines for Campus-Wide Internet Access</td>
<td>Three T1 Lines for Internet Access, 1 T1 Line for Video and 2 T1 Lines for Voice</td>
<td>One DS-3 Line for Internet Access, 1 T1 Line for Video and 2 T1 Lines for Voice</td>
<td>One DS-3 Line for Internet Access, 1 T1 Line for Video and 2 T1 Lines for Voice</td>
<td>One DS-3 Line for Internet Access, and 2 T1 Lines for Voice</td>
<td>One DS-3 Line for Internet Access, and 2 T1 Lines for Voice</td>
<td>One DS-3 Line for Internet Access, and 2 T1 Lines for Voice</td>
<td>One DS-3 Line for Internet Access, and 2 T1 Lines for Voice</td>
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<tr>
<td><strong>Smart Classrooms</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2005-08 Accomplishments  
Strategic Plan Goal #8: Technological Advancement
7. Support the effective use of technology in the classroom.
   • The effective use of technology in the classroom was supported including: increasing the number of computers on campus to 2,500, use of Blackboard by 403 classes as of fall 2008, and access to LCD projectors in 115 classrooms. Also, the District purchased 10 human patient simulators, Classroom Research Projects and Technology equipment for the Canyon Country Campus, smart classrooms, and laptops for the Reading and Writing Center.

8. Continue to revise the Technology Master Plan to adequately address the technology needs of the District.
   • The Technology Master Plan was revised in 2006.

9. Prepare for opening of the Canyon Country Education Center in order to provide access at the center to all the technical resources of the District.
   • Access at the Canyon Country Campus to resources at the Valencia Campus has been realized through two T1 lines for data and one T1 line for internet access.

10. Implement additional measures to protect the campus network from security threats.
    • The Information Technology office implemented a spam filter and firewall to protect against network security threats.

11. Continue to advocate for adequate ongoing funding to ensure the technology remains current and that our class offerings are in line with industry standards.
    • The District advocated for adequate funding and passed Measure M funding which provided for the currency and effectiveness of campus resources.

12. Expand online services that support students, staff, faculty and administrators.
    • The District expanded online services, including:
      √ Online application for admission;
      √ Unofficial transcripts;

13. Increase the efficiency of use of Datatel by conducting process analyses and modifying the system as needed.
    • The efficiency of departments using Datatel has been increased by conducting process analyses and creating more than 100 new screens.

14. Maintain and enhance the campus enterprise hardware and software and maintain the data integrity of all databases.
    • The MIS department maintained and enhanced Datatel, implementing 943 patches and upgrades and replacing the HP server with a new HP N-class server that is faster, has a greater capacity and greater redundancy.
15. Develop a staff certification process for Datatel and MIS procedures.
   - Professional Development for Datatel included over 20 classroom trainings on Datatel UI, Web Advisor, Micrograde, custom field sequences and various custom screens.

16. Improve system security with the latest technological advances.
   - Datatel security has been improved by:
     - Implementing user password change security protocols;
     - Restricting access to highly sensitive passwords;
     - Implementing VPN to allow for secure off campus access;
     - Removing SSN’s from all printed reports as well as screens;
     - Upgrading the credit card process to meet national standard.

   - This has not been done yet.

18. Train additional back-up staff to use the smart-mailer technology system.
   - Staff has been trained on the smart-mailer technology.

19. Provide mailing / telecommunications and duplicating support for the Canyon Country site.
   - Mail, telecommunications, and reprographics services were made available at the Canyon Country Campus.

20. Provide faculty and staff development opportunities designed to improve technology skills.
   - Professional development opportunities were provided to improve technology skills, including 199 Flex activities. This includes a certificate program for online teaching and training from the Access Coordinator and DSP&S on assistive technologies.

21. Review campus compliance with ADA and Section 508.
   - District compliance for ADA Section 508 was reviewed and changes implemented as needed.

Additional Accomplishments:
- The new release 18 version of Datatel was installed;
- The new release 3.0 of Web Advisor was installed;
- The server was upgraded for Web Advisor;
- Several DMI upgrades have happened;
- MIS installed a new backup tape drive that holds greater capacity;
- Web UI, an online version of Datatel, was implemented for off campus access.

Goal #8: TECHNOLOGICAL ADVANCEMENT (other)
- ETI purchased a mobile laptop lab for contract education training. ETI regularly utilized licenses for Mastercam and Solidworks and CATIA (CAD/CAM programs) to train local employees and also deliver for-credit classes. Regularly evaluates business and industry technology needs.
- SBDC purchased laptops for counselors and trainers to use and aid during counseling and training sessions with clients.
- Exposed junior high and high school students to programming, automation and mechanical skill sets via a program in robotics.
  - VTEA funds were used to purchase approximately a dozen stations of Adobe Photoshop and Illustrator software for the portfolio class to share with interior design.
  - VTEA funds were used to purchase a large flatbed scanner for the portfolio class.
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.

Action priorities and status:

1. Develop an Educational and Facilities Master Plan for the Canyon Country site.
   • The Educational and Facilities Master Plan for the Canyon Country Campus was completed and presented to the Board of Trustees on August 27, 2008.

2. Update the District-wide Educational and Facilities Master Plan.
   • The District-wide Educational and Facilities Master Plan was completed and presented to the Board of Trustees on August 27, 2008.

3. Develop physical plan of the Valencia and Canyon Country sites within the framework of the Educational and Facilities Master Plans.
   • A physical plan was developed for both the Valencia and Canyon Country Campus.

4. Pursue all additional sources of funding including public and private grants, partnerships, state contracts, etc. in-kind resource swaps and public/private partnerships.
   • All sources of funding for capital projects were pursued and $3.1 million in funding were secured from private foundations for the University Center.
Capital Outlay Projects Funded
2005 through 2008

Valencia Campus
Seismic Retrofit (Bonelli Hall)
Marquee Upgrades
High Voltage Power Conditioning
Library Landscape Renovation
Upgraded Campus Security System
Expanded Sheriff’s Academy Facility
Lab Remodel Project (Boykin Hall 304, 305, and 306)
Scheduled Maintenance Projects
New North Central Plan and Upgrades
Campuswide Signage Project
Music Dance Building (Pico Canyon Hall)
Business High Tech Building (Hasley Hall)
Laboratory Expansion (Aliso Lab and Aliso Hall)
East Physical Education Building
Tennis Courts
University Center - Under Construction
Library Expansion - Working Drawings Summer 2008
Fine Arts Expansion (Mentry Hall) - To Bid Summer 2008
Valencia Campus - Educational and Facilities Master Plan

Canyon Country Campus
Canyon Country Campus
  Land Purchase
  Site Development
  Modular
  Roadways
Canyon Country Campus Expanded Building Sites
Canyon Country Campus Parking Lot #2
Canyon Country Campus - Educational and Facilities Master Plan
Goal #9: PHYSICAL RESOURCES (other)

- Mandatory annual reviews and Master Plans have created great outcomes with staffing, facilities, curriculum and teaching methods.
- The college obtained grant funds to purchase equipment for new programs:
  - $1,350,000 came from the U.S. Department of Commerce for the Emerging Technology Program
  - $95,305 came from the U.S. Department of Education for the Medical Lab Technician Program
- The district completed the following facilities since 2005:
  - Business High Tech
  - Canyon Country Campus (land, site development, modulars)
  - Laboratory Expansion
  - PE Building Expansion
- Additional buildings are planned:
  - University Center (under construction)
  - Library Expansion (in OSA)
  - Mentry (Media/Arts) Building Expansion (in OSA)
  - Student Services / Administration Building (in design)
  - Technical Trades Building on Canyon Country Campus (under construction)
- The district explored partnerships to help support relocation of i3 Advanced Technology Incubator and SBDC to the new University Center.
  - By sharing Mentry 227 with the interior design program, classroom utilization was increased with classes scheduled from 8:00 am to 10:00 pm Monday through Thursday, and half days on Friday and Saturday. We offered Saturday classes each semester, with some on Friday and none on Sunday. Students are not receptive to Sunday classes.

### Capital Outlay Projects - Sources of Revenue

**Measure C Funding**
- Measure C Local G O Bond Project Funds: $82,105,069
- Measure C Refunding Bonds: $3,274,396
- Measure C Premium Bonds: $2,220,581
- Interest on Project Fund @ 6/30/08: $4,439,836
- Subtotal - Measure C Funding: $92,039,882

**Measure M Funding**
- Measure M First Issuance: $79,997,270
- Measure M Net Orig. Issue Premium Bonds: $2,602,721
- Interest on Project Fund @ 6/30/08: $3,269,130
- Measure M - Future Issuances: $80,000,000
- Subtotal - Measure M Funding: $165,869,121

**Total Local GO Bond Funding**
- State Match Funding: $104,924,000
- COP Funding: $11,843,716
- Energy Incentives: $1,096,514
- Foundation Capital Campaign: $3,100,000
- Partnership with City - Use Tax: $87,346
- Partnership with Hart District: $5,200,000
- Subtotal - State and Other Funding: $126,251,576

**Total Capital Outlay Funding - All Sources**
- $384,160,679
## 2005-08 Accomplishments

### Strategic Plan Goal #9: Physical Resources

#### CAPITAL OUTLAY PROJECTS - LEVERAGE LOCAL FUNDING WITH STATE FUNDING

<table>
<thead>
<tr>
<th>Measure C Projects</th>
<th>State Funding</th>
<th>Local Funding - All Sources</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Center</td>
<td></td>
<td>2,500,000</td>
<td>2,500,000</td>
</tr>
<tr>
<td>Library Addition</td>
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<td>38,854</td>
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<tr>
<td>Canyon Country Campus</td>
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<td>26,000,000</td>
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<tr>
<td>Repair and Renovation</td>
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<td>5,396,137</td>
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<tr>
<td>Laboratory Expansion</td>
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<td>Music Dance Building</td>
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<td>7,670,320</td>
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<td>East Physical Education</td>
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<tr>
<td>Expanded Sheriff's Academy</td>
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<tr>
<td>Business High Tech Building</td>
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<td>Warehouse</td>
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<td>1,884,015</td>
<td>1,884,015</td>
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<tr>
<td>Site Improvements/Renovations</td>
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<td>Other Costs (issuance, etc.)</td>
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<td>Contingency</td>
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<td><strong>Total - Measure C</strong></td>
<td>19,553,000</td>
<td>104,980,112</td>
<td>124,533,112</td>
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**Local Funding Breakout**

<table>
<thead>
<tr>
<th>Measure C</th>
<th>Energy Incentive</th>
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<tr>
<td>92,039,882</td>
<td>1,096,514</td>
<td>11,843,716</td>
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<table>
<thead>
<tr>
<th>Measure M Projects</th>
<th>State Funding</th>
<th>Local Funding - All Sources</th>
<th>Total</th>
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</thead>
<tbody>
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<td>University Center</td>
<td>20,974,000</td>
<td>16,085,000</td>
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<td>Library Addition</td>
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<td>Canyon Country Campus</td>
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<td>Site Upgrades</td>
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<td>Health and Safety</td>
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<td>Technology</td>
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<td>New Kitchen Teaching Space</td>
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<td>Del Valle Public Safety Training</td>
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<td>Student Services/Administration Building</td>
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<td>Fine Arts Expansion (Mentry Hall)</td>
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<td>10,000,000</td>
<td>10,000,000</td>
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<td>Advanced Technology Building - Canyon Country</td>
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<td>6,000,000</td>
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<td>Canyon Country Campus Parking Lot #2</td>
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<td>1,000,000</td>
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<tr>
<td>Canyon Country Campus - Permanent Building #1</td>
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<td>14,400,000</td>
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<td>Canyon Country Campus - Permanent Building #3</td>
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<td>Secondary Effects</td>
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<tr>
<td>Equipment and Technology Replacement</td>
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<td>10,500,000</td>
<td>10,500,000</td>
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<tr>
<td>Debit Service</td>
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<td>Management Personnel - Bond Implementation</td>
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<tr>
<td>Master Plans</td>
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<td><strong>GRAND TOTALS</strong></td>
<td>104,924,000</td>
<td>279,236,579</td>
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**Local Funding Breakout**

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<td><strong>Total</strong></td>
<td>174,256,467</td>
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</tbody>
</table>
Goal #10: INNOVATION

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

Action priorities and status:

1. Implement a program to give businesses the opportunity to sponsor students’ enrollment at COC.
   - This was accomplished through College of the Canyons Foundation, scholarships from district vendors Barnes & Noble and ISSI support this effort.

2. Initiate “invitational” events to showcase local accomplishments of K-12 students in music and visual arts (in the new Fine Arts complex).
   - The college coordinated/hosted six High School Shakespeare festivals.
   - We established the Junior High School Summer Institute for Film.
   - We established the Junior High School Summer Institute for Theatre.
   - We established the Junior High School Summer Institute for Art and Photography.
   - We coordinated/hosted six High School Student Art Shows in Art Gallery.
   - We hosted 2,000 students at the Alvin Ailey Dance Production (PAC).
   - We coordinated/hosted a Pre-K Art Festival.
   - We added a Family Series for 2008-09.
   - We developed an Educational Arts partnership with Saugus School District.
   - We worked with the Modern Language Department to offer a weekly film program in Hasley 101 drawing audiences between 80-100 campus and community members.
   - We offered a monthly family film program that presents classic family films and brings in speakers from the area of animation to discuss their work.
2005-08 Accomplishments

3. Establish an Emeritus Institute for Lifelong Learning at COC.
   - The college established the Emeritus College program in 2005.
   - We grew the program to over 1000 enrollments per semester as of Spring 2007.
   - We offered class subjects from art to exercise to computer skills.
   - We offered classes at both campuses as well as at 11 different locations throughout the community.
   - We developed a monthly newsletter to highlight the accomplishments and interests of the older adult student community.
   - We recognized students of the month with a reception in June 2007.
   - We awarded the first Emeritus College Student of the Year award.
   - We began a partnership in Fall of 2008 with the Arthritis Foundation to offer evidence-based exercise classes proven to assist those with arthritis in leading fuller, more active lives. Next year, the program plans to offer additional evidence-based classes in the areas of fall prevention and living with chronic illnesses. Other future plans include the development of classes to assist those caring for aging parents and spouses.

4. Complete the University Center campaign and break ground in 2006.
   - We completed the University Center fundraising plan ($36 million).
   - We broke ground for the University Center in Spring 2008.
   - The building is ahead of schedule and under budget.

5. Develop at least three new collaborative training options with businesses, other districts, and/or community based organizations.
   - The college opened the regional simulation training center in nursing.

Strategic Plan Goal #10: Innovation

- We obtained Responsive Training Fund grants for manufacturing and for health care informatics in 2007 and fabrication in 2008-09.
- We launched the CNC Fast Track Boot Camp project with El Proyecto Del Barrio and Cerritos College.
- We launched the High Tech Business incubator Project with Los Angeles County (will be housed in the University Center).
- We worked with the YEP Program and local retailers in facilitating the Retail Management Certificate.
- We obtained a Chancellor’s Office grant to train 600 employees of Henry Mayo Hospital in new healthcare informatics system.
- We trained aerospace workers in Precision Assembly for the medical device industry using Workforce Investment Act (WIA) funds.
- We collaborated with the SCV Historical Society, SCV Sr. Center, and Veterans’ Project.
- We pursued and acquired Department of Commerce funding of $1,386,000. These nanotechnology funds will be used for program staff, curriculum development, supplies, equipment and marketing. The Emerging Technology Institute, which will house nanotechnology and biotechnology, will be the only such program in Southern California.
- We developed and implemented a nanotechnology certificate program for both credit and noncredit.
- We implemented a fully-equipped emerging technologies laboratory.
- We served up to 50 regional companies through training and technology transfer.
- We ran twelve “boot camps” to date. The project won the California Community College Chancellor’s Office Exemplary Innovation Award for 2008.
- We partnered with the City of Santa Clarita, Goodwill Industries and Aerospace Dynamics International, Inc. on the project which has graduated more than 100 participants, placed more than 92 percent in high paying jobs with 35 percent of the graduates enrolling in credit bearing programs.
• We used Workforce Investment Act (WIA) funds to train aerospace workers in Precision Assembly for the medical device industry.
• We initiated discussions with a local bank CEO on development of curriculum to train for careers in the banking profession.
• We initiated development of a Construction Management Program and met with a Cal Poly Pomona Department Chair to establish articulation and coordination. (Program approved in 2005-06).
• We worked with the RTVF Department to secure a commitment to develop a cable COC program and contributed to valley-wide coverage of COC.
• We established the Biotech Clean Room in the Al Mann Biomedical Park and expanded the initiative through development of a closer relationship with Specialty Labs.
• We initiated dialog with the head of the ETP/WIA at the state level which led to meetings with head of Los Angeles County WIB and development of training partnerships with Goodwill Industries and the establishment of a Worksource Center at College of the Canyons.

6. Develop “schedules within schedules” and initiate winter intersession and self-paced courses to provide as many options to access as possible.
• The college offered fast-track medical assisting and six-week and four-week nurse aid courses.
• We offered a ten-week Phlebotomy course and EMT offers a fast track EMT course in the summer.
• We launched both the GO! and PAL programs in Fall of 2008:
  √ The GO! program provides five-week, online, transfer-level courses year round for our students. This allows our students to complete courses at a faster pace than a traditional semester and start a class at multiple times during the term. This program has been wildly popular with our students. In the Fall, 29 sections of GO! courses were offered with an average class size of approximately 31 students.

  √ The PAL (Personalized Accelerated Learning) program is based on a cohort model focusing on college skills level courses in English and Math exclusively. The program consists of a series of back-to-back, intensive 5-week courses that will take the student from their assessed starting point in either Math or English to college level within one semester. Student response to this program has been extremely positive and many have remarked about how much COC must care about their students to offer this type of program.
  √ Each program has a Website with additional information as well as a program office housed in the Distance Learning office to answer their questions.
  √ The business department will begin offering courses in the GO format beginning spring 2009.
  √ We initiated the Winter Session in January of 2007 which was an immediate success and continues to grow in the number of sections offered and students served.

7. Develop a community arts program plan to enhance K-12 involvement in the PAC and get arts out into the community.
• The district booked several artists for 2008-09 at the PAC, and as part of their contract, an arts education component is included.
• We hosted six hundred K-6 Saugus School District children at a performance/workshop on health and fitness with the Tweaksters. Students also attended the Brad Howe exhibit in the COC Art Gallery as part of the tour (October 2008).
• We wrote more than 12 grants to fund and support the new initiative to have a three-tiered arts education program that includes student bus-ins, bring artists directly to the local K-12 schools and organize teacher workshops (for K-12 arts teachers) to develop curriculum and teaching strategies with respect to the arts.
• We awarded basic seed money from California Arts Council for bus-ins from the Saugus School District.
• We received seed money of $3,000 from Sosin-Stratton Pettit Foundation for Family programming.
2005-08 Accomplishments

- We created potential collaborations with Palmdale for a bridge project idea to share resources and create a wider reach to arts education.
- We arranged for the Patrons of the Performing Arts support group to include arts education of COC Students and the surrounding K-12 districts as one of its core components.
- We met several times with K-12 District leaders.
- We worked with PIO to write a press release to feature the new developments with the bus-in program and the new vision of COC’s and the PAC’s commitment to arts education.

8. Work with California Institute of the Arts (Cal Arts) to develop projects of mutual interest.
- We met with the Cal Arts Dean of Dance to establish PAC/RED-CAT partnerships.
- We collaborated with Cal Arts to provide language courses for students in their Vocal Music program.

9. Develop and offer a Leadership Development Institute to train regional community college professionals.
- We explored this concept several years ago, with Pasadena City College, Long Beach City College and the Los Angeles CCD. The outcome was that the representatives from these three colleges determined that faculty and staff would not likely drive to other colleges in the region due to time constraints, and the project did not move forward. LEAP was initiated in our district instead.

10. Become a National Science Foundation national site for providing leadership in manufacturing and technology training areas.
- The National Science Foundation’s Advanced Technological Education (ATE) program enabled us to focus on the education of technicians for the high technology fields that drive the nations’ economy.
  √ The ATE program was funded by Congress as a vital part of the American Competitiveness Initiative.
  √ The ATE program funds three types of tracks: projects, Centers, and Targeted Research.
  √ Since 1999, College of the Canyons has been one of the leaders in education-employer partnerships funded by the NSF ATE program. In 2002, this was acknowledged by NSF’s funding of College of the Canyons as an ATE Regional Center of Excellence.
  √ College of the Canyons’ ATE Center is called CREATE: the California Regional Consortium for Engineering Advances in Technological Education and is a joint effort between community colleges, universities, and high-tech engineering technology employers.
Strategic Plan Goal #10: Innovation

2005-08 Accomplishments

• We initiated the development of:
  √ Fabrication;
  √ HVAC;
  √ Plumbing;
  √ Electrical;
  √ Energy Management;
  √ Solar Technician Installation and Maintenance.

• The CREATE Center of Excellence has had a strong record of success. Since CREATE’s inception in 1999-2000, more than 25,000 community college students (at seven community colleges) have taken at least one CREATE credit course.

√ In addition, more than 1,800 have successfully completed a credit technical sequence between 2002 and 2007.

√ Regional efforts have moved to national impact including the implementation of CREATE’s Technical Teacher Facilitator training in 14 states. In 2007-2008, CREATE’s Director, Dr. Kathy Alfano, a faculty member and former Dean at College of the Canyons, served a one year federal appointment as a Program Director/Co-Lead of the ATE Program at NSF headquarters in Arlington, VA.

√ In 2009, College of the Canyons intends to propose to further its national impact by changing from a Regional Center of Excellence to an ATE National Resource Center beginning in 2010.

11. Further develop the College’s role as the West Coast center for anti-terrorism training.

• The college offered a 198-Special Topics class on the sociology of terrorism.

• We hired a Director of Public Safety (Los Angeles County Sheriff with a master’s degree in Homeland Security).

12. Add seven new instructional programs that meet local workforce training needs.

• We started a speech language pathology assistant program and medical lab tech program in the Allied Health Department.

• We provided a first-level laboratory workforce training program.

• We discussed a Women’s Entrepreneurial Certificate and the Insurance and Medical Coding Certificates.

13. Play a key role in supporting the development of the Women’s Small Business Center in the Santa Clarita Valley.

• The college served as a resource to women entrepreneurs and more than 50 percent of COC’s Small Business Development Center’s clients are women.

• The college sponsored, by the Association of Women Entrepreneurs in the SCV, five scholarships for female entrepreneur students to attend COC’s Third Annual Entrepreneur Conference on October 7, 2008.
2005-08 Accomplishments

- The college initiated a partnership with the Betty Ferguson Foundation to develop a re-entry and mentor program for women returning to college.

14. **Work with the Chamber of Commerce to establish a community based alliance to advocate in Sacramento and at the federal level.**
- College representatives participated in community trips with the SCV Chamber of Commerce to Washington DC for advocacy purposes in 2005-2008.
- College representatives participated regularly in the Chamber of Commerce's annual trips to Sacramento and Washington, D.C. to meet with legislators and key government agencies.
- College representatives participated as a member of the Government Affairs Committee of the SCV Chamber of Commerce.
- The college developed a collaboration with the CEO of the Santa Clarita Valley Chamber of Commerce to work on partnering together on issues of economic development.
- The college proposed the development of an economic development commission in the City of Santa Clarita to foster economic development.

15. **Explore opportunities to develop community based programs in the arts (dance, music, and theater).**
- We wrote ten grants for the arts/community education/PAC this year.
- We worked with various community organizations to promote community art programs:
  - Santa Clarita School and Business Alliance;
  - Saugus Union School District: Educators in Industry;
  - Saugus Union School District: Arts for All;
  - Saugus Union School District: Visual and Performing Arts (VAPA) Framework Steering Committee;
  - Santa Clarita Area Assistant Superintendents;

16. **Explore the development of a joint use educational center in northern Los Angeles County with neighboring community college districts (Tejon Ranch).**
- College representatives participated in community trips with the SCV Chamber of Commerce to work on partnering together on issues of economic development.
- College representatives participated regularly in the Chamber of Commerce's annual trips to Sacramento and Washington, D.C. to meet with legislators and key government agencies.
- College representatives participated as a member of the Government Affairs Committee of the SCV Chamber of Commerce.
- The college developed a collaboration with the CEO of the Santa Clarita Valley Chamber of Commerce to work on partnering together on issues of economic development.
- The college proposed the development of an economic development commission in the City of Santa Clarita to foster economic development.

17. **Develop a plan and timeline to activate a Patrons of the Performing Arts group for the PAC and related departments.**
- We redesigned the POPA brochure to reflect a new vision, focus and energy (Spring 2008).
- We re-energized the Patrons of the Performing Arts (POPA) and brought back more than 10 members.
- We developed a strategy to utilize the current momentum and new focus of arts education as one of POPA’s focal points to generate community interest.

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Strategic Plan Goal #10: Innovation

- City of Santa Clarita Arts and Event Office School Programs;
- City of Santa Clarita Arts Alliance;
- The Santa Clarita Artists’ Association;
- The Santa Clarita Valley Education Foundation: Teacher Tribute Steering Committee;
- 1st Annual High School Invitational;
- Cuba Oriente;
- Where We Live: Student Perspectives;
- The Santa Clarita Artist’s Association Annual Exhibition and Gala;
- Budding Artists: Selections from the Children’s Center;
- High School Invitational;
- We established a “Lit to Life” Program, debuting in the PAC during Spring 2009.
- Plans are complete for hosting ARTsTART ’09.
- We invited community members and COC Theatre students to attend Master Class workshops on Improvisation while in town for a COC Presents performance.
- We proposed this concept to Antelope Valley College and they were not interested.
- We proposed this concept to Antelope Valley College and they were not interested.
- We developed a strategy to utilize the current momentum and new focus of arts education as one of POPA’s focal points to generate community interest.
Strategic Plan Goal #10: Innovation

2005-08 Accomplishments

- We initiated several key meetings with community members to promote POPA results.

18. Cultivate and develop an Advisory Board of local film professionals to enhance RTVF programs and use of COC facilities by filming organizations.
- RTVF faculty met with the City’s Film office quarterly; meets with Robin Williams throughout the year, and met several times with groups of faculty from the Hart District on collaborative curriculum options.
- RTVF developed an industry advisory committee on digital media, comprised of representatives of key local and regional business and industry, to provide insight and recommendations regarding industry standards for Career Technical Education-based training in digital media. The advisory committee meets at least twice annually and works with the RTVF program to meet the following objectives:
  √ Support the RTVF program’s development of Career Technical Education, by reviewing student learning outcomes at the course- and program-level, for relevance and cohesion;
  √ Evaluate current media production technologies used in Digital Media instructional programs, and appraise their appropriateness and relevance to current and emerging industry standards for skills preparation;
  √ Provide the RTVF program with insight and recommendations for professional standards for skill attainment, training in media production, and the development of career pathways related to Arts, Media & Entertainment;
  √ Provide feedback regarding curriculum alignment between secondary and post-secondary curriculum and Career Technical Education objectives;
  √ Provide assistance in identifying internship and career exploration opportunities for students, as well as opportunities to engage the community in collaborative media content production as a means of educational enrichment;
  √ Provide feedback on innovations in instructional pedagogy and curriculum design, and provide insights regarding training models, use of instructional technology, applied learning practicum (media production), and awareness of local, regional, national trends and business models related to the Arts, Media, and Entertainment industries.
- The College served as a frequent filming location for TV shows, feature films and commercials.

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).
- The college developed the Spanish Language Institute that is offered every summer in August to provide a near-total immersion into Spanish language and culture for everyone from beginners to more experienced Spanish speakers. Classes and activities have been structured to provide relevant training for teachers; for nurses and emergency services personnel; for students who want to enhance their skills; and for community members wishing to learn more about Spanish language and culture.
The College of the Canyons Leadership Education in Action Program (LEAP) was created to foster the development of visionary, pace-setting administrative leaders. LEAP is designed to promote the development of “agents of institutional change” while providing “big picture” skills and the knowledge required to lead and shape our district and the community college system.

LEAP produced the following:

- 15 Student Success Points;
- Enhancing Outcomes Through FLEX Learning Communities - WeConnect;
- Welcoming New Faculty: A Learning Community Cohort;
- Developing Learning Community Models;
- Integrating Enrollment Management Into Everyone’s Priorities and Onto All Desks;
- Stepping Up Our Commitment to Online Student Learning Support;
- The GO Program at College of the Canyons.

20. Refine, articulate, and market the unique ways COC can contribute to the economic development of the region.

- The Public Information and Marketing Offices worked closely with the college’s Economic Development Division to provide information regarding services available to local businesses in newspapers, magazines, local radio, business journals and the like. The Breaking News newsletter and Bottom Line magazine regularly include success stories and promote opportunities available through the college. Particularly in this time of budget uncertainty, the key role that College of the Canyons plays as an economic engine for the region has been highlighted time and again in advocacy pieces, opinion pieces, editorials and the like.
- The college developed an Economic Impact Report and distributed it to the community in 2006 and in 2008.
- College representatives participated in the SCV Economic Alliance, the SCV Chamber of Commerce Board of Directors, the Valley Industrial Association Board of Directors, and the LA EDC.
Strategic Plan Goal #10: Innovation

2005-08 Accomplishments

- We worked with 28 business start-ups creating 35 new jobs, secured $682,500 in loans, counseled 485 clients and trained 771 participants during 67 educational events via COC’s SBDC.

- The college served 35 companies through the i3 High Tech Business Incubator by holding business seminars on Accessing Capitol and Developing Business Plans.

21. Initiate a Business Partners Group composed of local CEOs.
   - This was included in the Foundation’s President’s Circle plans.

22. Raise funds to initiate and support a President’s Scholars program at College of the Canyons benefiting valedictorians from local high schools.
   - This was included in the Foundation (2007-10 Strategic Plan).

23. Develop a Student Ambassadors program (outreach to local community).
   - The college launched the College Ambassador program in the Summer of 2008. Thirteen students were hired, trained and are now providing outreach and inreach for the district.

24. Develop a “Student Experts” program to assist community based organizations on a volunteer basis.
   - This was accomplished on a department-by-department basis. (Spanish tutors, Boys and Girls Club members, science faculty, sustainable development).

25. Redesign the Community Extension department so that it becomes more flexible and responsive to local needs.
   - We added a Junior High Summer Institute for the Summer of 2008 to provide career exploration for 7th and 8th graders in various areas while also providing a safe alternative to children of this age being home alone during summer breaks. We analyzed all course offerings to ensure the schedule was meeting community needs. A community survey is planned for 2008-2009.

- We secured external resources to launch new projects to train the workforce, thereby contributing to the economic vitality of the region by obtaining over $15,192,090 in external grants (in the last three years), including economic development grants and training contracts.

- We launched a Young Entrepreneurs Program (Y.E.P.), where students garner transferable business skills for both self-employment and the job market, understand the relevance of education and choose to stay in school or pursue higher education and develop life management and problem solving skills.

- The college served 636 companies, trained 2,178 clients through 133 events and training classes between May 2007 and April 2008 through COC’s Economic Development Division. The “multiplier” impact of these customized training and workforce enhancement activities has meant employee retention, business growth and enhanced tax revenues for our communities.
We developed the Junior High Summer Institute (JSI) offering a college-like experience, career exploration, and extended day care for junior high aged children. (As a result of a successful three week pilot program in summer 2008, the JSI will offer a six week program in summer 2009.)

- We continued to analyze registration trends and keep a pulse on state wide organizations’ research to offer relevant classes.

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

- The college hosted a “Meet the Grant Makers” seminar to assist local non-profit agencies in gaining access to private foundations.
- The College secured $15,536,469 (05/06 to 07/08) or $16,375,661 (06/07 to date for 08/09) in grants over the past three years, including grants for: Nursing, Child Development, Emerging Technologies, Employee Training, Small Business Development Center, Automotive Technology, Scholarships and new program development.

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

- The college secured funding from the federal government (US Department of Commerce) and the state (California Community College Chancellor’s Office) to support the launch of the incubator.
- We made numerous presentations to stakeholders in the community to increase support and awareness of the incubator project.
- We joined the National Association of Business Incubators, and participated in annual international conferences to expand our understanding of how to launch and sustain an incubator program.
- We branded the COC incubator.
- We launched a Breakfast Series of workshops, expanded the Advisory Board and offered mentoring services to technology entrepreneurs.

- We analyzed course offerings via COC’s Community Education (CE) leadership to establish registration trends in order to become more flexible and responsive to community needs. The analysis shows the most popular offerings are classes in the areas of career and professional development and classes for youth.

- We started short-term career programs that yield externships and probable employment opportunities, including personal fitness training certification, pharmacy technician, and massage therapy.
28. Facilitate and support new regional initiatives in professional development as well as workforce and economic development.

- The MSET Division worked with Dean Audrey Green, & Dr. Barry Griibbons’ office to enable its faculty to write grant proposals and get involved with local and regional initiatives aimed at immediate workforce training programs.
- The Employee Training Institute cooperated with the Chamber of Commerce to launch a new “ChamberWorks” series of professional and business development classes and workshops in 2008/2009 to assist businesses with their training needs.
- The college helped to develop, deliver and evaluate professional development conferences and meetings, as well as workforce development initiatives with community colleges, professional organizations, government and business constituents around the state as part of the Economic and Workforce Development Coordination Grant.
- The college serviced, via The Center of Applied and Competitive Technology (CACT), community colleges and their business clients from San Luis Obispo to the SCV, and the SBDC services the SCV, Antelope Valley and San Fernando Valley, as well. SBDC’s “Master Minds” group, for example, meets every Wednesday morning to discuss professional and business development activities and solutions.
- The college developed a new Sustainable Business Development Training program in anticipation that State and Federal dollars will be available to fuel this demand in our region and nation.
- The college placed COC’s California Construction Contracting Program (CCCP) within the existing Small Business Development Center (SBDC) at the SCV Chamber of Commerce.
  √ The new $150,000 grant program provided free training and counseling to enhance local business owners’ ability to bid for and win government contracts.
  √ The program is a partnership between the State of California Caltrans, the California Community College Economic and Workforce Development Program, and College of the Canyon’s SBDC program.

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

- An Access and Success form was developed and is accessible online. Numerous ideas have come forward and have been implemented.

30. Provide professional development that encourages innovation.

- The college initiated, via the LEAP Program, an opportunity for faculty, staff and administrators to challenge themselves by engaging in a Solution Team project that addresses an opportunity the District is facing and tasks the teams to find viable, workable solutions.
- We encouraged faculty and staff, through many professional development workshops, to learn something new that they can use in the classroom or on their job, or for personal, professional growth.

Goal #10: INNOVATION (other)

- We created “Resume Rally” days, where students and community members can receive walk-in on-the-spot resume assistance.
- A faculty liaison was appointed for community outreach.
- We implemented the LEAP Program Projects:
  √ Student Success Points;
  √ Enhancing Outcomes Through FLEX Learning Communities – WeConnect;
  √ SYNERGY New Faculty Learning Community Cohort;
  √ Developing Learning Community Models;
  √ Integrating Enrollment Management Into Everyone’s Priorities and Onto All Desks;

- The college secured several new sponsors for the Job & Career Fairs, significantly expanding the event partnership with Cerritos College and El Proyecto del Barrio to provide computer numeric control machine training for at-risk youth. Twelve bootcamps have been run to date, and the project won the 2008 Innovation Award from the Economic and Workforce Development unit of the chancellor’s office.
2005-08 Accomplishments

√ Stepping Up Our Commitment to Online Student Learning Support;
√ GO and PAL Programs.
• We launched “The Zone” tutorial and counseling program for student athletes in Fall 2008.
• We proposed, organized, and initiated the operation of a Field Studies program for select disciplines and professional development activities.
• We received the National Council of Marketing and Public Relations Gold Medallion of Excellence for our catalog, as well as multiple awards from the Community College Public Relations Organization in 2006 and 2007.
• We initiated a Sustainable Development Committee and hosted several discussion series, as well as a Focus the Nation Conference in 2007, and a science fair for local students.
• Fifteen percent of CACT director activities were devoted to NSF projects on campus and in community.
• The women’s Small Business Center no longer exists in SCV. The SBDC now serves as a resource to women entrepreneurs. More than 50 percent of the SBDC’s clients served were women.
• Economic Development representatives participated in annual trips with the Chamber of Commerce to Sacramento and Washington, DC to visit legislators.
• Hasley Hall 101 opened in the fall of 2007 and has Dolby 7.1 sound, 720 I projection and seating for 103 people.
• By sharing Mentry 227 with the architectural drafting program, classroom utilization was increased with classes scheduled from 8:00 am to 10:00 pm Monday through Thursday, and half days on Friday and Saturday.
• Articulated ARCHT 160 with Hart High School Home Economics Dept in 2007
• Cross listed several courses with interior design. The net result is waitlisted classes as opposed to low enrolled classes prior to cross listing.

Strategic Plan Goal #10: Innovation

• There was one full time faculty who served the architectural drafting and interior design program as an instructor and Department Chair.
• The Department Chair focused on resurrecting the once viable drafting program. This consisted of returning the architectural drafting courses placed in the interior design program back to the architecture program; renaming the program; revising course titles, creating transferrable curriculum, revising the Certificate, and AS Degree and creating a new certificate focused on CADD.
• The Department Chair developed, promoted, marketed and led a Study Tour to Italy. The majority of students were interior design, and architecture majors (29 students).
• The Department Chair and/or adjunct visited the high schools to promote the architecture and interior design programs.
• The Foundation supported innovation as it:
  √ The Foundation provided scholarships to 135 students which is a 34 percent increase over prior year;
  √ 11 new scholarships were established;
  √ A mini-grant program for faculty to secure funding from the Foundation for innovative and entrepreneurial projects was established;
  √ The Foundation raised funds to support a new initiative for the Focus the Nation Conference hosted by the Sustainable Development Committee;
  √ The Foundation secured a new food and beverage vendor for the Performing Arts Center.
Goal #11: CAMPUS CLIMATE

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

Action priorities and status:

1. Develop new awards and recognition programs for staff and students.
   - The 1st Annual Honor Societies’ combined Awards and Installation Banquet was held on May 9, 2008 (honoring HITE, Phi Theta Kappa, Alpha Gamma Sigma, Gamma Beta Phi, Psi Beta, and Gamma Mu Beta students)
   - A recognition section was added to the Board of Trustees’ public meeting agenda which features different departments, campus or student groups highlighting their work on behalf of the college and their recent accomplishments.
   - Every year we held the 5-year luncheon to recognize those employees who have been permanent employees with the district. Those employees celebrating their 5th anniversary used to be recognized on opening day until the group grew to such a large size.
   - The District has sponsored annual collegial celebrations for faculty achievements during the preceding year.
   - An annual all-college BBQ was started in 2006, at which retirees are recognized and honored for their life’s work.
   - In 2007-2008 the district brought back the Cougar Awards program recognizing excellent employees in the following categories: Full-time faculty, Classified staff, Administration and Part-time staff. In addition, one department is recognized for excellence each year.
   - The District continued to recognize outstanding faculty through our annual Scholarly Presentation.
   - In the past few years, the Classified Appreciation day has grown to a three day, highly anticipated, multi-campus involvement event that truly lets our staff know just how much we value them. Managers across campus spend six months planning these exciting events and donate all of the raffle prizes as a show of their support.
2005-08 Accomplishments

Strategic Plan Goal #11: Campus Climate

- Several Performing Arts Center Volunteer appreciation events have been held as well as recognition at our Board of Trustees meetings for volunteers who have attained a milestone in hours of service.
- Extensive lists of recognition of noteworthy accomplishments are included in All College presentations as well as in Opening Day celebrations.
- Our Chancellor hosted many recognition luncheons to thank “behind the Scenes” departments for their efforts on behalf of the district.
- Each year we host a holiday celebration and luncheon for all employees as a way to say “thank you” and “happy holidays.” These events have featured a variety of entertainments ranging from performances by our student choirs, a cappella groups, faculty and staff, team contests, COC The Price is Right and COC Jeopardy.
- Numerous recognitions were instituted as part of the opening of the Canyon Country Campus including:
  - Campus Launch Party;
  - First Fall Festival;
  - First Canyon Country Campus Staff;
  - Holiday Party;
  - Staff Potluck Lunch;
  - CCC Classified Appreciation Breakfast;
  - First Year Celebration party.
- Business Services presented an Employee of the Month Award.
- Flowers and cards were sent to acknowledge completion of budget year-end close, audit, and other major projects.
- The Foundation sponsored the annual Classified Appreciation Awards.

- Recognitions and celebrations have been added for functional teams (Design Team, custodial employees, MIS, Business Services employees Human Resources employees, and Canyon Country Campus start-up volunteers) that go over and beyond expectation to get things done.

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

- The Chancellor hosted dozens of events to recognize and celebrate staff and writes 25-30 thank you notes per week.
- Since 2005, the following events and recognitions have been expanded or added:
  - We added five-year service recognition luncheons;
Strategic Plan Goal #11: Campus Climate

2005-08 Accomplishments

- We expanded the President’s reception for new faculty;
- We continued to offer new employee luncheons several times a year;
- We initiated a President’s luncheon as a part of the orientation session for all employees;
- We added an end-of-the-year barbeque lunch in the Cougar Den for all employees at which retirees are recognized;
- We continued to recognize academic retirees at commencement;
- We hosted retirement celebrations, bridal showers, wedding receptions, and baby showers on campus for our employees;
- We developed certificates that could be used by all managers to recognize the work of their staff members;
- We recognized staff and programs at all Board meetings under special section of the Board meeting agenda;
- We expanded the scope of events included in the Classified Appreciation Week to include/celebrate more participants;
- We hosted receptions for new employees who join our staff.

- The division deans and college administration routinely recognized individual contributions in meetings and welcomed new hires as well as those who have achieved tenure.
- Departments also posted faculty and staff achievements on the division Website, and awarded certificates/plaques at social events.
- Various departments on campus planned retreats with their staffs to thank them for their hard work. These ranged from year-end celebratory luncheons to spa days, all paid by personal funds.
- Annual gatherings are held at deans’ and administrators’ homes for their respective faculty/staff.
- Individual’s talents are showcased through “Sharing the Arts” at monthly division meetings.
- Each dean has designed festivities that fit their division.
- Many departments have a tradition of having a gift exchange and luncheon at the holidays as well as at the conclusion of the school year.

- The Facilities Department had barbeques and Pot Lucks at least once a month.
- Numerous pizza nights were provided by the custodial supervisors (personally) to the custodial staff who worked the graveyard shift, since they’re unable to attend the daytime celebrations.
- At the end-of-the-year celebration, employees were recognized for some of the special things they did during the year that were ‘above and beyond.’ Every employee is recognized!
- The Facilities Department developed a motto of which they are extremely proud and that is known by everyone on campus: Facilities is Fun!
- “Coffee on the Side” faculty colloquiums were initiated focusing on contemporary, thought-provoking topics to generate intellectual discussion.
- The Book of the Year program was started with a wide variety of activities that tie in both curriculum and campus activities all revolving around the selected text.
- Business services held a year-end-close audit party and celebrated the job the staff did in purchasing equipping and furnishing new buildings.
- Annual events were held to honor colleagues and friends who have helped College of the Canyons in one way or another.
- Retirees are invited back to college events and celebrations and are e-mailed regularly about campus events.

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

- The collegial celebration was added to recognize faculty accomplishments and recognition.
- The Classified Senate was initiated on campus.
- Extra efforts were recognized on a personal basis via notes, the Monday Report, Breaking News, and Bottom Line publications.
• Discussions and seminars were initiated on topics designed to enhance an appreciation of differences, strengths, and diversity of opinions. (See Goal #3: Cultural Diversity.)

• The Chancellor, Board of Trustees members, all administrators, faculty and staff treated each other and our students and community members with respect and civility.
  ✓ Thank you notes, congratulation notes, and sympathy notes are sent and received gratefully in every area of the campus.
  ✓ Many College events serve to acknowledge and reward staff and student achievements and milestones.

• Countless thank you notes were sent to faculty and staff throughout the year from the Chancellor recognizing milestone accomplishments and also to thank individuals for a job well done. This personal touch is very meaningful for employees, who keep these cards for years.

• The Chancellor sent personalized holiday photo (her photo) cards to each and every permanent staff member annually even though we have grown to over 500 employees.

• As a thank you to all the individuals who contributed to the Accreditation self-study, lovely engraved glass coffee mugs were distributed and celebratory meetings were held.

• Many thank you notes were sent in regards to the opening of the Canyon Country Campus including:
  ✓ Campus Opening Staff and Volunteers;
  ✓ Community Celebration participants;
  ✓ Chamber Mixer sponsors and attendees;
  ✓ College: Make it Happen organizers;
  ✓ College Donors;
  ✓ Advisory Committee Members;
  ✓ Community leaders and their staff;
  ✓ 2007-08 graduates who took classes at the new campus.

• Recognition of the campus-wide efforts of college staff was provided by the Foundation at:
  ✓ President’s Circle Event;
  ✓ Silver Spur Event;
  ✓ Foundation Golf Tournament;
  ✓ Scholarship Reception;
  ✓ ECE Drum Circle;
  ✓ Library Associates Wine Tasting Event;
  ✓ Cougar Pride Big Win;
  ✓ Alumni & Friends BBQ.

• Facilities has made it a point to give more thanks than received via face-to-face and email; we also are quick to pass any note, comment or email of a good deed done to all staff that were involved with that deed.

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

• The PIO office produced two award winning publications; the Breaking News and Bottom Line newsletter which are mailed to homes in our service area. These publications highlight the work and accomplishments of our faculty, staff and students.
  ✓ The Bottom Line and Breaking News were distributed widely across the Santa Clarita Valley and are key ways for college information pieces to reach the community.

• Local Comcast news broadcasts were made available for staff to promote their programs and curriculum.

• PIO staff worked with all college departments to convey their important messages and news and recognize their achievements to the community through a variety of media outlets.

• Press releases about the achievements of our staff and students were regularly sent to the local press. Positive news stories about the college were in the papers almost daily.
Strategic Plan Goal #11: Campus Climate

2005-08 Accomplishments

- In 2007, our Chancellor won the Superintendent-President’s award and our Professional Development program won the award for Institutional Merit from NCSPOD (National Council on Staff and Professional Development). This national award was publicized in our local press as well as other district publications.

- The District received the Innovation Award from NCSPOD, for LEAP (Leadership Education in Action Program) which was started last year to develop leaders for our college and the community college system.

- We regularly presented at the NCSPOD conference on a variety of cutting-edge Professional Development programs. Our affiliation with and recognition by both NCSPOD and 4CSD (state level organization) have made us a leader in the state.

- A Canyon Country Campus newsletter with profiles of our Founding Faculty (Issue #1) and Counselor (Issue #2) has been developed.

- We featured our faculty artists in their own one person shows in our Art gallery and advertized them in our local press.

- Many of us worked closely with the Public Information Office to ensure all staff were recognized.

- Recognition was provided to COC faculty and staff at Foundation board meetings and at the annual joint meeting with the Board of Trustees and the Foundation Board.

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

- Faculty and staff members provided support via leadership roles in more than 70 community organizations. (See Intranet for complete listing.)

- Faculty, staff, and administrators participated as presenters at statewide conferences and symposiums. (See Intranet for complete listing.)

- Staff accomplishments were highlighted at public presentations in the community and in events on campus.

- Membership and leadership at the state level was not only supported but encouraged (on more than 30 boards and commissions each year. (See Intranet for complete listing.) (MAC regularly informs the Chancellor’s Office about their memberships and leadership positions. Those accomplishments are recognized at All College Staff Meetings, at Board meetings, and through support for travel and time to be involved).

- The Division Deans and campus administration identified and encouraged faculty experts for statewide leadership roles and their participation. All openings are presented for consideration to the appropriate constituency. The district will often nominate people for boards and committees.
2005-08 Accomplishments

Strategic Plan Goal #11: Campus Climate

- Our college is a state leader in participation in statewide organizations from coaching associations to the Let Me Sail Program (an arm of the Special Olympics) to just about anything for which you can volunteer.

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

- An Access and Success form was added to the Intranet to promote the fast-tracking of new ideas.
- A “How To” page was added to the Intranet to provide quick answers and road maps for all to figure out how to move forward quickly, navigate the system, and get things done.
- Innovative mini-grant options in the Foundation (Fall 2008) were developed and funded the following projects:
  - Podcast Video on the Geology of the Santa Clarita Valley;
  - Illuminating Sound;
  - Network of Animation Student Learning Community;
  - Radiation Monitors for the Study of Nuclear Chemistry;
  - Organic Chemistry Model Kits for Student Check Out;
  - Drama Students as Patient Models for Nursing Program;
  - Virtual Dissection Lab for Molecular and Cellular Biology;
  - ARTstART ’09 Arts Festival;
  - Equipment & Video Downloads For BioSci 202;
  - Promotional BBQ for the Culinary Arts Program Outreach;
  - Software/Licenses Senior Citizen Adobe Photo Shop Class.
- We continued to include Innovation as a strategic goal and focus. (See Goal #10: Innovation for complete list of outcomes.)
- The LEAP program was launched with the idea of trying new things and taking risks with a goal of building our own cadre of leaders for the campus and beyond. From the innovative solution team projects, to the team mentors, to presentations made by the participants, there were countless opportunities to step out of comfort zones and learn new and exciting things.
The motto “If you can dream it, you can do it” is a favorite of our Chancellor’s and opportunities to try new things from taking on new projects to learning about other areas of the college, were not only available, but encouraged.

The Classified staff started our Classified Senate this past year with a new slate of enthusiastic leaders.

The Professional Development Mentor Program was completely revamped and launched and has seen over 100 mentor pairings in the last few years.

Policy and Procedures updates by staff – acknowledged at Board of Trustees meeting.

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

   - Special Celebrations were held to recognize:
     - Business Services for work on audit;
     - MIS for Datatel update;
     - Reprographics for accreditation preparation;
     - Human Resources for efforts in hiring over 25 percent of staff in one year;
     - Canyon Country Campus volunteers (via Cougar Den luncheon);
     - Facilities for campus clean up and landscaping;
     - Canyon Country Campus initial staff for opening efforts;
     - Canyon Country Advisory Committee and volunteers for Canyon Country Campus grand opening;
     - Measure M volunteers (80 percent of fulltime staff) for work on passage of Measure M.

   - The efforts of employees were recognized at many celebrations and events, both formal and informal.

   - Accreditation Self Study team celebrations and mementos were distributed.

   - Classified Appreciation Week offered multiple events, prizes and awards that celebrated the contributions of our classified staff members.

   - Retiring faculty members were recognized and feted at the annual College Barbeque held in May each year.

   - The Opening Day Luncheon served as a platform for employee service (through the granting of service pins).

   - The Cougar Award program recognized a number of individuals and departments each year with a parade, presentation, and statuette.

   - The Chancellor regularly sent personal thank-you notes to staff members to recognize their contributions and achievements.

   - Numerous staff members were recognized for “Behind the Scenes” Certificates after opening the Canyon Country campus.

   - Staff potluck lunches and celebrations were held.

   - Staff enjoyed year-end parties.

   - The Canyon Country Campus enjoyed its first year anniversary.
     - Presentations were made to Founding Faculty;
     - A Campus Ribbon Cutting poster was designed;
     - Staff enjoyed a year-end party.

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

   - Training was done on a committee by committee basis through retreats and special presentations.

   - Training for committee members was available through Professional Development workshops and individual mentoring through the Mentor program, which links administrators with faculty and staff who want to participate more actively in campus committees and activities.

   - A workshop titled Great Meetings Get Fast Results! was offered in the fall of 2008.
The First Year Experience program was revamped and enlarged within the past two years. Intended to help students be successful during their first year of attendance at College of the Canyons, the First Year Experience offers skill-building workshops and involvement activities during the first eight weeks of the fall and spring semesters.

The PAL (Personalized Accelerated Learning) program provided a cohort model option for students in college skills level English or math classes. This cohort model leads to high student success rates, in some cases 88 percent which is well above its non-cohort counterpart.

The Facilities Department does not have a book of Standard Operating Procedures on purpose. Instead, they continually encouraged those who are actually doing the work to try new methods and materials in an effort to promote efficiency and a better end result. There is no such thing as a bad idea in the department. All employees were encouraged to continually seek better ways of accomplishing their tasks.

The College Ambassadors at College of the Canyons are a group of highly motivated, energetic, well-spoken, and friendly students that acted as the official representatives of the college to the community. The Ambassadors were responsible for providing outreach to potential students and their families, answering questions about College of the Canyons, and promoting the latest advances and achievements of the college.

The College Ambassadors' mission was to promote College of the Canyons in a responsible, ethical, positive, and professional manner to prospective and current students as well as faculty, staff and the community. The College Ambassadors work directly with various college departments in order to serve as a public relations and institutional advancement team.

The College Ambassadors strived to represent the college in a manner that exemplifies campus pride, displays a strong base of knowledge about the campus, and leaves a positive and lasting impression of College of the Canyons.

9. Enhance student orientation and buddy programs for other students.
   - Peer counseling has been enhanced.
   - The College Ambassador Program has been added.
   - Online vehicles for student communication, inquiry, and dialog were developed.
   - Service Learning opportunities were expanded for all students.
   - The Zone Tutoring Program was added for student athletes.
   - An online student orientation program was developed.
   - A team was formed to design a re-entry program to operate at both campuses.
   - Our Counseling Department designed an engaging online orientation for students. In addition, those wanting a more personal campus tour can sign up for that as well.
   - The Cougar Mentor Program, a peer advisement program that provides support and guidance to new students during their first year of college, has been added. Students can meet with a Cougar Mentor to find out about campus resources, student success tips, and how to navigate their way through College of the Canyons. It is the mission of the Cougar Mentor Program to help each student achieve his or her scholastic and personal goals, comfort level, autonomy, and sense of community at College of the Canyons through peer advisement, referrals, and interaction.

Accreditation training was provided for all team members, more than 100 in all!

Enrollment Management techniques have been discussed and a variety of professional development offerings were held on this topic.

The Foundation Board retreat provided Foundation Board members with the tools necessary to raise funds for students and programs.

Foundation Board members and staff were invited to attend a special presentation by Pamela Cox Otto on fundraising to an inter-generational audience.

2005-08 Accomplishments

Strategic Plan Goal #11: Campus Climate

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

- We continued to host and expand the Opening Day Luncheon and college-wide holiday celebrations.
- Professional Development activities were opened up to all faculty and staff.
- The implementation of new Professional Development Activities was promoted.
  - The LEAP Program at COC was developed with 47 people in the first group Staff attended all sessions, organized and presented, secured all outside speakers, met/talked with participants on an ongoing basis, developed solution teams’ focus.
- Special guest speakers were brought to COC including: Dr. Myron Dembo and Dr. Vincent Tinto

- Other programs/presentations included:
  - Student Success Series;
  - Leadership: Making the Difference;
  - EDUC 080: Community College Education and Leadership;
  - NIMS/SEMS training which has been completed by 91 percent of administrators;
  - Task forces on the topics of diversity and emergency;
  - Administrative Unit Outcomes Retreat;
  - Annual All-College Barbecue.

- Awards were received from The National Council for Staff, Program and Organizational Development:
  - Institutional Merit Award;
  - President and Chancellor’s Award.

- Collegial consultation committees and operational teams include representatives from staff across the campus.

- A number of ongoing and newly-developed staff development opportunities support this goal, including:
  - Communication Season Ticket (a seven-part series first offered in Spring 2006);
  - Several communication-related workshops offered during recent Classified Development Days;

- Regular all college meetings are held to make sure everyone is aware of the direction the college is heading in the year to come.
- Weekly staff meetings are held in most departments across campus to ensure proper communication and sharing of up-to-date information.
- Joint projects across departments (Facilities/Instruction/Student Services/MIS) occurred on a regular basis at the college.
- Both campuses engaged in numerous service projects during the year including a holiday community service project.
- A Canyon Country Campus newsletter with input from all departments at the campus was developed.
Every fall and spring FLEX week, and at each Classified Development Day, the Board of Trustees hosted a workshop titled Q & A with the Board of Trustees. All faculty and staff were invited to attend and communicate with the Board – ask the Board members any question they like or comment on any District-related topic.

Two communication workshops were offered at Classified Development Day on (2005), titled He Said, She Said: Understanding Communication Differences Between the Sexes and Listening for Understanding.

Communication Workshops were offered at Classified Development Day, titled Non-Verbal Behavior – What Are People Trying to Tell Me with Their Body Language?

A 7-part communication series titled Communication Season Ticket was offered.

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

The “College Pride” flag flies regularly on the main flagpole on significant occasions, and was used as a backdrop at many important events on campus including building openings, groundbreakings, ribbon cuttings, ceremonies and other events. It has also flown, from time to time, on days that commemorate significant historical dates or achievements from COC’s rich history.

The Public Information Office provided a “Monday Report” to the campus each Monday, letting the campus community know about significant information issues, events, and general college information relevant to the coming week. While not listed as a goal in this Campus Climate section in 2005, this was an idea of the Chancellor and now that it has been produced on a regular basis, the campus community feels more informed, more connected and individuals are better prepared to represent the college in the community.

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

This continued to be done through the evaluation and professional development process and the mentor and LEAP programs.

66 percent of our classified staff have been promoted in the last three years, and faculty and administrators have advanced in their professions at COC as they have assumed more and different responsibilities.

The SCCCD – specifically Dr. Dianne Van Hook and the Board of Trustees – provided extensive support of the Professional Development program by providing funding for the program and by providing a full time administrator and part time staff member to run the program. The program included Professional Development Committees for each constituency group on campus as well as a coordinating committee to plan campus wide events.
• In addition, the Professional Development Director was supported to attend the 4C/SD (California Community Council for Staff, Program and Organizational Development) annual conference as well as the NCSPOD (National Council for Staff, Program and Organizational Development) annual conference to network with other professional developers and bring back ideas for workshops and activities that would benefit College of the Canyons faculty and staff. All faculty and staff were encouraged to submit workshop proposals and many proposals were implemented and offered to District employees.

• Professional Development recommendations and employee plans were anonymously collected from all employee evaluations and were provided to the Director so that offerings can address employee needs. See Goal #4: Human Resources for more information.

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

• Instead of utilizing staff for this endeavor, the College Ambassadors are a group of highly trained COC students who go out into 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.

• Programs were discussed at division and department meetings, ideas were shared, and faculty worked together.

• The academic program review process was revamped and approved by the Academic Senate.

  ✓ It is an online process and is integrated into most other college planning processes (Strategic Plan, Budget, Educational and Facilities Master Plan, Team Plans, and Staffing Plans).

• With the help and input of many campus constituencies, including the Department Chairs, the College Planning Team, and the Academic Senate, the Instruction Office and Office of Institutional Development have redesigned the annual instructional program review process. It is now more closely aligned with the budget process, easier to complete; and available on-line, for ease of updating and ease of access by other departments looking for good ideas or mutually beneficial campus partnerships.

• The College Planning Team (CPT) sponsored a series of planning workshops to reinforce “why plan” as well as workshops using data, generating resources, working with the Foundation, promoting and marketing, and institutional research and development.

• To assist in the preparation of the Non-Instructional Program Review, a series of workshops were held in Spring of 2007 exploring all phases of the process including gathering the necessary data, focus groups, and writing your plan.

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

• The secure window envelopes were used and allowed for a more user-friendly system of mailing tickets.

• Ticket promotions have been developed along with community outreach to introduce and encourage a diverse group of patrons to attend the productions at the Performing Arts Center.

• Tickets for all shows were available at discount prices for employees.

• Rush tickets were made available to staff at either low or no cost as we approached the performance date.

• Publicity for the new season occurred both at MAC meetings and this year a press conference was held where the entire campus was invited to preview the acts coming to campus.

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

• The Library participated in annual Welcome Week activities.

  ✓ The Library served as a distribution point for informational materials about many campus activities and programs and seeks positive coverage in the Canyon Call newspaper (the library has been covered twice in the last year).

  ✓ The Library also provided meeting space for many faculty and staff events, such as Books and Ideas and Coffee on the Side.
The new Library at the Canyon Country campus was featured on campus tours.

- The Canyon Country Campus Library was showcased on campus tours.
- The Canyon Country Library has expanded hours to better serve students and faculty.
- The TLC Lab staff participated in department retreats/meetings to inform new full and part-time faculty of the materials and services the TLC Lab offers and to invite all faculty to spend time with students in the TLC Lab. The Lab also participated in the annual Welcome Week activities.

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

- Library staff participated in College Day; giving tours of the Library to local middle-school students and emphasizing that they can use the Library to work on their school research projects.
- The Library Associates held two wine tasting events (library fundraisers) in the Library in the last year. Invitese see both floors of the Library and are encouraged to use the facility and tell others about it. Brochures distributed by the Library Associates to the public emphasize that the college Library is a resource for the whole community, not just College students and staff.
- The Canyon Country campus Library was included in presentations to the community about the new campus.
- The Library and TLC were included in presentations about the new campus to the community.
- The Library and TLC expansion were showcased in the Canyon Country Campus newsletter (Issue #3).

Goal #11: Campus Climate (other)

- The Forensics Team participated in state and national competitions (e.g. CCCFA State Tournament and Phi Rho Pi National Speech Tournament).
- Forensics enrollment more than doubled since 2006.
- The communications department participated in the Veterans’ History Project.
- The following events were hosted:
  √ Opening Reception for Cuba Oriente;
  √ Chancellor Drummond Visit;
  √ New Employee Luncheon;
  √ SURPRISE Ice Cream & Fruit TY (Budget) Party for Fiscal;
  √ President’s Circle;
  √ Alumni & Friends BBQ;
  √ Measure “M” Event;
  √ Economic Development Boat Party;
  √ COC Holiday Party;
  √ All College Meeting December 10, 2006;
  √ University Center Lunch;
  √ Measure “M” Headquarters Volunteers Party on Mike Lebecki’s Boat;
  √ Gloria Jackson Memorial;
  √ Holiday Party for Staff;
  √ New Employee Lunch;
  √ Circle of Friends Drum Circle.
VALENCIA CAMPUS
26455 Rockwell Canyon Road, Santa Clarita, CA 91355
(661) 259-7800

CANYON COUNTRY CAMPUS
17200 Sierra Highway, Santa Clarita, CA 91351
(661) 476-3800